

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

All students will be provided high quality instruction and learning opportunities that will prepare them for college and the workplace.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP – ELA, District</p> <p>19-20 High - Gain 7 points Increased YELLOW Level</p> <p>Baseline Low – 20.9 points below level 3 Maintained Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – Math, District</p> <p>19-20 Medium - Gain 5 points Increased YELLOW Level</p>	<p>No CAASPP Tests in 2019-2020</p>

Expected	Actual
<p>Baseline Low – 29 points below level 3 Maintained Yellow Level</p>	
<p>Metric/Indicator CAASPP – ELA, White</p> <p>19-20 High - Gain 7 points Increase GREEN Level</p> <p>Baseline Low – 11.1 points below level 3 Maintained Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – Math, White</p> <p>19-20 High - Gain 5 points Increased GREEN Level</p> <p>Baseline Medium – 19 points below level 3 Maintained Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>

Expected	Actual
<p>Metric/Indicator CAASPP – ELA, Hispanic</p> <p>19-20 Low - Gain 7 points Increased YELLOW Level</p> <p>Baseline Low – 57.6 points below level 3 Declined Orange Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – Math, Hispanic</p> <p>19-20 Low – Gain 5 points Increased YELLOW Level</p> <p>Baseline Low – 64.2 points below level 3 Increased Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – ELA, SED</p> <p>19-20 Low – Gain 7 points Increased YELLOW Level</p>	<p>No CAASPP Tests in 2019-2020</p>

Expected	Actual
<p>Baseline Low – 53 points below level 3 Maintained Yellow Level</p>	
<p>Metric/Indicator CAASPP – Math, SED</p> <p>19-20 Low – Gain 7 points Increased YELLOW Level</p> <p>Baseline Low – 53 points below level 3 Maintained Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – ELA, EL</p> <p>19-20 Low – Gain 9 points Increased YELLOW Level</p> <p>Baseline Low – 57.6 points below level 3 Declined Orange Level</p>	<p>No CAASPP Tests in 2019-2020</p>

Expected	Actual
<p>Metric/Indicator CAASPP – Math, EL</p> <p>19-20 Low - Gain 5 points Increased YELLOW Level</p> <p>Baseline Low - 77.9 points below level 3 Increased Yellow Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – ELA, Stu. w/ Disabilities</p> <p>19-20 Very Low – Gain 7 points Increased YELLOW Level</p> <p>Baseline Very Low – 108 points below level 3 Declined significantly Red Level</p>	<p>No CAASPP Tests in 2019-2020</p>
<p>Metric/Indicator CAASPP – Math, Stu. w/ Disabilities</p> <p>19-20</p>	<p>No CAASPP Tests in 2019-2020</p>

Expected	Actual
<p>Very Low – Gain 5 points Increased YELLOW Level</p> <p>Baseline Very Low – 119 points below level 3 Declined significantly Red Level</p>	
<p>Metric/Indicator Professional Development / Collaboration Opportunities</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Observation system based on a coaching model</p> <p>19-20 100%</p> <p>Baseline 100%</p>	100%
<p>Metric/Indicator Meet the local indicator #1 for Standards Based Materials</p> <ul style="list-style-type: none"> • Access to standards aligned materials <p>19-20 MET / 100%</p> <p>Baseline MET / 100%</p>	MET

Expected	Actual
<p>Metric/Indicator Meet the local indicator #2 for Standards Based Instruction</p> <ul style="list-style-type: none"> Standards based instruction in all curricular areas <p>19-20 MET / 100%</p> <p>Baseline MET / 100%</p>	MET
<p>Metric/Indicator 100% of the students enrolled in BLJUESD will be enrolled in a broad course of study including English/ Language Arts, English Language development for EL students, Mathematics, Social Studies, Science, Visual and Performing Arts, Health and Physical Education, aligned with state standards.</p> <p>19-20 MET / 100%</p> <p>Baseline MET / 100%</p>	MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide professional development for staff to deliver CCSS and create 21st century classrooms</p> <ul style="list-style-type: none"> Focus on the development of teacher leaders by facilitating peer to peer teaching opportunities Provide opportunities for teacher collaboration Provide opportunities for professional development in utilizing technology Professional development for the Step Up to Writing program. Develop a set of writing prompts to be administered to students and scored by teachers. Implementation support for adopted math programs 	Sub dept codes 7394 and 2140, PD Obj 5200 Supplemental and Concentration \$103,707	Sub dept codes 7394, 1250, 3120, 2140, PD Obj 5200 LCFF Supplemental and Concentration \$106,409

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Implementation support for adopted ELA programs with a focus on ELD strategies incorporated in the program and provide needed professional development Compensate teachers for after-hours work on the development of CCSS aligned lessons and units Maintain a website for teachers that allows and encourages continued collaboration Maintain the additional teacher PD day added in 2017-18 to the certificated work year 		
<p>Student and Staff Technology Support</p> <ul style="list-style-type: none"> Maintain the district Technology Department Implement and refine Computer Science skills curriculum guides Data analysis of achievement and attendance Maintain and expand the Solar Suitcase Program, LEGO Robotics, and other STEM/Technology programs and courses Districtwide 	<p>Res. 00150, RS 09200 - Technology, Obj. 5885 and 5930 Supplemental and Concentration \$137,921</p> <p>LCFF Base \$300,000</p>	<p>Res. 00150, RS 09200 - Technology, Obj. 5885 and 5930 Supplemental and Concentration \$460,978</p>
<p>Continue to refine the teacher observation and evaluation process that is focused on improving instruction through the coaching model.</p> <ul style="list-style-type: none"> Teacher selects CA Teaching Standard to be reviewed Pre-observation meetings Focused observations Post-observation meetings to review data Coaching model employed Opportunities for peer observation 	<p>RS 00000 (unrestricted); Function 1000 (instruction) and 2700 (admin) Supplemental and Concentration \$12,971</p>	<p>RS 00000 (unrestricted); Function 1000 (instruction) and 2700 (admin) LCFF \$15,048</p>
<p>Continue to operate a Community Day School program for identified students who would benefit from a more structured environment.</p> <ul style="list-style-type: none"> Individualized instruction Engaging hands-on learning activities Social skills instruction Study skills instruction 	<p>Resource 02430 - Fresno Flats CDS, Site 090, Classified and Certificated Salaries, supplies and software 2000-2999: Classified Personnel Salaries LCFF Base \$136,961</p>	<p>Resource 02430 - Fresno Flats CDS, Site 090, Classified and Certificated Salaries, supplies and software LCFF Base \$147,070</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
No support for the State Preschool Program as it was eliminated during 2018-19 by the Board of Trustees.	0	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 funds budgeted for Actions/Services were expended on the Actions/Services. In fact, more funds were expended on these items than what was budgeted, especially in the area of Technology. The demands of distance learning brought about by the pandemic necessitated critical infrastructure upgrades to the local network. Federal COVID relief funds were used to supplement these expenditures.

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

The challenges of navigating the COVID-19 pandemic during the 2020-2021 school year were daunting. Still, in this goal area, many of the actions were able to continue despite the oddities of the year. Among the many successes was the implementation of the professional development program. While activities associated with peer-to-peer observations proved impossible for most of the year due to COVID guidance restrictions, the staff utilized professional development opportunities focused on distance learning strategies, utilization of technology programs, and other similar topics. The further development and upgrades to the District's technology infrastructure, including new data lines and cabling throughout the District has set the District up for tremendous success moving forward. Fresno Flats CDS continued to serve the needs of students ranging in grades from 5-8, with two students promoting to high school for the 2021-2022 school year.

Other challenges to accomplishing some of the planned actions and services were centered mainly on the ever-changing conditions brought about by the pandemic. Those actions which required interpersonal collaboration and/or in-person instruction were not able to be realized. These included the solar suitcase program, LEGO robotics, and other hands-on activities. As per MOU agreement between the District and the Bass Lake Teachers Association, all permanent teachers were exempt from observation and evaluation for the 2020-2021 school year, thereby reducing the number of opportunities for the collaborative evaluation and observation program.

Any discussion surrounding the successes and or challenges associated with the 2019-2020 school year must be centered on the COVID-19 pandemic and all of its effects on every aspect of society. The resulting school closures thrust teachers, students, parents, families, and extended families into distance learning with little to no preparation or training. The actions and services associated with Goal #1, let alone the other LCAP goals, too, became very difficult to implement in some cases and impossible to evaluate given the cancellation of mandated assessments in the spring of 2020. Still, the goals served as the guide for the actions and services provided

by the District and its schools, especially in maintaining the philosophies behind the goal statements. All school staff and each site maintained incredible amounts of flexibility to continually adjust to rapidly changing health and safety guidance which led to constantly changing instructional models, schedules, and more. The District made significant investments in the Technology Department in preparation for moving from a 1GB data line to an upgrade to a 10GB broadband network planned for the summer of 2021.

Goal 2

All students will be taught by highly qualified professionals in a clean, caring and secure environment

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Physical Fitness Test Results

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Actual Attendance Rate 19-20 96% Baseline (16-17) 94.6%	95%
Metric/Indicator Suspension Rate 19-20 1% Baseline (14-15) 2.4%	2.0%
Metric/Indicator Expulsion Rate 19-20 0 Baseline 0	0%

Expected	Actual
Metric/Indicator Truancy Rate 19-20 9.5% Baseline (14-15) 14.3%	14.1%
Metric/Indicator Chronic Absence Rate 19-20 9% Baseline (15-16) 11.7%	14.4%
Metric/Indicator Middle School Dropouts 19-20 0 Baseline 0	0
Metric/Indicator Teachers Appropriately Assigned 19-20 100% Baseline 100%	100%
Metric/Indicator FIT - Exemplary 19-20 100% Baseline 100%	100%

Expected	Actual
Metric/Indicator Williams Complaints 19-20 0 Baseline 0	0
Metric/Indicator PFT Results 19-20 36% in HFZ (in all 6 areas) Baseline 30% in HFZ (in all 6 areas)	32.7% Grade 5 26.1% Grade 7
Metric/Indicator CHKS Survey Results	
Metric/Indicator Grade 7 – School Connectedness- High 19-20 88% Baseline 75%	84%
Metric/Indicator Grade 5 – School Connectedness - High 19-20 90% Baseline 63%	81%
Metric/Indicator Grade 7 – Caring Adult Relationships – High 19-20 90%	100%

Expected	Actual
Baseline 51%	
Metric/Indicator Grade 5 – Caring Adult Relationships - High 19-20 90% Baseline 55%	100%
Metric/Indicator (All) School perceived as Safe 19-20 90% Baseline 81%	100%
Metric/Indicator Meet the Local Indicator for Basic Needs 19-20 MET Baseline MET	MET
Metric/Indicator Meet the Local Indicator for School Culture 19-20 MET Baseline MET	MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Basic Student Needs</p> <ul style="list-style-type: none"> • Provide healthy meals and a physical education program that meet state and federal requirements • Perform regular safety and maintenance inspections at all sites • Continue to provide clean, safe and healthy school campuses • The district will support a student transportation program • Update the School Safety Plan and practice disaster preparedness drills • Update the District's Wellness Policy and implement programs to improve students' and staff's health and wellness. • Provide social-emotional and psychological services and supports for students, especially those who've been exposed to adverse childhood experiences (ACEs) and/or trauma, to include study skills for school support and counseling services 	<p>Resource 00000, Dept 1260 - yard noon, Res. 00000 Goal 8XXX function - maint., Res. 00000 3600 Function - Transportation, Prop/Liability Insurance Base \$1,459,979</p>	<p>Resource 00000, Dept 1260 - yard noon, Res. 00000 Goal 8XXX function - maint., Res. 00000 3600 Function - Transportation, Prop/Liability Insurance LCFF Base \$1,794,703</p>
<p>All schools will work to establish a Positive School Climate</p> <ul style="list-style-type: none"> • Maintain positive reward programs for good attendance and academic achievement • PBIS strategies implemented at all sites with continued support • Administer student and staff surveys on school climate and connectedness • Extra-curricular activities in place to engage students • Field trips will be supported and incorporated into instruction • Digital Citizenship taught at all grade levels 	<p>RS 00150 dept.1115; DEPT. 1404; RS00000-7100 function; RS00000-4310 object, PBIS dept 3120 Supplemental and Concentration \$99,676</p>	<p>RS 00150 dept.1115; DEPT. 1404; RS00000-7100 function; RS00000-4310 object, PBIS dept 3120 LCFF Supplemental and Concentration \$84,770</p>
<p>Student Attendance will be maximized.</p> <ul style="list-style-type: none"> • Continue to support the Eastern Madera County SARB • Monitor and report monthly attendance procedures and chronic absence rates • Utilize the Aeries system at all sites to make phone calls to parents notifying them of a student's absence. 	<p>LCFF Basic, Supplemental-Concentration RS00000-2700 Function; RS 09200-5885 object; See Actions 1.2 Base \$28,438</p>	<p>LCFF Basic, Supplemental-Concentration RS00000-2700 Function; RS 09200-5885 object; See Actions 1.2 LCFF Base \$32,302</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to utilize the services of a school counselor to support students.</p> <ul style="list-style-type: none"> • Individual crisis counseling • Small group sessions • Whole class activities • Teacher support • PBIS support (PBIS aides) <p>* Provide social-emotional and psychological services and supports for students, especially those who've been exposed to adverse childhood experiences (ACEs) and/or trauma, to include study skills for school support and counseling services</p>	<p>RS 00150-3120 and 3110 function; RS 00150 Dep. Supplemental and Concentration \$118,719</p>	<p>RS 00150-3120 and 3110 function; RS 00150 Dep. Supplemental and Concentration \$324,095</p>
<p>Hire, retain, and appropriately assign qualified teachers</p>	<p>General Fund 1100 object 1000-1999: Certificated Personnel Salaries Base \$3,704,886</p>	<p>General Fund 1100 object, benefits 3000 objects 1000-1999: Certificated Personnel Salaries LCFF Base \$3,776,798</p>
<p>Continue to implement PBIS strategies and measure their effectiveness using a variety of collected student data.</p> <ul style="list-style-type: none"> • Well-communicated and consistently enforced school rules • Direct teaching of expected behaviors to students • Monitoring student discipline data 	<p>See Action 1.2 and 2.5 0</p>	<p>See Action 1.2 and 2.5 0</p>

Goal Analysis

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

Funds that were budgeted for actions/services in this goal area were either spent on those actions/services that were budgeted, or the funds were shifted to other areas within this goal to account for much higher than budgeted actuals. This is true for the following actions/services areas: Basic Student Needs, Student Attendance, School Counseling, and Highly Qualified Teachers.

The school closures during the spring of 2020 forced a rapid transformation into distance learning. Initially, distance learning equated to enrichment activities. When it became apparent that pandemic conditions would not permit school reopenings, instructional staff needed professional development and support on how to prepare and deliver virtual lessons and best practices for conducting virtual classrooms. Sanitizing and disinfectant practices were strengthened, resulting in additional costs for supplies, training, and personnel. The social-emotional behavioral and mental health program was expanded during the year based upon rising student needs, thereby increasing expenditures in the areas of positive school climates, school counseling services, and PBIS implementation.

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

The chief success in this area was the expansion of school counseling services. A MTSS was established for social-emotional behavioral & mental health and safety, with Tier 2 services provided by PBIS paraeducators and Tier 3 services provided by a licensed professional counselor hired on contract. The program will continue to be expanded in upcoming years due to increasing student needs, particularly from the effects of the pandemic. The biggest challenge is in reducing the Chronic Absenteeism rate, a common issue for mountain school districts throughout the region and state.

Facility inspections became more uniform and timely during the year. This is critical due to the District's aging facilities. Critical improvements were made at all sites, including a new roof on the two main buildings at Wasuma Elementary School in the summer of 2019. Upgrades included the installation of new metal flashing on the ends of the buildings, as well as under the overhangs covering the walkways on either side of the buildings. This was critical due to damage caused by woodpeckers and other environmental pests to the preexisting wood flashing. These inspections allow for the exchange of timely information that leads to strategic planning of future repairs, upgrades, and/or replacement. This, in turn, assists in establishing and maintaining safe and healthy campuses. It is likely that many of the cleaning and sanitizing protocols brought about by the pandemic will remain part of the regular custodian and janitorial responsibilities as the District moves past the pandemic. This should allow for better mitigation of annual cold and flu seasons.

The planned actions and services aimed at maximizing student attendance were quickly transformed from efforts to increase physical attendance at school to increasing attendance and participation in distance learning virtual activities. This struggle continued into the 2020-2021 school year, too. While teachers, principals, and other staff implemented student re-engagement strategies for students struggling with attendance and/or participation, some students and families continued ignoring these efforts while the majority returned to participate and learn. Time will tell the impact of distance learning, particularly for those students who failed to fully participate.

Goal 3

All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges and responsibilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL Student Progress / CELDT 19-20 N/A---CELDT no longer in use Baseline 62.7%	CELDT no longer in use---no data for 2019-2020
Metric/Indicator EL Reclassification Rate 19-20 12% Baseline 7.3%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide research based interventions for students not performing at grade level including students with disabilities.	RS00150-1277 function; RS65000-3130 function;	RS00150-1277 function; RS65000-3130 function;

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • RtI in Reading, expanded from only TK-5 to include Grades 6-8 Districtwide • Appropriate student accommodations and modifications • 504/IEP Process 	RS00000-3120 function; RS30100-1277 Goal Supplemental and Concentration \$322,124	RS00000-3120 function; RS30100-1277 Goal Supplemental and Concentration \$704,497
Implement software programs that challenge students at their individual level and allow them to progress at their own pace. <ul style="list-style-type: none"> • Technology Coach support • Coding classes/curriculum 	RS 00150-2130 and 1000 function for salary and benefits; object 5885 and 4300 for supplies and software Supplemental and Concentration \$180,035	RS 00150-2130 and 1000 function for salary and benefits; object 5885 and 4300 for supplies and software Supplemental and Concentration \$221,185
Provide extended day learning opportunities and enrichment activities <ul style="list-style-type: none"> • Homework Club • Technology Program • GATE activities • Coding Classes • CA Cadet Corps • After-school programs, including Chess Club, Sewing Club, and others 	RS 00150-1277-1010 function; See Actions 1.2 and 3.2 Supplemental and Concentration \$31,688	RS 00150-1277-1010 function; See Actions 1.2 and 3.2, 2.2 Supplemental and Concentration \$14,970
The district will support the Eagle Academy at OES <ul style="list-style-type: none"> • Enrichment activities • Tutoring support • Social skills • Physical activities 	RS0000-8200-55XX; See Action 3.3 Base \$11,182	RS0000-8200-55XX; See Action 3.3 LCFF Base \$11,182
Support EL students with a coherent districtwide ELD program <ul style="list-style-type: none"> • Additional training for teachers on new ELD program • Pullout support • Increase time for bilingual liaison 	See Action 1.1 and 3.3 Supplemental and Concentration See Action 1.1 and 3.3	See Action 1.1 and 3.3 Supplemental and Concentration See Action 1.1 and 3.3

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Activities that support Foster Youth and Homeless youth will be implemented.	Title I; See all other actions RS 30100-3130 Title I \$1,000	Title I; See all other actions RS 30100-3130 Title I \$27

Goal Analysis

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

For this goal, funds originally budgeted for extended day learning opportunities and enrichment activities were not expended for such activities due to the pandemic and subsequent school closures from March through June. The funds, however, were still used to support students, families, teachers, and staff in actions and service areas within this goal. Additional funds were allocated for providing research based interventions and support services to students not performing at grade level, including students with disabilities. Additional funds were also allocated for the implementation of software programs that suddenly became much, much more important and necessary due to distance learning to close 2019-2020 and open 2020-2021.

Foster youth and students experiencing homelessness had their unique needs met through the work of local service club donations and activities at school sites, thereby reducing the expenditures typically made by the District for such activities. Clubs involved included the Rotary Club, Soroptomists, Lions Club, and Kiwaniannes, among others, including a number of private donors who choose to remain anonymous each year.

The school closures immediately ceased expenditures in the areas of after-school programs, athletics, and other enrichment and intervention programs that either can not be provided virtually, or were delayed in being provided in virtual settings.

The technology software expenditures increased dramatically during the last quarter of the year due to the demands of distance learning and efforts to provide students with effective intervention and support software to assist with the demands of distance learning. The District's technology coach was instrumental in providing these programs and in delivering critical training of students and staff alike in how to best utilize these new resources.

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

Successes in this goal were in the expansion of services to meet the needs of students performing below grade level, especially in the face of the many challenges brought about by the COVID-19 pandemic. The work of the District Technology Coach was instrumental in training instructional staff to deliver instruction through distance learning, and then modify again to a hybrid schedule. Eagle Academy was able to operate once schools were allowed to reopen under the Elementary School Waiver program, providing services

to some of the most struggling learners. The work of the District EL family liaison was instrumental in maintaining communications with the families and EL students during the year.

Most prevalent among the challenges was the lack of other after-school programs and enrichment activities that were not allowed to function due to pandemic restrictions from March to the end of the year in June. Athletics, California Cadet Corps, Homework Club, and even Eagle Academy were forced to cease operations due to the school closures. English language development programming suffered at least initially immediately following the school closures before improving later given new training and distance learning resources.

Students with disabilities continued receiving services, albeit in distance learning formats. Students in this group struggled with distance learning and the physical absence of the teacher and support staff in the virtual classroom. Asynchronous activities were especially difficult for students with disabilities. IEP meetings were quickly transformed into virtual meetings to maintain critical timeline requirements.

Among the greatest successes of 2019-2020 prior to the pandemic was the Response to Intervention: Reading program. This critically important was expanded to include grades 6-8 at both Wasuma and OCI. Prior to this implementation, struggling readers in middle school grades received little additional support or services. The impact was tremendous for many students who had been struggling academically and improvement was seen not only in their abilities to read, but also in their writing, ELA growth, and performance in other subject areas.

Goal 4

All stakeholders will be engaged in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Survey Participation</p> <p>19-20 50%</p> <p>Baseline 25%</p>	<p>No survey data collected in 2019-2020.</p>
<p>Metric/Indicator Parent/Staff Survey Conditions of Learning Agree/Strongly Agree</p> <p>19-20 95%</p> <p>Baseline 93%</p>	<p>No survey data collected in 2019-2020.</p>
<p>Metric/Indicator Parent/Staff Survey Parent Participation at school welcomed Agree/Strongly Agree</p>	<p>No survey data collected in 2019-2020.</p>

Expected	Actual
<p>19-20 90%</p> <p>Baseline 86%</p>	
<p>Metric/Indicator Meet the Local Indicator for Parent Engagement</p> <p>19-20 MET</p> <p>Baseline MET</p>	MET

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Home-school communication will be strengthened</p> <ul style="list-style-type: none"> • Continue to employ a bilingual liaison to work with Spanish speaking parents • Survey parents annually on conditions for learning, school climate, school safety and student supports in the district • Maintain a Parent Support website • Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils and parents of pupils with exceptional needs • Update the district and school websites to make them more “parent friendly” • Maintain a Facebook page during inclement weather to communicate road conditions to parents 	RS42030; RS 00000-2700 function LCFF Base \$58,964	RS42030; RS 00150, 1234/1277 func, RS 00000-2700 function LCFF Base \$75,717

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 funds budgeted for actions and services in this goal were expended for budgeted expenditures. Actual expenditures were higher due to the increased need for mass communication platforms and programs once the pandemic hit, forcing school closures and other impacts. The annual LCAP parent survey was not administered in the spring of 2020 due to the school closures and the uncertainties of what school could look like in 2020-2021.

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

Each of these actions and services were considered a success. Communication was paramount as the pandemic swept through the state and country, forcing widespread school closures. Communications were fast and efficient thanks to the utilization of a variety of communications platforms, including Blackboard, Class Dojo, text systems, school and district websites, and social media. The work of the EL liaison was tremendous in keeping the District's EL students and families informed on the many, many updates and adjustments that were made to school calendars and schedules.

Prior to the pandemic's outbreak, the work and support of each school site's parent and community support groups was outstanding. PTA and PTC groups were able to conduct fundraising campaigns successfully to raise monies for programs and awards typically provided by these groups. Each site operated effective school site councils who provided information to the site principals, who in turn passed along the ideas to District leadership for future LCAP considerations. The District's Wellness Committee and Safety Committee met regularly and provided key feedback and input in their respective areas to school and District leadership. District and school websites were regularly updated and the Transportation Department's Facebook page was regularly maintained and updated as necessary, especially with weather-related delays and school closures.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of personal protective equipment (PPE) for use by all staff and students to comply with state and county health department guidance and District-adopted health and safety protocols, including face masks, rubber gloves, thermometers, cleaning machinery & supplies, plexiglass "sneeze guard" barriers, ventilation system filters, etc.	\$300,000	\$143,581	No
Additional personnel expenses associated with the implementation of health & safety protocols (custodians, nutritional services, etc.)	\$200,000	\$111,192	No
Personnel costs associated with providing instruction and/or intervention supports to individuals and small group cohorts.	\$4,825,000	\$4,844,523	Yes
Expenses related to the purchase of equipment, materials, and supplies to maintain rigorous conditions of cleanliness and sanitation (hand sanitizer stations, hand sanitizer, disinfectant wipes, touchless classroom and bathroom fixtures, etc.).	\$200,000	\$106,990	No

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

The District originally budgeted funds for the purchase of PPE, cleaning and sanitizing equipment and supplies, sneeze guard barriers, and other related items. The actual expenditures in this area are significantly less due to the amount of such items that were provided to the District free of charge, especially from the California Office of Emergency Services by way of the Madera County Superintendent of Schools. Similarly, the actuals for additional personnel expenses associated with implementation of health & safety protocols also were much less, as the District created aggressive sanitizing protocols and practices that did not require large amounts of additional time or assignments. In much the same way, those budgeted funds for expenses related to the purchase of equipment, materials, and supplies for cleanliness and sanitation also came in at lower amounts.

Analysis of In-Person Instructional Offerings

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

The 2020-2021 school year will be recorded as perhaps the most challenging in history. The challenges were seemingly countless at times---continuously changing protocols and guidance, school closures, partial reopenings, small group cohorts, Elementary School Waivers, quarantines, distance learning, hybrid scheduling, and finally a full return to pre-pandemic scheduling, albeit with a number of families opting to remain in distance learning full-time which required teachers to provide both in-person instruction and distance learning activities. As quickly as teachers and staff adjusted to a new educational program, guidance would change and another program would be introduced in place of the one the staff had just perfected. This occurred throughout the year. Despite their frustrations, the staff remained as flexible as possible and persevered, offering students their best efforts at providing meaningful and engaging lessons. This was perhaps the greatest success story of the year.

The Bass Lake Joint Union Elementary School District was successful during 2020-2021 at navigating the ever-changing guidance associated with the pandemic and school reopening processes. Initially, all District schools were closed to in-person instruction. As guidance became available for small-group cohorts to return for in-person instruction, the District moved as quickly as possible to return students with disabilities to campuses, beginning with special day class (SDC) programs at OCI and Wasuma, which occurred on October 1, 2020. These were soon followed by resource program students (RSP) who received their in-person supports and services while attending mainstream classrooms virtually. The District received the Elementary School Waiver approval in late-October and those students in grades TK-6 began returning to campuses for in-person instruction in November 2020, beginning with TK, K, and 1st grades. As all went well with these returns, grades 2 and 3 returned in December. Grades 4, 5, and 6 returned in January 2021. Due to the number of students who opted to return and the limited space available due to physical distancing requirements, all schools implemented hybrid scheduling that allowed students to attend in-person two half-days per week. Mondays were dedicated to distance learning only with Tuesdays-Thursdays set aside for Cohort A to attend in-person, and Cohort B students returned for in-person learning on Wednesdays and Fridays. This continued even as grades 7 and 8 returned in March 2021. By April, all students wishing to return for in-person were able to do so every Tuesday through Friday for half-days. In May 2021, the District implemented all pre-pandemic daily and weekly school schedules which called for early-release Mondays and full days of instruction every Tuesday through Friday. Students opting for distance learning only received their instruction from their regularly assigned teacher either virtually by attending class virtually, or after school hours in virtual settings.

To accomplish such a large degree of in-person instruction, the District had to create and implement a number of plans and protocols as well as work through a number of complicating factors. First, the District had to create a School Reopening Plan that included a number of health & safety protocols based upon the guidance and orders issued by the Center for Disease Control (CDC), California Department of Public Health (CDPH), California Governor Gavin Newsom, and the Madera County Department of Public Health (MCDPH). This plan included strategies and plans for returning to in-person instruction as pandemic conditions and associated guidance allowed, including mask mandates and physical distancing requirements. The plan also included allowances for distance learning-only for students who did not wish to return for in-person instruction. The District also created and implemented a new long-term independent study program for those families opting for a home school model of instruction. Given the need for childcare for

District personnel and staff, the District allowed employees to bring their own children to their work stations and/or classrooms which allowed employees to provide instructional services to students while also providing their own childcare. The health and safety protocols were adhered to strictly by employees districtwide. It is important to note that not one positive case of COVID infection was traced back to on-campus transmission during the entire year, a testament to the effectiveness of the District's mitigation program as well as the commitment made by students and staff to follow the protocols.

All students were offered the minimum number of mandated instructional minutes in all models of instruction in 2020-2021, including during hybrid scheduling. A combination of in-person synchronous instruction with at-home asynchronous instruction allowed students to reach their mandated minutes requirements. Teachers were available for office hours each afternoon for struggling students to reach out for assistance.

Though the instructional models continually changed throughout the 2020-2021 school year, the in-person instructional offerings offered by the District were largely successful and allowed students to receive in-person instruction from dedicated and highly-skilled professionals while having their social-emotional needs addressed as well.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Hardware purchases (Chromebooks, cameras, headsets, etc.)	\$150,000	\$276,202	No
Educational software licensing, applications, and programs purchase (EdGenuity, Accelerated Reader, Lexia, Clever, etc.)	\$300,000	\$273,436	Yes
Professional development associated with distance learning and the exceptional needs of unduplicated students and students with disabilities	\$150,000	\$114,093	Yes
Social-emotional learning curriculum (ReThink, et al)	\$25,000	\$42,834	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.

There was a significant increase in the area of Technology Hardware due to the purchase of additional hardware, mobile hotspots for student connectivity, and cabling projects throughout the District to increase broadband connectivity, reliability, and speed. There were fewer expenditures for professional development associated with distance learning and the exceptional needs of unduplicated students and students with disabilities because the District was able to return students with disabilities to in-person instruction earlier than expected via the small group cohort guidance, thereby reducing their distance learning participation. More funds were expended for SEL curriculum and materials than originally budgeted due to changing, increasing student needs as distance learning evolved into hybrid schedules before finally returning to pre-pandemic daily scheduling late in the year.

Analysis of the Distance Learning Program

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

The District was very successful at implementing a distance learning program in 2020-2021. The District's implemented plan included provisions for utilizing a variety of funding sources---state, federal, LCFF, et al---to effectively implement and support the continuity of instruction. This allowed the District to effectively address the instructional needs of students by providing high-quality instructional models regardless of whether they were in-person, distance learning, hybrid, or independent study. Each program allowed students access to a full, standards based curriculum supported by a robust technology department.

Perhaps the biggest success can be found with the expansion and upgrades to the District's technology infrastructure. Though distance learning certainly has its critics, few can complain about the effectiveness of the District's infrastructure, network reliability, speed, or the use of Google Classroom. Professional development of instructional staff was successful in the areas of distance learning instruction, technology use, software applications, technology support, and other related topics. The return of students to in-person instruction first via the small group cohort guidance for students with disabilities in early October, followed by partial reopenings via the Elementary School Waiver program allowed the District's students to return to campuses more quickly than in other regions and districts. Still, the District had several families who opted to keep their child(ren) enrolled in full-time distance learning the entire year, either in the distance learning program or the independent study program (BLISS).

Teachers and other instructional staff were provided training focused on providing a continuity of instruction in distance learning environments, which included the use of existing technology such as Google Classroom, Google Meets, Zoom, and a variety of supplemental software programs to address student needs in mathematics, reading, ELA, history, science, and more. Through the distance learning program, students received instruction primarily through the use of these instructional tools and programs.

To best implement the distance learning program, the District opted to provide instruction to students both in synchronous and asynchronous models. This allowed students to receive direct instruction from the teacher, followed by independent learning activities designed for student practice of key concepts and the development of their own independence in learning. As the District transitioned to hybrid models, this method of instruction served students well. Additionally, when a student was prevented from attending school in-person due to quarantine due to COVID exposure or infection, the student easily transitioned back to full-time distance learning with the same teacher and classmates, thus setting the student up for success through the continuity of instruction with the familiarity of their teacher, classmates, and classroom routines. All students were provided opportunities for daily interactions not only with their teacher, but also their peers within the construct of regularly developed routines.

The District created and implemented the Bass Lake Independent Study School (BLISS) program for 2020-2021. The District planned all along for the creation of this program based upon local need and the number of families in recent years who had left the District to enroll in such home school programs elsewhere. The pandemic only increased the need for such a program. Initially in August 2020, at the start of the school year, 155 students had enrolled in BLISS resulting in a number of last-minute staffing adjustments. As the school year went along and students began being allowed back on campus for in-person instruction, several families opted to move their child(ren) back to the regular academic program to afford the child(ren) as much in-person learning time as possible. BLISS finished the year with approximately 60 students still enrolled.

Student participation in the distance learning program was at times a challenge, especially in middle school grades. School leaders and teachers would closely monitor student attendance and participation in distance learning. When warranted due to a lack of activity, participation, or progress, the teacher would initiate a re-engagement strategy by contacting the student's parents and notify the principal. If the issue continued, the principal would initiate contact of the student and parents, often scheduling a meeting to investigate why the student was having difficulty. Causes often centered either on connectivity issues, motivation, or engagement difficulties. Once fallen behind classmates, a student would often experience feelings of isolation and emotional distress. The number

of such cases was relatively few overall, but concern exists over the amount of learning loss or unfinished learning students such as this have endured as the 2021-2022 school year approaches.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional staff time to provide additional academic support and services (i.e., after-school programs, academic enrichment, Cadet Corps, Spanish, Homework Club, etc.)	\$60,000	\$30,000	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.

As can be seen in the chart above, actual expenditures are approximately half of what was originally budgeted for actions related to pupil learning loss for 2020-2021. There are several reasons for this, including the lack of available staffing. Teachers spent the better part of the year providing distance learning AND in-person instruction, leaving very little time or energy to conduct additional instructional services. Also problematic was the lack of reliable assessment data to accurately reflect any degree of learning loss. This will change in 2021-2022 with the release of the 2021 CAASPP data, DIBELS reading assessments, and iReady mathematics assessments.

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.

Despite the successes associated with the distance learning program and in-person instruction in 2020-2021, the District remains concerned about pupil learning loss not only for 2021-2022, but for the next several years. Traditional supports and services associated with learning loss were not able to operate for a good portion of the 2020-2021 school year due to school closures and adherence to health and safety guidance and mandates. As students returned to in-person instruction, assessment for learning loss became a bit more easy to administer and gauge. Formative measurements were used as part of embedded components of ELA and mathematics curriculum. Students' reading growth and grade level performance was established utilizing DIBELS reading assessments. Determinations about whether students required additional support and services were made by the teacher utilizing such assessment data. Students who appear to have sustained a great degree of learning loss and/or those who are performing at least one grade level below are referred to the school site's student study team (SST), a multi-tiered system of support team who determines whether or not a student requires an individualized intervention plan. That plan will include the supports and services designed to meet the needs of the individual student, including but not limited to: individual or small group support, tutoring support or coaching, supplemental assignments for reinforcement of key concepts, support and monitoring, access to instructional aide support,

or other related services. Unduplicated pupils, including English learners, Foster youth, socioeconomically disadvantaged, and students experiencing homelessness are given priority for assessment and participation in such service programs.

Complicating the issues associated with pupil learning loss is what most districts are currently struggling with and that is the existence and availability of accurate and timely student achievement data to support to what degree learning loss has developed in students. This severely hampers District efforts to design and implement effective learning loss mitigation programs. Still, it is reasonably assumed that learning loss has developed in at least some of the District's students. This will be further complicated with the presence of social-emotional behavior and mental health issues in many of the same students. The District will provide a robust program to address all such needs for 2021-2022 and beyond.

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.

Spending so much of the year in distance learning, especially in the middle school grades, monitoring and supporting students' mental health and social & emotional well-being proved quite difficult. The Tier 2 PBIS paraeducators and Tier 3 counselor regularly checked in with students on their caseloads, but the distance component made accurate assessment and follow-up a real challenge. As students returned to in-person instruction, much progress was made in these areas. What was discovered was what was anticipated---widespread need for additional services following the pandemic and its effects. The District plans to expand this program even further in 2021-2022 as a result.

For much of the 2019-2020 school year, the District made considerable progress in expanding the social-emotional behavioral and mental health program. Professional development was provided to all staff in Tier 1 supports provided universally by teachers and support staff in the Positive Behavior Intervention and Supports (PBIS) program. Tier 2 services were expanded to include a Tier 2 paraeducator at each school site. Tier 3 services were increased with the addition of more counseling hours at each site in the District. Many additional supports and services were being provided to students when the pandemic forced schools to close in March 2020.

Anticipating increased needs in this area for 2020-2021, the District made preparations to expand the program even more. As the year opened with school closures and full-time distance learning, providing for the mental health and social-emotional well-being of students proved challenging. Counseling services were provided via Google Meets or Zoom, but few liked such formats including students, parents, and service providers. Distance learning did not provide teachers and staff opportunities to obtain first-hand observational data to assist in identifying students in need of assistance. Still, social-emotional learning components were included in each day's instruction by teachers, often at the start of each day in both distance learning and in-person environments. School site teams comprised of teachers, support staff, principal, intervention staff, and other personnel are formed to identify students in need of additional support. The multi-tiered system of support is established as described below:

Tier 1: Universal Supports:

- *Classroom support provided by teacher and/or support staff
- *Positive reinforcement and engagement strategies in accordance with the site's PBIS program
- *Daily SEL curriculum implementation and embedded SEL components in core curriculum lessons

Tier 2: Targeted Intervention and Support:

- *Individual and/or small group interventions
- *Support to address any of a number of issues (anxiety, stress management, anger management, social skills/interactions, grief and personal loss, academic support, personal responsibility, et al)
- *Short-term individual or small group counseling focused on a single, targeted goal
- *Check-in/Check-out program
- *Possible referral to school and/or community support programs

Tier 3: Intensive Intervention and Support:

- *Individual counseling
- *Check-in/Check-out program
- *Small group counseling focused on a single, targeted goal
- *Risk assessment
- *Crisis response and management
- *Behavior intervention plan
- *Functional Behavior Assessment
- *Possible referral to school and/or community support programs

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.

The District enjoyed a number of successes in implementing pupil and family engagement and outreach during the 2020-2021 school year. Pandemic conditions dictated that school-to-home communications were paramount in effectively managing an ever-changing educational world. As pandemic conditions continually evolved, so to did the response of educational institutions and their models of instruction. The school year began with all students engaged in distance learning models, even after the District had planned all along on a traditional reopening. When such reopenings weren't possible due to state guidance, communications to students, staff, parents, families, and the community were critical. Similarly, when the District brought back students with disabilities via the small group cohort guidance, communication with those affected families and staff was vital, as was communications with on-site staff (secretarial, food services, instructional, transportation, supervision, etc.) to insure student needs would be met.

Similar communications were critical when the District began reopening schools further via the Elementary School Waiver program for students in grades TK-6. Through this reopening plan, two to three grade levels were brought back gradually at a time to insure the health and safety protocols could be managed while mitigating the risk of COVID transmission at school sites as students returned. Early in the spring 2021, all grade levels were allowed to return for partial days of in-person instruction. Again, this necessitated mass communications to all stakeholders. Finally, in May 2021, the District was able to move to pre-pandemic daily and weekly school scheduling, allowing for full days of in-person instruction for those students who so chose to come back. Once again, another wave of communications and engagement was necessary. Throughout the year, the District attempted to reduce the volume of mass communications to emphasize the importance of those calls and messages that were necessary to alert stakeholders of major changes to established routines and protocols. Those messages seemed to be well-received and much appreciated based upon feedback received by District leaders.

A critical component of the District's engagement and outreach initiative in 2020-2021 was the tiered re-engagement strategies for all students in the distance learning and independent study programs. All students who were absent from distance learning for three or more days, or 60% of an instructional week, were required to receive re-engagement support and services. The District's plan in this area included teachers, support staff, and the principal to make contact with the student's parents/guardians to assess the issues surrounding the student's lack of attendance or participation. In many cases, issues surrounding connectivity were identified. In these instances, the District made every opportunity to assess the family's broadband internet capabilities at the home, often contacting the family's local service provider on behalf of the family. If connectivity continued to be at issue, the District provided a mobile hot spot to the family for their internet connectivity. Families who qualified received internet service at their home at no cost thanks to local partnerships between the District and Sierra Tel.

To aid in student and family engagement and outreach, site secretarial staff and teachers verified all contact information with parents contained within the AERIES student information system. This enabled staff and teachers to maintain reliable contact information for when a parent contact needed to be made. During distance learning, teachers monitored each of their students for engagement and participation for both synchronous and asynchronous learning activities. Students failing to attend or engage received an inquiry from staff to verify the reason(s) for their absence or failure to engage. This allowed the District to address individual needs as they developed as opposed to days, weeks, or months later.

Principals utilized Google Meets and Zoom to conduct stakeholder group meetings during 2020-2021. These included PTA or PTC leadership meetings, as well as the general sessions of these groups. School site councils also met virtually throughout the year, as did the English Learner Advisory Council. Such formats allowed for maximum participation for stakeholders despite the restrictions placed upon in-person meetings or gatherings by health and safety guidance in the county and state.

Like most (all?) other districts in the state, the Bass Lake Joint Union Elementary School District encountered challenges in implementing the student and family engagement and outreach program in 2020-2021. Most challenges can be centered on the overwhelming toll delivered by the pandemic on almost every aspect of society. The social-emotional toll of the pandemic almost proved to be too much for many parents and adults. The pandemic yielded so many stressors on individuals and family alike that even the slightest change would seem monumental and almost catastrophic by some. The stress and emotional toll experienced by some parents who almost overnight were thrust into a more prominent role of supporting their child(ren) with the demands of distance learning while lacking either the physical, social-emotional, or intellectual resources to do so was overwhelming. Some parents were working two or three jobs to support the family on top of providing the academic support needed by their child(ren). For others, feelings of isolation associated with being cooped up at home due to the pandemic became too much. Many families have been forced to deal with the death of loved ones. Others have dealt with financial insecurity due to the loss of a job or reliable income. The toll on our society has been extreme. The District has maintained an awareness of all that this pandemic has caused on American society, especially on the local community and its families. The District continues to emphasize meaningful and timely engagement of students and families by providing direct communiques, updated websites with critical information, and resources necessary to continue navigating the challenges brought about by the pandemic.

Analysis of School Nutrition

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

The District has experienced its share of successes and challenges during the 2020-2021 school year with regard to providing school nutrition. The District implemented a plan to provide meals to students initially when the District was able to only provide distance learning. Meals were prepared and packaged for parent pick-up at each school site while adhering to health and safety protocols in the process, including physical distancing. Staff also adhered to guidance by wearing requisite PPE, including face masks and gloves. This process included practices such as meal packages being placed on a table adjacent to the parking lot. A parent would park their vehicle in the lot, walk one at a time up to the table, and take the number of meals off the table for each of the family's children. This allowed for an orderly distribution system while adhering to health and safety protocols.

As students returned for in-person instruction, first with the small group cohorts in October 2020, food services personnel provided hot breakfasts and lunches for in-person students and pre-packaged meals for those in distance learning and/or independent study, available for parent pick-up at each school site. As more student returned to campuses via the Elementary School Waiver, students at OCI were able to continue receiving hot meals for breakfast and lunch given the kitchen is at OCI, while students at other sites and in distance learning programs continued to receive pre-packaged meals. This system continued even with the full return to pre-pandemic daily and weekly scheduling in May 2021 due to a number of factors, including lack of staffing, demand for pre-packaged meals, and inadequate kitchen facilities at Wasuma and OES.

All students are offered breakfast and lunch regardless of instructional program. In-person students consume their meals on-campus with at least six feet of distance between them and other students.

Like in other areas of the Learning Continuity Plan, the District encountered a number of challenges in 2020-2021. Chief among these include: adherence to COVID health and safety protocols, food handling and preparation practices, staffing shortages, food chain/supplier shortages caused by the pandemic, and the ever-changing guidance associated with health and safety protocols handed down by CDPH, CDC, the governor's office, and MCDPH. Additionally, the District hired additional staff during the year as needs further developed to provide meals for both distance learners and in-person students. The food services staff continually worked to address the needs of individual families as they were made aware. Meal preparations and distributions are conducted with a focus on the highest standards of industry safety standards and practices.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Provide for the social-emotional and mental health needs of students (PBIS, School Psychologists, LMFT counselor, etc.)	\$280,000	\$267,138	Yes

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

No substantive difference exists between planned actions and services that were budgeted and actual expenditures, with a difference of just over \$12,000. This is accounted for in fewer hours for Tier 3 services, mostly during the first few months of the 2020-2021 school year when students were relegated to the distance learning model. Staff were dedicated to attempting to identify students in need of Tier 3 intervention services, but unable to provide in-person assessments. The Tier 3 service provider also missed time due to illness and personal leave during the year which accounted for fewer expenditures in the end.

Overall Analysis

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

The District learned a tremendous amount during the implementation of in-person and distance learning programs in 2020-2021. These lessons, in part, led to the development of the goals and actions contained in the 2021-2024 LCAP. Those goals include:

- 1) Each and every student will receive high-quality instruction and learning opportunities that will prepare them for high school and their post-secondary pursuits (college, trade school, military, and/or workplace), provided by highly-qualified professionals in clean, caring, safe, and secure environments.
- 2) Each and every student will receive access to high-quality intervention and support programs, services, and enrichment activities, with an emphasis on individualizing academic and social-emotional behavioral health & safety challenges and responsibilities, in physically, emotionally, and cognitively safe learning environments.
- 3) Each and every stakeholder will receive opportunities to engage in the learning process by promoting opportunities that strengthen skills, competencies, and abilities of students, parents, staff, and the community.

Each of these goals contains a number of actions and services that either became exposed as a result of the pandemic-ravaged 2020-2021 school year, or at least were already known prior to 2020-2021 and reinforced by experiences associated with the District's efforts in 2020-2021. The areas of action in the goal areas listed above include the following:

- 1) Expansion of the social-emotional behavioral and mental health program: Additional hours and personnel in Tier 2 and Tier 3, with additional training for Tier 1; creation and implementation of coordinated system of supports to describe processes used for students to enter support services, followed by how they can eventually exit the program when appropriate; targets include reducing chronic absenteeism, creating positive school climates and cultures, and maintaining low suspension rates.
- 2) Need for Professional Development of Staff: Areas of focus include trauma-informed practices, math instruction, math intervention, reading development, writing program, PBIS, social-emotional learning, and self-care.
- 3) Learning loss/Unfinished learning: Interventions and support in mathematics (iReady), Rtl: Reading, ELD, and writing.
- 4) Stakeholder engagement: regular stakeholder surveys, stakeholder groups, PTA/PTC at each school site, Wellness Committee, Safety Committee, school site councils.
- 5) Technology Department: transformation from 1GB to 10GB broadband network; connectivity of all students; community connectivity; Technology Coach (support for students and staff).
- 6) Clean, caring, safe, and secure learning environments: school sites and classrooms that are physically, emotionally, and cognitively safe.
- 7) Highly-qualified certificated and classified staff: hiring, retaining, and developing the highest qualified staff in all positions Districtwide.
- 8) High-quality intervention and support programs: social-emotional behavioral and mental health; PBIS; Rtl Reading; mathematics, physical education program; ELD; et al; targeting unfinished learning/learning loss, chronic absenteeism, suspension rate, and more.
- 9) Need for alternative educational models and enrichment activities to support the unique needs of all students: Fresno Flats Community Day School; BLISS; California Cadet Corps; after-school programming; Homework Club/Tutoring; Music/Band; Athletics; Field Trips; etc.

All of these components of the 2021-2024 LCAP are the result of years of experience, stakeholder input and feedback, and/or the collective experience of the 2020-2021 pandemic-ravaged school year. While the needs are plenty, the collective efforts of the District's staff will push the District further along in accomplishing our goals, as evidenced by the tremendous efforts and lengths they went to in providing for the needs of students during the ultra-challenging 2020-2021 school year. The District has long held that the

most important goal we hold is to always protect and address the needs of our students. Nothing is more important than the needs of our community's children. This is at the heart of the 2021-2024 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.

As stated previously above, the District's 2021-2024 LCAP continues to address pupil learning loss, otherwise called unfinished learning. Goals 1 and 2 in the 2021-2024 LCAP directly address unfinished learning. Goal 1 provides for students being educated by highly-qualified staff, those who are properly credentialed or certificated and receive ongoing training and development in best practices. There is no substitution for original instruction in its best form. At the same time, Goal 2 provides for a number of intervention, support, and enrichment activities and programs to address any existing learning gaps. These programs were designed with unduplicated pupils in mind, but may be opened to all students as space allows. The same is true for students with disabilities who typically experience hardship as they attempt to engage in grade-level programs, curriculum, and activities.

The expansion of the social-emotional behavioral and mental health program will also help the District address unfinished learning. Students will not learn unless they feel mentally, physically, social-emotionally, and cognitively safe. Once this is accomplished, the brain and body become prepared to learn with affective filters fully reduced. Students also can not learn if they are not in school. A main outcome of this goal is the reduction of the District's chronic absenteeism rate. By being in school, students will be in position to receive high-quality original instruction as well as targeted interventions and supports.

The physical education program component is also meant, in part, to address pupil learning loss. By participating in a highly-organized and carefully designed physical education program, students experience improvements to their social-emotional health as well as their physical fitness. By addressing the mental and physical health components, students are better prepared to learn in classrooms throughout the District.

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.

An analysis of differences between budgeted actions and services to actual projected expenditures shows additional expenditures in the areas of personnel costs and social-emotional learning curriculum and programming than what was budgeted originally. There are fewer projected actual expenditures in educational software purchases and implementation, professional development activities, supports and enrichment activities, and SEL counseling services.

The District is projected to spend an additional \$19,000 in personnel costs associated with providing instructional and intervention supports to individuals and small groups. This is a result of bringing small-group cohorts back on October 1, 2020, well ahead of what was expected thanks largely to changes in guidance from CDPH for small-group cohort instruction.

The District is projected to expend roughly \$16,500 less on various educational software to provide staff with assessment data and curriculum, and students curriculum designed to address the unique learning needs of all students, especially unduplicated pupils. Many of the licenses for such programs had already been purchased by the District on multi-year agreements and thus did not need renewal during 2020-2021. For those that were renewed and/or increased, discounts were applied that the District became eligible to receive during 2020-2021.

Professional development activities focused on the unique needs of students were effective, but many such activities became available to the District at no cost during the pandemic. This equated to a projected reduction in expenditures of nearly \$36,000, especially with all PD activities being offered virtually instead of in-person, thereby reducing travel expenses.

Academic supports and enrichment activities are projected to be approximately \$30,000 less than budgeted. With extended school closures and the widespread closures of other aspects of the economy in California due to the governor's orders and CDPH guidance, opportunities for enrichment and support simply were not available as originally projected.

Social-emotional counseling services are projected to be roughly \$23,000 less than budgeted due to a number of factors, including time missed from school by the Tier 3 counselor due to illness and personal necessity. Those missed days resulted in expenditures being reduced roughly in the amount of disparity between budgeted expenditures and projected actual expenditures.

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

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

The District was seemingly on course to achieve its goals and implement the actions contained in the 2019-2020 LCAP when the pandemic forced school closures in March 2020. The District was looking forward to administering the 2020 CAASPP in order to receive critical data that would illustrate key improvements throughout the District, as reflected in the District's CA Dashboard report. Unfortunately, the pandemic raged and forced schools to close, cancelling assessments for the year and thereby preventing data from being gathered to provide more accurate assessment and review of the 2019-2020 LCAP. The absence of this data proved especially problematic for the District as it relied heavily upon this data to drive instructional decisions and design its LCAP. It underscored the importance of the District to develop other local assessment systems that would provide the District with much-needed, critical data that will drive future decisions and LCAP development. Such inclusion of key assessments and ongoing student growth "dip-sticking" practices are contained within the 2021-2024 LCAP. These new assessment systems will allow teachers and instructional staff key information that will drive instruction and intervention services on a daily basis moving forward, especially in mathematics and reading instruction.

Analysis of the 2019-2020 LCAP and 2020-2021 LCP shows that the District must continue expanding and further developing its social-emotional behavioral and mental health program. This is a key part of the 2021-2024 LCAP with the inclusion of additional Tier 2 hours for the PBIS paraeducators, additional Tier 3 counselors with one dedicated to each site in the District, and Districtwide training in Tier 1 Universal Supports. The inclusion of PE teachers at each site will also allow for expansion of the social-emotional program by providing for the physical needs of students, which go in tandem with good mental health and wellness. All of this will be accomplished with the expansion of PBIS implementation Districtwide to target chronic absentee and suspension rates.

That analysis also points to the need for addressing the learning loss or unfinished learning in the District. This will require a system of coordinated supports and services in key areas to address the unique needs of each and every student. Such interventions and support activities will be focused on reading, mathematics, trauma-informed practices, English language development, English language arts, social-emotional learning, and physical fitness. Enrichment activities will be focused on tutoring services, Homework Club, after-school programming, leadership opportunities including the California Cadets Corps and ASB, music/band, field trips, and the arts.

To accomplish all of this, the District will continue to emphasize the importance of timely, relevant, and meaningful stakeholder engagement. It is vitally important that the community's schools reflect the needs and wishes of the community, especially parent, student, and staff stakeholders. The District will continuously seek out such stakeholder feedback and input to further develop future LCAPs and other plans. The feedback provided to the District over the past year has proven vital as the District navigated through the 2020-2021 pandemic year, dealing with school closures, small group cohorts, Elementary School Waiver process, hybrid scheduling,

and the eventual return to pre-pandemic scheduling. While the overwhelming majority of parents and students want a full return to more traditional schools, a number still wish to seek out other instructional models including independent study and community day school. The District will continue to endeavor to meet the needs of each and every student and family through its 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	6,708,251.00	7,769,751.00
	0.00	0.00
Base	5,204,485.00	0.00
LCFF	0.00	15,048.00
LCFF Base	495,925.00	5,837,772.00
LCFF Supplemental and Concentration	0.00	191,179.00
Supplemental and Concentration	1,006,841.00	1,725,725.00
Title I	1,000.00	27.00

* 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	6,708,251.00	7,769,751.00
	2,866,404.00	3,992,953.00
1000-1999: Certificated Personnel Salaries	3,704,886.00	3,776,798.00
2000-2999: Classified Personnel Salaries	136,961.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	6,708,251.00	7,769,751.00
		0.00	0.00
	Base	1,499,599.00	0.00
	LCFF	0.00	15,048.00
	LCFF Base	358,964.00	2,060,974.00
	LCFF Supplemental and Concentration	0.00	191,179.00
	Supplemental and Concentration	1,006,841.00	1,725,725.00
	Title I	1,000.00	27.00
1000-1999: Certificated Personnel Salaries	Base	3,704,886.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	3,776,798.00
2000-2999: Classified Personnel Salaries	LCFF Base	136,961.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	691,560.00	729,505.00
Goal 2	5,411,698.00	6,012,668.00
Goal 3	546,029.00	951,861.00
Goal 4	58,964.00	75,717.00

* 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	\$5,525,000.00	\$5,206,286.00
Distance Learning Program	\$625,000.00	\$706,565.00
Pupil Learning Loss	\$60,000.00	\$30,000.00
Additional Actions and Plan Requirements	\$280,000.00	\$267,138.00
All Expenditures in Learning Continuity and Attendance Plan	\$6,490,000.00	\$6,209,989.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$700,000.00	\$361,763.00
Distance Learning Program	\$150,000.00	\$276,202.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$850,000.00	\$637,965.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,825,000.00	\$4,844,523.00
Distance Learning Program	\$475,000.00	\$430,363.00
Pupil Learning Loss	\$60,000.00	\$30,000.00
Additional Actions and Plan Requirements	\$280,000.00	\$267,138.00
All Expenditures in Learning Continuity and Attendance Plan	\$5,640,000.00	\$5,572,024.00