

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 Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School	Sharon Rhee Principal	srhee@teachps.org 323-872-0708

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

All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1 Outcome 1 — Basic (Conditions of Learning):</p> <p>All TEACH ES students will have access to a high-quality education program taught by highly qualified teachers.</p> <p>Baseline 100% implementation of CCSS ELA and Math and NGSS implementation</p>	
<p>Metric/Indicator Priority 1 Outcome 2 — Basic (Conditions of Learning):</p> <p>% of TEACH ES students who will have sufficient access to standards-aligned instructional materials.</p> <p>Baseline 100% of students will have access to standards-aligned instructional materials</p>	100%
<p>Metric/Indicator</p>	data not available

Expected	Actual
<p>Priority 1 Outcome 3 — Basic (Conditions of Learning):</p> <p>% of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing.</p> <p>Baseline Campus & Facilities Aide completes Daily Inspection Sheets twotimes a day two times a day with 90% compliance or good standing rating</p>	
<p>Metric/Indicator Priority 2 Outcome 1 — State Standards (Conditions of Learning):</p> <p>Purchased text and online curriculum; curriculum pacing and lesson plans; teacher observations.</p> <p>Baseline Site will purchase core curriculum materials in ELA, ELD, Math, and Science along with intervention programs that align to CCSS</p>	
<p>Metric/Indicator Priority 7 Outcome 1 — Course Access (Conditions of Learning):</p> <p>% of access to all available programs and services outlined in charter petition.</p> <p>Baseline 100% of students will have access to all available programs and services outlined in charter petition</p>	

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) All Schools Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

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Goal Analysis

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

NA

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

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

Goal 2

Every TEACH ES student will have the right to a rigorous, data-driven, college-preparatory instructional program with technology integration and project-based learning opportunities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4 Outcome 1 — Pupil Achievement (Pupil Outcomes):</p> <p>Scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data. Internal assessment data goals include Schoolwide and all significant subgroups will meet or exceed targets for growth in ELA and Math as evidenced by internal diagnostic assessments such as NWEA MAPs, DIBELs, ELPAC, and standards and curricular based internal assessments.</p> <p>Baseline Meet or exceed the rates of LAUSD averages</p>	<p>data not available</p>
<p>Metric/Indicator Priority 4 Outcome 2 — Pupil Achievement (Pupil Outcomes):</p> <p>EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments.</p>	<p>data not available</p>

Expected	Actual
<p>Baseline EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments</p>	
<p>Metric/Indicator Priority 4 Outcome 3 — Pupil Achievement (Pupil Outcomes):</p> <p>EL reclassification rates; EL student progress towards reclassification and academic progress include: ELPAC score of a “3” or “4”, report card grades of “3’s” or “4’s” in the English Language Arts and Mathematics, Teacher recommendation, review documentation of individual conferences and meetings. When an EL student reaches these goals, a recommendation for reclassification is made. Instructional staff and parent will meet for the reclassification process and make recommendations for reclassification. The child will be designated as Reclassified Fluent English Proficient (RFEP).</p> <p>Baseline EL reclassification rates will meet or exceed the rates of LAUSD averages</p>	2.80%
<p>Metric/Indicator</p> <p>Priority 8 Outcome 1 — Other Pupil Outcomes (Pupil Outcomes):</p> <p>% of students with access to hands-on/PBL and tech-based learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations.</p> <p>Baseline 100% of students with access to hands-on/PBL and tech-based learning</p>	data not available

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Goal Analysis

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

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

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, including teachers increased capacity to deliver effective standards-based online instruction.

Goal 3

TEACH ES will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 3 Outcome 1 — Parental Involvement (Engagement):</p> <p># of parents attending 2+ events annually</p> <p>Baseline Increase rate of participation (overall and by stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</p>	
<p>Metric/Indicator Priority 3 Outcome 2 — Parental Involvement (Engagement):</p> <p>Analysis of attendance, Sign In sheets, consistent membership</p> <p>Baseline Increase rate of participation (overall and by</p>	

Expected	Actual
<p>stakeholder group) as needed over previous year (estimated target 2-3% annually); Increase stakeholder approval ratings as needed on school climate (estimated target 2-3% annually)</p>	
<p>Metric/Indicator Priority 5 Outcome 1 — Pupil Engagement (Engagement): Attendance and chronic absenteeism rates</p> <p>Baseline Maintain an ADA rate of > 95%</p>	<p>94.2%</p>
<p>Metric/Indicator Priority 6 Outcome 1 — School Climate (Engagement): % of student suspensions (suspension rate that is < 1%)</p> <p>Baseline Maintain a suspension rate that is < 5 %</p>	<p>0%</p>
<p>Metric/Indicator Priority 6 Outcome 2 — School Climate (Engagement): % of student expulsions (expulsion rate that is < 0.5%)</p> <p>Baseline Maintain an expulsion rate that is < 1%</p>	
<p>Metric/Indicator Priority 6 Outcome 3 — School Climate (Engagement): % of participation in school climate survey and survey results</p>	

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<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		
<p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Location(s) Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</p>		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Foster Youth Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: TEACH Preparatory Mildred S. Cunningham & Edith H. Morris Elementary School Specific Grade Spans: TK-5</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.

NA

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

Family and parental engagement was extremely challenging this year. We implemented strategies to engage with families virtually and are poised to implement new technology platforms to increase parent participation in their child's education as well as strategies to bring parents together at the school site.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 6

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 7

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 8

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 9

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 10

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	\$40,000		No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	\$100,000		No
Safe Passage (WACA) (LLMF)	\$15,000		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.

The pandemic created numerous challenges and the school remained flexible and implemented the state's tier-specific guidelines with student health and safety as our number one priority. With the PPP money we maximized our student support by making sure all staff (Classified and Certified Staff) stayed on board during COVID to support student learning- such as supporting teachers with small groups, assisting with assessments, providing individual attention all via DL.

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, iPads, 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. (LLMF)	\$50,000		Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0		Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	\$30,000		Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	\$35,000		Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	\$15,000		Yes
Certificated teachers to provide engaging standards based online instruction (LLMF)	\$525,000		Yes

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

Analysis of the Distance Learning Program

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

The school implemented numerous strategies to overcome the challenges presented by distance learning- those strategies included small groups using breakout rooms were created to support this student population. We also created schedules for or TA's to do push

in times to support the teachers working with our EL, foster youth, and low- socio-economic students during DL as well. Our parent coordinator and office manager made sure we kept in good communication with our parents/guardians via Parent Square as well as via phone. The school even made home visits to students who couldn't come over to get school materials and if attendance was low we would do a wellness check up by visiting the homes to see how we can assist them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	\$12,000		Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	\$524,000		Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	\$70,000		Yes

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

NA

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.

One of the challenges this year was assessing the learning loss due to uneven participation in formative assessments and because the school is new, lack of baseline assessment data. We did reflect upon classroom assessment results and other available local data to drive the creation of the LCAP goals and actions.

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 vulnerable student groups such as foster youth, EL students, and low SES during distance learning was particularly challenging and our staff made forming connections with students and reaching out to families with resources to foster mental well-being during this time became a priority.

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.

Successes included the use of ParentSquare, which was utilized to communicate with parents important information throughout DL. When we had difficulty with parents picking up homework and dropping off homework, we utilized the services of WACA (Western Avenue Community Action) to drop off and pick up assignments to students and return it back to school.

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.	\$50,000		Yes
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	\$16,000		Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders.	\$16,000		Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	\$16,000		Yes

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

Overall Analysis

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

The lessons learned from implementing in-person and distance learning served as a point of reflection and was a key driver in the development of goals for the LCAP, and are described within the LCAP in greater detail.

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

Addressing pupil learning loss is a key priority in the LCAP- this includes developing data literacy throughout the school, using standards based assessments as data points to drive instruction and hiring additional staff to support targeted interventions.

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.

Analysis of program implementation and available local student outcome data as well as the previous 19-20 student outcome data served as the primary driver for reflection and goal setting for the new LCAP, as well as the input from key stakeholders such as staff, faculty, parents, administrators and students. This input and these data points are provided in greater detail within 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		

* 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		

* 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		

* 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

* 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	\$155,000.00	
Distance Learning Program	\$655,000.00	
Pupil Learning Loss	\$606,000.00	
Additional Actions and Plan Requirements	\$98,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,514,000.00	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$155,000.00	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$155,000.00	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$655,000.00	
Pupil Learning Loss	\$606,000.00	
Additional Actions and Plan Requirements	\$98,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$1,359,000.00	