



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
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

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

Full implementation of our state content standards to increase student achievement in ELA-ELD, Math, Social Studies, Science and Literacy as measured by multiple assessments including state and local assessments administered regularly.

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
Metric/Indicator Priority 1-Basic Services (A) Teachers appropriately assigned and fully credentialed for assignment 19-20 2019-20 Maintain 100% fully credentialed and appropriately assigned teachers Baseline 100% are fully credentialed and appropriately assigned	Fully credentialed and appropriately assigned teachers 97.2%
Metric/Indicator Priority 1-Basic Services (B) Pupils access to standards-aligned materials 19-20 2019-20	100% access to standards aligned-materials

Expected	Actual
<p>Maintain 100% students will have access to standards-aligned materials</p> <p>Baseline 100% of students will have access to standards-aligned materials</p>	
<p>Metric/Indicator Priority 1-Basic Services (C) School facilities maintained in good repair.</p> <p>19-20 2019-20 Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report</p> <p>Baseline All facilities have an overall rating of "Good" as indicated on the FIT Report</p>	<p>ALL facilities are in good repair</p>
<p>Metric/Indicator Priority 2- Implementation of Common Core State Standards (A) Implementation of CA academic and performance standards measured by the LCAP Survey and Administrative observations</p> <p>19-20 2019-20 Maintain LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."</p> <p>Increase C3 Quick Snapshot "Learning Objectives" to 64% Fully Observed</p>	<p>19/20 - Our walkthrough tool was unavailable</p> <p>19/20 Surveys = 98.5% Agree/Strongly Agree to "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."</p>

Expected	Actual
<p>Baseline 2016-17 LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." 94% Strongly Agree/Agree</p> <p>C3 Quick Snapshot "Learning Objectives" 58% were Fully Observed</p>	
<p>Metric/Indicator Priority 2- Implementation of Common Core State Standards (B) English learners ability to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation</p> <p>19-20 2019-20 Maintain 100% of our English Learners access to CCSS and ELD standards</p> <p>Baseline 2016-17 100% of our English Learners have access to CCSS and ELD standards</p>	<p>100% English Learners have access to CCSS and ELD standards</p>
<p>Metric/Indicator Priority 4- Pupil Achievement: (A) Statewide Assessments as indicated by CAASPP Achievement Level Descriptor Results of Met/Exceeds of all students and by EL sub group</p>	<p>NO CAASPP SCORES IN 2020</p> <p>We did have Renaissance STAR scores for MATH AND ELA:</p>

Expected	Actual
19-20	
2019 CAASPP ELA ALL Students Results	2020 ELA ALL Students Results
3rd grade 25%	3rd grade 32%
4th grade 38%	4th grade 28%
5th grade 38%	5th grade 26%
6th grade 26%	6th grade 23%
7th grade 29%	7th grade 14%
8th grade 29%	8th grade 8%
11th grade 44%	11th grade 10%
2019 CAASPP ELA LEP Students	2020 ELA LEP Students
3rd grade 21%	3rd grade 9%
4th grade 18%	4th grade 5%
5th grade 13%	5th grade 4%
6th grade 8%	6th grade 0%
7th grade 7%	7th grade 0%
8th grade 6%	8th grade 3%
11th grade 9%	11th grade 0%
2019 CAASPP Math ALL Students	2020 Math ALL Students
3rd grade 21%	3rd grade 37%
4th grade 31%	4th grade 44%
5th grade 24%	5th grade 45%
6th grade 15%	6th grade 44%
7th grade 19%	7th grade 27%
8th grade 35%	8th grade 25%
11th grade 25%	11th grade 30%
2019 CAASPP Math LEP Students	2020 Math LEP Students
3rd grade 17%	3rd grade 23%
4th grade 16%	4th grade 27%
5th grade 10%	5th grade 18%
6th grade 8%	6th grade 8%
7th grade 6%	7th grade 8%
8th grade 12%	8th grade 8%
11th grade 6%	11th grade 3%

Expected	Actual
<p>2019 CAST Science ALL Students</p> <p>5th grade 30%</p> <p>8th grade 39%</p> <p>10th grade 35%</p> <p>2019 CAST Science LEP Students</p> <p>5th grade 11%</p> <p>8th grade 12%</p> <p>10th grade 10%</p> <p>Baseline</p> <p>2016 CAASPP ELA ALL Students Results</p> <p>3rd grade 19%</p> <p>4th grade 32%</p> <p>5th grade 32%</p> <p>6th grade 20%</p> <p>7th grade 23%</p> <p>8th grade 23%</p> <p>11th grade 38%</p> <p>2016 CAASPP ELA LEP Students</p> <p>3rd grade 15%</p> <p>4th grade 12%</p> <p>5th grade 7%</p> <p>6th grade 2%</p> <p>7th grade 1%</p> <p>8th grade 0%</p> <p>11th grade 3%</p> <p>2016 CAASPP Math ALL Students</p> <p>3rd grade 15%</p> <p>4th grade 25%</p> <p>5th grade 18%</p>	

Expected	Actual
<p>6th grade 9%</p> <p>7th grade 13%</p> <p>8th grade 29%</p> <p>11th grade 19%</p> <p>2016 CAASPP Math LEP Students</p> <p>3rd grade 11%</p> <p>4th grade 10%</p> <p>5th grade 4%</p> <p>6th grade 2%</p> <p>7th grade 0%</p> <p>8th grade 6%</p> <p>11th grade 0%</p> <p>2016 CST Science ALL Students</p> <p>5th grade 24%</p> <p>8th grade 33%</p> <p>10th grade 29%</p> <p>2016 CST Science LEP Students</p> <p>5th grade 5%</p> <p>8th grade 6%</p> <p>10th grade 4%</p>	
<p>Metric/Indicator</p> <p>Priority 4- Pupil Achievement:</p> <p>(B) Academic Performance Index</p> <p>19-20</p> <p>N/A</p> <p>Baseline</p> <p>N/A</p>	<p>N/A</p> <p>API is no longer a measure by the state</p>

Expected	Actual
<p>Metric/Indicator Priority 4- Pupil Achievement: (C) Percentage of pupils completing a-g or CTE sequence/programs</p> <p>19-20 2018-19 1. Increase students who complete a-g courses to All Student at 51.7% and English Language Learners at 10.2%</p> <p>2. Increase students who completed CTE sequence/programs to All Students to 21% and English Language Learners to 37%</p> <p>Baseline 1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16</p> <p>2. 15% All Students; 31% English Language Learners completed CTE sequence/programs in 2015-16</p>	<p>30.50% pupils completing a-g 45.7% pupils completing CTE</p>
<p>Metric/Indicator Priority 4- Pupil Achievement: (D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest</p> <p>19-20 2018-19 ELPAC SUMMATIVE Level 4 - Well Developed: 30% Level 3 - Moderately Developed: 40% Level 2 - Somewhat Developed: 18% Level 1 - Beginning Stage: 11%</p> <p>Baseline</p>	<p>51.6% making progress towards English language proficiency according to ELPAC</p>

Expected	Actual
CELDT 2015-16 Advanced: 5% Early Advanced: 25% Intermediate: 35% Early Intermediate: 19% Beginning: 16%	
Metric/Indicator Priority 4- Pupil Achievement: (E) English Learner reclassification rate 19-20 English Learner Reclassification 2019-20 1. KA 113 students 2. BR 61 students 3. HE 10 students 4. MMS 67 students 5. MHS 47 students 6. SJHS 7 students 7. MIS 3 students 8. MUSD English Learner Reclassification Rate 22.3% Baseline English Learner Reclassification 2016-17 1. KA 107 students 2. BR 55 students 3. HE 4 students 4. MMS 61 students 5. MHS 41 students 6. SJHS 1 students 7. MIS 0 student 8. MUSD English Learner Reclassification Rate 16.3%	15.30% EL Reclassification Rate
Metric/Indicator	41.40% AP pass rate with 3+

Expected	Actual
<p>Priority 4- Pupil Achievement: (F) Percentage of pupils passing AP exam with 3 or higher</p> <p>19-20 2018-19 Increase of pupils passing AP Exam with a score of 3 or higher to 85%</p> <p>Baseline 2015-16 AP Scores 79% pupils passed AP Exam with a score of 3 or higher</p>	
<p>Metric/Indicator Priority 4- Pupil Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP</p> <p>19-20 2019 1. Increase students demonstrating college preparedness in English to 14%</p> <p>2. Increase students demonstrating college preparedness in Math to 8%</p> <p>Baseline 2015 1. 8% students pupils demonstrate college preparedness in English</p> <p>2. 2% students pupils demonstrate college preparedness in Math</p>	<p>N/A</p> <p>NO CAASPP SCORES IN 2020 to calculate EAP</p>

Expected	Actual
<p>Metric/Indicator Priority 7-Course Access: (A) Pupils have access to a broad course of study (Section 51210 and 51220(a))</p> <p>19-20 2019-20 Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))</p> <p>Baseline 2016-17 100% of pupils have access to a broad course of study (Section 51210 and 51220(a))</p>	<p>100% have access</p>
<p>Metric/Indicator Priority 7-Course Access: (B) Extent to which unduplicated pupils have access and enrolled in programs and services</p> <p>19-20 2019-20 Maintain 100% of unduplicated pupils having access and enrolled in programs and services</p> <p>Baseline 2016-17 100% unduplicated pupils have access and enrolled in programs and services</p>	<p>100% have access</p>

Expected	Actual
<p>Metric/Indicator Priority 7-Course Access: (C) Extent to which exceptional needs pupils have access and enrolled in programs and services</p> <p>19-20 2019-20 Maintain 100% exceptional needs pupils having access and enrolled in programs and services</p> <p>Baseline 2016-17 100% exceptional needs pupils have access and enrolled in programs and services</p>	<p>100% have access</p>
<p>Metric/Indicator Priority 8- Other Pupil Outcomes (A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th</p> <p>19-20 2019-20 2017-18 Composite Score for End-of-Year At or Above Target:</p> <ul style="list-style-type: none"> • Kindergarten: 83% • 1st Grade: 50% • 2nd Grade: 60% • 3rd Grade: 73% • 4th Grade: 80% • 5th Grade: 80% <p>Baseline</p>	<p>N/A</p> <p>DID NOT ADMINISTER THIS ASSESSMENT IN 2020 DUE TO DISTANCE LEARNING</p>

Expected	Actual
<p>2016-17 Baseline</p> <p>Composite Score for End-of-Year At or Above Target:</p> <ul style="list-style-type: none"> Kindergarten: 163 students = 77% 1st Grade: 24 students = 8% 2nd Grade: 144 students = 54% 3rd Grade: 202 students = 67% 4th Grade: 202 students = 74% 5th Grade: 213 students = 74% 	
<p>Metric/Indicator</p> <p>Priority 8- Other Pupil Outcomes</p> <p>(B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade</p> <p>19-20</p> <p>2019-20</p> <p>1. Increase 5th Grade: 59.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>2. Increase 7th Grade: 55% are classified as Healthy Fitness Zone for Aerobic Capacity</p> <p>3. Increase 9th Grade: 56.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>Baseline</p> <p>2016-17</p> <p>1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity</p> <p>3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition</p>	<p>N/A</p> <p>CALIFORNIA SUSPENDED THIS ASSESSMENT AND WE DID NOT HAVE A DISTANCE LEARNING ALTERNATIVE</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1. 1</p> <p>Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. The following services will allow formative assessment and instructional strategies to align to improve progress and achievement for unduplicated students:</p> <ul style="list-style-type: none"> • ELA & Math CFAs • DIBELS • CAASPP • Release time for teachers to collaborate around data to make data driven decisions • Continue to revise CFAs (Benchmarks) 	<p>Moved to Goal 1 Action 2 Not Applicable Not Applicable N/A</p> <p>Moved to Goal 1 Action 2 Not Applicable Not Applicable N/A</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000.00</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 45,000.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 15,000.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,010.20</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,580.15</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$13,606.00</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Professional Development Extra Duty Pay 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$48.06</p> <p>Professional Development Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5.56</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1. 2</p> <p>Continue to provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.</p>	<p>Support Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,417,398.93</p> <p>Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$568,158.29</p> <p>Librarians 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 165,489.67</p> <p>Librarians 3000-3999: Employee Benefits LCFF Supplemental and Concentration 131,017.44</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 124,145.48</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 99,164.02</p>	<p>Support Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,378,259.19</p> <p>Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$503,906.49</p> <p>Librarians 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$176,635.72</p> <p>Librarians 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$131,712.22</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$112,609.98</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$103,642.63</p>
<p>G1. 3</p> <p>Continue to provide additional research based curriculum, professional development (PD) and supplies to maximize support in data and progress monitoring, early writing, and additional instructional support principally directed toward unduplicated students to increase student achievement:</p> <ul style="list-style-type: none"> • Renaissance Learning • Thinking Maps Training (K - 2) • Supplemental ELD 	<p>Supplies & Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,726.73</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Adopted Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 675,000.00</p>	<p>Supplies & Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,726.73</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000.00</p> <p>Adopted Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$668,819.28</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental to Core 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Additional Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 23,500.00</p> <p>Professional Consulting Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p>	<p>Supplemental to Core 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000.00</p> <p>Additional Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$23,500.00</p> <p>Professional Consulting Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,576.40</p>
<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and expand our early education offerings by adding additional TK classes as well as provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 24,000.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 52,536.00</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,775.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$44,840.40</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,229.44</p> <p>Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,940.00</p> <p>Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,552.11</p> <p>Additional TK Teachers to provide instruction to more TK students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 307,272.00</p> <p>Additional TK Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 144,728.12</p>	<p>Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,136.24</p> <p>Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>Additional Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$161,561.07</p> <p>Additional Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$65,251.40</p>
<p>G1. 5</p> <p>Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home.</p>	<p>Technology contracts 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 65,100.00</p> <p>Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 85,000.00</p>	<p>Technology contracts 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$46,310.89</p> <p>Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 295,000.00</p> <p>We completed the 1:1 rollout Not Applicable Not Applicable N/A</p> <p>Technology hardware/software 4000-4999: Books And Supplies LCFF Supplemental and Concentration 300,000.00</p> <p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 391,098.00</p> <p>We completed the 1:1 rollout Not Applicable Not Applicable N/A</p> <p>Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Upgrading Completed Not Applicable Not Applicable N/A</p> <p>Technology infrastructure/network 6000-6999: Capital Outlay LCFF Supplemental and Concentration 250,000.00</p>	<p>McFarland Achievement Pathway + (MAP+) Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology hardware/software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$300,876.61</p> <p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$213,424.99</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology infrastructure/network 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$59,137.43</p>
G1. 6	Pathway Teacher - Logistics, Welding, AG Science, other CTE	Pathway Teacher - Logistics, Welding, AG Science, other CTE

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide additional research based academic support and enrichment that build toward college and career readiness to increase student achievement. Examples include: Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers, and AVID Tutors	<p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 400,584.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 195,050.60</p> <p>AVID Support Tutors 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30,000.00</p> <p>AVID Support Tutors 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,000.00</p> <p>AVID curriculum supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>College and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration 250,000.00</p> <p>College and career readiness exams 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,800.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>College and career readiness exams 5000-5999: Services And</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$420,721.57</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$192,656.24</p> <p>AVID Support Tutors 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$656.50</p> <p>AVID Support Tutors 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11.73</p> <p>AVID curriculum supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,758.10</p> <p>College and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$190,090.88</p> <p>College and career readiness exams 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$19,999.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>College career readiness 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00	Operating Expenditures LCFF Supplemental and Concentration \$50,482.81
<p>G1. 7</p> <p>Continue to provide supplemental intervention opportunities for students in Tiers I, II, and III in all grades to increase student achievement under the MTSS Framework.</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 52,500.00</p> <p>N/A Not Applicable Not Applicable N/A</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15204.17</p> <p>N/A Not Applicable Not Applicable N/A</p>
<p>G1. 8</p> <p>Continue to provide additional support for our English Language Learners to increase student achievement.</p>	<p>Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 28,656.00</p> <p>Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,125.10</p>	<p>Site Resource Teacher Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$29,082.00</p> <p>Site Resource Teacher Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,918.87</p>
<p>G1. 9</p> <p>Continue to provide additional support and enrichment opportunities for core curriculum to increase student achievement.</p>	<p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Included in Goal 1 Action 7 Not Applicable Not Applicable N/A</p> <p>MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>Included in Goal 1 Action 6 Not Applicable Not Applicable N/A</p> <p>Browning Road STEAM Academy Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,000.00</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,217.49</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Browning Road STEAM Academy Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,525.57</p> <p>Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,330.00</p>
<p>G1. 10</p> <p>Continue to provide additional enrichment courses and extra curricular activities to support students academically. Examples include: Vex Robotics, Math Field Day, and Battle of the Books</p>	<p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 33,104.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$36,029.49</p> <p>Extended Learning Opportunities 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Extended Learning Opportunities 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,083.40</p> <p>Extended Learning Opportunities 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22,728.00</p> <p>Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 33,000.00</p> <p>Ag Farm (Fiscally supported in Goal 1 Action 10 and Goal 2 Action 1) 6000-6999: Capital Outlay LCFF Supplemental and Concentration 40,000.00</p> <p>Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,079.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p>	<p>Salaries LCFF Supplemental and Concentration \$352.82</p> <p>Extended Learning Opportunities 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,242.84</p> <p>Extended Learning Opportunities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$68,089.31</p> <p>Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$6,346.69</p> <p>Ag Farm (Fiscally supported in Goal 1 Action 10 and Goal 2 Action 1) 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$34,677.45</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>
Moved to Goal 2, Action 7	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

Goal Analysis

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

We did not spend all of our funds according to plan in 19/20. In most cases we over budgeted what the actual expense was and in others we just were unable to provide the service or activity due to mitigating circumstances. Nonetheless, our funds were spent with the intent to improve services for our students, families, teachers, and staff. one area where unused funding was diverted to was our music program. as we were just starting the program, extra money was needed to supply the program adequately. Furthermore, as a result of COVID-19 we dedicated funding toward ensuring all students had devices and internet access. We also ensured that our meal program went uninterrupted. In some cases we needed to use funding to pay overtime/extra duty to staff members to ensure our parents had somebody to contact regarding services and support.

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

McFarland USD had many successes and challenges in the 19/20 school year. The biggest challenge, which was not unique to MUSD was COVID -19.

We have identified the following successes;

Data suggest the following to be strengths, or success, for mUSD:

* 19/20 Surveys = 98.5% Agree/Strongly Agree to "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."

* 41.40% AP pass rate with 3+

* 15.3% Reclassification Rate

Additionally,

Because of Action 5, we were prepared to quickly switch to distance learning as we are a 1 to 1 device district. Our usage of Google classroom continued from one delivery method (in-person) to another (Distance learning) very easily. Some extended learning opportunities such as ASES were able to continue providing modified services during the Spring. our ELAC and DELAC continued in a virtual setting as well.

We have identified the following challenges:

Data suggests:

- * 30.50% pupils completing a-g while these numbers are up, they are not as high as we want them to be
- * 45.7% pupils completing CTE while these numbers are up, they are not as high as we want them to be

Additionally,

COVID 19 closing schools in March presented many challenges to implementation. Many Spring Activities such as teacher recruitment. Math Field Day, Battle of the Books, and other Extended Learning opportunities were put on hold. Intervention efforts in the Springer's were hampered as we did not have ample time to plan how to switch those programs over to distance learning. Our internal academic achievement scores indicated that our primary grade reading levels were compromised due to distance learning.

Goal 2

Create safe and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5-Pupil Engagement (A) School Attendance Rates 19-20 2018-19 Increase District wide Attendance Rate: 97.09 Baseline 2015-16 District wide Attendance Rate: 92.59%	2019-20 Attendance Rate: Districtwide 94.71%
Metric/Indicator Priority 5-Pupil Engagement (B) Chronic absenteeism Rates 19-20 2018-19 MUSD: 20.2% BR: 4.1% KA: 4.2% MMS: 7.4%	2019-20 Chronic Absenteeism Rate: MUSD 10.7% BR: 7.6% KA: 10.8% HES: 1.0% MJHS: 10.6% MHS: Not Available SJHS: Not Available MIS: Not Applicable

Expected	Actual
<p>MHS: 11.1% SJHS: 56.8% MIS: N/A</p> <p>Baseline 2015-16 MUSD: 26.2% BR: 10.1% KA: 10.2% MMS: 13.4% MHS: 17.1% SJHS: 62.5% MIS: N/A</p>	
<p>Metric/Indicator Priority 5-Pupil Engagement (C) Middle School Dropout Rates</p> <p>19-20 2018-19 Maintain Middle School Dropout Rate: 0 Students</p> <p>Baseline 2015-16 Middle School Dropout Rate: 2 Students</p>	<p>2019-20 Middle School Dropout Rate:</p> <p>0 Students</p>
<p>Metric/Indicator Priority 5-Pupil Engagement (D) High School Dropout Rates</p> <p>19-20 2018-19 Decrease High School Dropout Rate</p>	<p>2019-20 High School Dropout Rate:</p> <p>Districtwide .01% MHS: All .01% SJHS: 0% MIs 0%</p>

Expected	Actual
<p>1. MHS: All Students: 0%, EL: 0%</p> <p>2. SJHS: All Students: 23.4%, EL: 8.3%</p> <p>3. MIS: All Students: 51.1%, EL: 29.3%</p> <p>Baseline 2015-16 High School Dropout Rate</p> <p>1. MHS: All Students: 0.6%, EL: 2.1%</p> <p>2. SJHS: All Students: 29.4%, EL: 14.3%</p> <p>3. MIS: All Students: 57.1%, EL: 33.3%</p>	
<p>Metric/Indicator Priority 5-Pupil Engagement (E) High School Graduation Rates</p> <p>19-20 2018-19 Increase High School Graduation Rate</p> <p>1. MHS: All Students: 100%, EL: 100%</p> <p>2. SJHS: All Students: 53.1%, EL: 77.4%</p> <p>3. MIS: All Students: 34.6%, EL: 39.3%</p> <p>Baseline 2015-16 High School Graduation Rate</p>	<p>2019-20 High School Graduation Rate</p> <p>Districtwide: 92.3%</p> <p>MHS: 92.3% SJHS: N/A MIS: N/A</p>

Expected	Actual
<p>1. MHS: All Students: 99.4%, EL: 97.9%</p> <p>2. SJHS: All Students: 47.1%, EL: 71.4%</p> <p>3. MIS: All Students: 28.6%, EL: 33.3%</p>	
<p>Metric/Indicator Priority 6-School Climate (A) Pupil Suspension Rates</p> <p>19-20 2019-20 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 1 students BR: 6 students HE: 5 students MMS: 47 students MHS: 53 students SJHS: 8 students MIS: Maintain 0 students</p> <p>Baseline 2016-17 Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 4 students BR: 9 students HE: 8 students MMS: 50 students MHS: 56 students SJHS: 11 students</p>	<p>2019-20 Pupil Suspension Rate:</p> <p>Districtwide .06%</p> <p>MHS: 2 Students</p>

Expected	Actual
MIS: 0 students	
<p>Metric/Indicator Priority 6-School Climate (B) Pupil Expulsion Rates</p> <p>19-20 2019-20 Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 2 students MHS: 0 students SJHS: Maintain 0 students MIS: Maintain 0 students</p> <p>Baseline 2016-17 Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: 0 students BR: 0 students HE: 0 students MMS: 5 students MHS: 3 students SJHS: 2 students MIS: 0 students</p>	<p>2019-20 Expulsion Rates</p> <p>0%</p> <p>No students expelled</p>
<p>Metric/Indicator Priority 6-School Climate</p>	2019 LCAP Stakeholder Survey

Expected	Actual
<p>(C) Other Local Measures on Sense of Safety and School Connectedness</p> <p>19-20 Data not available</p> <p>Baseline LCAP Stakeholder Survey 2016-17</p> <p>1. Students results 85.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."</p> <p>2. Parents results 95.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."</p>	<p>"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."</p> <p>1. Students results 66.7% 2. Parents results 78.3%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 1</p> <p>Continue to provide a safe and welcoming environment where students attend and are connected to their schools by providing staff, professional development, and supplies in order to meet the needs of our unduplicated students.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • PBIS • Restorative Practices • Alternative to Suspensions (ATS) • Provide Support Staff • Incentives 	<p>Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 352,630.64</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 554,045.03</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 381,293.94</p>	<p>Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$360,406.24</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$546,575.58</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$351,595.23</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Support Staff Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 60,000.00</p> <p>Facilities improvement (Rebranding from Middle School to Junior High School and from Bulldogs to Sabercats) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 50,000.00</p> <p>PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 25,500.00</p> <p>School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 91,530.00</p> <p>Ag Farm (Fiscally supported in Goal 2 Action 1 and Goal 1 Action 10) 6000-6999: Capital Outlay LCFF Supplemental and Concentration 100,000.00</p> <p>Alternative to Suspension contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 26,000.00</p>	<p>Support Staff Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$54,401.37</p> <p>Facilities improvement (Rebranding from Middle School to Junior High School and from Bulldogs to Sabercats) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$69,861.23</p> <p>School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,149.56</p> <p>Ag Farm (Fiscally supported in Goal 2 Action 1 and Goal 1 Action 10) 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$4,070.00</p> <p>Alternative to Suspension contract Not Applicable Not Applicable 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 2</p> <p>Continue to provide additional student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools</p> <ul style="list-style-type: none"> McFarland Youth Performing Arts After School (MYPAAS) Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS) After School Programs 	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12,604.00</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,694.04</p> <p>Student enrichment supplies-- MYPASS 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000.00</p> <p>CHAMPS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,774.08</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,584.79</p> <p>CADET CORP Consultant for CHAMPS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 10,000.00</p> <p>Additional CHAMPS Leads 2000-2999: Classified Personnel</p>	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,100.89</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,039.68</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,719.46</p> <p>CHAMPS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,152.69</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,899.90</p> <p>CADET CORP Consultant for CHAMPS Not Applicable Not Applicable 0</p> <p>Additional CHAMPS Leads 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries LCFF Supplemental and Concentration 86,370.00 Additional CHAMPS Leads 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26,423.26	Salaries LCFF Supplemental and Concentration \$60,196.77 Additional CHAMPS Leads 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,553.92
G2. 3 Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) in order to maintain and develop a safe, welcoming environment specifically supporting low income, EL, and foster youth.	Campus Supervisor, SASI 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 168,143.27 Campus Supervisor and SASI 3000-3999: Employee Benefits LCFF Supplemental and Concentration 117,308.00	Campus Supervisor, SASI 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$155,507.00 Campus Supervisor, SASI 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$93,139.56
G2. 4 Moved to Goal 1, Action 6	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A
G2. 5 Moved to Goal 1, Action 3	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 6</p> <p>Moved to Goal 1, Action 8</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>
<p>G2. 7</p> <p>Provide a K-12 performing arts curriculum to promote in order to improve a broad course of study for our EL, foster youth, and low income students.</p>	<p>Band & Color Guard supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 40,000.00</p> <p>Band & Color Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 20,000.00</p> <p>Band Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 194,702.00</p> <p>Band Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 96,330.42</p> <p>Band & Color Guard 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A</p>	<p>Band & Color Guard supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 84049.97</p> <p>Band & Color Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6536.66</p> <p>Band Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 225119.61</p> <p>Band Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 103519.78</p> <p>Band & Color Guard 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10735.46</p>
<p>G2. 8</p> <p>Moved to Goal 1 Action 6</p>	<p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p>
<p>G2. 9</p> <p>Continue to provide extracurricular activities and athletics equipment, supplies, and transportation to increase physical fitness and enrichment opportunities that adds to a culture of inclusion. Examples include:</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>K-12 Athletics</p> <p>Field trips to locations such as Long Beach Aquarium and Fresno Zoo which is principally directed toward supporting EL, low income, and foster youth.</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Athletic Stipends & Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 252,017.33</p> <p>Athletic Stipend & Salaries Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 144,061.85</p> <p>Athletic supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 207,951.00</p> <p>Athletic transportation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 241,948.35</p> <p>Athletic Trainer & safety, training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 106,300.00</p> <p>Athletic Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 91,294.00</p> <p>Moved to 2.7 Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Athletic Stipends & Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$267,371.47</p> <p>Athletic Stipend & Salaries Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$93,318.79</p> <p>Athletic supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$241,923.83</p> <p>Athletic transportation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$225,580.36</p> <p>5000s combined in total above Not Applicable Not Applicable N/A</p> <p>Athletic Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$86,690.95</p> <p>Moved to 2.7 Not Applicable Not Applicable N/A</p>

Goal Analysis

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

It is always our goal to ensure that we support students, families, teachers, and staff. Goal 2 was budgeted fairly well, and most dollars that were allotted were spent. However there were a couple of areas that we deviated from:

We did not need as much for the AG Farm and school safety (Action 1), but used some of those unspent dollars on PBIS at our schools.

Our music program (Action 7) was also the beneficiary of unspent funds in other actions.

Sports (Action 9) was higher in salaries and supplies, but lower in benefits for a slight over expenditure.

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

We are very proud of the fact that we now have a K-12 music program. This is one of the biggest successes in the entire LCAP. And in particular this goal, our support staff (Action 1) worked hard to help us stay connected with families when we went into distance learning in March.

We had a 92.3% graduation rate and our dropout rate was .01%.

Unfortunately, our survey data shows the following challenge:

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

1. Students results 66.7%

2. Parents results 78.3%

As a result, this will be an area of emphasis in coming years.

Goal 3

Engage parents and families to support student success in school by building community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3-Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites 19-20 2019-20 1. Maintain District English Language Advisory Committee Meetings at 7 2. Maintain LCAP Meetings MUSD Staff: 4 Parents, Students & Community Members: 4 3. Maintain participation in LCAP Survey <ul style="list-style-type: none">Parents: 189Staff: 100Students: 411	2019-20 1. District English Language Advisory Committee Meetings: 4 2. Maintain LCAP Meetings MUSD Staff: 3 Parents, Students & Community Members: 3 3. Maintain participation in LCAP Survey <ul style="list-style-type: none">Parents: 242Staff: 101Students: 536

Expected	Actual
<p>Baseline 2016-17</p> <ol style="list-style-type: none"> 1. Host District English Language Advisory Committee: 7 2. Host LCAP Meeting MUSD Staff: 4 Parents, Students & Community Members: 4 3. Participation in LCAP Survey <ul style="list-style-type: none"> • Parents: 189 • Staff: 100 • Students: 411 	
<p>Metric/Indicator Priority 3-Parent Involvement (B) How district promotes participation of parents for unduplicated pupils</p> <p>19-20 2019-20</p> <ol style="list-style-type: none"> 1. Maintain Semesterly District/Site Newsletter 2. Maintain Semesterly Parent Leadership Training <p>Baseline 2016-17</p> <ol style="list-style-type: none"> 1. Semesterly District/Site Newsletter 2. Semesterly Parent Leadership Training 	<p>Newsletter was suspended from production. Schools started their own social media feeds instead.</p>
Metric/Indicator	2019-20

Expected	Actual
<p>Priority 3-Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs</p> <p>19-20 2019-20</p> <ol style="list-style-type: none"> 1. Maintain advanced notice for IEP Meetings at all sites 2. Maintain ability for parents to reschedule IEP Meeting to meet the needs of parents schedule <p>Baseline 2016-17</p> <ol style="list-style-type: none"> 1. Advanced notice for IEP Meetings at all sites 2. Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule 	<p>Advanced notice for IEP Meetings at all sites 100%</p> <p>Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide additional opportunities for stakeholder participation	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
DELAC Meetings	N/A	Applicable N/A
ELAC Meetings	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Open House	N/A	Applicable N/A
Parent Teacher Conference	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Back to School Night	N/A	Applicable N/A
Quarterly LCAP Meetings	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Various services from Family Resource Center	N/A	Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>N/A Not Applicable Not Applicable N/A</p> <p>Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7,500.00</p> <p>Conference expenditures 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,000.00</p> <p>Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 100.00</p> <p>Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 400.00</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,603.08</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,863.84</p> <p>Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$510.66</p> <p>Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p>
<p>G3. 2</p> <p>Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.</p>	<p>Family Resource Center 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>Family Resource Center 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Family Resource Center 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$5,446.28</p> <p>Family Resource Center 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$258.58</p> <p>Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>LCFF Supplemental and Concentration 6,000.00</p> <p>Family Resource Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 83,710.43</p> <p>Family Resource Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45,374.33</p> <p>Teacher on Special Assignment/Community Liaison 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 90,943.00</p> <p>Teacher on Special Assignment/Community Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 33,705.91</p>	<p>LCFF Supplemental and Concentration \$2,987.30</p> <p>Family Resource Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,395.89</p> <p>Family Resource Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,378.54</p> <p>Teacher on Special Assignment/Community Liaison 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,398.28</p> <p>Teacher on Special Assignment/Community Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,153.95</p>
<p>G3. 3</p> <p>Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Parent Nights 4000-4999: Books And Supplies LCFF Supplemental and Concentration 11,000.00</p> <p>Extra Duty Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 13,000.00</p> <p>Extra Duty Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,000.00</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Parent Nights 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,557.09</p> <p>Extra Duty Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,204.15</p> <p>Extra Duty Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$448.21</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extra Duty Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A	Extra Duty Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$99.36
<p>G3. 4</p> <p>Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.</p>	<p>Parenting Partners 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000.00</p> <p>Parenting Partners funded via Prop 47 Grant Not Applicable Not Applicable N/A</p> <p>Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 8,000.00</p> <p>Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,000.00</p> <p>Stipend for staff facilitators - Parenting Partners 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A</p>	<p>Parenting Partners 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,385.64</p> <p>Parenting Partners funded via Prop 47 Grant Not Applicable Not Applicable N/A</p> <p>Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68.79</p> <p>Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50.27</p> <p>Stipend for staff facilitators - Parenting Partners 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$278.56</p>
<p>G3. 5</p> <p>Moved to Goal 2, Action 7</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable Not Applicable N/A</p>
<p>G3. 6</p> <p>Moved to Goal 2, Action 9</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
G3. 7 Moved to Goal 1, Action 8	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A
G3. 8 Moved to Goal 1, Action 6	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Goal Analysis

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

We are committed to to support students, families, teachers, and staff. Action 2, 3, and 4 did not go as planned with many of the activities associated with the action being planned for the Spring and COVID_19 forcing us to close. The funds were diverted to activities in Goal 2 such as music and safety.

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

Goal 3 was mostly successful. our CWA And FRC offices did a good job of supporting families throughout the year. we had an increase in ICAP participation as the following suggests;
2019-20

Maintain participation in LCAP Survey

- Parents: 242 up from 189
- Staff: 101 down 1
- Students: 536 up from 411

Our biggest challenge was not finding a suitable replacement for parenting partners. The program was successful when first implemented, but as time passed the involvement lessened, to the point where we are looking for a new company to partner with for parent training and support.

another challenge was many of our family nights had to be canceled due to the pandemic. Schools supplemented some planned

activities with drive-thru events, but the expenditures we planned were not realized.

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
District will create a safe learning environment by providing PPE and safety mandates as required from SB 99 and other state guidance including: * Clear barriers * 5 Cloth Masks * Sanitizing agents * Hand washing stations * Thermometers for temperature checks * Pop-up tents for outdoor distribution areas All staff are being, and will be, trained in safety protocols in the use of the above PPE items	\$300,000	\$555,808.29	No
District administration, in conjunction with stakeholders, will create and implement 4 Phase Plan for instruction of students which consists of: * Stage 1 Full Distance Learning * Stage 2 Hybrid Learning (Some students on hybrid, others on distance learning. In-person offerings will focus on students higher risk of experiencing learning loss returning first as part of staged roll out) * Stage 3 Hybrid Learning (All students as parts of cohorts participating in in-person and distance learning) * Stage 4 Full In-Person Instruction for all students, except those who opt to remain on distance learning	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire and retain CTE staff and purchase materials and supplies for CTE pathways in order to provide academic support and enrichment that build toward college and career readiness. Pathways include: Logistics, Welding, AG Business, Health Careers, and other CTE Teachers	\$1,056,400	\$587,841.97	Yes
Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. Professional development and training will provide ways to align assessments and instructional strategies in order to improve progress and achievement for unduplicated students. Collaboration Days, Prioritized Standards, Development of BMs	\$30,000	\$38,362.53	Yes
Continue to provide professional development (PD) and supplies to maximize support in data and progress monitoring, and additional instructional support principally directed toward unduplicated students to increase student achievement: We have offered Professional Development to teachers, administrators, and classified staff in order to improve instruction and student achievement: <ul style="list-style-type: none"> * Renaissance Platform (STAR, ACCELERATED READER) * Supplemental ELD Curriculum * Unit Planning & Consistency with Google Classroom * Routines/Procedures w/Google * Thinking Maps * STAR Reports to Identify Student Needs * How to Access and Utilize Electronic District Resources We plan to offer continued publisher provided training in our intervention programs. We have started and will continue training teachers and administrators in ELD expectations, routines, and norms.	\$150,000	\$85,538.70	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As areas of need are identified, we will make arrangements to fill the need with future training sessions			
Provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.	\$2,098,000	\$1,749,826.39	Yes
Continue to provide additional support for our English Language Learners to increase student achievement through site based ELD Resource Teachers and District ELD Coach	\$175,000	\$188,761.06	Yes

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

The following are areas we identified where our spending and budgeting had substantive differences:

- * More on PPE than expected, but we took the attitude of better safe than sorry. We opted to purchase ionizers for every A/C unit which took our expenditures per what we originally had planned, but should keep our classrooms safer for many years to come.
- * Due to the limited amount of in-person time, and restrictions some of the companies we work with have, we were not able to provide several of the program trainings we had intended.
- * CTE - due to the lack of in-person instruction we were unable to offer 2 pathways (logistics and Welding). The materials for CTE/Pathways that were budgeted for were not purchased due to being on DL.
- * Additional support staff to assist with implementation and monitoring of programs - 3 positions were originally budgeted as full time positions and became part time, extra-duty positions instead accounting for the difference in budgeted and expended.

Analysis of In-Person Instructional Offerings

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

We were able to offer in person instruction for a brief period of time in November and December. Upon our return from winter break we stayed on DL due to a surge in COVID 19 in the county. We opted to lean toward the side of safety and stayed on DL through Spring Break. We resumed instruction in March 2021 rolling out grade levels every other week until K-6, 8, and 12th grades were back in person with an A/B cohort every other week, hybrid model.

We believe the following to be successes from this year:

- * PPE equipment and supplies were ordered and distributed as planned. Teachers that did return to in-person instruction were able to do so within the COVID safety plan we had adopted.

- * Our CTE/Dual Enrollment (DE) offerings were mostly intact allowing our students to continue working toward their certificates and college credits.

We believe the following to be the challenges from this year:

- * In-person instruction was limited as described above. Most students only were on campus for less than a month total by the end of this school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To increase connectivity for McFarland students, the district plans to install several WIFI extender antennas throughout the city. We should be able to provide free internet to 90% of the city.	1,000,000	\$1,263,629.05	Yes
To increase connectivity for McFarland students, the district has purchased hotspots with data plans to be used until the Antennas are in place. The 10% that the Antennas do not reach will continue to utilize the hotspots the remainder will be on reserve for when there may be a need to supplement.	\$275,000	\$185,020.55	Yes
To improve the instructional delivery during distance learning, the district provided multiple training sessions and will continue to identify areas of need and provide training to improve in those areas. Sessions that have been delivered thus far include: <ul style="list-style-type: none"> * Flipgrid to develop listening/speaking with Els * Teacher Clarity in Distance Learning * Teaching Literacy in Distance Learning * Planning Instructional Units for DL * Instructional Videos * Practical Tips for Distance Learning * Zoom Basics 	\$85,000	\$85,000.00	No
Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home. Ex. Student Chromebooks, headphones, and network hardware	\$1,200,000	\$454,853.58	Yes
MUSD will continue with our Multi-Tiered System of Support that was in place before distance learning was instituted. Our support system includes curriculum, programs, and personnel. Our tiered approach to attendance, behavior, and Social-Emotional well-being requires	\$1,625,000	\$3,329,013.61	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>counselors, administrators, teachers, and support staff to work together. Some of the necessary components to adequately provide the supports in our MTSS system include:</p> <p>Personnel</p> <ul style="list-style-type: none"> * District Social Worker (1) * Counselors (1 per school) * District Nurses (2) * Substance Abuse Counselor (1) * Psychologists (2.5) * Community Liaison (1) * Instructional Aides (3) * Learning Directors (5) * Academic Intervention (AI) Teacher (1) * School Resource Officer (1) <p>Programs</p> <ul style="list-style-type: none"> * SWIS (Vendor Contract) * Character Strong (Vendor contract and materials) <p>Curriculum</p> <ul style="list-style-type: none"> * 2nd Step (Books/Materials) <p>Systems/Supports/Incentives</p> <ul style="list-style-type: none"> * PBIS (Training and supplies for implementing) * Restorative Practices (Supplies) 			
Continue to provide supplies and materials for truancy reduction, basic personal care, and parent education for Child Welfare and Attendance (CWA) to support and assist homeless, Foster Youth, and at-risk students. (Salaries for these positions are budgeted elsewhere).	\$10,000	\$5,955.58	Yes

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

The following are areas we identified where our spending and budgeting had substantive differences:

- 1) Hotspots ended up not being as expensive as we anticipated.
- 2) The WIFI/LTE project has turned out to be more expensive than originally anticipated by the original quotes.
- 3) Purchase, maintain, replace, and upgrade technology was substantially lower due to other sources of revenue that we were able to utilize to cover these costs.

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.

McFarland USD's Distance Learning Program plan came with several successes and challenges. Like most, we were uncertain what the future held and attempted to provide as many services and supports as possible through our distance learning program. We identified a need to ensure families had internet access. In addition, we knew training for our teachers was imperative so that they were equipped with the basic skills to provide a distance learning program. We also realized that maintaining as much consistency with our Multi-Tiered System of Support (MTSS) that was in place before distance learning was important for our students and staff.

We believe the following to be some of the greatest successes of the year:

- * We successfully connected our families to the world wide web. Hotspots were successfully delivered to all households that did not have internet access. These hotspots were acquired to be ensure connectivity until the LTE project is completed.
- * Nearly 2/3 of our staff attended virtual training sessions in July. We were also able to host several follow up virtual trainings in the fall, which were well attended by teachers, Topics included: Flipgrid to develop listening/speaking with EIs, Teacher Clarity in Distance Learning, Teaching Literacy in Distance Learning, Planning Instructional Units for DL, Instructional Videos, Practical Tips for Distance Learning, and Zoom Basics.

We believe the following to be some of the biggest challenges of the year:

- * WIFI/LTE project required special engineering to run cable under Highway 99 to the east side of town. The time and costs to bring in equipment to bore under the highway were longer and higher than expected. However, upon completion, this project will provide free wifi to nearly 90% of the city and should be fully functional during the summer, as system tests in the Spring have been concluded.

* Ensuring students families were aware of the support services available to them and finding ways to connect was not always easy. Our counselors and psychologists worked tirelessly trying to connect with families in need of supports.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School (K-8) will be offered to students that are still showing learning gaps according to the STAR Assessment. Priority enrollment given to English learners; low-income; foster youth; pupils with exceptional needs; and homeless students exhibiting heavy learning loss as assessed by the STAR assessment in ELA and Math.	\$150,000	\$163,709.27	No
<p>In order to mitigate the learning loss of students, especially EIs, low-income, foster youth, and homeless students, we will revamp our RTI system at all three elementary schools as an Extended Day Intervention. To do so we will:</p> <ul style="list-style-type: none"> * Train and implement RTI at elementary levels consistent with safety protocols of the district * Provide student and teacher materials needed to implement RTI at all three elementary schools * Monitor and adjust intervention groups according to the district RTI plan. 	\$30,000	0	Yes
<p>Offer Summer School at the high school level with priority registration given to English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. Courses to include Credit Recovery, Literacy, Math, Prep courses to ready students for AP or CP level studies. To do so we will provide:</p> <ul style="list-style-type: none"> * Materials/Curriculum * Salary/Benefits of instructors * Transportation to homeless/foster youth/ and students who live outside the city limits as requested and needed * Counselor * Administrator 	\$125,000	0	Yes
Offer incoming K, 7th, and 9th grade students a 2 or 3-week Summer Bridge program that acclimates them to the new school they will be	\$20,000	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
entering, while also filling learning gaps to better prepare them for success. Since SED, Homeless, and Foster Youth often experience learning gaps and a lack of a sense of belonging, Summer bridge will help these students make positive connections and give them a head start to the school year. Expenses of the program include: * Materials/Curriculum * Salary/Benefits of instructors			
Saturday and Winter Academies will be offered to students below the 25th percentile in achievement in Math and Language Arts as indicated by using STAR. Each quarter, students will be identified and grouped by needed skill and scheduled into 6 Saturday academies. Focused instruction on skills identified through the STAR assessment will be provided. To accomplish this the district will provide materials, pre/post assessment, and teacher salaries/benefits.	\$15,000	0	No

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

The following are areas we identified where our spending and budgeting had substantive differences:

Due to negotiated safety language because of COVID, we were unable to:

- 1) Implement the intended RTI. The system was built for in-person instruction and we did not have the resources to adjust. Many teachers still offered differentiated instruction through ZOOM or GOOGLE MEETS, but the defined system as planned was not accomplished. However, we are starting the training this summer for implementation next Fall now that in-person restrictions have been lifted.
- 2) Provide any academies during the school year. However, now that in-person restrictions have been lifted, we are planning the academies for next school year.

Due to the nature of accounting, most summer school expenses will end up expended/charged to the 2021/22 budget year. We were limited in what we expended during the 2020/21 school year to training and materials, all other expenses will appear in the 2021/22 accounting year.

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.

As a district we found the pandemic to highlight major deficiencies in our academic programs. Our data showed the following;

Internal data indicates our students are reading far below grade level:

- * On STAR Reading our average student's instructional reading level in 3rd grade is at the 1.9 grade level, more than a year behind. In 6th grade it is at 3.7, nearly 3 years behind.

- * On STAR Reading, in every grade level, our EL students are significantly lower on average compared to ALL students (ex: 12th grade "all students" avg IRL=6.8 and 12th Grade "EL students" IRL=3.7)

- * Percentage of students scoring at the 50%ile or higher on STAR Early Literacy in 1st Grade has gone down from 51.4% to 35.7%

Furthermore, our parent/student/staff surveys indicate some discrepancies and low opinions, that must be addressed:

- * There's a significant difference between Students and Parents from our survey on whether a student looks forward to coming to school (Parents 91.3% Students 78.3%)

- * % of students who look forward to coming to school went down: 19/20 71% to 20/21 66.70%

- * There is a disconnect between students looking forward to coming to school (66.7%) and students feeling the campus is a welcoming place (95%)

We did find some success though. Our Extended learning program successfully implemented a reading intervention after school program for small groups of student via ZOOM. Many teachers were able to create ZOOM breakout rooms to host small groups of students grouped by need. Furthermore, our low performance indicators highlighted the need for large scale intervention which is being piloted in Summer school in 2021 as a launch to full implementation in Fall 2021. We also successfully brought about 705 of our students back to campus in late spring allowing for some in-person instruction.

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.

During the 2020-21 school year the McFarland Unified School District had various practitioners available to support the mental health and social emotional needs of staff and students which included School Psychologists, School Counselors, Student Affairs specialists, School Social Workers, and School Psychologist Interns.

These specialists provided various services such as:

1. Student social Skills groups
2. Individual counseling
3. Group Counseling
4. Social Skills groups
5. Restorative conferencing
6. Restorative circles
7. Peer mediation
8. Wellness checks
9. Threat assessments
10. Linkage and consultation services
11. Suicide Assessments
12. Referral services
13. Collaboration with outside agencies
14. Home visits

Some internal data we believe supports our belief that our parents and students are benefiting from these services include;

- * 99% parents feel the schools keeps them informed
- * 98% of Spanish and 95% English speaking parents state the school is a positive place to be
- * 97% Spanish and English speaking parents state they believe their child is safe on campus
- * 97% Spanish and English speaking parents state the school is welcoming and wants their child there

Providing many of these services on an online platform was challenging at times due to technical difficulties. However, the online platform facilitated flexibility and accessibility. We actually believe the pandemic served our department well by allowing a platform to advertise and deliver services that many did not realize existed.

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.

MUSD has 3 main components for pupil engagement and parent outreach:

- * All Sites have a Multi tiered Attendance Plan
- * All Sites have an Incentive Plan
- * District Supplemental Intervention Plan /SARB

In addition, we offered virtual evening family events such as Back to School Night, Read Across America, parent conferences, parent Google Classroom tutorials, virtual field trips and parent meetings to review re-opening procedures. We held regular drive thru events to distribute instructional materials and engagement and attendance incentives. In an effort to keep students engaged and families connected, some schools began a podcast where announcements and motivational stories were shared. Additionally, we held virtual School Site Council and ELAC meetings.

McFarland USD believes the following items and activities to be successes in engagement and outreach:

- * Parent Square (posts and messages)
- * Class Dojo
- * Teachers recorded videos with information (ie: how to look up missed assignments, how to help student with literacy, how to access a certain program, etc)
- * Parent conferences (scheduled virtual or in person depending on parent preference)
- * Drive through material distributions
- * Drive through incentive pickups
- * Home visits by administrators, counselor, SRO, and teachers
- * Outdoor activities (Color Run, Movie Night, BMX bike assembly)

While we believe that overall we were successful in our outreach and engagement attempts, we did experience some challenges. Those included:

- * Parents who did not stay connected with the teacher or school
- * Student attendance (no support from parents)
- * Internet connection issues
- * Inability for parents to physically come onto campus for additional support

Internal data that suggests that our outreach and engagement is successful include;

- * 99% parents feel the schools keeps them informed

* 98% of Spanish and 95% English speaking parents state the school is a positive place to be

Analysis of School Nutrition

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

In McFarland, all students (100%) receive free school breakfast and free school lunch. Since the onset of COVID-19 we have had distribution stations set up at all of our elementary sites to cover the west, east, and central parts of the city where children can pick up their meals. There were a few households outside of town t=without transportation to pick up meals where provided delivery of their meals upon request.

In our opinion, our school nutrition program was very successful. We had drive through meal distribution that continued uninterrupted since the onset of COVID-19. According to our records we were able to provide:

- * 262,202 breakfast and lunch meals between August and February
- * 105,831 suppers between August and February
- * 106,967 snacks between August and February

#s were not yet available past February at the time of this report.

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.

N/A

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.

Teachers need to be familiar with and able to use technology including google classroom, google meets, and zoom. District needs an approved list of 3rd party apps that will be allowed to be utilized.

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

N/A

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.

N/A

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.

Our academic achievement indicators already signaled a need for improvement before COVID-19 and though distance learning in 20-21 those needs were amplified. As a result we have had many deep discussion on how to approach solving these deficiencies in ways we have not do in the past. An internal review of our Renaissance STAR Data in Math and Reading show a great need to implement interventions districtwide. We have contracted with multiple tutoring companies, planned the largest summer school we have ever provided, and will be implementing RTI in our elementary schools as a result of the struggles we have faced the past 15 months. The pandemic illuminated needs that already existed and amplified the urgency in which we need to address them.

Our 2019 dashboard indicated several areas in need of improvement and those areas were further impacted by the learning loss due to COVID-19. This is the basis for us taking extra time to develop new goals for the 2021-24 LCAP.

Our data shows that student achievement is down. This is not a shock considering the amount of time we have spent in distance learning the past 12 months, but is the reality we are facing.

External data indicates the following areas of concern from the 2019 CA School Dashboard:

- * ELA dashboard Indicator is overall "orange" (48.8 below standard) and is "orange" for Hispanics (49.5 below standard) and Student with Disabilities (114.4 below standard)
- * Math dashboard indicator is overall "yellow", students with disabilities were "orange"
- * CCI dashboard indicator is "red" and both Hispanics and Student with disabilities were "red"
- * The number of students scoring 4 on ELPAC has decreased
- * Chronic Absenteeism dashboard indicator is "green", but we found 2 of our schools were over 10% (which would give them a "red" indicator in chronic absenteeism)

internal data shows:

STAR READING

On average our 2nd Grade EL students are reading at a Pre-Primer level

On average our 3rd Grade EL students are reading at a 1.0 level

On average our 2nd Grade ALL students are reading at a Primer level

On average our 3rd Grade ALL students are reading at a 1.9 level

STAR EARLY LITERACY

1st Grade at or above Grade level at the end of Q1 has gone down 51.4% to 35.7% (From 19/20 to 20/21)

ATTENDANCE

Down to 94% from 96%

As a result of some of these trends we opted to create focus goals on reading and attendance in the new LCAP. We are also planning to continue our summer school efforts throughout the 3 year LCAP cycle at a scale nearly 3 times the size of what we used to deliver. Furthermore, the need for expanded learning opportunities through our extended learning program has been recognized.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,291,006.00	8,693,650.60
LCFF Supplemental and Concentration	10,291,006.00	8,693,650.60
Not Applicable	0.00	0.00
	0.00	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	10,291,006.00	8,693,650.60
1000-1999: Certificated Personnel Salaries	3,014,664.57	2,853,482.63
2000-2999: Classified Personnel Salaries	1,463,921.21	1,416,463.17
3000-3999: Employee Benefits	2,036,300.27	1,763,682.15
4000-4999: Books And Supplies	2,119,479.81	1,835,056.75
5000-5999: Services And Other Operating Expenditures	583,233.14	460,006.77
5800: Professional/Consulting Services And Operating Expenditures	683,407.00	267,074.25
6000-6999: Capital Outlay	390,000.00	97,884.88
Not Applicable	0.00	0.00
	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,291,006.00	8,693,650.60
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	3,014,664.57	2,853,482.63
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	1,463,921.21	1,416,463.17
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	2,036,300.27	1,763,682.15
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	2,119,479.81	1,835,056.75
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	583,233.14	460,006.77
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	683,407.00	267,074.25
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	390,000.00	97,884.88
Not Applicable	Not Applicable	0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,488,766.33	5,277,346.17
Goal 2	3,481,506.00	3,126,215.96
Goal 3	320,733.67	290,088.47

* 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	\$3,809,400.00	\$3,206,138.94
Distance Learning Program	\$4,195,000.00	\$5,323,472.37
Pupil Learning Loss	\$340,000.00	\$163,709.27
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$8,344,400.00	\$8,693,320.58

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$555,808.29
Distance Learning Program	\$85,000.00	\$85,000.00
Pupil Learning Loss	\$185,000.00	\$163,709.27
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$570,000.00	\$804,517.56

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,509,400.00	\$2,650,330.65
Distance Learning Program	\$4,110,000.00	\$5,238,472.37
Pupil Learning Loss	\$155,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$7,774,400.00	\$7,888,803.02