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
TEACH Academy of Technologies	Suzette Torres Principal	storres@teachps.org 323-872-0809

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

Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Annual Growth on CAASPP ELA distance from Level (DFL) 3 Scale Scores: Grades 5-8 **19-20** -4.8 DFL3 **Baseline** -49.8 DFL3	Data not available
Metric/Indicator Annual Growth on CAASPP Math distance from Level (DFL) 3 Scale Scores: Grade 5-8 **19-20** -63.1 DFL3 **Baseline** -103.1 DFL3	Data not available
Metric/Indicator Increase attendance rates: **19-20**	96.2%

Expected	Actual
>96% **Baseline** 95.3%	
Metric/Indicator Decrease Chronic Absenteeism rates: (1% decline annually) **19-20** 11% **Baseline** 14.2%	26.92%
Metric/Indicator Maintain Middle School Dropout Rates: **19-20** <1% **Baseline** <1%	
Metric/Indicator Decrease % of Grade 5 students “at-risk HFZ” annually: **19-20** Establish AMO **Baseline** Baseline	Data not available
Metric/Indicator Decrease % of Grade 7 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition. **19-20** 0%/6% **Baseline** 10%/21%	Data not available
Metric/Indicator Facilities Inspection Tool (FIT) Report Score: Good or Better	Good

Expected	Actual
19-20 Good **Baseline** Good	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	1000-1999: Certificated Personnel Salaries Base $890,739 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $222,684	1000-1999: Certificated Personnel Salaries LCFF Base 958748 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 262973
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** Students with Disabilities **Location(s)** All Schools	Duplicate Expenses Goat1, Action 1000-1999: Certificated Personnel Salaries $0 5000-5999: Services And Other Operating Expenditures $25,000	Duplicate Goal 1 Action 1 1000-1999: Certificated Personnel Salaries 0 5000-5999: Services And Other Operating Expenditures 47967
	4000-4999: Books And Supplies Supplemental and Concentration $55,349 4000-4999: Books And Supplies Supplemental and Concentration $791	4000-4999: Books And Supplies LCFF Supplemental and Concentration 62583 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	2000-2999: Classified Personnel Salaries Supplemental and Concentration $350,000 SPED Coordinator – See Goal 1, Action 2 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) $150,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 322501 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) 169084
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $10,000 Salaries of Admin: See Goal 1, Action 4 5000-5999: Services And	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10000 Salaries of Admin: See Goal 1, Action 4 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Other Operating Expenditures Supplemental and Concentration	LCFF Supplemental and Concentration
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	5000-5999: Services And Other Operating Expenditures Base $655,712	5000-5999: Services And Other Operating Expenditures LCFF Base 855382
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	see Goal 1, Action 1 4000-4999: Books And Supplies Base $0 Curriculum – See Goal 2, Action 3 4000-4999: Books And Supplies $0	see Goal 1, Action 1 4000-4999: Books And Supplies LCFF Base 0 Curriculum – See Goal 2, Action 3 4000-4999: Books And Supplies 0

Goal Analysis

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

Not applicable

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

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 2

Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator % of students that have access to standards-aligned instructional materials: **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers that will implement state standards for all students including EL access to CCSS & ELD **19-20** 100% **Baseline** 100%	100%
Metric/Indicator % of teachers who are appropriately credentialed and assigned. **19-20**	

Expected	Actual
100% **Baseline** 100%	
Metric/Indicator Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT: **19-20** Establish AMO **Baseline** 15%	
Metric/Indicator Increase English Learner reclassification rate: **19-20** Establish AMO **Baseline** 9.4%	3%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Conferences & Consultant for PD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $80,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 26658

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** LEA-wide **Locations** All Schools	(CELDT/ELPAC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $30,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30000
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $50,000	Repeat Expnditure 4000-4999: Books And Supplies LCFF Base 25054

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)** All Schools	4000-4999: Books And Supplies Base $31,628 5800: Professional/Consulting Services And Operating Expenditures Base $2,378	Repeat Expenditure 4000-4999: Books And Supplies LCFF Base 0 Repeat Expenditure 5800: Professional/Consulting Services And Operating Expenditures LCFF Base 0
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	4000-4999: Books And Supplies Supplemental and Concentration $20,000	Repeat Expenditure 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0

Goal Analysis

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

Not applicable

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

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent involvement through input in decision-making via SSC, & ELAC. **19-20** Met **Baseline** Met	
Metric/Indicator Parent involvement will include opportunities for participation in programs for unduplicated students. **19-20** Met **Baseline** Met	
Metric/Indicator Suspension rate: **19-20** <1% **Baseline**	0%

Expected	Actual
1.3%	
Metric/Indicator Maintain expulsion rates: **19-20** <1% **Baseline** 0%	)%
Metric/Indicator Administer parent, student & teacher survey to measure sense of safety and school connectedness. **19-20** Met **Baseline** Met	
Metric/Indicator Administer Facility Inspection Tool (FIT): Score Good or Better **19-20** Good **Baseline** Good	Good

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration $10,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools	Salary- See Goal 1, Action 4 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	
	2000-2999: Classified Personnel Salaries Supplemental and Concentration $50,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners Foster Youth Low Income **Scope of Services** LEA-wide **Locations** All Schools		

Goal Analysis

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

Not applicable

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

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 4

Implement CCSS and assess student mastery of ELA and math standards using Pearson digital content and other supplementary materials

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

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

Not applicable

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

For each goal, both successes and challenges were created by the Pandemic and the need to provide distance learning and work remotely. Staff was required to be flexible and while our overall priorities did not change, there was a shift on the level of urgency related to supporting students, particularly vulnerable student subgroups, through new strategies and technology.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

Goal Analysis

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

Not Applicable

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

Goal 6

Promote parent engagement through parent conferences and workshops on topics that engage them to support their students' academic and career success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

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

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

Goal 7

Increase percentage of students meeting proficiency or better on CCSS-aligned assessments in ELA and math

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

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

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

Goal 8

Increase the number of English Learners who reclassify as Fluent English Proficient

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

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

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

Goal 9

Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** English Learners **Scope of Services** **Locations**		

Goal Analysis

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

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

Goal 10

To maintain a 95% or above average daily attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: **Students to be Served** All **Location(s)**		

Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance any and all safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	$70,000	70000	No
Janitorial and campus aide staff to provide a constant clean and COVID-19 free school site, ensuring the cleaning of equipment and common and shared spaces. Any additional supplies directly as a result of cleaning and sanitizing as a result of concern over the spread of COVID-19. (LLMF)	$100,000	100000	No
Safe Passage Agreement (WACA) to monitor student safety in the community as they move to and from the school. (LLMF)	$30,000	30000	No

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

NA

Analysis of In-Person Instructional Offerings

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

Implementation of health and safety measures was a success. Overall the process of shifting from distance back to in-person learning was a challenge.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	$200,000	200000	Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	$60,000	0	Yes
Purchase software to ensure management of deployed equipment for distance learning	$70,000	70000	Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	$40,000	40000	Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	$1,300,000	1185000	Yes
Two full time counselors to provide students with metal health support, counseling, social emotional learning. (LLMF)	$130,000	85000	Yes
A full time Student Support Services Coordinator (LLMF)	$65,000	0	Yes
Two classroom aides to provide support for students with IEPs, EL designations, or a foster or homeless status	$70,000	50000	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.

NA

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.

There were many challenges to the continuity of instruction but we were successful in providing both technology and technology support to teachers and families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional supplemental programs (LLMF)	$60,000	71990	Yes
Maintaining additional classroom aide support (Duplicate Expense)	0		
Maintaining Counseling Staff (Duplicate Expense)	0		

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.

Due to changes in distance and on-site learning and the learning loss created by the pandemic more funds were spent to support supplemental programs to address learning loss than anticipated.

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.

New curriculum and online platforms were implemented and are planned for the upcoming year to address disruptions and gaps that resulted from the pandemic.

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.

Supporting the mental health and well-being of students became a priority for our school this year. We focused on creating strong individual relationships between students and teachers and have engaged additional staff to address social emotional development of our students.

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.

Family outreach has been very challenging. Staff engaged in multiple strategies to bring families into the fold and be active participants in their child's education. Next year additional online engagement platforms will be used to increase family engagement.

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English	$60,000	60000	Yes

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

NA

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Lessons learned are analyzed and discussed in detail in the LCAP and were a driving force in the development of LCAP goals and actions.

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

Pupil learning loss is a key driver for LCAP goals and actions and are reflected in the emphasis on rigorous standards based curriculum.

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.

NA

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.

Available student outcome data from this past year, along with dashboard data from 19-20, and input from key stakeholders informed the development of the LCAP and are discussed in detail in each section of the LCAP.

Instructions: Introduction

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

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

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	2,634,281.00	2,770,950.00
	25,000.00	47,967.00
After School Education and Safety (ASES)	150,000.00	169,084.00
Base	1,630,457.00	0.00
LCFF Base	0.00	1,839,184.00
LCFF Supplemental and Concentration	0.00	714,715.00
Supplemental and Concentration	828,824.00	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	2,634,281.00	2,770,950.00
1000-1999: Certificated Personnel Salaries	920,739.00	988,748.00
2000-2999: Classified Personnel Salaries	400,000.00	322,501.00
4000-4999: Books And Supplies	167,768.00	87,637.00
5000-5999: Services And Other Operating Expenditures	840,712.00	1,082,433.00
5800: Professional/Consulting Services And Operating Expenditures	305,062.00	289,631.00

* 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	2,634,281.00	2,770,950.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	890,739.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	958,748.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	30,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	322,501.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	400,000.00	0.00
4000-4999: Books And Supplies		0.00	0.00
4000-4999: Books And Supplies	Base	81,628.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	25,054.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	62,583.00
4000-4999: Books And Supplies	Supplemental and Concentration	86,140.00	0.00
5000-5999: Services And Other Operating Expenditures		25,000.00	47,967.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	150,000.00	169,084.00
5000-5999: Services And Other Operating Expenditures	Base	655,712.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	855,382.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,378.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	289,631.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	302,684.00	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	2,360,275.00	2,689,238.00
Goal 2	214,006.00	81,712.00
Goal 3	60,000.00	0.00

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$200,000.00
Distance Learning Program	$1,935,000.00	$1,630,000.00
Pupil Learning Loss	$60,000.00	$71,990.00
Additional Actions and Plan Requirements	$60,000.00	$60,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,255,000.00	$1,961,990.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200,000.00	$200,000.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$200,000.00	$200,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$1,935,000.00	$1,630,000.00
Pupil Learning Loss	$60,000.00	$71,990.00
Additional Actions and Plan Requirements	$60,000.00	$60,000.00
All Expenditures in Learning Continuity and Attendance Plan	$2,055,000.00	$1,761,990.00