

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mark West Union School District

CDS Code: 49-70805

School Year: 2021-22

LEA contact information:

Ronald Calloway

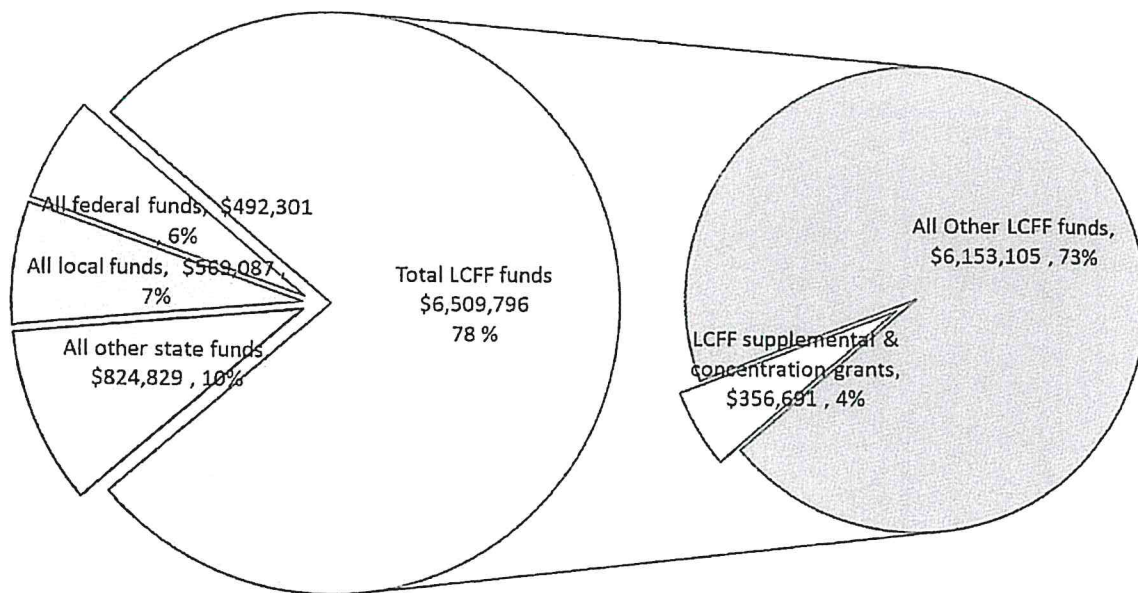
Superintendent

7075242970

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

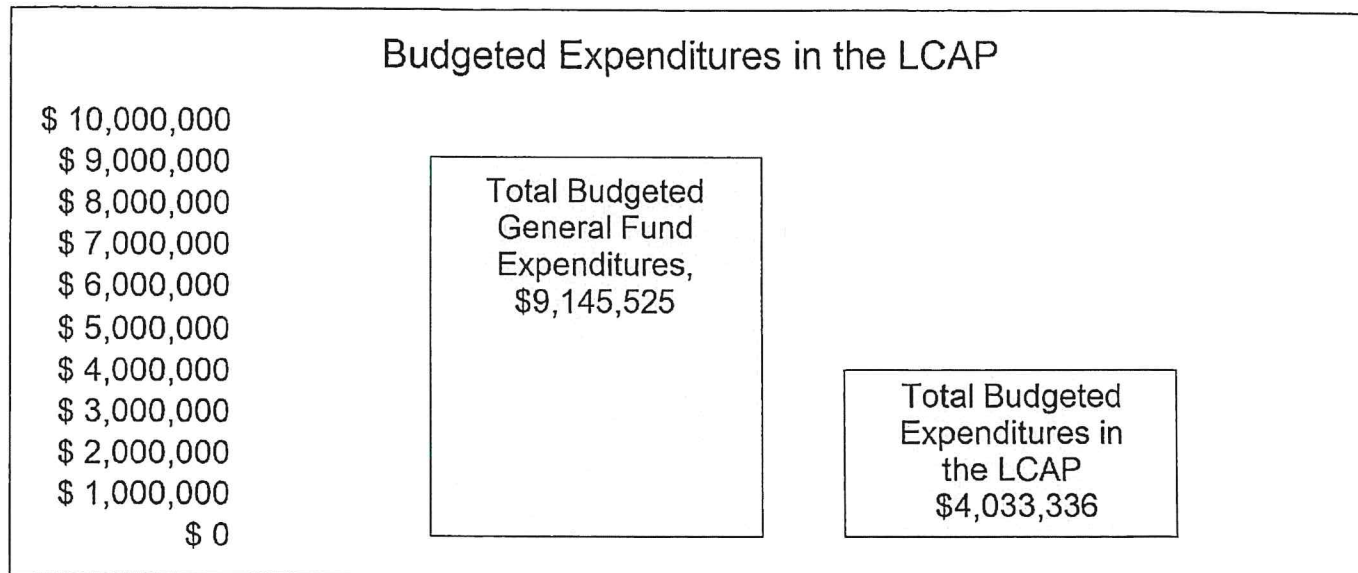


This chart shows the total general purpose revenue Mark West Union School District expects to receive in the coming year from all sources.

The total revenue projected for Mark West Union School District is \$8,396,013, of which \$6,509,796 is Local Control Funding Formula (LCFF), \$824,829 is other state funds, \$569,087 is local funds, and \$492,301 is federal funds. Of the \$6,509,796 in LCFF Funds, \$356,691 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Mark West Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Mark West Union School District plans to spend \$9,145,525 for the 2021-22 school year. Of that amount, \$4,033,336 is tied to actions/services in the LCAP and \$5,112,189 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Other expenditures not highlighted in this LCAP include operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other Special Education services, etc. all of which contribute to the success of students and staff. It is also important to note that the district's Board of Trustees is dedicated to maintaining support and programs for our students and staff by committing and setting aside one-time funds for future liabilities, facilities and programs. Also included in the Fund 01 but not listed in the LCAP are other general operating expenditures for all district-wide administration (Superintendent, Assistant and Associate Superintendents, Human Resources, Payroll, Accounts Payable, etc.) At year end, each Charter assumes their fair share portion of these expenses and funds are transferred into the general fund to cover these expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Mark West Union School District is projecting it will receive \$356,691 based on the enrollment of foster youth, English learner, and low-income students. Mark West Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mark West Union School District plans to spend \$1,040,606 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan

\$595,870

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan

\$619,978

\$ 0 \$ 100,000 \$ 200,000 \$ 300,000 \$ 400,000 \$ 500,000 \$ 600,000 \$ 700,000

This chart compares what Mark West Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Mark West Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Mark West Union School District's Learning Continuity Plan budgeted \$595,870 for planned actions to increase or improve services for high needs students. Mark West Union School District actually spent \$619,978 for actions to increase or improve services for high needs students in 2020-21.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Mark West Union School District
CDS Code:	49-70805
LEA Contact Information:	Name: Ronald Calloway Position: Superintendent Phone: 7075242970
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$6,509,796
LCFF Supplemental & Concentration Grants	\$356,691
All Other State Funds	\$824,829
All Local Funds	\$569,087
All federal funds	\$492,301
Total Projected Revenue	\$8,396,013

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$9,145,525
Total Budgeted Expenditures in the LCAP	\$4,033,336
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,040,606
Expenditures not in the LCAP	\$5,112,189

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$595,870
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$619,978

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$683,915
2020-21 Difference in Budgeted and Actual Expenditures	\$24,108

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Other expenditures not highlighted in this LCAP include operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other Special Education services, etc. all of which contribute to the success of students and staff. It is also important to note that the district's Board of Trustees is dedicated to maintaining support and programs for our students and staff by committing and setting aside one-time funds for future liabilities, facilities and programs. Also included in the Fund 01 but not listed in the LCAP are other general operating expenditures for all district-wide administration (Superintendent, Assistant and Associate

	Superintendents, Human Resources, Payroll, Accounts Payable, etc.) At year end, each Charter assumes their fair share portion of these expenses and funds are transferred into the general fund to cover these expenses
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Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

LEA Name	Contact Name and Title	Email and Phone
Mark West Union School District	Ronald Calloway Superintendent	rcalloway@mwusd.org 7075242970

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

Create a positive, focused and safe learning environment and culture for all students.

Physical facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Facilities Inspection Report 19-20 Facilities maintained in "Good Repair" category. Baseline Facilities in "Good Repair" category.	School Facilities were inspected and found to be in "Good Repair". The Annual Facilities Inspection Report was approved by the Mark West Board of Education in January 2019.
Metric/Indicator Annual Declaration of Need and SARC 19-20 100% of district teachers will continue to be highly qualified. Baseline 100% of district teachers are highly qualified.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2019) indicating that all district teachers were highly qualified and appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum. The Declaration of Need was submitted to the Mark West Board of Education in May 2020.

Expected	Actual
Metric/Indicator Human Resources Office Records 19-20 100% of new teachers will be supported through BTSA. Baseline 100% of new teachers were supported through BTSA.	The District utilized the BTSA Program for year 1 and 2 teachers. The BTSA program supported 100% of new teachers.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in "good repair".	LCFF funds for Routine Restricted Maintenance. Set aside basic aid supplemental funds for one time maintenance needs Fund 01, resource 8150 - \$440,000 Fund 17 - \$500,000 (Committed in other fund)) LCFF \$440,000	LCFF funds for Routine Restricted Maintenance. Set aside basic aid supplemental funds for one time maintenance needs Fund 01, resource 8150 - \$484,000 Fund 17 - \$500,000 (Committed in other fund)) LCFF \$484,000
The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments.	The district General Funds 01 annually provides funding to support the Superintendent's role as Human Resources supervisor (Function 7150, object 1300 \$186,436), Principals as monitors (Function 2700, object 1300, school 121 \$147,729), and District Office HR position (Function 7200, object 2400 \$70,306) LCFF \$404,472	The district General Funds 01 annually provides funding to support the Superintendent's role as Human Resources supervisor (Function 7150, object 1300 \$194,953), Principals as monitors (Function 2700, object 1300, school 121 \$147,729), and District Office HR position (Function 7200, object 2400 \$59,999) LCFF \$402,681
The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	Included in Action 2 above Included in above 0	Included in Action 2 above Included in above 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
New teachers will continued to be supported through the BTSA program.	01-4035-0-1110-1000-xxxx-120-BTSA \$6,815, Fund 01, resource 0000, objects 1xxx- 5xxx, mgmt. BTSA - \$15,587 LCFF \$22,402	01-4035-0-1110-1000-xxxx-120-BTSA \$4,512, Fund 01, resource 0000, objects 1xxx- 5xxx, mgmt. BTSA - \$10,500 LCFF \$10,500

Goal Analysis

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

All actions and services in Goal #1 were implemented with LCFF funds.

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

The Mark West District continued to maintain facilities, appropriate credentialed.

Goal 2

Provide highly qualified, credentialed and appropriately assigned teaching staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that Technology is integrated within the Common Core curriculum.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District personnel records 19-20 All District teachers will be properly credentialed and assigned. Baseline One hundred percent of District teachers are properly credentialed and assigned.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment. Human Resources results were reported in the SARC (December, 2019) indicating that all district teachers were highly qualified and appropriately credentialed and assigned. The appropriately credentialed and assigned teachers provided all students with access to a standards-based curriculum.
Metric/Indicator Site/District level professional development records 19-20 The remaining District Teachers will participate in District Professional Development. Baseline	District records indicate that 80% of the district teachers participated in professional development in Writing/Language Arts and Mathematics pertaining to the Common Core State Standards (CCSS)

Expected	Actual
<p>Eighty percent of District Teachers participated in District Professional Development.</p> <p>Metric/Indicator Annual Williams Report (Appropriate Curricular Materials)</p> <p>19-20 The Annual Declaration of Need will show that all students are provided with standards-based curricular materials.</p> <p>Baseline The Annual Williams Report indicated that students are provided with standards-based curricular materials.</p>	<p>The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September, 2019. The report indicated that 100% of the MWUSD students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks and adopted by the California State Board of Education.</p>
<p>Metric/Indicator Site Level Lesson Plans & Principal Observations</p> <p>19-20 Common Core lessons are developed and used by 100% of the District teachers.</p> <p>Baseline Common Core lessons are developed and used by 100% of the District teachers.</p>	<p>Common Core lesson development has reached the 100% target with regards to instructional materials and lessons aligned with CCSS. District wide rubrics continue to be developed and implemented. Writing samples were collected from 100% of the District students.</p>
<p>Metric/Indicator Teacher lesson plans (Technology)</p> <p>19-20 All teacher lesson plans will show that technology is integrated into 90% the curriculum.</p> <p>Baseline All teacher lesson plans indicated that technology is integrated into the curriculum.</p>	<p>Based on administrative review, teachers integrated technology into 100% of the curriculum.</p>

Expected	Actual
Metric/Indicator Formative English Language Acquisition (FELA) Matrix 19-20 All teachers will implement the Formative English Language Assessment for EL Students. Seven percent of the EL students will be re-designated as fully English proficient and 10% of all EL students will exhibit growth in English proficiency as measured by the formative assessments. Baseline All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	Based on administrative review, the English language skills of our English Learner (EL) students are being developed appropriately and in proportion to their time in our program and schools. The FELA benchmarks (fall, winter, spring) do show that over the course of the school year our EL students are improving in oral language skills. While we experienced six students going through the reclassification process in 19/20 from EL to RFEP, the number represents 5% of the students (less than our goal of 7%). An analysis of the data shows that the 5% reclassification rate was reasonable, given the proposition of students from the year prior that were progressing at a level that would qualify them for reclassification in 19/20. On the FELA Matrix, over 80% of the EL students exhibited growth over the course of the 19/20 school year, as per FELA benchmark metric.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
On-going support in the utilization of the CCSS will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Additionally, teachers will be trained in the implementation of the SIPPS program, as well as the effective utilization of a collaborative and sequential approach to reading.	Supported by all teacher salaries: 01-0000/1400-0-1110-1000-1100-121-0100 LCFF \$1,523,262	Supported by all teacher salaries: 01-0000/1400-0-1110-1000-1100-121-0100 LCFF \$1,496,458
The District's Curriculum Committee will continue to assist teachers with the development and implementation of Common Core lesson plans. Lesson plans will continue to be developed in Reading/Language Arts, Mathematics, History/Social Science and Science which will be shared with and utilized by all teachers. The committee will also focus on implementing a new Language Arts curriculum while supporting teachers as they develop effective techniques to fortify reading development and increase literach skills for all students.	01-0000-0-1110-1000-1xxx-121-PD LCFF \$10,000 01-0000-0-1110-2140-1100/3**1-121-SUPP 1/3 of .20 FTE 1000-1999: Certificated Personnel Salaries Supplemental \$8,116	01-0000-0-1110-1000-1xxx-121-PD LCFF \$7,737 01-0000-0-1110-2140-1100/3**1-121-SUPP 1/3 of .20 FTE Not Applicable Supplemental \$8,123
Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	Included in Goal #3 Actions 12 and 13 Included in above 0	Included in Goal #3 Actions 12 and 13 Included in above 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Benchmark assessments and teacher developed tests, both formal and informal, including DIBELS and Accelerated Reader, will be used to assess student growth.	01-1100-0-1110-1000-xxxx-121-ASMT LCFF \$3,900	01-1100-0-1110-1000-xxxx-121-ASMT LCFF \$3,581
District teachers will continue to implement Tanya Ward Singer student Engagement Strategies. Additionally, teachers will support EL students with ELL Shadowing strategies based on the research cited in Dr. Ivannia Soto's book, ELL Shadowing - A Catalyst for Change. Collaborative conversions will continue as part of the site based Professional Learning Communities (PLC).	01-4203-0-4850-1110-1000-xxxx-120/121-0000 Title III \$17,212	01-4203-0-4850-1110-1000-xxxx-120/121-0000 Title III \$4,841
The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.	No added cost (current employees) Not Applicable 0	No added cost (current employees) Not Applicable 0
Based on the students' 2018-9 writing performance, annual goals will be established.	Resource 6300, obj 4xxx Restricted Lottery \$15,800	Resource 6300, obj 4xxx Restricted Lottery \$13,131
A Project Based Learning Support Teacher (PBST) will continue to support teachers in the classroom with technology use and professional development in the implementation of the Common Core Standards. Physical Education will be provided for all TK-6th grade students by PE teachers, as documented in site schedules. All TK-6th grade students will receive direct experiences with visual and performing arts as documented by Art Docent and Music Program.	01-0000-0-1110-1000-1x-3x-121-PBST LCFF \$32,452 01-0000-0-1110-2430-2x-3x-121-2430 LCFF \$6,587 01-0000-0-1110-1000-1x-3x-121-TECH LCFF \$1,816	01-0000-0-1110-1000-1x-3x-121-PBST LCFF \$32,482 01-0000-0-1110-2430-2x-3x-121-2430 LCFF \$6,884 01-0000-0-1110-1000-1x-3x-121-TECH LCFF \$1,805
The District's implementation of Project Based Learning (PBL) will continue. Each teacher in the district, with the support of the PBL teacher, will continue to conduct performance units, as documented by the PBL teacher. The focus on writing within Mathematics will continue. A math intervention program and Literacy Boot Camp will be provided for underperforming students before, after and during the school day.	Included in Actions 2, 4, 7 Included in above 0	Included in Actions 2, 4, 7 Included in above 0
The PBL support teacher will continue to support classroom teachers with technology use and professional development in implementing the Common Core Standards. Based on this support, teachers will develop	01-0000-0-1110-2700-2900-120-2430 LCFF \$67,901	01-0000-0-1110-2700-29**3**2,-120-2430 LCFF \$47,167

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and implement lessons integrating technology into the Common Core instruction, as evidenced by administrative observations.		
All staff will implement the following curriculum: Expressions, Writing by Design, and Project Based Learning units. The curriculum units will support students' growth on the Smarter Balanced assessments as evidenced by the performance indicators. Underperforming students will be supported with a math intervention program and Literacy Boot Camp in order to increase basic skills in these areas.	No additional cost Included in above 0	No additional cost Included in above 0
The District will continue to provide appropriate instruction for EL students, particularly in the area of ELL Shadowing, in order for them to meet AMAO targets. Based on the work of the District Professional Development Committee, any identified modifications will continued to be implemented.	01-0000-0-4850-1000-1xxx-3xxx-120/121-EIA Supplemental \$41,915 01-0000-0-4850-1000-4xxx-5xxx-120/121-EIA Supplemental \$4,000	01-0000-0-4850-1000-1xxx-3xxx-120/121-EIA Supplemental \$42,680 01-0000-0-4850-1000-4xxx-5xxx-120/121-EIA Supplemental \$0

Goal Analysis

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

All actions and services in Goal #2 were implemented with LCFF funds.

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

The District directed Professional Development funding in the area of technology to support Distance Learning.

Goal 3

Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

State and/or Local Priorities addressed by this goal:

State Priorities: 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
Metric/Indicator Annual Counseling Board Report 19-20 Students will continue to be provided with individual and group counseling sessions, as needed, in order to maintain and improve positive school climates. Baseline The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support. Individual and group intervention counseling sessions has led to positive school climates.	Students will continue to be provided with individual and group counseling sessions, as needed, in order to maintain and improve positive school climates
Metric/Indicator Teacher lesson plans & Principal observations showing BEST, Second Step & Tool Box implemented all schools 19-20 The BEST program, delivered by school administrators and teachers, will continue to be implemented in all classrooms. Second Step & Tool Box will also be implemented in all classrooms by District teachers with the support of school counselors. Based on this support, the number of students referred to	The BEST program was delivered by school administrators and teachers, will continue to be implemented in all classrooms. Second Step & Tool Box will also be implemented in all classrooms by District teachers with the support of school counselors. Based on this support, the number of students referred to

Expected	Actual
<p>counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5%.</p> <p>Baseline The BEST program, delivered by school administrators and teachers, is implemented in all classrooms. Second Step & Tool Box are implemented in all classrooms by District teachers with the support of school counselors. Based on this support, an expected outcome will be that the number of students referred to the school office for verbal or physical aggression will be reduced by 5% .</p>	<p>the school office for verbal or physical aggression in 2018-19 was 9%.</p>
<p>Metric/Indicator Suspension & expulsion rates maintained by District Office</p> <p>19-20 Expulsions will continue to remain at zero. The suspension rate will be reduced by 2%.</p> <p>Baseline There were no student expulsions. The suspension rate increased by 5%.</p>	<p>There were no expulsions during 2018-19. The suspension rate is 4% for the 2018-19 school year. Reduction of the suspension rate will continue to be supported through continued school-wide implementation of the BEST program and counseling services</p>
<p>Metric/Indicator School attendance rates maintained by District Office</p> <p>19-20 Continue to maintain attendance rates at 96% or better. Continue to lower the Chronic Absenteeism rate to 10.3%</p> <p>Baseline The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%</p>	<p>The attendance rates for 2018-19 were 94%. The Chronic Absenteeism rate was lowered to 9.4%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Established Behavioral Goals through the BEST program will be maintained at the each school.	Included Goal #3 Action 3 LCFF 0	Included Goal #3 Action 3 LCFF 0
The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000- 0-0000-7150-2400-190-7120. LCFF \$59,610	SARC and Suspension/Expulsion records prepared/maintained by Exec. Asst. 01-0000- 0-0000-7150-2400-190-7120. LCFF \$64,106
Positive school-wide behavior support systems emphasizing counseling services will continue to be implemented to promote a safe school environment with emphasis on specific student groups.	Counselor: 01-0000-1110-3110-1200- 3**1-121-COUN Supplemental \$87,819 01-0000-1110-3110-4310-121-COUN (supplies) Supplemental \$3,000 Interns: 01-0000-1110-3110-2230-3**2- 120-COUN Supplemental \$1,963	Counselor: 01-0000-1110-3110-1200- 3**1-120/121-COUN Supplemental \$64,724 01-0000-1110-3110-4310-121-COUN (supplies) Supplemental \$1,136 Interns: 01-0000-1110-3110-2230-3**2- 120-COUN Supplemental \$1,254
BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.	Included in Actions 1 & 3 above Supplemental 0	Included in Actions 1 & 3 above Supplemental 0
Zones of Regulation will continue to be used in all special education classes.	Included in Actions 1 & 3 above Supplemental 0	Included in Actions 1 & 3 above Supplemental 0
Suspension and Expulsion data will be maintained by the District Office as documented on the SARC.	Included in Action 2 above LCFF 0	Included in Action 2 above LCFF 0
The District will continue to support the National School Lunch Program as documented in the Nutri-Kids system.	01-0000-0-0000-9300-7616-120-SUPP Supplemental \$65,000	01-0000-0-0000-9300-7616-120-SUPP Supplemental \$75,000
Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers providing students access to a standards-based curriculum. Teacher qualifications will be documented in the District Certificated Database.	Included in Goal 2, Action 1 Supplemental 0	Included in Goal 2, Action 1 Supplemental 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.	Resource 3010, school 121=\$121,875, school 122 =\$103,596 Title I \$225,471	Resource 3010, school 121=\$116,852, school 122 =\$103,693 Title I \$220,545
Riebli students will be supported by a .50 FTE District funded reading teacher.	Fund 03, school 123, management READ Supplemental 0	Fund 03, school 123, management READ Supplemental 0
Low Income and Foster Youth students will be given priority for instructional support programs, such as the math intervention program and Literacy Boot Camp. Student support will also include student tutorials before and after school, and summer school, as documented in student attendance logs. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day.	See Action 12 below Supplemental 0	See Action 12 below Supplemental 0
During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide 30 minutes of targeted instruction to support the academic growth of unduplicated students 4 days per week (~5.3% of time). Instructional Assistants will continue to provide support in the Blended Services (RTI) model.	Fund 01, resource 0000/1400 objects 1100/3xx1, school 121, management 0100 total \$2.023m x 5.3% or \$107,268, Instructional Assistants: resource 0000, obj 2***/3**2, school 121, management SUPP \$29,630 for Unduplicated. Supplemental \$136,898	Fund 01, resource 0000/1400 objects 1100/3xx1, school 121, management 0100 total \$1.991m x 5.3% or \$105,771 Instructional Assistants: resource 0000, obj 2***/3**2, school 121, management SUPP \$32,877 for Unduplicated. sch 121, management DBAS-\$15,859 Supplemental \$154,507
An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP's. Summer School will also be provided during the summer of 2019.	All school 120, 121 for additional support: Special Ed teacher (48% of time) salary/benefits-RSP-Res 6500, function 1120, objects 1xxx,3xx1, mgmt. SUPP-\$43,631, obj. Res. 3310, function 1120, 2xxx,3xx2, mgmt. SUPP-\$24,235(IA 100% of time). SDC-resource 6500, function 1110, obj. 1xxx-3xx1, mgmt. SUPP -\$41,016(50% time), Res. 3310, function 1110, obj.	All school 120, 121 for additional support: Special Ed teacher (48% of time) salary/benefits-RSP-Res 6500, function 1120, objects 1xxx,3xx1, mgmt. SUPP-\$43,653, obj. Res. 3310, function 1120, 2xxx,3xx2, mgmt. SUPP-\$23,904(IA 100% of time). SDC-resource 6500, function 1110, obj. 1xxx-3xx1, mgmt. SUPP -\$41,052(50% time), Res. 3310, function 1110, obj.

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2xxx,3xx2, mgmt.. SUPP-\$46,086 (IA 100% time). Speech res. 6500, function 3150, obj. 1xxx,3xx1, mgmt. SUPP-\$19,412 (25% time) Other Interventions (including summer session): school 444 Management codes: BLND: \$0, SITE: \$30,000. (includes summer school), Supplemental \$204,380	2xxx,3xx2, mgmt.. SUPP-\$50,926 (IA 100% time). Speech res. 6500, function 3150, obj. 1xxx,3xx1, mgmt. SUPP-\$19,417 (25% time) Other Interventions (including summer session): school 444 Management codes: BLND: \$0, SITE: \$43,739. (includes summer school), Supplemental \$222,691
The Counseling program will provide additional intervention support for individual and group counseling sessions, as well as parental consultations, as documented by Counselor caseloads and service notes.	In Goal # 3 Action 14 All management code COUN above Supplemental 0	In Goal # 3 Action 14 All management code COUN above Supplemental 0
The District will continue to provide an additional .4 FTE Psychologist support as documented in the payroll department.	01-6500-5770-3110-xxxx-120-SUPP \$74,548x 1/3 for each school site Supplemental \$24,601	01-6500-5770-3110-xxxx-120-SUPP \$80,953 x 1/3 for each school site Supplemental \$26,984
An increase of .2 FTE in School Nurse time, as documented in the payroll department, will be maintained to serve unduplicated students in order to work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of the these students.	01-0000-1110-3140-xxxx-121-SUPP Supplemental \$18,178	01-0000-1110-3140-xxxx-121-SUPP Supplemental \$14,388
English Language Learners (ELL) and Redesignated fluent English proficient (RFEP) students will be provided with effective daily classroom instruction by highly qualified CLAD or BCLAD teachers certified in ELD and direct instructional strategies, such as ELL Shadowing, as documented in the District Certificated Database	Goal # 2 Action 11 Goal # 3 Action 12 and 13 Supplemental 0	Goal # 2 Action 11 Goal # 3 Action 12 and 13 Supplemental 0
ELL and RFEP students will be given priority for instructional support programs, including student tutorials, before and after school, and reading teacher support, summer school and Blended Services (RTI) during the school day, as documented by student attendance logs	Goal # 2 Action 11 Goal # 3 Action 12 and 13 Supplemental 0	Goal # 2 Action 11 Goal # 3 Action 12 and 13 Supplemental 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In order to ensure continued academic progress, ELL and RFEP students will receive support from para-educators and teachers who have been provided with more in-depth professional development intended to address language acquisition and provide teachers with appropriate instructional strategies, such as ELL Shadowing, as documented by Professional Development logs.	Goal #2 Action11 Goal #3 Action 12 and 13 Supplemental 0	Goal #2 Action11 Goal #3 Action 12 and 13 Supplemental 0
Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at all sites to ensure full access to a Common Core Standards based curriculum, as documented by school and class schedules.	In Goal #3 Action 20 LCFF 0	Included in Action 13 Supplemental \$0

Goal Analysis

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

All actions and services in Goal #3 were implemented with LCFF funds.

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

The Mark West District was successful in developing and implementing a robust RTI program that addressed needs of students across grade spans. The District continues to address attendance rates for "at risk" populations.

Goal 4

Each school will establish parent training and informational events and/or activities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School maintained logs of parental participation. 19-20 Schools maintained logs will indicate a 2% increase in parent participation in the major events. Baseline School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2016-17 school year.	Schools maintained logs for parental participation. 78% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
After school and evening parent training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children.	01-4203-0-4850-1000-4310-120-0000 Title III \$10,423	01-4203-0-4850-1000-4310-120-0000 Title III \$535.00

Goal Analysis

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

All actions and services in Goal #4 were implemented with LCFF funds.

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

During the course of the year, the district maintained parent engagement strategies; however, parent participation was impacted by Shelter in Place order. For example, Open House Night was not permissible, and therefore, was not conducted. Our Science Fair was conducted virtually on different media platforms.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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
Math Expression, Wonders, Big Ideas, StudySync curriculum: These programs are needed for both Distance Learning and when a return to campus is possible. The intervention/extension is an adaptable, online program and is particularly effective with English Learners and struggling students, but is also effective for those needing additional challenge. Cost for intervention/extension online program is TBD when needed.	4820	4820	Yes
We have provided no cost child supervision to the children of our district employees who are district students so the employees can devote themselves to their students. This program is used during distance learning and for the distance days in hybrid learning. This action benefits students in the following ways: 1) It allows uninterrupted teaching while their children are appropriately supervised. 2) It frees up child care slots previously used by the children of employees in the onsite ECC and Boys and Girls Club run child care centers.	21030	21030	Yes
We have continued the Illuminate program, which contains assessments and data management. This will be used for inperson, hybrid, distance learning.	3556	3556	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We have purchased air scrubbers and MERV 13 Air Filters for classrooms that do not have one and other work spaces.	52392	27441	No
We have retained the positions of several classified staff members during distance learning so that they can provide push-in 1:1 and small group zoom and phone support for students with special needs. This will be needed during distance learning and during the distance days in the hybrid model.	116777	137441	Yes
Computers: We distributed over 400 computers to families who needed them. They will be needed for both the hybrid (for distance days) and distance learning. While we used classroom computers and those from our shared computer carts, the cost estimate is for replacement value. The amount is noted in the distance learning section.	0	0	No
PPE: In addition to the PPE provided by the State, we purchased PPE via a group buy. This PPE is for our eventual return to campus.	15026	19197	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.

There were no substantial differences between the planned actions and budgeted expenditures.

Analysis of In-Person Instructional Offerings

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

The district was challenged with Sonoma County designated in the Purple Tier which only allowed for Distance Learning for the first 7 months of instruction. We then transitioned into the Hybrid Model and then the 5-Day Model. Per parent request, the District was able to accommodate a distance learning format for these requests. Professional development yielded success after all educational staff received additional training in digital learning platforms.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology for Teachers for better instructional zooms - laptops, webcams, microphones.	40933	42680	No
Diagnostic assessment: We are implementing baseline assessments (ESGI, DIBELS, Thinkcentral,...) to diagnose learning gaps and fill them. This is needed for both the Distance and in-person options and the cost is included in the inperson section	2233	2233	Yes
We have provided no cost child supervision to the children of our district employees who are district students so the employees can devote themselves to the students--This program is used during distance learning and for the distance days in hybrid learning (cost was noted in the in person section)	0	0	No
We have continued Illuminate as a source of online assessments and assessment management system. This will be used for both in person, hybrid, and distance learning (Cost was also noted in the in-person section)	0	0	No
We have purchased air purifiers for classroom and work spaces that did not have them, for work on campus and for when we return to campus. We also purchased Merv 13 filters for all HVAC systems (Cost was also noted in the in-person section)	0	0	No
Computers: We distributed over 400 computers to families who needed them. They will be needed for both the hybrid and distance learning. We repurposed many of our classroom computers for this purpose but to repurchase them when we return to campus, will cost about \$400 per computer. Additional student computers cost here.	17785	39406	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Zoom: We purchased the professional version of Zoom. Zoom is needed for both the distance learning and hybrid since teachers will check in with their students on their distance days. The amount was also noted in the in-person section.	0	3033	No
Instructional Supplies: We distributed bags of instructional materials and supplies to each family for Distance Learning	4118	5519	No
Home study option: We hired 3 additional home study teachers to plan, support, and grade the schoolwork of students whose parents selected this option. Instructional delivery is based on California State Standards using a variety of methods including online platforms and work packets. Students work 100% at home. Parents serve as learning facilitators for their children. We also purchased additional teacher editions of curriculum and other materials for this program.	133801	133801	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.

Actions have been successfully implemented.

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.

Implementation of the Distance Learning program during the 2020-2021 was much more successful than the experience in 2019-20. Through staff surveys, grade level meetings, site meetings, leadership meetings, and districtwide meetings involving teacher, principals, and support staff, professional development offerings this year were targeted and more specific to grade level instructional/student needs. This contributed to a more seamless continuity of instruction, including specialized instruction for students with greater needs. All students received devices and, if needed, wifi hotspots. Pupil participation methods and expectations were clarified for instructional staff and parents. School staff contacted students immediately if absent or not connected to ensure continuity of learning. Alternative methods of participation were provided for students who needed it. Most students with disabilities are receiving services in accordance with their IEP. If current services are insufficient, the IEP team is meeting to review and update IEPs

to ensure students are deriving reasonable educational benefit. Despite all of these successes, there are a few students who continue to not attend distance learning classes regularly for various reasons. The schools are using the reengagement plan to help remove any barriers hindering student access to learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Benchmark and formative academic assessments to determine students needing intervention, areas to target to intervention, and tools needed for intervention. Future targeted needs costs TBD.	0	2743	Yes
Intervention Support: Principals and teachers use Co-Op meetings to disaggregate and analyze student assessment data. Students needing support are triaged and assigned general education intervention supports to remediate learning gaps via small group and individual zoom meetings. The support providers may be reading specialists, math intervention teachers, and other specialists available.	50484	50484	Yes
Push in support - Classified instructional assistants will be able to push-in to distance learning to 1:1 and small group zoom and phone support for students with special needs. This will be needed during distance learning and during the distance days in the hybrid model. The amount is noted in the in-person section)	0	0	No
Counseling support: Our school counselors and trainees will address student social/emotional needs via individual or group zoom meetings. This support addresses the trauma these students experience and help mitigate its effects on student learning.	198870	198870	Yes

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

There were no substantial differences between the planned actions and budgeted expenditures.

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.

A successful outcome is that many unduplicated pupils benefitted from individualized instructional sessions with their teachers that had been previously delivered via group format. Counseling services addressed social emotional learning by expanding services to include interactive group sessions by student developmental level. A challenge was that the environment of learning from a distance format was not as advantageous as in-classroom lessons due to the multitude of interruptions that adversely impacted student engagement in this learning environment.

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 pandemic has altered delivery of counseling services. All services are now in online format or by telephone. The counselors have continued to provide high caliber mental health services to students in order to address presenting issues that interfere with a successful educational experience. In addition to the individual and group mental health services, the counseling team has formed and implemented friendship circles for every transitional kindergarten, kindergarten, 1st grade, and 2nd grade classroom in the school district. The Friendship Circles have proven successful as a means to provide structured social-emotional learning opportunities, allowing students to socially interact with their classroom peers, albeit virtually, while learning and practicing life skills and social skills. Additionally, the counselors have provided online lessons to classrooms of 6th-8th graders in prevention and intervention of suicide. Parent workshops, both through live online sessions as well as asynchronous recorded presentations, have supported parents with tips and strategies on coping during the pandemic, how to support their child during distance learning, and signs/symptoms of anxiety & depression and resources to address these conditions. The challenges have been lack of consent by some parents for student counseling because of too much screen time during the week, connecting with some students/families who experience intermittent internet or technology issues, and limited parent participation at parent workshops. However, the counseling team continues to make contact with the hard-to-reach students and parents, and they continually check in with teachers and administrators for any additional SEL needs that school may have.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Mark West District has implemented a robust communication plan to engage and inform all stakeholders. These measures include: website in Spanish and English, Social Media posts, Weekly Videos in Spanish and English, School messenger in Spanish and English, and weekly principal meetings via zoom platforms. The Mark West District has also held parental evening support once a month with families examples of topics: counseling, math, family engagement on zoom platform, digital citizenship.

Analysis of School Nutrition

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

The method for providing meals to students was restructured in a way that enabled access and encouraged participation, while maintaining safety for staff and students. Through participation in the Seamless Summer Option and various statewide waivers, the District was able to provide a weekly distribution of free lunches to all students in the District as well as other children in the community. Participation in the Seamless Summer Option helped minimize barriers to students wishing to receive meals by eliminating the need for families to apply for free meals. The District saw steady participation in the program throughout the year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stakeholder Engagement	We have engaged stakeholders in the development of our Return to Work plan and this report as noted in the Stakeholder Engagement section of this plan	0	0	No
Distance Learning Program	We will/have enhanced the technology for teachers who need it to ensure more effective instruction via zoom (microphones, webcams, etc.) We have distributed computers to those who need them. We have trained teachers in distance learning practices We have developed a protocol for keeping staff working on campus safe We have purchased software and online platforms We will/have provided 1:1 and small group support for struggling students, EL students, students with disabilities, foster, low income and homeless students. See Distance Learning area for costs.	0	0	No
Pupil Learning Loss	We have purchased additional online educational programs and trained teachers in their use. We will/have provided 1:1 and small group support for struggling students, EL students, students with disabilities, foster, low income and homeless students. See Pupil Learning Loss for costs.	0	0	No

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	We have trained teachers on integrating SEL into instruction and have Second Step kits for every grade level.. We have two counselors and 4 counselor trainees providing services in small groups and 1:1 via zoom. See Mental Health area for costs.	0	0	No
Pupil Engagement and Outreach	We have developed a tiered re-engagement process to provide support to students and families who have missed 60% of instruction. See Pupil Re-engagement area for costs.	0	0	No
School Nutrition	School lunches are provided in all of our models. Annual contribution to support meals program. Districtwide contribution .	65000	65000	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.

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.

In reviewing local indicators in the area of academics and social/emotional needs of students during Distance Learning format, it has demonstrated that the District will need to provide goals that support both of these areas moving into the 21-24 LCAP. The District will need provide structural supports, especially for Unduplicated Students, as means of targeting long term growth in academics and

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

Teachers have used site based assessments throughout the 20-21 school year. As such, DL format was altered to provide students with support. Special Education teachers worked with spe

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 district was challenged with Sonoma County designated in the Purple Tier, which only allowed for Distance Learning for the first 7 months of instruction. Then, we transitioned into a Hybrid Model and then a 5-Day Model. Per parent request, the District was able to accommodate a distance learning format for students. Professional development yielded success after all educational staff received additional training in digital learning platforms.

Implementation of the Distance Learning program during the 2020-2021 was much more successful than the experience in 2019-20. Through staff surveys, grade level meetings, site meetings, leadership meetings, and districtwide meetings involving teacher, principals, and support staff, professional development offerings this year were targeted and more specific to grade level instructional/student needs. This contributed to a more seamless continuity of instruction, including specialized instruction for students with greater needs. All students received devices and, if needed, Wi-Fi hotspots. Pupil participation methods and expectations were clarified for instructional staff and parents. School staff contacted students immediately if absent or not connected to ensure continuity of learning. Alternative methods of participation were provided for students who needed it. Most students with disabilities are receiving services in accordance with their IEP. If current services are insufficient, the IEP team is meeting to review and update IEPs to ensure students are deriving reasonable educational benefit. Despite all of these successes, there are a few students who continue to not attend distance learning classes regularly for various reasons. The schools are using the re engagement plan to help remove any barriers hindering student access to learning.

One successful outcome our district experienced is that many unduplicated pupils benefitted from individualized instructional sessions with their teachers that had been previously delivered via group format. Counseling services addressed social emotional learning by expanding services to include interactive group sessions by student developmental level. A challenge was that the environment of learning from a distance format was not as advantageous as in-classroom lessons due to the multitude of interruptions that adversely impacted student engagement in this learning environment.

The pandemic has altered delivery of counseling services. All services are now in online format or by telephone. The counselors have continued to provide high caliber mental health services to students in order to address presenting issues that interfere with a successful educational experience. In addition to the individual and group mental health services, the counseling team has formed and implemented friendship circles for every transitional kindergarten, kindergarten, 1st grade, and 2nd grade classroom in the school district. The Friendship Circles have proven successful as a means to provide structured social-emotional learning opportunities, allowing students to socially interact with their classroom peers, albeit virtually, while learning and practicing life skills and social skills. Additionally, the counselors have provided online lessons to classrooms of 6th-8th graders in prevention and intervention of suicide.

Parent workshops, both through live online sessions as well as asynchronous recorded presentations, have supported parents with tips and strategies on coping during the pandemic, how to support their child during distance learning, and signs/symptoms of anxiety & depression and resources to address these conditions. The challenges have been lack of consent by some parents for student counseling because of too much screen time during the week, connecting with some students/families who experience intermittent internet or technology issues, and limited parent participation at parent workshops. However, the counseling team continues to make contact with the hard-to-reach students and parents, and they continually check in with teachers and administrators for any additional SEL needs that school may have.

The Mark West District has implemented a robust communication plan to engage and inform all stakeholders. These measures include: website in Spanish and English, Social Media posts, Weekly Videos in Spanish and English, School messenger in Spanish and English, and weekly principal meetings via zoom platforms. The Mark West District has also held parental evening support once a month covering such topics as: counseling, math, family engagement on Zoom platform, and digital citizenship.

Regarding school nutrition, the method for providing meals to students was restructured in a way that enabled access and encouraged participation, while maintaining safety for staff and students. Through participation in the Seamless Summer Option and various statewide waivers, the District was able to provide a weekly distribution of free lunches to all students in the District as well as other children in the community. Participation in the Seamless Summer Option helped minimize barriers to students wishing to receive meals by eliminating the need for families to apply for free meals. The District saw steady participation in the program throughout the year.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

California Department of Education
January 2021

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		
	0.00	0.00
	2,572,402.00	2,557,401.00
	0.00	0.00
	15,800.00	13,131.00
	595,870.00	611,487.00
	225,471.00	220,545.00
	27,635.00	5,376.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	3,429,062.00	3,399,817.00
	8,116.00	0.00
	0.00	8,123.00

* 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		
		0.00	0.00
		2,572,402.00	2,557,401.00
		0.00	0.00
		15,800.00	13,131.00
		587,754.00	603,364.00
		225,471.00	220,545.00
		27,635.00	5,376.00
		8,116.00	0.00
		0.00	8,123.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	866,874.00	897,181.00
Goal 2	1,732,961.00	1,664,889.00
Goal 3	826,920.00	845,335.00
Goal 4	10,423.00	535.00

* 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	\$213,601.00	\$213,485.00
Distance Learning Program	\$198,870.00	\$226,672.00
Pupil Learning Loss	\$249,354.00	\$252,097.00
Additional Actions and Plan Requirements	\$65,000.00	\$65,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$726,825.00	\$757,254.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$67,418.00	\$46,638.00
Distance Learning Program	\$62,836.00	\$90,638.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$130,254.00	\$137,276.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$146,183.00	\$166,847.00
Distance Learning Program	\$136,034.00	\$136,034.00
Pupil Learning Loss	\$249,354.00	\$252,097.00
Additional Actions and Plan Requirements	\$65,000.00	\$65,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$596,571.00	\$619,978.00