



## **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
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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

Our district ensures a multifaceted experience that engages and challenges each student to surpass state and local benchmarks.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1. Student performance on the CAASPP standardized test. 2. Percentage of students district wide completing A - G. 3. Percentage of students completing CTE courses sequences. 4. Rate of teacher misassignments 5. Student access to standards aligned instructional materials. 6. Implementation of academic and performance standards, including ELD standards. 7. Students participation in and completion of unique programs and after school opportunities. 8. English Learner progress towards English proficiency. 9. English Learner reclassification rate. 10. Performance gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) on the CAASPP. 11. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher. 12. Percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program). 13. Broad course of study offered for all students, including unduplicated pupils and students with special needs.	1. Student performance on the CAASPP standardized test will increase by 2% in Math, and 2% in ELA.  2019 CAASPP Results <ul style="list-style-type: none"> <li>Math: 39.3% meeting or exceeding standard</li> <li>ELA: 68.8% meeting or exceeding standard</li> </ul> GOAL MET  2. The percentage of students district wide completing A-G will exceed 40%.  36.5% of 2020 graduates met UC/CSU A-G requirements. GOAL NOT MET  3. The percentage of students district-wide completing CTE course sequences will not decrease.  2016-17: 30.2%, 2017-18: 35.8%, 2018-19: 32.2%, 2019-20: 18%. GOAL NOT MET  4. Rate of teacher misassignments will not increase.  0% misassignment rate. GOAL MET  5. Student access to standards aligned instructional materials will not decrease, and instructional materials adoption will increase by no less then one subject matter each year.  District-adopted instructional materials are available to all students in the district. Curriculum/textbooks are selected in alignment with state standards and the State Board of Education. After a period of

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Student performance on the CAASPP standardized test will increase by 2% in Math, and 2% in ELA.</li> <li>2. The percentage of students district wide completing A-G will exceed 40%.</li> <li>3. The percentage of students district-wide completing CTE course sequences will not decrease.</li> <li>4. Rate of teacher misassignments will not increase.</li> <li>5. Student access to standards aligned instructional materials will not decrease, and instructional materials adoption will increase by no less than one subject matter each year.</li> <li>6. Stakeholder reporting of teachers providing instruction aligned to CA state standards, including ELD standards, will not decrease.</li> <li>7. Students will increase participation in and completion of unique programs and after school opportunities by 2% as measured by club, athletic and after school program participation.</li> <li>8. English Learner progress towards English proficiency will not decrease.</li> <li>9. English Learner reclassification rate will not decrease.</li> <li>10. The gap between subgroups (English learners, socioeconomically disadvantaged, Hispanic, SPED and foster youth) and general student population will not increase on the ELA and Math portions of the CAASPP.</li> <li>11. The percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will increase by 2%.</li> <li>12. The percentage of pupils who demonstrate college and career readiness in the EAP (Early Assessment Program) will not decrease.</li> </ol>	<p>suspended textbook adoption, the District Curriculum Committee (DCC) established a materials adoption cycle in the Fall of 2016, and a subsequent protocol and process for curriculum adoption was developed and approved by the DCC in January of 2017. Since 2013, new curriculum has been purchased for Mathematics, Spanish, German, Health, English, Physics, AP History courses, World History, US History and Econ/Government, Chemistry, Biology, Life and Physical Sciences. LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" is as follows: (% agree or somewhat agree). .</p> <p>2019 LCAP Survey Results: Parents: 87%, Students: 88.7%, Certificated Staff: 80.1%, Classified Staff: 56.3%, Community Members: 66.7%.</p> <p>2020 LCAP Survey Results: Parents: 85.2%, Students: 87.2%, Certificated Staff: 87.2%, Classified Staff: 66.7%, Community Members: 83.3%.</p> <p>GOAL MOSTLY MET</p> <p>6. Stakeholder reporting of teachers providing instruction aligned to CA state standards, including ELD standards, will not decrease. The below percentages represent stakeholder response to the following question "Teachers provide instruction based on the CA state standards" (% agree or somewhat agree).</p> <p>2019 LCAP Survey Results: Parents: 72.4%, Students: 69%, Certificated Staff: 91.5%, Classified Staff: 60%, Community Members: 66.7%.</p> <p>2020 LCAP Survey Results: Parents: 74.3%, Students: 70%, Certificated Staff: 91.4%, Classified Staff: 66.7%, Community Members: 75%.</p> <p>GOAL MET</p> <p>7. Students will increase participation in and completion of unique programs and after school opportunities by 2% as measured by</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Highly qualified staff.	<p>Regular education teacher salaries. 90.23 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$10,716,464</p> <p>Professional development for use of instructional technology 1000-1999: Certificated Personnel Salaries LCFF Base \$10,000</p> <p>Professional development for effective, engaging, and challenging instruction; and the development of interventions for academic, social-emotional and behavioral needs - Multi-Tiered Systems of Support (MTSS). 1000-1999: Certificated Personnel Salaries LCFF Base \$15,000</p> <p>Professional development for California State Standards Implementation and strategies for maintaining legal compliance. 1000-1999: Certificated Personnel Salaries LCFF Base \$10,000</p>	<p>Regular education teacher salaries. 1000-1999: Certificated Personnel Salaries LCFF Base \$10,716,464</p> <p>Professional development for use of instructional technology 1000-1999: Certificated Personnel Salaries LCFF Base \$7,700</p> <p>Professional development for effective, engaging, and challenging instruction; and the development of interventions for academic, social-emotional and behavioral needs - Multi-Tiered Systems of Support (MTSS). Additionally, PLC training 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$15,000</p> <p>Professional development for California State Standards Implementation and strategies for maintaining legal compliance. PLC Practices 1000-1999: Certificated Personnel Salaries LCFF Base \$10,000</p>
Student achievement in core classes will be assessed through district wide benchmark assessments.	<p>Test management software - Illuminate DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$20,000</p> <p>Writing sample management software (Turn It In.com) 5000-</p>	<p>Test management software - Illuminate DnA 5000-5999: Services And Other Operating Expenditures LCFF Base \$17,234</p> <p>Writing sample management software (Turn It In.com) 5000-</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	5999: Services And Other Operating Expenditures LCFF Base \$13,500	5999: Services And Other Operating Expenditures LCFF Base \$13,500
Staff will be compensated for curriculum development in the new CA State Standards.	Curriculum development 1000-1999: Certificated Personnel Salaries LCFF Base \$10,000	Curriculum development 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$10,000
Students will be prepared for Advanced Placement tests, and access will be provided to those who cannot afford the exam cost.	<p>Advanced Placement test workshops for students 5000-5999: Services And Other Operating Expenditures LCFF Base \$2,500</p> <p>Advanced Placement training and conferences 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000</p> <p>Cost to cover the cost of AP exams for low-income students. \$95/test for students; charge of \$5 for students qualifying with low-income needs 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,000</p>	<p>Advanced Placement test workshops for students 1000-1999: Certificated Personnel Salaries LCFF Base \$0</p> <p>Advanced Placement training and conferences 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$8,259</p> <p>Cost to cover the cost of AP exams for low-income students. \$95/test for students; charge of \$5 for students qualifying with low-income needs 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p>
Students will have access to California State Standards aligned Instructional materials	<p>Purchase instructional materials aligned to California State Standards, per the adoption cycle established by the District Curriculum Committee. 4000-4999: Books And Supplies LCFF Base \$159,800</p> <p>NoRedInk.com writing conventions software for all sites, aligned to ELA standards. 5000-5999: Services And Other</p>	<p>Purchase instructional materials aligned to California State Standards, per the adoption cycle established by the District Curriculum Committee. 4000-4999: Books And Supplies LCFF Base \$559,610</p> <p>NoRedInk.com writing conventions software for all sites, aligned to ELA standards. 5000-5999: Services And Other</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Operating Expenditures LCFF Base \$22,000	Operating Expenditures LCFF Base \$20,333
Special education services are provided	Special Education Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$1,932,588  Special education aides. 32.6251 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$1,410,844	Special Education Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$1,282,360  Special education aides. (49.09 FTE) 2000-2999: Classified Personnel Salaries LCFF Base \$1,115,691
Building reading fluency and language arts skills through use of Accelerated Reader, including STAR reading and math assessments as an academic screener.	Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self -selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. In addition, all sites will utilize the STAR reading and math assessments as a universal screening tool for 9th graders. 5000-5999: Services And Other Operating Expenditures LCFF Base \$15,000	Reading a wide variety of materials at the students' instructional / independent level is highly correlated to high achievement in English Language Arts. Accelerated Reader is a software tool that measures student success with generally self -selected outside reading books to build fluency. Students read in a variety of genre and the AR testing system holds students accountable for the reading. In addition, all sites will utilize the STAR reading and math assessments as a universal screening tool for 9th graders. 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,627
Ensure progress and focus on WASC action plan and data-tracking.	Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries LCFF Base \$22,500	Site WASC coordinator. Five stipend positions, one at each site. 1000-1999: Certificated Personnel Salaries LCFF Base \$22,500



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Support for engagement in the county-wide book in common program	Purchase the annual "Nevada County Reads" book for sites to use to connect students with their community and support literacy development. 4000-4999: Books And Supplies LCFF Base \$2,500	Purchased the annual "Nevada County Reads" book for sites to use to connect students with their community and support literacy development 4000-4999: Books And Supplies LCFF Base \$2,500
For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention and Multi-Tiered Systems of Support which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics as well as social, emotional and/or behavioral supports.	<p>Not Applicable N/A</p> <p>NU Class size reduction for grade 9 English and commoly enrolled grade 9 math courses. 2.4 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$252,151</p> <p>NU 0.4 FTE science to provide for lower class sizes in Life Science and Earth and Space (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,763</p> <p>NU 0.6 FTE to run low enrolled AP Classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$61,763</p> <p>NPA 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Base \$20,588</p> <p>NU 2.0 Certificated Intervention Specialist (1.0 additional for On Campus Intervention program) 1000-1999: Certificated Personnel</p>	<p>Not Applicable</p> <p>NU Class size reduction for grade 9 English and commoly enrolled grade 9 math courses. 2.4 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$252,151</p> <p>NU 0.4 FTE science provided for lower class sizes in Life Science and Earth and Space (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,763</p> <p>NU 0.6 FTE to run low enrolled AP Classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$61,763</p> <p>NPA 0.2 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Base \$20,588</p> <p>NU 1.0 Certificated Intervention Specialist / On Campus Intervention program was staffed by NU Teachers) 1000-1999:</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Salaries LCFF Supplemental and Concentration \$210,000</p> <p>NU Credit Recovery in the school day 0.6 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58,415</p> <p>NPA 1.0 FTE Paraprofessional in Computer Lab 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,179</p> <p>NPA Staffing at 28:1 vs 35:1, 0.6 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$61,763</p> <p>Ghidotti 0.5 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$48,680</p>	<p>Certificated Personnel Salaries LCFF Supplemental and Concentration \$210,000</p> <p>NU Credit Recovery in the school day 0.6 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$58,415</p> <p>NPA 1.0 FTE Paraprofessional in Computer Lab 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$51,179</p> <p>NPA Staffing at 28:1 vs 35:1, 0.6 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$61,763</p> <p>Ghidotti 0.5 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$48,680</p>
<p>For low income, foster youth, English learners and reclassified fluent English proficient pupils: Building system of support through a Response to Intervention and Multi-Tiered Systems of Support which provides for the specific needs of students who need supplemental instruction in English language arts and mathematics as well as social, emotional and/or behavioral supports.</p>	<p>SSHS staff will receive training in Multi-Tiered Systems of Support, Trauma-Informed practices, and Restorative practices. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>BR 0.8 FTE Class size Reduction in English and Math for 9th graders (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$77,887</p>	<p>SSHS staff received training in Multi-Tiered Systems of Support, Trauma-Informed practices, and Restorative practices. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,167</p> <p>BR 0.8 FTE Class size Reduction in English and Math for 9th graders (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$77,887</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>BR 0.4 FTE to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,176</p> <p>BR 0.4 FTE In School Credit Recovery 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,176</p> <p>BR 1.0 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$140,112</p> <p>BR 0.2 FTE math to provide for lower class sizes in Integrated Math II Extended (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>SSHS 1.0 FTE Assistant Principal + 1.0 FTE Intervention Specialist for On Campus Intervention Program 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$240,000</p> <p>BR 0.2 FTE science to provide for lower class sizes in Integrated Science (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>SSHS 0.8 FTE Class Size Reduction at all classes 23:1 + 2.4</p>	<p>BR 0.4 FTE to continue low enrolled AP classes 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,176</p> <p>BR 0.4 FTE In School Credit Recovery 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$41,176</p> <p>BR 1.0 FTE Certificated Intervention Specialist 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$140,112</p> <p>BR 0.2 FTE math provided for lower class sizes in Integrated Math II Extended (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>SSHS 1.0 FTE Assistant Principal + 1.0 FTE Intervention Specialist for On Campus Intervention Program 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$240,000</p> <p>BR 0.2 FTE science provided for lower class sizes in Integrated Science (goal of 25:1) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>SSHS 0.8 FTE Class Size Reduction at all classes 23:1 + 2.4</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$242,303</p> <p>SSHS Additional Clerical Support 1.625 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,773</p>	<p>FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$242,303</p> <p>SSHS Additional Clerical Support 1.625 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,773</p>
<p>Building system of support for low income, foster youth, English learners and reclassified fluent English proficient pupils.</p>	<p>Student Assistance Resource &amp; Services Program (STARS) Program 1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$106,417</p> <p>Additional 1.0 FTE staffing for school psychologist, to support Multi-Tiered System of Supports outside of special education (.5 BR, .5 alternative schools). 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$122,400</p> <p>Additional Support for STARS Program - part-time Mental Health Intern. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$40,000</p> <p>Reconnecting Youth; BR, SS, NU 1000-1999: Certificated Personnel</p>	<p>Student Assistance Resource &amp; Services Program (STARS) Program 1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$106,417</p> <p>Additional 1.0 FTE staffing for school psychologist, to support Multi-Tiered System of Supports outside of special education (.5 BR, .5 alternative schools). 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$122,400</p> <p>Additional Support for STARS Program - 2 Mental Health Interns -- Converted to 2 paid licensed Therapist positions in December 2019. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$158,687</p> <p>Reconnecting Youth; BR, SS 1000-1999: Certificated Personnel</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Salaries LCFF Supplemental and Concentration \$82,353	Salaries LCFF Supplemental and Concentration \$41,176
English learner support.	<p>Classroom aid 0.85 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$45,045</p> <p>Classroom aid 0.85 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$45,045</p> <p>Nevada Union Mathematics support section - 0.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>Materials and supplies. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>BR 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>NU 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p>	<p>Classroom aid 0.85 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$45,045</p> <p>Classroom aid 0.85 FTE 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$45,045</p> <p>Nevada Union Mathematics support section - 0.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>Professional services and operating expenses. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,000</p> <p>Materials and supplies. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000</p> <p>BR 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p> <p>NU 0.2 FTE ELD Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	After School Tutoring 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000	After School Tutoring 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$5,000
Students failing to meet standards will receive tutoring in mathematics and English language arts.	<p>Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,080</p> <p>Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,200</p> <p>NU Provide after school library support 4.5 hrs/day 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,681</p>	<p>Bear River 2 hrs/day 4 days a week. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,080</p> <p>Nevada Union 5 hrs/day 4 day a week. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,200</p> <p>NU Provide after school library support 4.5 hrs/day 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$24,681</p>
See description for 2018-19.	<p>Not Applicable N/A</p> <p>Not Applicable Title I N/A</p>	
See description for 2018-19	<p>Not Applicable N/A</p> <p>Not Applicable N/A</p>	
See description for 2018-19	<p>Not Applicable N/A</p> <p>Not Applicable N/A</p> <p>Not Applicable N/A</p> <p>Not Applicable N/A</p> <p>Not Applicable N/A</p> <p>Not Applicable N/A</p>	
Adolescent Family Life Program (AFLP)	Case manager – 1.0 FTE 2000-2999: Classified Personnel	Case manager – 1.0 FTE 2000-2999: Classified Personnel

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Salaries LCFF Supplemental and Concentration \$78,396	Salaries LCFF Supplemental and Concentration \$38,524
English/reading support section	Teacher – 0.2 FTE at BR 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588	Teacher – 0.2 FTE at BR 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,588

## Goal Analysis

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

Planned actions and expenditures were mostly expended according to plan. Some actual expenditures exceeded planned spending due to increased costs and previously unidentified needs for instructional materials. Slight shifts in professional development planned expenditures were made in order to support efforts toward the Professional Learning Community process. This professional development directly targets the metrics of Goal #1 by supporting instructional alignment to CA state standards. Other activities surrounding preparation workshops for AP testing, and the purchase of AP test materials for low-income students were impacted by the onset of the COVID-19 pandemic.

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

Successes of our implementation of these planned expenditures include support for students from special populations, full adoption of standards-aligned curriculum across all content areas, and further alignment of instructional practices to the CA state standards through the district professional development efforts.

## Goal 2

Our district ensures that all students and staff feel they belong to a safe and healthy school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b>	1. Suspension rates will not increase.
Suspension rates	The District Suspension Rate in 2019 was 11.1%. In 2020 the Suspension Rate was 3.0%.
Expulsion rates	GOAL MET
Attendance rates	2. Expulsion rates will not increase.
Graduation rates	The District Expulsion Rate in 2019 was .62%. In 2020 the Expulsion Rate was .07%.
High School Dropout rate	GOAL MET
Chronic absenteeism rates	3. Attendance rates will not decrease.
CA Healthy Kids Survey Participation	The District Attendance Rate in 2018 was 91.60%. In 2019 the Attendance Rate was 93.32%. In 2020 the Attendance Rate (through February 21, due to COVID school closures) was 93.84%
LCAP Survey	GOAL MET
	4. Graduation rates will not decrease.



Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>Suspension rates will not increase.</li> <li>Expulsion rates will not increase.</li> <li>Attendance rates will not decrease.</li> <li>Graduation rates will not decrease.</li> <li>Dropout rate will not increase.</li> <li>Chronic absenteeism rate will not increase.</li> <li>Participation rate in CA Healthy Kids Survey will increase 2%.</li> <li>Participation rate in LCAP Survey will increase by 10% per household, and 10% by the student body.</li> <li>LCAP Survey results for student safety and school connectedness will not decrease.</li> </ol>	<p>The District Graduation Rate in 2019 was 90.5%. In 2020 the Graduation Rate was 86.1%.</p> <p>GOAL NOT MET</p> <ol style="list-style-type: none"> <li>Dropout rate will not increase.</li> </ol> <p>The state no longer calculates a Dropout Rate. Last available data from the state is for school year 2016-17.</p> <ol style="list-style-type: none"> <li>Chronic absenteeism rate will not increase.</li> </ol> <p>The District Chronic Absenteeism Rate in 2019 was 18.9%. A Chronic Absenteeism Rate was not calculated for the 2019-20 school year due to COVID.</p> <ol style="list-style-type: none"> <li>Participation rate in CA Healthy Kids Survey will increase 2%.</li> </ol> <p>The Participation Rate in the CA Healthy Kids Survey in 2018 was 87%. In 2019 the participation rate was 80%.</p> <p>GOAL NOT MET</p> <ol style="list-style-type: none"> <li>Participation rate in LCAP Survey will increase by 10% per household, and 10% by the student body.</li> </ol> <p>In 2019, 309 parents and 688 students participated in the district LCAP survey. In 2020, 238 parents participated (decrease of 23%) and 407 students participated (decrease of 41%).</p> <p>GOAL NOT MET</p> <ol style="list-style-type: none"> <li>LCAP Survey results for student safety and school connectedness will not decrease.</li> </ol>

Expected	Actual
<p><b>Baseline</b> Available baseline data for the 2015-16 school year:</p> <ol style="list-style-type: none"> <li>1. Suspension rate - 6.3%</li> <li>2. Expulsion rate: NOT REPORTED. The last available reporting year is 14-15, and the district expulsion rate was 0.3%, down from 0.79% the year prior.</li> <li>3. Attendance rates - 92.5%. (P-1 reporting for the 2016-17 school year indicated an attendance rate of 93.2%)</li> <li>4. Graduation rates - 91.5%</li> <li>5. Dropout rate - 2015-16 rate is 4% 2013-14 rate is reported as 6%; 2014-15 rate reported as 5%. (As a high school district, middle school drop out rate is not applicable)</li> <li>6. Chronic absenteeism - Staff has been working in conjunction with our student information system (Eschool) and the CA Longitudinal Pupal Achievement Data System (CALPADS) in an effort to calculate our rate of chronic absenteeism. This data is required to be reported to the state for the first time in the Fall of 2017. Baseline data as best can be calculated at this time, is 39.6%.</li> <li>7. CA Healthy Kids Survey participation rate - 82%</li> <li>8. LCAP Survey participation - 1,164 total participants [296 parents (11% of households), 712 students (27%)</li> <li>9. 2017 LCAP Survey Results: 93% of parents, 93% of students, 95% of certificated staff, and 73% of classified staff report students feel safe at school. 89% of parents, 67% of students, 86% of certificated staff, and 66% of classified staff report students feel connected to their school.</li> </ol>	<p>2020 LCAP Survey results for students feeling physically safe at school were Parents 88.6% (down 1.4%), Students 85.9% (down 2.4%), Certificated Staff 90.2% (down 3.4%), Classified Staff 75.5% (down 8.1%), and Community 83.3% (up 5.5%).</p> <p>GOAL NOT MET</p> <p>2020 LCAP Survey results for students feeling emotionally safe at school were Parents 86% (down .9%), Students 68.7% (down 1.4%), Certificated Staff 84.6% up 7.3%), Classified Staff 73.7% up 2.8%), and Community 60.3% (up 4%).</p> <p>GOAL PARTIALLY MET</p> <p>2020 LCAP Survey results for students feeling Involved and engaged in their school culture were Parents 82.7% (up 1.5%), Students 66.4% (up .6%), Certificated Staff 73.2% (up 3.9%), Classified Staff 64.9% (up 3.1%), and Community 75% (up 8.3%).</p> <p>GOAL MET</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students and staff will be educated through programs, systems, and strategies that improve the health, safety and culture of our schools.	<p>Every 15 Minutes or similar program 1000-1999: Certificated Personnel Salaries LCFF Base \$1,500</p> <p>Week of Welcome 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,000</p> <p>Breaking Down the Walls 1000-1999: Certificated Personnel Salaries LCFF Base \$20,000</p>	<p>Every 15 Minutes or similar program (Survive the Drive events) 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$0</p> <p>Week of Welcome 4000-4999: Books And Supplies LCFF Base \$1,500</p> <p>Breaking Down the Walls 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,600</p>
Measures to ensure physically safe school campuses.	<p>Continue working with Grass Valley Police Department and Nevada County Sheriff Department.</p> <ul style="list-style-type: none"> <li>• Safety committee recommendations</li> <li>• School resource officer</li> </ul> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>Canine drug and contraband detection. 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,040</p> <p>School messenger 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,995</p>	<p>Continued work with Nevada County Sheriff Department.</p> <ul style="list-style-type: none"> <li>• Safety committee recommendations</li> <li>• School resource officer</li> </ul> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 0</p> <p>Canine drug and contraband detection. 5000-5999: Services And Other Operating Expenditures LCFF Base \$7,315</p> <p>School messenger 5000-5999: Services And Other Operating Expenditures LCFF Base \$3,887</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	<p>Drug testing. 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,000</p> <p>Athlete Committed 5000-5999: Services And Other Operating Expenditures LCFF Base \$10,000</p> <p>Additional SRO for Silver Springs High. MOU with Grass Valley PD (splitting the cost of a full time SRO) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$45,000</p>	<p>Drug testing. 5000-5999: Services And Other Operating Expenditures LCFF Base \$12,040</p> <p>Athlete Committed 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p> <p>Additional SRO for Silver Springs High. MOU with Grass Valley PD (splitting the cost of a full time SRO) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$45,000</p>
Ensure school health services.	<p>District nurses—1.3 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$120,823</p> <p>Nevada Union— Health technician 2000-2999: Classified Personnel Salaries LCFF Base \$61,917</p> <p>Bear River—Health technician 2000-2999: Classified Personnel Salaries LCFF Base \$26,864</p>	<p>District nurses—1.3 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$120,823</p> <p>Nevada Union— Health technician 2000-2999: Classified Personnel Salaries LCFF Base \$61,917</p> <p>Bear River—Health technician 2000-2999: Classified Personnel Salaries LCFF Base \$26,864</p>
Addition of an Athletic Director Stipend for Ghidotti High School.	Athletic Director for Ghidotti 1000-1999: Certificated Personnel Salaries LCFF Base \$7,000	Athletic Director for Ghidotti 1000-1999: Certificated Personnel Salaries LCFF Base \$7,000
Closing the campus at Nevada Union at lunchtime requires additional security.	Security services. 2000-2999: Classified Personnel Salaries LCFF Base \$41,118	Security services. 2000-2999: Classified Personnel Salaries LCFF Base \$41,118
Curriculum to support in-school-intervention programs - character, behavioral, social, emotional learning curriculum.	SEL Curriculum 5000-5999: Services And Other Operating Expenditures LCFF Base \$14,000	SEL Curriculum 5000-5999: Services And Other Operating Expenditures LCFF Base \$16,000
Curriculum development for Phoenix Time class	Study Skills, time management, college awareness 1000-1999:	Study Skills, time management, college awareness 1000-1999:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,500	Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,076
Transportation	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$136,452  Increased Contribution to Transportation for 8:30 School Start Time 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$95,000	Contribution to transportation. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$158,316  Increased Contribution to Transportation for 8:30 School Start Time 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$95,000

## Goal Analysis

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

Planned budget expenditures were mostly implemented to support students, families, teachers, and staff. The "Survive the Drive" event was canceled in the Spring due the onset of the COVID-19 pandemic. Athlete Committee efforts fell off with the transition of new athletic directors at each of the two comprehensive high school sites. All other actions and services were implemented as planned.

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

Successes in this goal area was the implementation of the on-campus intervention program at Nevada Union and Silver Springs High Schools. The result of this program implementation and the utilization of the Base Education social-emotional curriculum had a direct impact on the improvement of the district's suspension and expulsion rate (down 8.1% and .55% respectively). Challenges still remain in the area of perceived physical and emotional safety on school campuses.

## Goal 3

Our district ensures that our schools are a source of deep seated pride among students, staff and community.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 3: Parental Involvement (Engagement)  
                             Priority 6: School Climate (Engagement)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Industry partnerships  Student internships  Parent participation decision-making at district and school sites, including parents of unduplicated pupils and individuals with exceptional needs  Facilities maintenance in good repair	<p>1. Industry partnerships will increase by 10%.</p> <p>In the 2018-19 school year, the district had 16 joint venture agreements on file for student intern placements. In the 2019-20 school year, there were 25.</p> <p>GOAL MET</p> <p>2. Students placed in internships will increase by 15%.</p> <p>In the 2018-19 school year, 24 students placed in formal internships (12 Sports Medicine, 12 Automotive). In the 2019-20 school year, 38 students were placed in interships.</p> <p>GOAL MET</p> <p>3. Parent participation in school decision-making processes will not decrease, including participation of parents of unduplicated pupils and pupils with exceptional needs. Participation of parents in completing the LCAP survey will increase by 10%.</p>

Expected	Actual
<p><b>19-20</b></p> <ol style="list-style-type: none"> <li>1. Industry partnerships will increase by 10%.</li> <li>2. Students placed in internships will increase by 15%.</li> <li>3. Parent participation in school decision-making processes will not decrease, including participation of parents of unduplicated pupils and pupils with exceptional needs. Participation of parents in completing the LCAP survey will increase by 10%.</li> <li>4. Facility maintenance measured by FIT tool will not decrease.</li> </ol>	<p>Participation of parents completing the 2020 LCAP survey decrease from 309 to 238 when compared to the 2019 school year.</p> <p>GOAL NOT MET</p> <ol style="list-style-type: none"> <li>4. Facility maintenance measured by FIT tool will not decrease.</li> </ol> <p>GOAL MET</p>



Expected	Actual
<p><b>Baseline</b></p> <p>1. Industry partnerships - 22 Community partners attended the Fall 2016 CTE Advisory Committee meeting. We have 12 joint venture agreements on file with local business owners for CTE internship placements. There are also 8 industry partners that are a part of the Digital Communications Academy.</p> <p>2. Students placed in internships - To date this year, 3 students have received internship placement through the Digital Communications Academy, and 12 joint venture agreements on file for the placement of CTE students at local businesses. 15 formal internships, total.</p> <p>3. Parent participation in school decision-making processes - There were 296 parent survey responses to the 2017 LCAP Survey. Responses reflected 80% of parents agree or somewhat agree that they are encouraged to provide input on and participate in decision-making at their school. Also, 83% of parents agree or somewhat agree that they are well-informed about educational services and changes at the school. 18.6% of respondents were low-income families, 6.3% represent special education students, 2.2% EL, and .7% foster youth.</p> <p>4. Facility maintenance measured by FIT tool are all reported to be "good".</p> <p>4. Facility maintenance - Per School Accountability Report Cards each site's overall FIT score was reported as "Good".</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Library services are provided.	<p>Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$100,789</p> <p>Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$53,638</p> <p>Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$61,391</p> <p>Bear River Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$49,837</p>	<p>Nevada Union Librarian. 1.0 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$100,789</p> <p>Bear River Librarian. 0.6FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$53,638</p> <p>Nevada Union Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$61,391</p> <p>Bear River Library assistant. 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$49,837</p>
Counseling services are provided.	<p>Nevada Union 3.5 FTE 1000- 1999: Certificated Personnel Salaries LCFF Base \$389,531</p> <p>Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$131,043</p> <p>Silver Springs 0.5 1000-1999: Certificated Personnel Salaries LCFF Base \$61,958</p> <p>Ghidotti and North Point Academy 0.5 1000-1999: Certificated Personnel Salaries LCFF Base \$57,132</p>	<p>Nevada Union 3.5 FTE 1000- 1999: Certificated Personnel Salaries LCFF Base \$389,531</p> <p>Bear River 1.5 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$131,043</p> <p>Silver Springs 0.5 1000-1999: Certificated Personnel Salaries LCFF Base \$61,958</p> <p>Ghidotti and North Point Academy 0.5 1000-1999: Certificated Personnel Salaries LCFF Base \$57,132</p>
Routine restricted maintenance	<p>Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,204,675</p>	<p>Maintaining safe and modern school sites 5000-5999: Services And Other Operating Expenditures LCFF Base \$1,306,265</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Theater is fully utilized.	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$70,154  Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$61,482	Theater manager the operations of the school's theater – 1 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$70,154  Accompanists–1.37 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$61,482
Counseling Services	0.5 FTE Academic Counselor NU 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor BR 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor SSHS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor GHS + NPA 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251	0.5 FTE Academic Counselor NU 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor BR 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor SSHS 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251  0.5 FTE Academic Counselor GHS + NPA 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$54,251
Absorption of Regional Occupational Programs (ROP)	Teacher for Sports Medicine –1.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$123,526  Teacher for Automotive 1.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$123,526  0.8 FTE Director of CTE and State Categorical Programs 1000-1999:	Teacher for Sports Medicine –1.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$123,526  Teacher for Automotive 1.2 FTE 1000-1999: Certificated Personnel Salaries LCFF Base \$123,526  0.8 FTE Director of CTE and State Categorical Programs 1000-1999:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Certificated Personnel Salaries LCFF Base \$100,000	Certificated Personnel Salaries LCFF Base \$100,000
Additional students will be located on the Silver Springs campus because of the Sierra Academy of Expeditionary Learning charter school.	Additional custodial services—0.5 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$23,317	Additional custodial services—0.5 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$23,317
Additional students will be located on the Nevada Union campus because of the relocation of North Point Academy.	Increase custodial— 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$46,634	Increase custodial— 1.0 FTE 2000-2999: Classified Personnel Salaries LCFF Base \$46,634
Campus Security	Additional Security SSHS 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$20,668	Additional Security SSHS 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$20,668

## 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 planned actions and services were implemented. Slight variance in actual versus planned expenditures exist, but are nominal, and did not have an effect on the implementation of planned actions and services.

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

Success in this goal area exists in the area of CTE programming. The addition of a district level CTE coordinator position has helped to formalize our process for developing industry partnerships and internship placement. All other services in this goal area were implemented without challenges.

# 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
No budgeted actions were planned specifically for in-person instructional offerings.	N/A	N/A	

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

The substantive differences between planned and actual actions for in-person instruction was a change in the number of students that were able to be accommodated in individual classrooms. In April 2021, the state reduced the recommended physical spacing requirements for in-class instruction from 6 feet to 3 feet. This enabled the district to eliminate cohorts, and offer a hybrid instruction model to all students interested in in-person instruction.

### Analysis of In-Person Instructional Offerings

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

Successes to in-person instruction this school year were two-fold - 1. the district remained fluid in its instructional offerings, with a structure that allowed schools to transition from full distance, to cohorted hybrid, to hybrid instruction, allowing for instructional offerings to be change based on the level of community spread of COVID-19; 2. progress toward curriculum, instruction, and assessment goals -- the district continued with professional development efforts in the area of Professional Learning Communities, and teachers and departments made continued progress toward identifying essential standards, course pacing, and common assessment practices.

The greatest challenge for implementing in-person instruction this year was the hybrid nature of instructional delivery required of teachers. In order to have fluidity with program offerings, staff were required to provide both in-person and synchronized instruction to distance learning students simultaneously. This challenged teaching staff, and took away from both student groups.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase and deployment of Verizon and T-Mobile hotspot devices for students lacking internet accessibility - this includes low-income students and other students with unique needs.	\$21,750	\$48,155	Yes
Professional Learning Community staff development - this will ensure fidelity in our curriculum, instruction and assessment practices, and help ensure students do not fall through the cracks.	\$37,000	\$125,000	Yes
Additional technology platforms and tools to support Distance Education - Zoom Pro (\$21,593), Screencastify (\$3,750), Google Voice (\$12,500), PLT4M (\$4,000), MakeMusic (\$1,500), Fastforward (\$37,150), webcams, microphones, other distance learning technology tools.	\$80,493	\$78,573	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.

Cost for additional hot spots and the monthly service costs grew to high than expected and continue to be an ongoing expense. Actual expenditures for professional development activities increased as the district recognized an opportunity to enhance staff efforts toward the site and district goals in the area of curriculum, instruction and assessment. The number of technology instructional platforms and tools needed to deliver distance learning instruction continued to grow following the initial approval of the LCP (additional Zoom licenses, classroom A/V tools for synchronous teaching, instructional tech (Edpuzzle, etc.), etc.).

## Analysis of the Distance Learning Program

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

The district experienced successes in the area of Continuity of Instruction, as teachers took substantive steps toward clarifying instructional learning targets and assessment strategies; however, challenges with instructional delivery in this area were still prevalent during hybrid instruction. Access to Devices and Connectivity challenges still persist in our rural community, however staff efforts to connect students, and the number of students who were able to establish access was a notable success. Pupil Participation and

Progress was an ongoing challenge, as some students remained disengaged due to connectivity and/or motivational hurdles. Efforts toward attendance and truancy mitigation had relatively low success, despite a collaborative pooling of resources across the district. Distance Learning PD efforts were a large success for staff -- the challenge of remote and hybrid teaching triggered "reach" efforts from staff to learn Zoom, utilize the learning management system for curriculum organization and delivery, and staff developed a quiver of instructional technology tools to support student engagement and visible learning which will transfer into the classroom when normal teaching conditions resume.

Staff Roles and Responsibilities were made clear throughout distance learning, and staff largely stepped up the task of serving their unique roles in district schools. Support for Pupils with Unique Needs was met with challenges and successes -- students with special needs were offered more on-campus opportunities, and paraeducators were utilized to provide tele-tutoring throughout the school day. Many students benefited from 1:1 Zoom tutoring opportunities; however, students continued to challenge with the distractions of learning from home, especially when environmental factors came into play.



# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Credit Recovery - summer credit recovery option offered to students in the 2020 Summer session to make up credits for courses not passed in the Spring of the 2019-20 school year.	\$15,000	\$21,330	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.

Additional credit recovery options were offered during the school year, resulting in additional cost.

## 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.

Challenges still exist in the area of Pupil Learning Loss. These challenges were highlighted by the analysis of student transcripts, pass rates, and classroom-based assessments. The district's LCAP process of stakeholder engagement confirmed this analysis anecdotally through feedback provided by parents, students, teachers, and other staff. This feedback confirmed challenges with all student subgroups, including ELs, low-income students, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. The district is targeting efforts to address learning loss from two angles - credit recovery, and learning loss. Strides were made with the development of new school bell schedules that will include opportunities and staff tools to intervene with student learning loss during the day, based on student assessment results, that will be provided in a timely manner. For the 2020-21 school year, the district adopted a COVID Graduation Waiver, which allowed qualifying students to graduate with a reduced graduation credit requirement. The impact of student learning loss will continue to be monitored into the 2021-22 school year and the district will continue its efforts to mitigate the challenges associated with learning gaps.

## **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 district continued to provide student mental health services through the STARS program, which provides licensed mental health therapy to district students. District counselors developed a resource page for students, families and staff, which provided practical wellness strategies and resources for individuals struggling with the social-emotional challenges associated with the pandemic (isolation, depression, anxiety). District school resource officers, administrators and counselors performed home visits and wellness checks to student homes where school engagement was lacking. The district waded through the hurdles of offering an athletic program to students to the greatest extent possible -- this looked like conditioning through most of the school year, and a compressed sports season from March-June. Challenges remained in this area overall in reaching full-distance students who lacked school engagement.

## **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.

District schools maintained efforts to student engagement through the modified School Attendance Mediation (SAM) process. Site staff met weekly with dozens of families of students who fell short with their compulsory education engagement. The district held monthly meetings of the SAM committee, with 6-8 families per meeting, in an effort to re-engage families and to eliminate barriers to student attendance. Community agency participation with this process waned as the year progressed, but the district remained steadfast in providing resources to students throughout the school year. Family participation in school site processes was a success (school site counsel, parent club meetings, town hall events) as families sought information and to contribute their perspectives to sites. Participation in the district LCAP stakeholder engagement process was also a success.

## **Analysis of School Nutrition**

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

The district provided nutritional services consistently throughout the Summer and school year. Students were provided on campus meals at the time of school release each day or "grab and go" lunches, and weekly food distributions were provided each Wednesday throughout the year. Weekly food distributions were complimented by additional community efforts from the Nevada County Food Bank and the United Way, who offered additional meals and foods to qualifying families, conveniently at the time of district curbside pick up times and locations.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

No additional planned actions or budgeted expenditures exist in this area.

### 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.

Lessons learned and the conditions of student learning loss have directly impacted the 2021-24 LCAP. Two focus goals were derived from the impacts of the past year of pandemic-learning. One focus goal addresses student learning loss and graduation credit deficiency, and the second addresses social-emotional learning needs. Additionally, lessons learned surrounding clarity around student learning targets and assessment practices have further supported the district initiative of pursuing high-functioning professional learning communities.

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

Credit recovery opportunities will be provided for students during the Summer of 2021. Bear River and Nevada Union High School have adopted (or will adopt) a new bell schedule that incorporates an Advisory period, and four days of student "Flex Time" for student interventions. Teachers have tentatively agreed to the administration of quarterly common benchmark assessments that will provide clarity surrounding learning loss needs, with a structure for intervening within the school day in a timely and targeted manner. North Point Academy has developed a Targeted Learning Lab course which will provide readiness diagnostic assessments at the start of each semester to identify gaps in student learning, and variable credit tutorial course for students to receive instruction in those identified areas.

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.

Actions and services identified as contributing toward meeting the increased or improved services requirement (case management, internet access, nutrition services) were implemented as designed. The only component which was modified and eliminated was the planned service of providing remote access internet hubs to district attendance areas that particularly lacked service and connectivity. After several weeks of positioning staff and resources in these areas with community resource partnerships, it became evident that they would not be utilized to a degree in which the effort would be worthwhile.

# 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.

As mentioned in the prior section, analysis and reflection on student outcomes from the 2019-20 LCAP and the 2020-21 LCP have informed the development of two focus goals in the 2021-24 LCAP plan - credit recovery & learning loss, and social-emotional learning (SEL). Additionally, lessons learned have supported the efforts of the district's professional learning community efforts. The 2021-24 LCAP will prioritize actions in these three areas to further refine and enhance the district's practices surrounding curriculum, instruction, assessment and intervention, and will prioritize strategies around addressing SEL needs of students and mitigating student learning loss.

## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

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

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

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

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



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

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

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

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

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

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

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

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

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



## 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	20,294,084.00	19,859,808.00
LCFF Base	17,374,174.00	16,903,653.00
LCFF Supplemental and Concentration	2,919,910.00	2,956,155.00
	2,913,910.00	2,956,155.00
	6,000.00	0.00
	521,624.00	0.00

\* 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	20,294,084.00	19,859,808.00
1000-1999: Certificated Personnel Salaries	16,278,277.00	15,656,335.00
2000-2999: Classified Personnel Salaries	2,204,345.00	1,869,320.00
4000-4999: Books And Supplies	178,300.00	573,610.00
5000-5999: Services And Other Operating Expenditures	1,633,162.00	1,727,284.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	33,259.00
	0.00	33,259.00
	0.00	33,259.00

\* 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	20,294,084.00	19,859,808.00
1000-1999: Certificated Personnel Salaries	LCFF Base	14,027,606.00	13,328,578.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	2,250,671.00	2,327,757.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,853,558.00	1,558,405.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	350,787.00	310,915.00
4000-4999: Books And Supplies	LCFF Base	162,300.00	563,610.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	16,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,330,710.00	1,419,801.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	302,452.00	307,483.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	33,259.00
		6,000.00	0.00
		63,000.00	0.00
		1,267,710.00	1,409,001.00
		302,452.00	307,483.00
		0.00	33,259.00
		302,452.00	307,483.00
		0.00	33,259.00
		26,000.00	307,483.00
		276,452.00	0.00
		0.00	33,259.00
		0.00	33,259.00

\* 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	16,792,570.00	16,251,457.00
Goal 2	605,209.00	610,456.00
Goal 3	2,896,305.00	2,997,895.00

\* 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		
Distance Learning Program	\$139,243.00	\$251,728.00
Pupil Learning Loss	\$15,000.00	\$21,330.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$154,243.00	\$273,058.00

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		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$139,243.00	\$251,728.00
Pupil Learning Loss	\$15,000.00	\$21,330.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$154,243.00	\$273,058.00