



## 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

To identify, attract and retain outstanding staff and provide high quality differentiated staff professional development with a focus on collaboration, creativity, communication and critical thinking to design student learning.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>Competitive Salaries: CTA Comparison</p> <p>Credentials, Credential Monitoring Report</p> <p>PD Evaluations, PD Log, PD Needs assessment</p> <p>Adoption and implementation of standards-based materials in a broad course of study, curriculum overviews, scope and sequence; English language arts, mathematics, science, social studies and technology. Including Physical Education, Health, Visual and Performing Arts.</p> <p>Master Schedule</p> <p>Report Cards</p>	<ul style="list-style-type: none"> <li>Using comparative data from published salary schedules of ten other districts in Marin County, the district generally remains near the top for teachers who have worked for many years and is lagging in comparisons in the beginning and middle of some columns.</li> <li>The Credential Monitoring Report indicated full compliance for all teachers having appropriate credentials.</li> <li>Based on survey results and anecdotal feedback, professional development opportunities in 2019-20 were well aligned with identified needs, particularly in the third trimester in the areas of providing remote instruction and using educational apps to enhance online learning. Feedback for these professional development opportunities was predominantly positive.</li> <li>The District offered a broad course of study. The middle school science teachers implemented a new NGSS</li> </ul>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>• The District will be in the top 25% of Marin County salary schedules.</li> <li>• 100% of teachers hired will have the appropriate credentials (credential monitoring report).</li> <li>• Professional development opportunities will result in positive outcomes which align to training objectives.</li> <li>• The District will follow the state-recommended standards-aligned materials adoptions schedule and provide professional development to support the adoption (broad course of study).</li> <li>• 100% of students will have access to a broad course of study.</li> <li>• Participation in a broad course of study will be evident.</li> </ul>	<p>curriculum. A number of elementary teachers piloted Mystery Science and K-5 staff used teacher-designed bundles to teach NGSS.</p> <ul style="list-style-type: none"> <li>• The District offered a broad course of study from August - March 13, 2020, when the District was forced to shift to a 100% remote instructional program during the shelter-in-place mandated by Public Health. All subjects in the course of study were offered, with some changes in student participation due to limitations of not being in class in person. Report cards confirm student participation in a broad course of study.</li> <li>• Weekly attendance logs indicate high student participation in class. During the remote learning trimester, enrichment participation was lower than academic participation.</li> </ul>

Expected	Actual
<p><b>Baseline</b> All salaries are in the top 25% of Marin County salary schedules (CTA comparison 2015-16), except the BA +60 (step 10).</p> <p>100% of teachers hired will have the appropriate credentials (credential monitoring report).</p> <p>Professional development opportunities will result in positive outcomes which align to training objectives.</p> <p>The District will follow the state-recommended standards-aligned materials adoptions schedule and provide professional development to support the adoption (broad course of study).</p> <p>Master Schedule provides documentation of access to broad course of study</p> <p>Report card shows pupil outcomes in the broad course of study</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 To hire and retain highly qualified teachers including special education and support staff. Fund credentialed personnel, classified support staff including paraprofessionals (K-5 classes) and administrators. Staff salaries and benefits.</p> <p>1.2 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).</p>	<p>1.1 Fund credentialed personnel, classified support staff and administrators. Staff salaries and benefits. OBJ: 1110,1300,2401,3000 \$20,491,828</p> <p>1.2 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).</p> <p>\$ 0</p>	<p>1.1 Personnel Credentialed personnel, classified support staff and administrators. \$20,603,322</p> <p>1.2 Credential Monitoring \$ 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3 Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives. Provide professional development in equity and diversity.</p> <p>1.4 Continue the New Teacher Induction Program and Professional Assistance Review (PAR) support.</p> <p>1.5. Offer a broad course of study including PE, music, visual and fine arts. Provide music programs district-wide.</p> <p>1.6 Hire highly qualified staff to provide Summer School Bridge Course for high-level math;</p>	<p>1.3 Staff Development Unrestricted Lottery and Federal Sources (Title II): Staff Development (Func 2140)</p> <p>\$107,069</p> <p>1.4 New Teacher Induction/PAR LCFF, Restricted GF and Federal Sources (Title II): Certificated Stipends and Benefits (Res 0225, Obj 1160) Included in 1.1</p> <p>1.5 Provide music programs district-wide. Supplies 4xxx-5xxx only</p> <p>LCFF Sources, Local Sources (Parcel Tax and Can Do!): Goal 1454</p> <p>Included in 1.1</p> <p>1.6 Provide summer school program for high-level math students.</p> <p>Base \$103,890</p>	<p>1.3 Staff Development In addition to the one outside contract listed below, stipends for PD presented by internal staff included in 1.1 above.</p> <p>\$15,000</p> <p>1.4 Induction Program Stipends for New Teacher Induction implementation included in 1.1.</p> <p>1.5 Music Program Personnel costs included in 1.1 above. Music Program supplies for 2019-20 were provided by the CanDo! Foundation donations.</p> <p>1.6 Summer Math The amount listed seems to include an error. The program was offered for 4 hours per day over 11 days. The staff cost to offer the program was \$1,619. This total is included in 1.1 above.</p> <p>\$ 2,500</p>
<p>1.7 Certificated staff included in 1.1 all CLAD certified.</p>	<p>1.7 Fund credentialed teachers. Salaries and benefits</p> <p>LCFF Sources, Federal and Local</p>	<p>1.7 Credentialed Teachers Staffing included in total of 1.1 above</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.8 Certificated staff included in 1.1.</p> <p>1.9 To hire and retain highly qualified paraprofessionals to teach/support all students including special education, low-income pupils, English language learners, and foster/homeless youth. Fund paraprofessionals</p> <p>1.10 Routine HR function. No additional cost.</p> <p>1.11 Continue Summer School for Special Education.</p> <p>1.12 Implement English Language Development standards and provide training for all staff who teach English language learners by using the new ELD standards.</p>	<p>Sources: Obj 1110</p> <p>Included in 1.1</p> <p>1.8 Hire and retain highly qualified teachers to work with low-income pupils, English language learners, and foster/homeless youth. Fund credentialed teachers. Included in 1.1</p> <p>1.9 Fund Paraprofessionals: Salaries and benefits</p> <p>LCFF Sources, various Federal, State and Local Sources: (Obj 2110) Supplemental 322,528</p> <p>1.10 Review quarterly and continue monitoring the Credential Monitoring Report. Marin County Office of Education (MCOE).</p> <p>\$0</p> <p>1.11 Provide Summer School program for Special Need students.</p> <p>LCFF Sources (Obj 8980), AB 602 Funding: Res 6500, D2 620</p> <p>Included in 1.1</p> <p>1.12 Adopt English Language Development standards and new assessment and provide training for all staff who teach English language learners</p>	<p>1.8 Highly Qualified Teachers Staffing included in total of 1.1 above.</p> <p>1.9 Fund Paraprofessionals \$323,164</p> <p>1.10 Credential Monitoring This appears to be an inadvertent duplication of item 1.2 above.</p> <p>1.11 Summer ESY Certificated (\$8,651), Classified (\$6155) and transportation (\$12,088) \$27,629. Total included in 1.1 above</p> <p>1.12 ELD Standards and Training no new cost</p> <p>\$ 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.13 Implement a Start-up Summer School for English Language Learners and all students below standards.</p> <p>1.14 Explore homework clubs for all schools.</p>	<p>Learning Wednesdays work \$0.00</p> <p>1.13 Review and continue Start-up Summer School for English Language Learners. Cost to be determined depending on structure and availability of funds. \$0.00</p> <p>1.14 Provide homework clubs at schools. \$0.00</p>	<p>1.3 Summer ELD \$11,354</p> <p>Sources, various Federal, State and Local Sources. Staffing costs included in the 1.1 total above.</p> <p>1.14 Homework Clubs Hours for teachers supporting homework clubs as MCMS, VAL and MES were submitted on wage claim forms and are reflected in 1.1 above.</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.

As evidenced from the planned to actual comparisons noted above, the district had some strong levels of implementation but experienced significant challenges and changes in many programs and services due to the impact of the pandemic and abrupt shift to remote instruction in March 2020.

1.1: Budgeted expenditures were based on estimates in June and included open positions. Estimated Actual Expenditures were updated to reflect actual salary placements for staff in positions for 2019-20.

1.3: Professional Development plans were significantly impacted by external events. Due to the uncertainty of PSPS power shut-off's and air quality issues caused by fires in the region, District admin cancelled the arrangements with a fall PD provider and instead opted for 17 mini-workshops provided internally by over 20 staff members on 11/12/2019. The 3/16/2020 PD day was explicitly

focused on the transition to remote instruction and necessary training for staff was provided by the technology and educational services departments and the site administrators.

1.6: There seems to have been a clerical error made when entering this anticipated expenditure. This program was only intended to be offered 4 hours per day for 11 days with one teacher paid at the certificated hourly rate of \$37 per hour. The total cost did not exceed \$2,500, including custodial support for one classroom.

1.13: The program was offered for 4.5 hours per day for 18 days, with three teachers and one classified support staff member.

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

The goal remained unchanged, however, it was a year like no other.

Successes include the collaborative of two Reopening Teams, reaching agreement with certificated and classified bargaining units on multiple MOU's to support changed working conditions, the staff participation in professional development on diversity and equity provided by Facing History and Ourselves and the full implementation of a 1:1 device program for students.

Challenges include the cancellation of after-school and summer programs due to the shelter-on-place, the monumental impact of distance learning on teachers, students and families and the many, many changes in the daily operation of school sites and the district as a whole.



## Goal 2

Provide safe and clean facilities that support small class size, implement state standards, and access to instruction that fosters critical thinking, collaboration, creativity, and communication skills.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Facility Report</p> <p>California Healthy Kids Survey, student surveys, pupil suspension rates, pupil expulsion rate</p> <p>CAASPP, CELDT, Local measures, percentage of EL pupils making progress toward proficiency, EL reclassification rate and other pupil outcomes</p> <p>Annual Performance Review (Special Education)</p> <p>Standard-aligned materials, course of study, curriculum overviews, scope and sequence; English language arts, mathematics, science, social studies and technology</p>	<ul style="list-style-type: none"> <li>• The 2019-20 FIT reports indicated Vallecito, Miller Creek Middle School, Lucas Valley Elementary School and Mary E Silveira School each received a school rating of good on the FIT report.</li> <li>• The CHKS is administered every other year and was administered in 2019-20. School Connectedness Scale Questions, Average reporting of "Yes most/all of the time" was 84% for 5th grade and 76% for 7th grade. Due to the very significant concerns about student mental health during the distance learning and summer months, the District will administer the CHKS again in 2020-21.</li> <li>• The CAASPP was not administered in the 2019-20 school year.</li> <li>• The District's Accelerated Reader spring assessment window was suspended during Distance Learning. No pre-post test results are available to confirm a percentage increase for students.</li> <li>• The CELDT is no longer the assessment administered to English Language Learners. The English Language</li> </ul>

Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>The annual Facility Inspection Tool (FIT) will show that the schools meet most or all standards of good repair.</li> <li>California Healthy Kids Survey cohort data will be used to monitor and increase student connectedness to school. Student Survey data from local annual surveys will also be used.</li> <li>The percent of students meeting or exceeding standards will increase by 5% as compared to the 2018 English Language Arts (ELA) and Mathematics scores on state assessments</li> <li>Students who take the STAR/Accelerated Reader assessment will increase their scores by one grade level equivalent or more.</li> <li>One-third of English Language Learners will improve by one level in one year, as measured by the Overall Score on the CELDT assessment and increase reclassification rate by 1%.</li> <li>The average amount of time students ages 6-14 receive their special education services in district operated settings/programs apart from their non-disabled peers will meet CDE targets for the school year, as reported by the Annual Year Performance.</li> <li>The William’s Report will ensure every pupil in the school district has sufficient access to adopted standard-based instructional materials (William's Report).</li> </ul>	<p>Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency of students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing. The Summative ELPAC is administered only to students who have previously been identified as English learner based upon the results of the Initial ELPAC. The Summative ELPAC measures how well English learners are progressing toward English language proficiency. Miller Creek School District ELPAC results are:</p> <p>Level 1-Minimally Proficient: 6.57%  Level 2-Somewhat Developed: 30.66%  Level 3-Moderately Developed: 46.72%  Level 4-Well Developed/Proficient: 16.06%.</p> <ul style="list-style-type: none"> <li>The average amount of time students ages 6-14 receive their special education services in district operated settings/programs apart from their non- disabled peers met CDE targets, as allowed and directed according to the emergency regulations in effect under the COVID-19 pandemic.</li> <li>In September, the Board adopted a resolution certifying sufficiency of textbooks and instructional materials. According to the William's Report, every student in the district had sufficient access to adopted standards-based instructional materials. Every student also had access to an iPad or Chromebook in order to access 100% remote learning during the Shelter-in-Place.</li> </ul>

Expected	Actual
<p><b>Baseline</b></p> <p>The annual Facility Inspection Tool (FIT) does show that the schools meet most or all standards of good repair.</p> <p>California Healthy Kids Survey cohort data was used to monitor and increase student connectedness to school, adults and participation compared to current data to decrease suspension and expulsion rates.</p> <p>The percent of students meeting standards will increase by 5% as compared to the baseline year of 2016 in English language Arts and mathematics on state assessments</p> <p>Students who take the SRI assessment will increase their scores within a range of 60-140 in grades 2-5 and within a range of 20-70 in grades 6-8 (based on SRI ranges).</p> <p>One-third of English Language Learners will improve by one band in one year, as measured by the Overall Score on the CELDT assessment and increase reclassification rate by 1%.</p> <p>The average amount of time students ages 6-14 receive their special education services in district operated settings/programs apart from their non-disabled peers will meet CDE targets for the school year, as reported by the Annual Year Performance.</p> <p>The William's Report ensured every pupil in the school district had sufficient access to adopted standards-based instructional materials. The Williams's Reports from the 2015-16 year reported that zero complaints were recorded.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Maintain and update facilities. Provide adequate maintenance and custodial staff.	2.1 Provide adequate maintenance and custodial staff. Staff salaries and supplies.	2.1 Maintenance and Custodial Personnel costs included in 1.1 above.
2.2 Provide high-level library services for all students. Explore after-school library hours at all sites.	LCFF Sources: RRM Maintenance (Res 8150) and Custodial (Func 8210)  Included in 1.1	
2.3 Provide nursing services with the addition of Health Specialists.	2.2 Provide library services and create 21st Century media centers. Staff and supplies	2.2 Library Services Personnel costs included in 1.1 above.
2.4 Use local measures to assess students and inform instruction. Use district assessment calendar. Purchase new assessments. Purchase, maintain various student assessment software.	LCFF Sources, Lottery (Unrestricted and Restricted) : Function 2420	
2.5 Provide social-emotional programs at all schools. Fund Safety Programs, Counseling, Psychologists.	2.3 Provide nursing services  LCFF Sources, Unrestricted Lottery , Local Sources (Parcel Tax): Function 3140	2.3 Nursing/Health Services Two Health Specialists were hired.  \$92,752
2.6 Provide class sizes of no more than 24:1 for K-3.	\$42,123	
2.7 Fund hardware for student learning. Continue to investigate software to promote successful student outcomes. Fund Technology	2.4 Purchase, maintain various student assessment software.  Restricted Lottery, Federal Sources: Res 6300 Obj 5840 Func 1010; Res 4203 Obj 5840 \$60,750	2.4 Software Approved service contracts  \$60,750

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Coach, Partner with Can Do! and HSC's for computer/technology purchases.</p> <p>2.8 Enhance learning of instructional technology in the classroom. All students will have access to age-appropriate instructional technology. Fund district-wide technology support.</p> <p>2.9 All students will have access to academic content standards in English language arts, mathematics, science and social studies/history by the adoption of new instructional materials. Create more diverse (content) and equitable (quantity) classroom independent reading libraries.</p> <p>2.10 For all students, provide academic extension opportunities and differentiation in the classroom.</p>	<p>2.5 Fund Safety Programs, Counseling, Psychologists</p> <p>LCFF Sources, Lottery, Federal sources (Mental Health), Local Sources (Parcel Tax, Local Donation- Can Do!): Counseling (Func 3110 ), Psychologists (Func 3120)</p> <p>\$56,512</p> <p>2.6 Should not be included in this section/report. \$193,716</p> <p>2.7 Fund Tech Coach, Partner with Can Do! for computer/technology software purchases.</p> <p>Restricted General Fund, Local Revenues (Donations): Res 6264 Goal 1150, Res 9111 Goal 1150 D1 001</p> <p>\$0.00</p> <p>2.8 Fund district-wide technology support. Staff and supplies</p> <p>LCFF Sources; Local Revenues (Donations): Res 0000 Func 7716; Res 9111 Func 2100 &amp; Func 7716</p> <p>\$186,121</p> <p>2.9 Provide standards-aligned adoption materials</p>	<p>2.5 Social-Emotional Support Personnel costs included in 1.1 above. Total listed below is cost of BACR counseling contract.</p> <p>\$146,855</p> <p>2.6 N/A Staffing is included in 1.1 above.</p> <p>2.7 Tech Purchases</p> <p>\$0</p> <p>2.8 Technology Support Staffing is included in 1.1 above</p> <p>\$27,160</p> <p>2.9 Materials Adoption No new adoptions were made in 2019-20.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Sources: (Res 0221) \$12,098 2.10 Fund GATE programs. \$0.00 \$204,000	\$0 2.10 N/A As indicated in the 2.10 narrative box, the amount shown on the budget line should have been \$0.
<p>2.11 Provide Multi-Tiered System of Support to enhance all services to low-income pupils, English language learners, and foster/homeless youth as well as students with disabilities through strategic intervention to assist all students in reaching content standards.</p> <p>2.12 Provide certificated staff to support intervention.</p>	<p>2.11 Fund ELD and Intervention Aides</p> <p>LCFF Sources; Federal Sources (Title I): Obj 2110; Goal 1301 and Goal 1484; D1 001</p> <p>84,709</p> <p>2.12 Fund Certificated Intervention Staff</p> <p>LCFF Sources;\$25,200 Federal Sources (Title I): \$17,616 Res 0000, Obj 1120, Goal 1484; Res 3010, Obj 1110</p> <p>42,816</p>	<p>2.11 Intervention Specialists</p> <p>Supplemental \$181,961</p> <p>2.12 Intervention Teachers Certificated Intervention Staff included in 1.1 above.</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.

As evidenced from the planned to actual comparisons noted above, the district had some strong levels of implementation but experienced significant challenges and changes in many programs and services due to the impact of the pandemic and abrupt shift to remote instruction in March 2020.

2.3. Two health specialists supported the district nurse, serving all four campuses. Cost for these positions was \$92,752.

2.5. The District contracted with Bay Area Community Resources (BACR) for counseling services and the supervision and support of counseling interns. Cost of the annual contract was \$146,855. The costs for district counseling personnel is included in 1.1.

2.6. According to the notation, this was not to have been included as a separate item. Staffing is included in 1.1 above. It appears that this item was not updated in the final editing process, similar to several other inaccurate or duplicative entries.

2.8. All staffing costs for the technology department staff is included in 1.1. The District purchased 100 chromebooks in the fall of 2019 at the cost of \$27,160.

2.10. As indicated in the 2.10 narrative box, the amount shown on the budget line should have been \$0. The District does not have a GATE program and differentiation occurs at the classroom level.

2.11 Intervention Specialists at each K-5 school provided small group support and served as members of the Home Support Team once students shifted to distance learning. Cost for all positions was \$181,961 supported by supplemental funds.

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

Our first weeks of Remote Learning went better than anticipated. The time spent at repurposed site faculty meetings on March 11th and the PD day on March 16th enabled teachers to be ready right away to begin offering instructional content in this new paradigm. After surveying staff and parents to collect feedback about how the first week had gone and to assess if adjustments were needed for week 2, we communicated a change in the schedule that would allow teachers time to continue to learn to use the remote platforms (Google Hangout, Zoom, Google Meeting, Loom) and to collaborate with grade level colleagues to develop a high level of consistency between classes. This change also allowed some time in the week for students to finish incomplete work that many parents requested. Finally, we wanted to communicate an intent to be responsive to concerns that there be a greater balance between screen time and off-line learning activities.

Understanding that circumstances would look different for all families, teachers were asked provide daily plans that were flexible and would allow for students to demonstrate their learning at different rates. Teachers were directed that when they did not hear from a student or family for two consecutive days, the teacher would reach out directly to the family and upon the third consecutive day, teachers would notify the principal who will work to contact the family. The Home Support Team structure and format is one our strongest successes.

## Goal 3

Maintain and increase connectedness for students, parents and community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent Survey, School Site Survey, SARC, School Site Plans</p> <p>School attendance rates, chronic absentee rates, middle school drop-out rates, California Healthy Kids Survey, Student Survey</p> <p>California Healthy Kids Survey, student surveys, pupil suspension rates, pupil expulsion rate</p>	<ul style="list-style-type: none"><li>• The CHKS is administered every other year and was administered in 2019-20. School Connectedness Scale Questions, Average reporting of "Yes most/all of the time" was 84% for 5th grade and 76% for 7th grade. Due to the very significant concerns about student mental health during the distance learning and summer months, the District will administer the CHKS again in 2020-21.</li><li>• The attendance rate for 2019-20 was 95.6%</li><li>• Suspension rate data will be reevaluated in 2021-22. Student discipline was necessarily addressed differently during distance learning.</li></ul>



Expected	Actual
<p><b>19-20</b></p> <ul style="list-style-type: none"> <li>California Healthy Kids Survey cohort data will be used to monitor and increase student connectedness. Local annual student survey data will also be used to monitor student connectedness.</li> <li>The attendance rate of all students will stay above 95% including chronic absenteeism with a zero Middle School drop off rate.</li> <li>Pupil suspension and expulsion rates will stay the same or decrease.</li> </ul> <p><b>Baseline</b> California Healthy Kids Survey cohort data was used to monitor and increase student connectedness to school, adults and participation compared to current data.</p> <p>The attendance rate for all students will stay the same or increase from the prior year.</p> <p>Pupil suspension rates will stay the same or decrease.</p>	

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Continue to collaborate with Home and School Clubs and CanDo! to provide excellent programs and clubs to increase connectedness. Fund various programs funded by Home &amp; School Clubs and Can Do! Extra hire salaries, supplies and contract services.</p>	<p>3.1 Continue programs funded by Home &amp; School Clubs and Can Do! Extra hire salaries, supplies and contract services</p>	<p>3.1 Enrichment Programs HSC and CanDo! personnel costs and extra hire costs are included in 1.1.</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.2 Provide students with access to school bus transportation services, including field trips.</p> <p>3.3 Continue to promote programs to assist in the reduction in discipline infractions and suspension rates. Explore the funding of increased counseling services.</p> <p>3.4 Continue to promote programs that increase volunteers at all campuses. Explore using texting options to inform parents.</p> <p>3.5 Review communication plan for updating the website.</p> <p>3.6 Create opportunities for all families to feel connected by increasing school communication. Fund School Messenger &amp; School Loop. Use the translate feature on School Messenger. Explore opportunities for translation on report cards.</p>	<p>Local Donations: Local Donations: No increase in donations anticipated</p> <p>3.2 Provide Home to School and Special Education Transportation services. Staff salaries, supplies, services. 1xxx-3xxx included in 1.1 4xxx-7xxx only LCFF Sources: Home to School (Res 0723) and Special Education Transportation (Res 0724)</p> <p>3.3 Continue to contract with consultant</p> <p>Local Donations: Funding level TBD \$338,942</p> <p>3.4 Continue to promote programs that increase volunteers at all campuses. \$0.00</p> <p>3.5 Communication plan for updating website. \$0.00</p> <p>3.6 Fund School Messenger &amp; School Loop</p>	<p>3.2 Home to School Transportation Personnel costs included in 1.1 above. The district provided full home to school and special education transportation services from August 17,2019 through March 13, 2020.</p> <p>General Fund \$338,942</p> <p>3.3 Counseling Services The budgeted amount listed for this item should have been listed for the item above. The District expanded counseling services with counseling interns through a contract with a service provider referenced in 2.6</p> <p>3.4 Volunteers no new cost \$0</p> <p>3.5 Website no new cost \$0</p> <p>3.6 Communication Platforms contract for services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Restricted Lottery, Local Donations: Res 6300, Obj 5840, Loc 301; Res 9111, Obj 5840, Goal 9100  \$6,375	\$6,375
<p>3.7 Fund transportation for Unduplicated Students</p> <p>3.8 Explore lunch-time activities and clubs. Partner with Home &amp; School Clubs/Can Do! as a resource for lunch-time and after-school activities, including access to libraries.</p> <p>3.9 Support low-income pupils, English learners, and foster/homeless youth through extended tutoring services. Provide certificated extra hire to provide tutoring services.</p> <p>3.10 Create events to encourage parents of English learners to meet and understand the procedures, activities, and timeline of schools.</p> <p>3.11 Create ways to promote volunteers who speak all languages to translate at parent conferences and community events.</p>	<p>3.7 Fund transportation for Unduplicated Students</p> <p>Contribution Supplemental 134,686</p> <p>3.8 Continue Home &amp; School Clubs/Can Do! for resource for lunch-time and after-school activities</p> <p>Funded directly by Home &amp; School Clubs-No increase in cost</p> <p>3.9 Provide certificated extra hire to provide tutoring services</p> <p>LCFF Sources (Res 0000 Obj 1130); Unrestricted Lottery (Res 1100 Obj 1130)</p> <p>3.10 Create events to encourage parents of English learners to meet and understand the procedures, activities and timeline of schools. \$0.00</p>	<p>3.7 Bus Services for Unduplicated Students The district provided transportation services from August 17,2019 through March 13, 2020.</p> <p>Supplemental \$134,686</p> <p>3.8 Student Clubs Personnel stipends included in 1.1 above</p> <p>Other \$36,650</p> <p>3.9 Tutoring after-school tutoring extra hire wage claims are included in 1.1 included in 1.1 above</p> <p>3.10 EL Parent Outreach No new cost</p> <p>\$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.12 Continue participation in the San Rafael Community School Initiative with San Rafael City Schools.	3.11 Create ways to promote volunteers who speak all languages to translate at parent conferences and community events. \$0.00	3.11 Language Support for Families No new cost  \$0
3.13 Continue to work with internal staff and outside agencies to decrease suspension rates.	3.12 Participate in the Community School Initiative with San Rafael City Schools. \$0.00  3.13 Continue to work with internal staff and outside agencies to decrease suspension rates. \$0.00	3.12 SRCS Collaboration  \$0  3.13 Suspension Reduction/Restorative Practices No New cost  \$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.

As evidenced from the planned to actual comparisons noted above, the district had some strong levels of implementation but experienced significant challenges and changes in many programs and services due to the impact of the pandemic and abrupt shift to remote instruction in March 2020.

3.2. The district provided full home to school and special education transportation services from August 17, 2019 through March 13, 2020. There was no reduction in cost as all staff remained in paid status during the shelter-in-place.

3.3. The transportation cost was inadvertently entered on the wrong budget line. With regard to 3.3 and increasing counseling services, the District expanded counseling services with counseling interns through a contract with a service provider referenced in 2.6.

3.6. The cost for SchoolLoop and School Messenger contracts was inadvertently listed in the wrong place.

3.8. The CanDo! Education Foundation for the District provided \$36,650 in funding for stipends for middle school teachers to support lunch time clubs and after-school sports and activities.

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

The Miller Creek School District launched remote learning on March 17, 2020 in response to the suspension of classroom teaching as ordered by the County of Marin Department of Health due to the COVID-19 pandemic. The district closed its four schools and all teaching and learning occurred in remote settings. The shift to remote learning had a significant impact on students, families, staff, and the community at large. The district worked to prioritize four areas: adapting to delivering instruction via a remote learning model, communication with families and staff, providing meal service to families, and continuing essential functions of the district including payroll and other business office functions, maintaining facilities and negotiating/conferring with our employee bargaining units.

Educators worked diligently to adapt curricular resources to work in the remote learning environment. Instruction was delivered using a combination of synchronous and asynchronous methodologies. MCSD offered professional development in various educational technology applications to certificated and classified staff to accelerate the transition to remote learning. One major impact of remote learning was limited access to authentic assessment used to monitor student progress. In response, MCSD created temporary grading and reporting practices for all students.




At the conclusion of the school year, the Reopening Teams identified three learning models that were to be considered in 2020-21.

**Miller Creek School District  
2020-2021 Learning Model Considerations**



**Guiding Principles**

- ★ Make decisions based on the well-being of students, staff, and community
- ★ Focus on academics and social-emotional health
- ★ Find ways to accelerate learning
- ★ Protect student, staff, and community health
- ★ Use equity-minded practices

Traditional Learning Model In School, 5 Days / Week	Remote Learning Model Learning at Home	Planning to Pivot (Forced School Closure)
		
<ul style="list-style-type: none"> <li>→ Daily attendance with schedule modifications</li> <li>→ Standards-based curriculum / assessment</li> <li>→ Integrated social emotional learning</li> <li>→ Expanded personalization through technology</li> <li>→ Interventions to accommodate all learners</li> <li>→ Enrichment to provide a broad course of study</li> <li>→ Considerations for district-approved independent study for families needing flexibility</li> </ul>	<ul style="list-style-type: none"> <li>→ Daily remote instruction and interactions from teacher</li> <li>→ Standards-based curriculum / assessment</li> <li>→ Integrated social emotional learning</li> <li>→ Expanded personalization through technology</li> <li>→ Interventions to accommodate all learners</li> <li>→ Enrichment to provide a broad course of study</li> </ul>	<ul style="list-style-type: none"> <li>→ Learning management platform in use- Google Classroom</li> <li>→ Educational technology applications personalized and in use</li> <li>→ Response to Intervention / Home Teams established</li> <li>→ Individual technology assigned</li> <li>→ Mental health teams initiate wellness checks</li> </ul>

# 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
Essential Protective Equipment (EPE) and other equipment necessary to decrease risk of COVID transmission.	\$275,000	\$275,000	No
Classified staffing that provides flexible support including instructional support, health support, light sanitization, cleaning, and cohort based supervision.	\$5,580,345	\$5,580,345	No
Certificated staffing ratios that allow for return to in-person instruction in small stable cohorts.	\$14,796,270	\$14,796,270	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.

Actual expenditures are anticipated to match budgeted funds.

### Analysis of In-Person Instructional Offerings

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

Using available state and local data as well as feedback from stakeholders, including parents, students, teachers, and staff, collected through surveys and other means, the District began implementing a phased approach to reopening on October 5, 2020 with a small number of teachers who volunteered to pilot our hybrid model. We methodically moved through all four phases, with all students not in the year-long virtual academy returning to in-person instruction the first week of January 2021.

Throughout this pandemic, our entire school community has taken the necessary measures to provide the safest learning environment for our students and staff. Parents have taken daily temperatures, cautiously kept children at home when slightly symptomatic, and have kept social bubbles small. The District developed a number of significant protocols and procedures to keep our schools safe. We lowered class sizes, increased staffing, installed ionization devices and HEPA air purifiers in every classroom, implemented daily

health screenings, hired dedicated health staff, and provided onsite COVID testing for all staff. Our primary tool as a community was our collective and consistent effort in wearing masks, maintaining social distance, and implementing hand hygiene practices.

There were a series of challenges as more classrooms returned to in-person instruction and positive cases surged in the region. There was an increased need for long and short-term substitute teachers as a staff was required to quarantine or cautiously stay home for a variety of reasons. Requests for independent study increased for students who had symptoms and had to remain out of school or whose families were abiding by the post-travel 14-day quarantine recommendation creating several complex instructional scenarios for teachers to prepare. We experienced the need to close cohorts due to positive COVID cases, which impacted multiple classes and dozens of families. Our protocols for isolating positive cases were ultimately successful, with no evidence of transmission at school. We adopted a careful, measured, phasing-in approach that allowed for improvements along the way.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing of technology and technology related equipment including chromebooks, iPads, Macbooks, hotspots, webcams, and microphones.	\$194,736	\$194,736	No
Purchasing of technology software including site and individual licenses and application management software for educational applications, student participation and engagement tracking, daily health screening, and communication tools.	\$48,611	\$48,611	No

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

Actual expenditures are anticipated to match budgeted funds.

## 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.

At the School Board meeting on June 23, 2020, the Assistant Superintendent presented the staff and community feedback she had collected regarding a reopening plan and the guiding principles that will be used for determining 2020-21 learning models. Later that month, District administrators and the Reopening Teams continued to study the Marin Health and Human Services (MHHS) and the Marin County Office of Education's (MCOE) 30-point guidance plan with the goal of developing a plan for reopening schools in as safe and academically equitable manner as possible

As a way to provide continuity throughout the district for students and families, and so that communication could be streamlined, we asked that all teachers in grades 2-8 establish a Google Classroom to serve as the primary communication tool for instruction with students and families. Even though Google Classroom is a digital platform, this did not mean that all remote learning was expected to be digital. Google Classroom was to function as the means to communicate remote learning instruction, which might be digital in nature., or not.

In an effort to support teachers in developing a Google Classroom, provide the necessary time to plan for remote instruction, and support social distancing for everyone's health, we shifted the focus for a planned March PD day on Writer's Workshop for K-5 and the middle school department agendas, in order for schools to work on further developing remote learning plans, including creating a Google Classroom page, and work toward completion of report cards.

Parent communication about the distance learning model included information about the use of technology, explaining that it is not the District's intention to have students on devices for prolonged periods of time but that it was necessary, however, to rely on technology as a communication tool and in order to provide access to amazing resources for remote learning for all students, including unduplicated students and students with IEP's.

Initiating remote instruction required all students to have access to the internet. MCSD deployed hundreds of devices to support students' connectivity and produced videos and FAQ sheets for parents in partnership to support this new way of learning. The District invited students and families to access our technology support services for additional help desk support.

Families received regular updates from the district, in addition to school based weekly family newsletters. Families and staff participated in four survey cycles that collected feedback on the impacts of remote learning and the needed supports. MCSD established a remote learning website to serve as a repository of resources for our families. All written communications including letters and websites are available in many languages.

English Learners (EL) received integrated English Language Development (ELD) through instruction designed by their classroom teacher. In addition to the core curriculum, EL's had access to identified English Language Development applications. Novice EL students were assigned additional instructional staff that provided individual check-ins or small group instruction. MCSD drew upon our bilingual staff who served as important points of contact for our Spanish speaking community.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing of digital subscriptions in English Language Arts, mathematics, reading, English language development to mitigate learning loss.	\$79,299	\$79,299	No
Home Team Employees	See above funds	See above funds	No

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

Actual expenditures are anticipated to match budgeted funds.

## 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.

The Miller Creek School District made several key decisions leading up to the commencement of remote learning start to the school year and the initiation of the phased reopening approach that began in October with the first classes returning in the hybrid model. This transition included classes for students with IEP's, newcomers and EL students, low income, foster youth and students experiencing homelessness, in hybrid classroom environments or in a learning hub model.

Educators were introduced at the beginning of 2020-21 to a Districtwide Google Classroom initiative which had been created to serve as a repository of information and resources for staff including grade-level curricular resources, sample parent communications, and tutorials on instructional technology applications. Grade-level curricular resources were organized by each content area for quick access and application. Educators were introduced to the video conferencing application Google Hangout/Meets to consider ways to deliver whole class and small group instruction and to sustain community. Teachers delivered standards-based synchronous and asynchronous learning utilizing a variety of instructional strategies. Teachers targeted identified essential standards as a means to focus learning. Educational technology applications such as Zoom, Loom, Seesaw, and Flipgrid allowed for students and teachers to exchange thinking in a remote environment.

MCSD utilized Google Classroom as a communication and assignment management system for students in grades two through eight. In addition to the core curriculum, specialists at each elementary school provided instructional videos and lessons in art, physical education, and music.

MCSD established protocols that tracked student attendance and initiated a Home Support Team when personalized support was needed. Home Team Members were assigned individual students to meet with periodically for social-emotional and academic check-ins. These check-ins lead to greater engagement.

## 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.

The loss of the physical school community and the demand to reimagine school had an emotional impact on staff, students, and families. MCSD's mental health team provided communication, resources, and strategies to students and families to keep healthy during the time of isolation. The mental health team also created wellness challenges for staff to acknowledge and support the impacts of COVID-19.

Each school had a robust Home Support Team that tracked individual student engagement and provided additional supports to identified students. Home Teams provided individual check-ins using preferred methods of communication personalized for the family.

## 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.

Throughout the development and implementation of the instructional models represented in the phased reopening plan, the district maintained strong communication practices, providing frequent community updates, hosting informational webinars, and surveying staff, parents, students and other groups in order to make the best use of the state, local and stakeholder feedback during the development, implementation and revision of the plan. Below is a sample of activities between January and April:

- Monthly Meetings with MCEA Leadership
- Monthly Meetings with CSEA Leadership
- 1/28 K-5 Parent Survey
- 2/8 & 2/9 Site Leadership Team meetings at all schools
- 2/8 22% of the District has had access to both doses of vaccine
- 2/10 Communication to MCEA - Invitation to Bargain
- 2/22 & 2/23 Site Leadership Team meetings at all schools
- 2/23 District Coordinating Council
- 3/1 Gather furniture needs
- 3/1 K-5 Curriculum Council
- 3/2 K-5 Parent Webinar
- 3/2 - 3/5 K-5 Parent Survey
- 3/3 Vallecito & Lucas Valley HSC Meeting
- 3/9 Board Meeting
- 3/10 & 3/10 Bargaining with MCEA (\*added to presentation after Board agenda was published)

- 3/10 MES HSC Meeting
- 3/29 - 4/2 Reconfigure Classrooms
- 4/12 Begin Modified Traditional Schedule

## **Analysis of School Nutrition**

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

The MCSD provided meal service to families at a centralized location throughout the shelter-in-place, including during school recess. District staff called individual families to notify them of the meal service program and the plan to centralize distribution. Staff was provided the essential protective equipment to safely organize the distribution of meals. Initially, MCSD served daily meals and then shifted to providing weekly meal kits to families to reduce social exposure and to offer a greater variety of cold and hot meals. In April, as students returned to the full day schedule, the meal program returned to daily site service. Meals are available to all students in the District under the emergency provisions and are provided by LunchMaster.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Coordination of EL services and testing.	\$27,940	\$27,940	Yes
Mental Health and Social and Emotional Well-Being	Mental health services for students with exceptional needs.	\$111,760	\$111,760	Yes
School Nutrition	Meal Kits through LunchMaster Food Service	\$81,000	\$81,000	Yes
Pupil Learning Loss (Pupil Learning Loss Strategies)	Imagine Language and Literacy Platform and Lexia	\$16,600	\$16,600	Yes
Distance Learning Program	Hot Spot and Data Plan	\$13,000	\$13,000	Yes
Pupil Engagement and Outreach	Home Team & Bilingual Support Staff	\$558,345	\$558,345	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.

Actual expenditures are anticipated to match budgeted funds.

## 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.

Miller Creek School district worked to navigate the COVID-19 pandemic which impacted every system within the organization. Students engaged in remote instruction from March 2020 through October 5th commencing the initial phase to return students to in-person instruction. By January 2021 all students, except those electing to enroll in a virtual academy, returned to a hybrid model of instruction and by May 10th all hybrid students in grades kindergarten through eighth returned for an extended day of instruction.

Using the lessons learned during this unprecedented time, the District has identified three LCAP broad goals:

- Goal 1: To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students.
- Goal 2: To increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English learners, students receiving special education, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of supports.
- Goal 3: To increase connectedness for students through social-emotional learning, campus inclusion, and wellness. The actions and services wherein work to provide a robust, comprehensive experience for all students while committing resources to serve the most vulnerable.

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

Intervention services is a wide action that will principally serve English learners, foster youth, and low-income youth by providing Multi-Tiered System of Support. When an unduplicated student needs additional academic instruction beyond the Tier 1 classroom instruction, comprehensive systems of support are available. Academic intervention and counseling services are principally directed towards, and are effective in, meeting the District's goals for its unduplicated students in that progress of these students will be carefully monitored by staff, using standard aligned assessments, and access to the needed services will be prioritized. Academic services and counseling support will be offered during the school day to increase access as well as opportunities to extend the school day.

The District will create an intervention team that includes a credentialed intervention teacher and classified staff at each elementary school who will coordinate and provide literacy intervention for English Learners, foster youth, and socioeconomically disadvantaged youth who need it based on authentic reading assessments. These actions are directed towards meeting the District's goals in narrowing achievement gap for unduplicated students. EL students benefit from second-tier, small-group interventions including the use of evidence-based direct instruction in reading that explicitly targets skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building and comprehension skills. The supplemental funds received by the district are principally directed towards meeting the District's goals for unduplicated pupils by providing small group targeted instruction, case management, summer programming, and academic support tutorials using both certificated and classified staff. EL students enrolled in the elementary grades will have access to adaptive English Language Development software programs and will be provided a device to access the program



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.

These services meet a necessary increase in services.

# 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 relied on stakeholder input to identify the priorities of key stakeholder groups to inform planning for 2021-2024:

- LCAP Advisory Council (LAC): broad course of study, increase in mental health support
- District English Learner Advisory Council (DELAC): increased translation support, bilingual front office staff, after school tutorials at every school site, increased mental health support, parent education
- Staff Input Session: increased mental health support K-8, increased support for foster youth, increased personnel to provide academic intervention support K-8, curricular adoptions for K-5 science, curricular adoption for K-8 history social science, 6-8 academic workshop, 6-8 ELD section
- Community Forum: parent education on technology and anti-racist schools, increased mental health support and plan to develop comprehensive social emotional learning curriculum, targeted academic interventions
- Equity Working Group: included an explicit action of hiring diverse staff, anti-racist training for students and staff, provide 1:1 technology for students in grades 4-8
- Administrative Leadership Team: improved translation services and bilingual front office staff, explicit action to hire diverse staff, improved and increased academic interventions, additional middle school electives (leadership and applied science), increased mental health support, working to define and support staff in understanding a comprehensive Multi-Tiered System of Support

Input from stakeholders is evident in the identified actions and services in the 2021-2024 LCAP.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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

