

# 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

Provide Facilities that are adequate and maintained in good repair to ensure a safe and healthy student learning environment and maintain a comprehensive transportation system to ensure our students can attend school and be in the best possible learning environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Williams Report and FIT scores	2019-2020 Zero incidents resulting in a Williams Report FIT scores show all sites receiving a score of "Exemplary"
<b>19-20</b> Facilities and district buses/vehicles will remain in excellent condition as measured by our FIT scores as well as visual inspections by Superintendent and Maintenance Supervisor as well as our annual LCAP Survey.	2018-2019 Zero incidents resulting in a Williams Report FIT scores show all sites receiving a score of "Exemplary"
<b>Baseline</b> Zero incidents resulting in a Williams Report FIT scores show our sites receiving a score of "Excellent".	
<b>Metric/Indicator</b> Annual LCAP Survey Data	2019-2020 We did not give the LCAP Survey in the Spring of 2020 as a result of Covid-19 and subsequent school closures.
<b>19-20</b> LCAP Survey Score will be 4/5 or higher	2018-2019 Spring 2019 LCAP Survey - Question regarding facilities - 3.7/5
<b>Baseline</b> LCAP Survey Score 3.7/5	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Facilities maintenance	Maintenance/Operations salaries 2000-2999: Classified Personnel Salaries Base 399,905	Maintenance/Operations salaries 2000-2999: Classified Personnel Salaries Base 412,235
	Benefits 3000-3999: Employee Benefits Base 159,265	Benefits 3000-3999: Employee Benefits Base 160,292
	Materials/ Supplies 4000-4999: Books And Supplies Base 73,495	Materials/ Supplies 4000-4999: Books And Supplies Base 115,644
	Services 5000-5999: Services And Other Operating Expenditures Base 214,995	Services 5000-5999: Services And Other Operating Expenditures Base 236,452
Improve campus safety by maintaining potable water system throughout the district, provide additional security measures at all sites including fencing and cameras and repair/replace playground equipment at all three school sites.	4000-4999: Books And Supplies Base 0	4000-4999: Books And Supplies Base 0
	Install security fencing and increased cameras at all campuses. Commitment assigned in Ending Fund Balance. 5000- 5999: Services And Other Operating Expenditures Other 157,500	Install security fencing 6000-6999: Capital Outlay Other 110,159
	Playground Equipment 4000- 4999: Books And Supplies Base 9,000	Playground Equipment-postponed due to Covid. 4000-4999: Books And Supplies Base 0
Resurface/Repair/Restripe the asphalt at Bend School	Resurface/Repair/Restripe the asphalt at Bend School 5000- 5999: Services And Other Operating Expenditures Other 11,000	Resurface/Repair/Restripe the asphalt at Bend School-postponed due to Covid 5000-5999: Services And Other Operating Expenditures Other 0
Maintain adequate transportation for our Elementary and Middle School sites.	Transportation Salaries-58% base/42% Supp 2000-2999: Classified Personnel Salaries Base 102,907	Transportation Salaries-58% base/42% Supp 2000-2999: Classified Personnel Salaries Base 106,354

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Paint Evergreen Elementary School

Transportation Salaries-58%  
base/42% Supp 2000-2999:  
Classified Personnel Salaries  
Supplemental 74,519

Transportation Benefits-58%  
base/42% Supp 3000-3999:  
Employee Benefits Base 68,068

Transportation Benefits-58%  
base/42% Supp 3000-3999:  
Employee Benefits Supplemental  
49,290

Materials and Supplies 58/42  
4000-4999: Books And Supplies  
Base 48,140

Materials and Supplies 58/42  
4000-4999: Books And Supplies  
Supplemental 34,860

Services 58/42 5000-5999:  
Services And Other Operating  
Expenditures Base 32,590

Services 58/42 5000-5999:  
Services And Other Operating  
Expenditures Supplemental  
23,599

paint supplies 4000-4999: Books  
And Supplies Other 10,000

Transportation Salaries-58%  
base/42% Supp 2000-2999:  
Classified Personnel Salaries  
Supplemental 77,015

Transportation Benefits-58%  
base/42% Supp 3000-3999:  
Employee Benefits Base 54,214

Transportation Benefits-58%  
base/42% Supp 3000-3999:  
Employee Benefits Supplemental  
39,259

Materials and Supplies 58/42  
4000-4999: Books And Supplies  
Base 30,142

Materials and Supplies 58/42  
4000-4999: Books And Supplies  
Supplemental 21,827

Services 58/42 5000-5999:  
Services And Other Operating  
Expenditures Base 32,427

Services 58/42 5000-5999:  
Services And Other Operating  
Expenditures Supplemental  
23,482

Paint Supplies 4000-4999: Books  
And Supplies Base 1,892

Paint Supplies 5000-5999:  
Services And Other Operating  
Expenditures Other 248

## 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 that were not implemented, in most part due to the Covid-19 pandemic, were used to support students, families, teachers, and staff through distance learning, hot spots, technology, materials and curriculum needed to pivot in and out of distance learning, Students were provided breakfast and lunch through a drive through pick up services.

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

We have had successes and challenges in implementing the actions/services to achieve the goal.

Successes - We have continued to maintain safe facilities that are in excellent condition.

We provide consistent and reliable transportation services that ensures our students are able to attend school, regularly.

We continue to maintain our maintenance department, custodial staff, transportation department, including our own mechanic.

Challenges - Keeping these departments fully staffed with qualified individuals is necessary to maintain our facilities and support our students going to and from school.

## Goal 2

Increase overall student achievement for students including foster youth, pupils with disabilities, socioeconomically disadvantaged and ELL students

Each year the percent of all students reaching proficiency in Reading/Language Arts and Mathematics as measured by both local assessments as well as state level data will increase by 5%. This includes all significant subgroups.\*\*

See individual school site plans for additional information regarding this goal

Each year the number of English Language Learners improving one level overall as measured by the CELDT will be 75% or more.

\*\* See individual school site plans for additional information regarding this goal

By August of 2016, 100% of Evergreen students will have access to Common Core State Standards aligned curriculum and support materials

Maintain an attendance Rate of 95% or higher.

100% of K-8 students will have access to a broad course of study that includes, but is not limited to, core classes and VAPA.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 2: State Standards (Conditions of Learning)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 5: Pupil Engagement (Engagement)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	ACADEMIC DATA (2017-2020)
Math & Reading CBM Data	Reading CBM
SBAC Data.	48.58% (March 2020)
CELDT & Reclassification Rates	51.07% (March 2019)
Attendance Rate & Middle School Drop out Rate	52.53% (March 2018)
Suspension and Expulsion Rates	51.43% (March 2017) - BASELINE
Percent of K-8 students that have access to a broad course of study that includes, but not limited to, core classes and VAPA as measured by student enrollment in elective courses".	Math CBM
	66.74% (March 2020)
	48.72% (March 2019)

**Expected**

**Actual**

**19-20**

Overall student achievement will increase at the rates mentioned in the above goal (goal also aligned with all site plans as well as our LEA Plan)

67.96% (March 2018)  
54.38% (March 2017) - BASELINE

**CAASPP ELA**

No assessment given in Spring 2020 due to Covid-19 and school closures. (Spring 2020)

54.77% (Spring 2019)  
52.71% (Spring 2018)  
55.14% (Spring 2017) - BASELINE

**CAASPP Math**

No assessment given in Spring 2020 due to Covid-19 and school closures. (Spring 2020)

45.87% (Spring 2019)  
41.64% (Spring 2018)  
41.60% (Spring 2017) - BASELINE

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**CELDT/ELPAC DATA (Spring 2020)**

Only 8 students were assessed using the Summative ELPAC in 2019-2020 due to Covid-19 and school closures that occurred during the beginning of the testing window.

**RECLASSIFICATION DATA (Spring 2020)**

Reclassification rate - No students were reclassified in 2019-2020 due to Covid-19 and school closures.

**ATTENDANCE DATA (Spring 2020)**

Chronic Absenteeism Rate - 8.52% (thru March 13, 2020)  
Suspension Rate - 4.7% (thru March 13, 2020)  
Expulsion Rate - 0%  
Middle School Drop Out Rate - 0%

**ACCESS TO A BROAD COURSE OF STUDY (2020)**

100% of students continue to have access to a broad course of

## Expected

### Baseline

In reading currently 52% of our students are meeting benchmarks on our local CBM measurement and 50% on the SBAC ELA, Districtwide.

In Math 54% of our students are meeting the benchmark on our local CBM measurement and 36% the SBAC Math District

CELDT data shows that 56% of our EL students showed at least one overall level growth.

17/18 Reclassification Rate: 23%

SBAC data shows that in ELA all groups other than White performed one level below the "All Groups"

SBAC data in Math shows that no groups performed more than one level below or above another. However all groups were either orange or yellow.

Attendance rate is currently at 95.3%  
Chronic Absenteeism Rate currently not available from CDE however we estimate it to be 7.7% for 17/18.

17/18 Suspension Rate: 1.8%  
17/18 Expulsion Rate: >.5%

Middle School drop out rate is 0 drop outs or 100% graduation rate for 17/18.

2017/18 100% of K-8 students had access to a broad course of study that included, but not was limited to, core classes and VAPA.

## Actual

study that includes, but not limited to, core classes and VAPA; however, when the pandemic forced our school closure in March 2020, we shifted to provide this same broad course of study in a digital platform.



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
General Education-Increased overall student achievement-Curriculum, Interventions, and schedules to be evaluated and adjusted as necessary. Provide highly qualified and appropriately assigned teachers and certificated support staff to offer a broad course of study aligned to state content standards.	Certificated Salaries & CSR Cert Salaries& EPA Salaries 1000-1999: Certificated Personnel Salaries Base 3,647,485	Certificated Salaries & CSR Cert Salaries& EPA Salaries 1000-1999: Certificated Personnel Salaries Base 3,489,958
	Certificated,CSR,EPA & Classified Benefits 3000-3999: Employee Benefits Base 1,172,809	Certificated,CSR,EPA & Classified Benefits 3000-3999: Employee Benefits Base 1,096,262
	classified Salaries 2000-2999: Classified Personnel Salaries Base 160,930	Classified salaries 2000-2999: Classified Personnel Salaries Base 159,428
	Health Teacher Salary/Benefits 1000-1999: Certificated Personnel Salaries Supplemental 121,459	Health Teacher Salary/Benefits 1000-1999: Certificated Personnel Salaries Supplemental 107,707
	New Counselor position Sal/Benefits 3000-3999: Employee Benefits Concentration 71,390	New Counselor position Sal/Benefits 3000-3999: Employee Benefits Concentration 71,708
	Psych Sal/ Benefits 1000-1999: Certificated Personnel Salaries Base 73,249	Psych Sal/ Benefits 1000-1999: Certificated Personnel Salaries Base 72,251
	Speech 1000-1999: Certificated Personnel Salaries Other 87,352	Speech 1000-1999: Certificated Personnel Salaries Other 87,352
	Speech Benefits 3000-3999: Employee Benefits Other 24,927	Speech Benefits 3000-3999: Employee Benefits Other 24,577
	Continue additional PE TeacherSalary/ Benefits + New PE F/T Bend 1000-1999: Certificated Personnel Salaries Supplemental 177,184	Continue additional PE TeacherSalary/ Benefits + New PE F/T Bend 1000-1999: Certificated Personnel Salaries Supplemental 180,870
	continue additional teacher at Bend salary/benefits 1000-1999: Certificated Personnel Salaries Supplemental 93,466	continue additional teacher at Bend salary/benefits 1000-1999: Certificated Personnel Salaries Supplemental 94,983

**Planned  
Actions/Services**

Implementation of newly adopted Math and ELA curriculum as well as NGSS curriculum. Including professional development to support these items.

Maintain Learning Centers at each site and continue to support a more "inclusive" model regarding Special Education Students. Additional instructional aide support will be needed to accomplish.

**Budgeted  
Expenditures**

Costs associated for PD included in Goal 3 Action 3

Learning Center/Special Education Center cert salaries - resource 6500 1000-1999: Certificated Personnel Salaries Other 340,883

LC/Special Ed Center classified salaries-resource 6500 2000-2999: Classified Personnel Salaries Other 136,661

Certificated and Classified employee benefits -resource 6500 3000-3999: Employee Benefits Other 144,058

Materials and Supplies 4000-4999: Books And Supplies Other 6,300

Services and other expenses 5000-5999: Services And Other Operating Expenditures Other 79,543

Excess Costs & billback 7000-7439: Other Outgo Other 79,485

Cont'd Addition of Special Education Teacher-90% salary included above-10% concentration funds 1000-1999: Certificated Personnel Salaries Concentration 6,489

Addition of Special Education Teacher-90% salary & Benefits included above-10% concentration funds 3000-3999:

**Actual  
Expenditures**

Costs associated for PD included in Goal 3 Action 3

Learning Center/Special Education Center cert salaries - resource 6500 1000-1999: Certificated Personnel Salaries Other 376,718

LC/Special Ed Center classified salaries-resource 6500 2000-2999: Classified Personnel Salaries Other 99,864

Certificated and Classified employee benefits -resource 6500 3000-3999: Employee Benefits Other 138,119

Materials and Supplies 4000-4999: Books And Supplies Other 2,091

Services and other expenses 5000-5999: Services And Other Operating Expenditures Other 102,237

Excess Costs & billback 7000-7439: Other Outgo Other 102,237

Special Ed Classified support 2000-2999: Classified Personnel Salaries Concentration 22,876

Special Ed Classified support 3000-3999: Employee Benefits Concentration 8,981

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain the instructional aide time in grades TK, K and 1 so that each classroom in these grades has 1.5 0-2 hours of aide time each day. Maintain additional middle school aides as well as Bend aide	Employee Benefits Concentration 1,985  Classified salaries for k-1 instructional aides with additional aides at MS 2000-2999: Classified Personnel Salaries Supplemental 111,288	Classified salaries for k-1 instructional aides with additional aides at MS 2000-2999: Classified Personnel Salaries Supplemental 75,326
Maintain Current 1.3 Music FTE. Increase PE to .1.0 FTE PE teacher	Classified benefits for K-1 instructional aides, new ms aides, bend aide 3000-3999: Employee Benefits Concentration 34,273  Music Teacher 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 87,735  Benefits 3000-3999: Employee Benefits Supplemental 25,538  .30 FTE music teacher salary (DID NOT FILL Position) 1000-1999: Certificated Personnel Salaries Supplemental 17,884  .30 FTE Music Teacher benefits (DID NOT FILL POSITION) 3000-3999: Employee Benefits Supplemental 3,691  1.0 New FTE PE Teacher salary cont. 1000-1999: Certificated Personnel Salaries Supplemental 69,736  1.0 FTE PE Teacher benefit cont. 3000-3999: Employee Benefits Supplemental 21,291	Classified benefits for K-1 instructional aides, new ms aides, bend aide 3000-3999: Employee Benefits Concentration 22,409  Music Teacher 1.0 FTE 1000-1999: Certificated Personnel Salaries Supplemental 64,299  Music Teacher 1.0 FTE 1000-1999: Certificated Personnel Salaries Other 26,088  Benefits 1.0 FTE 3000-3999: Employee Benefits Supplemental 18,359  Benefits FTE 1.0 3000-3999: Employee Benefits Other 7,551  1.0 New FTE PE Teacher salary cont. 1000-1999: Certificated Personnel Salaries Base 55,994  1.0 FTE PE Teacher benefit cont. 3000-3999: Employee Benefits Base 18,556

**Planned  
Actions/Services**

Maintain an attendance rate of 95% or higher through the use of incentives, acknowledgement, effective transportation services and engaging coursework

Support both "Core" classes as well as electives that address VAPA standards as well as CTE in the area of coding in addition to other areas of student interest and study. All student will successfully complete a typing/Keyboarding class by the end of 6th grade. PBL/Inquiry based instruction will be supported in order to meet the diverse needs of our students as well as the rigorous standards and 21st century learning skills. Build and maintain a "Makers Space" at Bend and the Middle School. Provide maker activities for our free choice options in the primary grades.

Offer summer "Learning Camp" for primary students underperforming in the area of reading.

**Budgeted  
Expenditures**

cost included in transportation  
Goal 1 Action 5 , General Ed Goal  
2 Action 1, and Lottery.

Community Day Program 1000-  
1999: Certificated Personnel  
Salaries Supplemental 86,731

Community Day Program 2000-  
2999: Classified Personnel  
Salaries Supplemental 36,983

Community Day Program 3000-  
3999: Employee Benefits  
Supplemental 37,442

Community Day Program 4000-  
4999: Books And Supplies  
Supplemental 650

Community Day Program 5000-  
5999: Services And Other  
Operating Expenditures  
Supplemental 500

Community Day Program 7000-  
7439: Other Outgo Supplemental  
6,700

Makerspace 4000-4999: Books  
And Supplies Supplemental 1,000

Certificated salaries 1000-1999:  
Certificated Personnel Salaries  
Supplemental 3,300

**Actual  
Expenditures**

cost included in transportation  
Goal 1 Action 5 , General Ed Goal  
2 Action 1, and Lottery.

Community Day Program 1000-  
1999: Certificated Personnel  
Salaries Supplemental 64,392

Community Day Program 2000-  
2999: Classified Personnel  
Salaries Supplemental 36,900

Community Day Program 3000-  
3999: Employee Benefits  
Supplemental 35,164

Community Day Program 4000-  
4999: Books And Supplies  
Supplemental 39

Community Day Program 5000-  
5999: Services And Other  
Operating Expenditures  
Supplemental 90

Community Day Program 7000-  
7439: Other Outgo Supplemental  
5640

Makerspace 4000-4999: Books  
And Supplies Supplemental 0

Certificated salaries-postponed  
due to Covid 1000-1999:

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain support for our Health/ Personal Growth class.	Summer Learning Camp 3000-3999: Employee Benefits Supplemental 598	Certificated Personnel Salaries Supplemental 0 Summer Learning Camp-postponed due to Covid 3000-3999: Employee Benefits Supplemental 0
Maintain new student assessment tool TK-8 for both Math and Reading, including any necessary PD associated with the program and how to interpret the results.	Electives ( Health/personal growth costs included in Health teacher costs above) 4000-4999: Books And Supplies Supplemental 8,000	Electives ( Health/personal growth costs included in Health teacher costs above) 4000-4999: Books And Supplies Supplemental 3,194
Support ELL students with continued paraprofessional support.	costs included in PD listed in Goal 3 Action 3 0 New Assessment Tools Services 5000-5999: Services And Other Operating Expenditures Base 10,500 New Assessment Tools Services 5000-5999: Services And Other Operating Expenditures Supplemental 10,000	costs included in PD listed in Goal 3 Action 3 0 New Assessment Tools Services 5000-5999: Services And Other Operating Expenditures Base 43,380 New Assessment Tools Services 5000-5999: Services And Other Operating Expenditures Supplemental 0
Maintain our Principal of special projects to support and oversee our instructional aides, Preschool, SERRF as well as create a continuum of learning within grades PreK- 2nd.	EL Classified Salary 2000-2999: Classified Personnel Salaries Supplemental 15,574 Classified benefits 3000-3999: Employee Benefits Supplemental 4,808 Principal of K-2 salary-supplemental expense 1000-1999: Certificated Personnel Salaries Supplemental 69,021 Principal ofk-2 Benefits-supplemental expense 3000-	EL Classified Salary-postponed due to Covid 2000-2999: Classified Personnel Salaries Supplemental 0 Classified benefits 3000-3999: Employee Benefits Supplemental 0 Principal of K-2 salary-supplemental expense 1000-1999: Certificated Personnel Salaries Supplemental 34,829 Principal ofk-2 Benefits-supplemental expense 3000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3999: Employee Benefits Supplemental 21,043	3999: Employee Benefits Supplemental 9,811
		Principal of K-2 salary-SERRF 1000-1999: Certificated Personnel Salaries Other 34,829
		Principal ofk-2 Benefits-SERRF 3000-3999: Employee Benefits Other 9,811
Continue to support Lesson Study in math and continue in depth PD in ELA	cost included in Goal 3-profession development Action 3 0	cost included in Goal 3-profession development Action 3 0
Provide an "Integrated Unit BootCamp" for all primary staff with a focus on developing teaching strategies.	Not budgeted for 19-20 0	Not budgeted for 19-20 0
Support PD and curriculum purchases/adoption in regard to NGSS.	Costs included in Goal 3 pd Action 3 and General Education 0	Costs included in Goal 3 pd Action 3 and General Education 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.

Funds that were budgeted for Actions/Services that were not implemented, in most part due to the Covid-19 pandemic, were used to support students, families, teachers, and staff through distance learning, hot spots, technology, materials and curriculum needed to pivot in and out of distance learning. Students were provided breakfast and lunch through a drive through pick up services.

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

There have been many successes and some challenges in implementing the actions/services to achieve this goal.

Successes - Nearly all of the actions and services have been implemented, with a focus on ELA and Math curriculum, instruction, and assessment and supports beyond that core - including paraprofessional supports in the lower grades, supports for English Learners, and a fully staffed Learning Center.

In addition, supplementary learning experiences in Health/Personal Growth, Physical Education, and Music enhance the students' learning experience.

Challenges - The greatest challenge was Covid-19 and the subsequent school closures during the Spring of 2020 that moved us into Distance Learning - a concept that was new to students and teachers, alike. This change impacted all parts of these actions and services as we pivoted to provide similar experiences in the virtual platform.

Staffing continues to be difficult in our classified positions which support the core. Additionally, turnover with the classified staff has made it challenging to create consistency and hinders our ability to deliver quality support and services, at times.

### Goal 3

Create and maintain a collaborative and rigorous learning environment for both staff and students in which a continuous learning and growth cycle exists.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

#### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	ACADEMIC DATA (2017-2020)
SBAC & CELDT data as well as our local Reading and Math CBM DATA.	Reading CBM 48.58% (March 2020) 51.07% (March 2019) 52.53% (March 2018) 51.43% (March 2017) - BASELINE
DLT (District Leadership Team) Survey Results attached.	
Teacher Retention Rate	Math CBM 66.74% (March 2020) 48.72% (March 2019) 67.96% (March 2018) 54.38% (March 2017) - BASELINE
Student Access to standards-aligned instructional materials	
Teacher Quality (appropriately credentialed and assigned)	CAASPP ELA No assessment given in Spring 2020 due to Covid-19 and school closures. (Spring 2020) 54.77% (Spring 2019) 52.71% (Spring 2018) 55.14% (Spring 2017) - BASELINE



**Expected**

**Actual**

**19-20**

Overall student achievement will increase at the rates mentioned previously.

DLT Staff Survey Results will show growth in the areas established as topics of focus:

Establishing and Engaging and Supportive Learning Environment

Collaboration and Communication

Reflection on Teaching and Learning.

Teacher retention rate will remain at or above 75%

All Students have access to standards aligned curriculum. Math adoption in spring and implementation fall of 2020

All teachers are appropriately credentialed and assigned.

CAASPP Math

No assessment given in Spring 2020 due to Covid-19 and school closures. (Spring 2020)

45.87% (Spring 2019)

41.64% (Spring 2018)

41.60% (Spring 2017) - BASELINE

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CELDT/ELPAC DATA (Spring 2020)

Only 8 students were assessed using the Summative ELPAC in 2019-2020 due to Covid-19 and school closures that occurred during the beginning of the testing window.

RECLASSIFICATION DATA (Spring 2020)

Reclassification rate - No students were reclassified in 2019-2020 due to Covid-19 and school closures.

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TEACHER RETENTION RATE (June 2020)

One out of 56 teachers left the district at the close of the 2020 school year.

TEACHER QUALITY (2019-2020)

All teachers were appropriately credentialed and assigned.

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DISTRICT LEADERSHIP TEAM SURVEY (Spring 2020)

No survey was administered in Spring 2020 due to Covid-19 and school closures.

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## Expected

### Baseline

In reading currently (16/17) 52% of our students are meeting benchmarks on our local CBM measurement and 50% on the SBAC ELA, Districtwide.

In Math 54% of our students are meeting the benchmark on our local CBM measurement and 36% the SBAC Math District

CELDT data shows that 56% of our EL students showed at least one overall level growth.

SBAC data shows that in ELA all groups other than White performed one level below the "All Groups"

SBAC data in Math shows that no groups performed more than one level below or above another. However all groups were either orange or yellow.

Attendance rate is currently at 95.3%

Teacher Retention Rate for 16/17 8 of 9 newly hired teachers were retained for an 88% retention rate.

DLT Staff Survey Results:

Establishing an Engaging and Supportive Learning Environment:  
Only 26% of staff felt like EUSD was performing well in this area.

Collaboration and Communication:  
Only 68% of staff perceived that effective collaboration and communication of ideas and strategies was occurring.

Reflecting on Teaching and Learning:  
Between June 2016 and June 2017, all staff will increase their use of Assessment data used to identify student needs and appropriate instructional interventions to 90% (always true, almost always true) based on perceptual data.

All Students have access to standards aligned curriculum

## Actual

### STUDENT ACCESS TO STANDARDS-ALIGNED INSTRUCTIONAL MATERIALS

All students have access to a standards-aligned instructional materials; the Math adoption is slated for Spring 2021 as it was delayed due to Covid-19 and the subsequent school closures that occurred during the Spring of 2020.

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Mentor Teacher Program for all new teachers and veteran teachers in need of support.	Mentor Teacher Program - Stipend 1000-1999: Certificated Personnel Salaries Base 34,000	Mentor Teacher Program - Stipend 1000-1999: Certificated Personnel Salaries Supplemental 20,972
	Mentor Teacher Program 3000- 3999: Employee Benefits Base 6,101	Mentor Teacher Program 3000- 3999: Employee Benefits Supplemental 4,389
New teacher induction program for new hires.	ATE for new hires-MOU with TCDE 5000-5999: Services And Other Operating Expenditures Base 30,600	ATE for new hires-MOU with TCDE 5000-5999: Services And Other Operating Expenditures Supplemental 23,200
	Salaries for ATE Teacher Mentor 1000-1999: Certificated Personnel Salaries Supplemental 0	Salaries for ATE Teacher Mentor 1000-1999: Certificated Personnel Salaries Supplemental 0
	Benefits for ATE Teacher Coach 3000-3999: Employee Benefits Supplemental 0	Benefits for ATE Teacher Coach 3000-3999: Employee Benefits Supplemental 0
Staff Development in all subjects. Support and provide training with regards to the Nurtured Heart, William Glasser's Choice Theory and Growth Mindset for all staff as well integrating technology into their classroom.	Staff Development 1000-1999: Certificated Personnel Salaries Concentration 20,000	Staff Development 5000-5999: Services And Other Operating Expenditures Concentration 11,339
	Staff Development 3000-3999: Employee Benefits Concentration 3,630	Staff Development 3000-3999: Employee Benefits Concentration 487
	Staff Development with a Common Core Focus 1000-1999: Certificated Personnel Salaries Title I 11,437	Staff Development with a Common Core Focus 1000-1999: Certificated Personnel Salaries Title I 25,304
	Staff Development with a Common Core Focus 3000-3999: Employee Benefits Title I 2,076	Staff Development with a Common Core Focus 3000-3999: Employee Benefits Title I 5,271

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assure that 100% of all teachers are appropriately credentialed and placed.	No cost associated 0	No cost associated 0
All students will have access to standards aligned curriculum and resources.	curriculum expenditures budgeted in lottery resource 6300 4000-4999: Books And Supplies Other 11,250	curriculum expenditures budgeted in lottery resource 6300 4000-4999: Books And Supplies Other 62,113
Maintain "Early Release Days" to support PLC's and collaboration amongst staff.	Included in Teacher's general ed expenditures Goal 2 Action 1	Included in Teacher's general ed expenditures Goal 2 Action 1
Maintain a District Leadership Team to address issue LEA-Wide, establish goals accordingly and carry out the work to address those goals.	No cost associated	No cost associated

## 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 that were not implemented, in most part due to the Covid-19 pandemic, were used to support students, families, teachers, and staff through distance learning, hot spots, technology, materials and curriculum needed to pivot in and out of distance learning, Students were provided breakfast and lunch through a drive through pick up services.

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

We have met successes and challenges in implementing the actions/services to achieve this goal.

Successes - We focus on a continuous learning and growth cycle for students by analyzing assessment data and ensuring a rigorous learning environment in response.

When teachers need additional supports to attend to student learning, Professional Development and mentoring is provided to support staff learning and growth.

Teacher retention remains high.

Challenges - As a result of Covid-19 and the subsequent school closures, our math adoption was delayed by a year as we used the time we had to pivot to Distance Learning and provide Professional Development support to that end.

## Goal 4

Increase parent involvement with their child's learning experience and have in place structures to support such involvement.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 4: Pupil Achievement (Pupil Outcomes)  
                          Priority 5: Pupil Engagement (Engagement)  
                          Priority 6: School Climate (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> LCAP Parent Survey	The LCAP Survey was not given in the Spring of 2020 as a result of Covid-19 and the subsequent school closure.
Attendance Rate	ATTENDANCE DATA (Spring 2020) Chronic Absenteeism Rate - 8.52% (thru March 13, 2020)
After School Homework Club Participation rate.	Suspension Rate - 4.7% (thru March 13, 2020) Expulsion Rate - 0%
<b>19-20</b> The level of positive parent responses will increase or maintain at a high level (4/5 or better) on our annual parent survey given each Spring. In addition student achievement and attendance will maintain or improve accordingly.	Middle School Drop Out Rate - 0%

**Expected**

**Actual**

**Baseline**

On the annual LCAP Survey given each year the district was rated a 4.2/5 on the following question:

EUSD effectively communicates with parents and provides opportunities for parents to engage with their school.

Attendance rate is steady at 95.3

After School Homework Club Participation rate: 33 students 2016-17

**Actions / Services**

**Planned  
Actions/Services**

**Budgeted  
Expenditures**

**Actual  
Expenditures**

Maintain a playgroup during school hours to support parents with children ages 3 and 4.

School Readiness Services 5000-5999: Services And Other Operating Expenditures Supplemental 6,600

School Readiness Services 5000-5999: Services And Other Operating Expenditures Supplemental 6,600

Continue support of the extended library hours in order to serve families during breaks including summer vacation.

Classified salaries-Summer Library 2000-2999: Classified Personnel Salaries Supplemental 1800

Classified salaries-Summer Library-postponed due to Covid 2000-2999: Classified Personnel Salaries Supplemental 0

classified benefits-Summer Library 3000-3999: Employee Benefits Supplemental 391

classified benefits-Summer Library-postponed due to Covid 3000-3999: Employee Benefits Supplemental 0

Supplies-Summer Library 4000-4999: Books And Supplies Supplemental 300

Supplies-Summer Library-Postponed due to Covid 4000-4999: Books And Supplies Supplemental 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase opportunities for students to participate in before/after school homework club.	Before/after school homework club 1000-1999: Certificated Personnel Salaries Supplemental 4,500	Before/after school homework club 1000-1999: Certificated Personnel Salaries Supplemental 478
	Before/after school homework club 3000-3999: Employee Benefits Supplemental 929	Before/after school homework club 3000-3999: Employee Benefits Supplemental 100
Maintain SERRF Program	Serrf certificated salaries 1000-1999: Certificated Personnel Salaries 34,511	Serrf certificated salaries 1000-1999: Certificated Personnel Salaries 34,829
	Serrf classified salaries 2000-2999: Classified Personnel Salaries Other 163,447	Serrf classified salaries 2000-2999: Classified Personnel Salaries Other 173,956
	Benefits 3000-3999: Employee Benefits Other 77,200	Benefits 3000-3999: Employee Benefits Other 61,040
	Materials and Supplies 4000-4999: Books And Supplies Other 7,110	Materials and Supplies 4000-4999: Books And Supplies Other 3,235
	Services and other expenditures 5000-5999: Services And Other Operating Expenditures Other 3.139	Services and other expenditures 5000-5999: Services And Other Operating Expenditures Other 2,098
	Direct/Indirect Support 7000-7439: Other Outgo Other 10,000	Direct/Indirect Support 7000-7439: Other Outgo Other 11,000
Continue to look for ways to mitigate the cost of parents in getting cleared to volunteer in the classrooms and with school activities.	No Cost 0	0
Continue to use and support the development of our website and social media to communicate with parents and the community.	0	0
Provide opportunities for parents to participate in decision making activities such as DELAC/ELAC, site councils, district leadership team, as well as fundraising and other community events.	No costs associated as of yet 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.

Funds that were budgeted for Actions/Services that were not implemented, in most part due to the Covid-19 pandemic, were used to support students, families, teachers, and staff through distance learning, hot spots, technology, materials and curriculum needed to pivot in and out of distance learning, Students were provided breakfast and lunch through a drive through pick up services.

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

There were successes and challenges in implementing the actions/services to achieve the goal.

Successes - Nearly all actions/services were completed prior to the closure of school as a result of the Covid-19 pandemic; however, many of these components had to then be halted from March 2020 through today.

We have expended our digital footprint by updating our website and using social media which has helped with communication with our families.

Challenges - As a result of the pandemic, the following actions had to be halted: playgroup, extended library hours during the summer, before/after homework club, SERRF Program, volunteers in the classrooms, and District-community events.



# 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
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills		8,205	Yes
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts		13,664	Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum		6,630	Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary		0	Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary		0	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Low Income Student Supports            Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)</p>		94,705	Yes

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

When the Learning Continuity and Attendance Plan was presented to the Board, the District was not offering In-Person Instructional Offering due to the pandemic and stay at home orders. Further into the instructional year, the District opened to In-Person Learning. Much of the Curriculum was used and purchased for both In-Person and Distance Learning Instruction. Additional funds were extended to teachers to provide resources for students for in-person learning as well as for distance learning.

### Analysis of In-Person Instructional Offerings

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

Implementing in-person instruction in the 2020-2021 school year had its' share of successes and challenges.

A summary is as follows:

Successes:  
 Benchmark Booster (Grades 1 through 5) provided students with instructional opportunities in English Language Arts to address the essential power standards and phonics skills that were not addressed during the spring 2020 school closures when everyone was adjusting to Distance Learning.  
 iReady Math has provided teachers and families with consistent math learning opportunities across the grade levels. This, in turn, has made it easier for families to support multiple children in a consistent platform at home with only the content changing across the grade levels.  
 Supports for English Learners, homeless/foster youth, and low income students have continued to be a priority during In-Person instruction.

Long-term Independent Study has been provided during In-Person instruction for those families who prefer it, with about 10% of the student body opting for this program. The quality of the program has continually been refined over time to ensure that these students are receiving equitable instructional offerings.

We have been able to be open for In-Person Instruction without using a hybrid model so that ALL students who choose to, can participate in daily In-Person instruction.

#### Challenges:

When we have been open during In-Person instruction, we have, at times, had to pivot back to Distance Learning as a result of the quarantine of a classroom, group of classrooms, whole school site, or District or because we have not had ample staff to ensure stable groups can be maintained. This has caused stress on families as they must make plans accordingly to ensure their children have supervision during the day until they can resume In-Person instruction.

While we have continued to provide our core curriculum - including English Language Arts, Mathematics, Science, Social Science, Social Emotional Learning, Health, Music, and Physical Education - we have not been able to provide Electives as it would compromise the stable group parameters.

In order to ensure stable groups, we have had to use our Before/After School staff to supervise lunch periods; therefore, our Before/After School Program is not currently operating. In order to successfully operate this Program, the stable group expectation from CDE would need to be lifted so that we could reposition this staff to return to supervising this Program.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills	4,921.35	8,205	Yes
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts	6753.60	13,664	Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum	33,547.00	6,630	Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary	0	0	Yes
Low Income Student Supports Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)	93,000.00	94,705	Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary	1,500.00	1,000.00	Yes
Screencastify - Allows teachers to record lessons to provide them for students	2,250.00	2,250.00	Yes
GoGuardian - Allows teachers to view student work remotely and keep students on target for Distance Learning	9,013.00	29,000	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.

The majority of iReady was purchased at the end of the previous fiscal year which off set the budgeted funds. The District will enter into an agreement with GoGuardian for their services over a three year period.

## **Analysis of the Distance Learning Program**

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

### **Continuity of Instruction**

Successes - By implementing a rigorous Distance Learning Tiered Reengagement Plan - including Universal Supports for all students (Clear, concise and consistent communication about schedules and expectations; Predictable daily/weekly routines; Community building to create belonging and connection; Taking attendance in a caring manner; Recognition of good and improved attendance; Individual wellness checks/needs assessment; Facilitation of access to food, health and supports for other basic needs; Regular monitoring of attendance data to activate supports and identify trends); Early Intervention for those students not engaging; and Intensive Intervention for those students who still are not engaging - focus was placed on ensuring students were engaging in Distance Learning instruction, and supports were provided when that was not happening.

The same curriculum used for In-Person instruction was used for Distance Learning which allowed teachers to seamlessly transition to using the digital components of the product; strategically, these curriculum resources offer both a digital and paper component, allowing teachers to provide paper packets for students without digital access.

The purchase of the programs - Screencastify and GoGuardian - provided teachers with the ability to record lessons to share with students and to view student work remotely to keep students on target during Distance Learning, respectively; both of these programs ensured continuity of instruction.

Challenges - We continue to have challenges with those students who do not have digital access due to their geographic location and this impedes their ability to receive continued daily quality instruction.

### **Access to Devices and Connectivity**

Successes - All students were provided access to a Chromebook and charger to use at home. In addition, students with limited digital access were able to check out a hot spot to use at home to ensure better connectivity.

Challenges - There still remain a small number of students in our District who have no digital access due to their geographic location.

### **Pupil Participation and Progress**

Successes - Teachers became deeply aware of which students fit into which category (digital access with supports at home during the day; digital access with no supports at home during the day; no digital access but supports at home during the day; no digital access and no supports at home during the day) so that they could provide supports as necessary and attend to each child's needs.

In addition, implementing the Distance Learning Tiered Reengagement Plan (as described above) ensured students were attending class and engaged in daily learning activities.

All teachers adhered to the CDE guidance for instructional minutes and provided both synchronous and asynchronous learning opportunities, daily.

Challenges - Because not all students have digital access, daily pupil participation and progress was, at times, difficult to capture.

Teachers made individual phone calls to these families, sometimes daily, to ensure students were participating as much as possible.

However, capturing knowledge of their progress proved challenging in many cases.

Due to the nature of the Distance Learning digital platform, not all students felt as if they could fully participate in class discussions or activities.

#### Distance Learning Professional Development

Successes - Many hours of Professionals Learning in Community (PLC) time as well as two full days in August were devoted to ensuring that teachers were prepared to teach in the Distance Learning platform - from Keenan trainings, to trainings by administrators about Covid Reopening Plans as well as digital tools (Google Classroom, Screencastify, etc.), to time given for teachers' own individual learning and planning forward. As a result of this work, teachers were well positioned to teach in the Distance Learning platform from the start of school until September 28th, 2020 and when we returned to DL from November 5th, 2020 through January 19th, 2021, as well as all times in between when individual classrooms pivoted to DL due to quarantine.

Challenges - With providing this Professional Development time to all things Distance Learning, we, as a District, had to step away from our Rebuilding efforts which we were in the midst of when March 13th, 2020 and the onset of the pandemic began. As such, we have not had ample time to work towards the plans we had made to rebuild our system. We look forward to resuming this work as we head into the 2021-2022 academic year.

#### Staff Roles and Responsibilities

Successes - Staff have willingly embraced the new roles and responsibilities as a result of Covid and the subsequent school closures and new expectations. Their flexibility is a testament to the job they desire to do every day to ensure students have ample opportunity to learn and be cared for.

Challenges - The challenge, as noted under In Person Instructional Offerings, is that because we repositioned our Before/After School Program staff to attend to yard/lunch duties to ensure stable groups throughout the academic day during In Person Instruction (but also during Distance Learning to provide staff child care), we are now in a position where we cannot resume our Before/After School Program until the stable group expectation is lifted.

#### Support for Pupils with Unique Needs

Successes - EL students who scored a 3 or higher on the ELPAC in the spring of 2019 were invited to campus in fall 2020 to complete the Summative ELPAC to determine if enough growth has been demonstrated to warrant reclassification; as a result, two students were reclassified as Fluent English Proficient.

Special education students were provided with instructional minutes commensurate with their IEPs during Distance Learning to ensure forward progress; this included students with speech, occupational therapy, and physical therapy. Students in the Special Day class attended school for a few hours a day under the Small Cohort Guidance.

Under the careful support of the Homeless Liaison, students who needed it were provided with coats, shoes, and school materials. Principals and school counselors made home visits to families in need and provided services to them (including curbside counseling, food distribution, school supply distribution, curriculum/material drop off and pick up), as necessary.

Challenges - Unfortunately, it seems as if you can never do enough. While we did our best to support ALL students with unique needs, the nature of Distance Learning is not optimal, and we are certain that most, if not all, students would have benefited from being at school In Person.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
iReady Assessment Platform - to assess the ELA and mathematics skill levels/pupil learning loss for students in grades TK-8th grade			Yes
ESGI Platform - to assess the ELA and mathematics skill levels/pupil learning loss for students in grades TK and Kindergarten			Yes
Benchmark Booster (Grades 1-2) - Addresses unfinished learning and essential phonics skills			Yes
Benchmark Booster (Grades 3-5) - Focuses on the essential power standards 1, 2, 4, and 9 to boost learning in English Language Arts			Yes
iReady Math - Teacher Toolbox - Ready Math (Grades TK-8) - Focuses on the essential math skills students need to have mastered in the prior grade and opportunities for additional practice below and beyond the grade level curriculum			Yes
Title III Supports from TCDE (Title III MOU w/ TCDE) Working with our Consortium to provide additional supports for English Learners, as necessary			Yes
Homeless Supports with TCDE Working in partnership with TCDE to provide additional supports for foster/homeless youth, as necessary			Yes
Low Income Student Supports Covid funds for teachers will provide additional funds for teachers to ensure students who are experiencing poverty as a result of the impacts of Covid-19 have access to supplemental resources at home (crayons, pencils, paper, etc...)			Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

All expenditures included in previous slides,

### 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.

We have continued to use the cycle of assessment, reflection, planning, and teaching forward to attend to the pupil learning loss. There have been some successes and some challenges - as noted below:

Successes - All students were given the iReady assessment at home in the fall of 2020 during Distance Learning; with transitional Kindergarten and Kindergarten teachers using additional assessments from ESGI to determine specific Reading and Mathematics skills of their young students. Upon return from Distance Learning and as we neared the first progress report period, all teachers (with the exception of EMS grades 6th through 8th) again administered the iReady (and ESGI for TK/K) assessments to gain more accurate data in the school setting. We were able to administer the Summative ELPAC in fall of 2020 and reclassify two students as a result. Principals continue to hold Student Success Team meetings for students who are showing learning loss and making plans for appropriate supports to be put in place. We continue to collect CBM Oral Reading Fluency and Math data about student growth in Reading and Mathematics to pair with our reflection of iReady data to analyze pupil learning loss. This data is compared to prior years to ensure we are making adequate growth as a District to that end and understand where we need to focus in classroom instruction as we close out the academic year and prepare for Summer School.

Challenges - The iReady assessment data from fall of 2020 during Distance Learning may not have been completely accurate as some students had supports from parents while completing the assessment and other students rushed through the assessment and did not take their time. During the second data collection, not all teachers administered the iReady assessment to obtain data about student growth in Reading and Mathematics; EMS 6th through 8th grade teachers did not administer the assessment until the return to In Person learning after January 19th, 2021.

Successes and Challenges

Due to the ebb and flow of the pandemic in the fall, we did not hold Parent Teacher Conferences during the calendared time; teachers were already in such close communication with parents about their child's progress and learning, that this was not necessary. Indeed, one of the best things to come out of the Distance Learning experience was the connectedness between our teachers and their students and their families.

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

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Monitoring and supporting the mental health and social and emotional well-being of students and staff is very important. There have been many successes and some challenges during the 2020-2021 school year. Across our system, we have continued to focus on three main components: trauma invested practices, responding to behavior, and providing social emotional learning for our students and similar supports for our staff.

Successes - Most staff are using the trauma invested practices we established in 2019 to support their work with students - including the trauma invested spectrum and the language of trauma invested practices.

In many parts of our system, staff have embraced the Behavior Matrix and use its basic premise to respond to behavior.

Also, in most parts of our system, staff have consistently used the Second Step Curriculum to provide social emotional learning for students - with an emphasis on empathy and emotion management; during In Person and then Distance Learning, TK-5th grade staff were able to provide instruction around the Child Protection Unit which was skipped last spring due to the school closures; as we pivoted to Distance Learning, parents had the option to attend to the other lessons of that curriculum that focused on keeping children safe, physically.

Every Monday, Mrs. Ackley provides a Mindful Monday activity for staff to participate in to begin their week off on a positive note, and we look forward to purchasing the Second Step for Adults component (when it becomes available this spring) to enhance these experiences as we head into next academic year.

As a result of the EUSD Distance Learning Reengagement Tiered Written Protocol, teachers were able to notify Principals about students who needed extra supports and schedule Student Success Team meetings or request home visits to support the social and emotional well-being of students, as necessary.

Challenges - Because we have spent so much time on Professional Development around Covid Reopening and Distance Learning instructional practices, we have not had sufficient time to attend to reviewing and expanding upon the trauma invested practices work we established; it will be critical that moving forward, we continue to infuse these practices into our system by providing additional Professional Development in this area and providing time for staff to collaborate around best practices to this end. We also need to build on our staff's understanding of a framework on poverty and now, in light of the pandemic, a deeper understanding of the social emotional well-being of students coming out of the pandemic.

With a return to In Person Instruction, and in a post pandemic school setting, many students are struggling to exhibit appropriate behavior for a multitude of reasons - depression, anxiety, having been out of a normal routine during Distance Learning, etc. As a result, additional Professional Development must be provided to help staff better understand how to embrace the Behavior Matrix and respond to behavior using the myriad of tools available to them, including, but not limited to, the EUSD Creed/Expectations, building relationships with students, engaging and supportive learning opportunities, appropriate instructional moves and intervention. Similarly, we must revisit the importance of the Second Step Curriculum and ensure it is infused in all classrooms across all campuses.

## 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.

Implementing pupil and family engagement and outreach during the 2020-2021 school year was centered on the EUSD Distance Learning Reengagement Tiered Written Protocol (as described above). This protocol allowed staff and then Principals to ensure families and students were engaged in learning by absence notifications, outreach from the school, home visits, and SARB, when necessary. Across the campuses, teachers, office staff, and Principals put in much time to ensure we knew where students were and what they needed. The greatest challenge was in connecting with those families who lack digital access - where a home visit was the only way to connect. Fortunately, we were able to resume In Person Instruction and move away from Distance Learning so that these students could attend school once again.

## Analysis of School Nutrition

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

Providing school nutrition during the 2020-2021 school year had its successes and challenges. These are noted as such:

Successes - We qualified for Universal Breakfast and Lunch for all of our campuses: for Bend Elementary School, this was a bonus, as they have never had a breakfast program there.

During Distance Learning, we were able to provide Grab and Go Meals for families at our Middle School and Bend Elementary School sites; this included one pick up time each day to collect lunch and breakfast for the next day. Before long school breaks, multiple meals were packaged up and passed out so that students would have enough to eat over the break.

During In Person Instruction, meals are provided on all campuses, with hot entrees available most days. Curbside Grab and Go meals continue to be served at EMS and Bend sites for students on Long Term Independent Study. 37% of students each breakfast each day and 58% of students each lunch each day.

Challenges - Due to quarantining, we had to pivot to Distance Learning as our cafe staff were unable to attend work, and thus, we were unable to serve meals to our students or remain open.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Purchase of 250 additional Chromebooks to support students and staff in Distance Learning	69,500	69,466	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of additional WiFi access points to expand connectivity into the school parking lots	100,000	84,100	Yes
Pupil Engagement and Outreach	Purchase of software to increase our ability to make many out going phone calls to connect and engage students/parents.	50,000	68,000	Yes
N/A	Increased Custodial support or effective sanitization.	22,914	22,140	No
N/A	Purchase additional student and teacher desks/furniture to accomodate physical distancing as well as virtual teaching.	25,000	32,140	Yes
Distance Learning Program (Access to Devices and Connectivity)	Purchase of various devices (other than chroombooks) to support distance learning virtual learning.	32,000	25,000	Yes
School Nutrition	Food Service/Nutrition: Various purchases to support grab and go meals including packaging materials and equipment.	25,000	55,100	Yes
School Nutrition	Additional staffing hours in the Cafeteria/Nutrition program to assist with grab and go meals as well as curbside pick-up an delivery.	6,912	628	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program	Additional staffing costs to support Staff Day Care during distancing learning.	7,500	2,975	Yes
N/A	Purchase of PPE and other materials including plexiglass to ensure staff and student safety	35,000	37,000	No
Pupil Engagement and Outreach	Transportation and additional staffing costs associated with homevisits to deliver meals, technology and curriculum.	5,500	0	Yes

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

Distance Learning Program-covid hot spots cost less than budgeted. School Nutrition - MS freezer purchase was more costly than budgeted and staffing in Cafeteria was sufficient with minimal extra duty. Distance Learning Program-staffing was sufficient for Staff Day Care with minimal extra duty. Transportation staffing was sufficient to engage in the pupil outreach with no additional staffing needed.

## 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.

There have been many lessons learned from implementing In Person and Distance Learning during the 2020-2021 academic year; both from the successes and challenges.

Specifically, the following concepts have informed the development of goals and actions for the 2021-2024 LCAP.

These are:

1-The understanding that in order for students to learn, they must: feel safe and have a strong relationship with the other students and the adults in the system. Students who have had this experience this academic year, have continued to thrive and grow in spite of the pandemic and subsequent school closures.

2-The understanding that students learn best when they have an opportunity to develop social emotional learning and academic learning in tandem. Students who have been provided with clear expectations, SEL, and research-based instructional moves and intervention strategies have continued to develop strong academic skills during this time.

3-The understanding that students thrive when they are supported and challenged and allowed the opportunity to engage in their learning. Students who have been provided with an engaging and supportive academic learning environment and comprehensive curriculum rooted in the EUSD Literacy Habits of Mind, whereby content knowledge, meaning making, language development, and

effective expression were interwoven into learning opportunities, have continued to expand their literacy and mathematics skills along with their content knowledge.

As such, the following LCAP goals (with subsequent actions to be defined in conjunction with stakeholder groups) have been established for the 2021-2024 term:

LCAP Goal #1 - Create a safe, healthy space for students to have optimal opportunity to learn.

LCAP Goal #2 - Provide services and instruction that lead to ever increasing student achievement outcomes.

LCAP Goal #3 - Ensure all students are supported and challenged in this process in an engaging environment.

We believe that with these goals in mind, we can achieve our vision that all children can learn, and together we can make a difference.

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

Pupil learning will continue to be at the forefront of the 2021-2024 LCAP as it is the reason we are in business. As such, we will continue to use the cycle of assessment, reflection, planning, and teaching to attend to the unique learning needs of each student. We will continue to address this by ensuring students have a safe, healthy space to have optimal opportunity to learn; provide services and instruction that lead to ever increasing student achievement outcomes; and finally, ensure all students are supported and challenged in this process in an engaging environment.

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

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

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

The analysis and reflection on student outcomes in the 2019-2020 LCAP and the 2020-2021 LCP have informed the development of the 2021-2024 LCAP by giving voice to the three new goals (stated above). We want to ensure that as we move forward into the future, we do not lose sight of our historical values represented in the 2017-2020 LCAP (safe learning environments, academic achievement, collaborative learning environments and positive growth cycles, and parent involvement), but do recognize the reality of the pandemic and the subsequent changes to schooling. Everyone, staff and students alike, have been impacted by the pandemic and the subsequent change to the school culture. Supporting them through this change is our greatest challenge and will continue to be so until we are able to embrace the resilience we have developed and applaud the new school system we have created as a result - a system that is more centered on the learner, infused with equity, and grounded in engagement.



# 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	9,004,959.14	8,672,933.00
	34,511.00	34,829.00
Base	6,244,039.00	6,085,481.00
Concentration	137,767.00	137,800.00
Other	1,346,719.14	1,435,323.00
Supplemental	1,228,410.00	948,925.00
Title I	13,513.00	30,575.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	9,004,959.14	8,672,933.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	4,986,422.00	4,771,853.00
2000-2999: Classified Personnel Salaries	1,204,014.00	1,163,954.00
3000-3999: Employee Benefits	1,930,803.00	1,786,360.00
4000-4999: Books And Supplies	210,105.00	240,177.00
5000-5999: Services And Other Operating Expenditures	577,430.14	481,553.00
6000-6999: Capital Outlay	0.00	110,159.00
7000-7439: Other Outgo	96,185.00	118,877.00

\* 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	9,004,959.14	8,672,933.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries		34,511.00	34,829.00
1000-1999: Certificated Personnel Salaries	Base	3,754,734.00	3,618,203.00
1000-1999: Certificated Personnel Salaries	Concentration	26,489.00	0.00
1000-1999: Certificated Personnel Salaries	Other	428,235.00	524,987.00
1000-1999: Certificated Personnel Salaries	Supplemental	731,016.00	568,530.00
1000-1999: Certificated Personnel Salaries	Title I	11,437.00	25,304.00
2000-2999: Classified Personnel Salaries	Base	663,742.00	678,017.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	22,876.00
2000-2999: Classified Personnel Salaries	Other	300,108.00	273,820.00
2000-2999: Classified Personnel Salaries	Supplemental	240,164.00	189,241.00
3000-3999: Employee Benefits	Base	1,406,243.00	1,329,324.00
3000-3999: Employee Benefits	Concentration	111,278.00	103,585.00
3000-3999: Employee Benefits	Other	246,185.00	241,098.00
3000-3999: Employee Benefits	Supplemental	165,021.00	107,082.00
3000-3999: Employee Benefits	Title I	2,076.00	5,271.00
4000-4999: Books And Supplies	Base	130,635.00	147,678.00
4000-4999: Books And Supplies	Other	34,660.00	67,439.00
4000-4999: Books And Supplies	Supplemental	44,810.00	25,060.00
5000-5999: Services And Other Operating Expenditures	Base	288,685.00	312,259.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	11,339.00
5000-5999: Services And Other Operating Expenditures	Other	248,046.14	104,583.00
5000-5999: Services And Other Operating Expenditures	Supplemental	40,699.00	53,372.00
6000-6999: Capital Outlay	Other	0.00	110,159.00
7000-7439: Other Outgo	Other	89,485.00	113,237.00
7000-7439: Other Outgo	Supplemental	6,700.00	5,640.00

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



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	1,469,133.00	1,421,642.00
<b>Goal 2</b>	7,109,941.00	6,804,880.00
<b>Goal 3</b>	119,094.00	153,075.00
<b>Goal 4</b>	306,791.14	293,336.00

\* 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	\$239,116.00	\$123,204.00
Distance Learning Program	\$150,984.95	\$155,454.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$379,326.00	\$396,549.00
All Expenditures in Learning Continuity and Attendance Plan	\$530,310.95	\$675,207.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$57,914.00	\$59,140.00
All Expenditures in Learning Continuity and Attendance Plan	\$57,914.00	\$59,140.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$239,116.00	\$123,204.00
Distance Learning Program	\$150,984.95	\$155,454.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$321,412.00	\$337,409.00
All Expenditures in Learning Continuity and Attendance Plan	\$472,396.95	\$616,067.00