



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

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

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

All students will have access to a rigorous IB curriculum through appropriate instructional resources and materials needed for learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Written Curriculum updated to reflect CCSS and NGSS</p> <p>19-20 6 units of inquiry taught. 6 units of inquiry updated and 6 taught that align with CCSS and NGSS 6 units of inquiry reflected upon by grade level teams with feedback from IB Coordinator</p> <p>Baseline 6 units of inquiry taught 5 units of inquiry updated and taught that align with current CCSS and NGSS</p>	<p>6 Units of Inquiry aligned with Common Core State Standards(CCSS) and Next Generation Science Standards (NGSS) have been taught.</p>
<p>Metric/Indicator Standards-based and IBPYP instructional materials and resources available to all students</p> <p>19-20 100% ELA and Math standards-based resources are available</p>	<p>100% ELA, Math, and Science standards- based resources are available.</p>

Expected	Actual
<p>6/6 Units of Inquiry have resources that align with Next Generation Science Standards and Social studies</p> <p>100% of teachers have classroom budgets to support IB Units of Inquiry</p> <p>Baseline 100% ELA and Math standards-based resources are available 5/6 Units of Inquiry have resources that align with Next Generation Science Standards (NGSS), the 6th unit is still in final development</p>	
<p>Metric/Indicator Action items from IB 2015 Evaluation visit</p> <p>19-20 All teachers will implement inquiry-based practices in classroom at a level appropriate to their experience in the PYP</p> <p>Baseline Evaluation visit from 2015 indicates all teachers must be committed to a constructivist, inquiry- based approach to teaching and learning that promotes inquiry and the development of critical-thinking skills</p>	<p>All teachers are trained in inquiry-based practices and implement them into the classrooms at a level appropriate with their experience. This year three teachers were sent to Level 1 training. Eleven teachers were sent to Level 2 and 3 training.</p>
<p>Metric/Indicator All teachers will be trained in the Enhancements to the PYP and changes will be implemented</p>	<p>Sixteen teachers attended local IBPYP training opportunities including the Global Conference, Area Summit, and CAWs.</p>

Expected	Actual
<p>19-20 All staff will be introduced to the 18 enhancements to the PYP and at least 3 changes will be implemented</p> <p>Baseline IB Coordinator and Principal were trained in Spring 2019</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>100% of Teachers are trained in IB practices and principle at Level One 90% of teachers are trained in IB practices and principles at Level 2 and 3 unless in first three years at the organization. Teachers will be introduced to the Enhancements to the PYP and at least 3 practices will be implemented.</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 Grade Spans: All grades</p>	<p>1000, 2000, 3000 LCFF Base \$3197732</p> <p>1000, 2000, 3000 LCFF Supplemental and Concentration \$231528</p> <p>1000, 2000, 3000 SPED \$436532</p> <p>1000, 2000, 3000 Title I \$90669</p>	<p>1000, 2000, 3000 LCFF Base 3235798</p> <p>1000, 2000, 3000 LCFF Supplemental and Concentration 188461</p> <p>1000, 2000, 3000 SPED 414178</p> <p>1000, 2000, 3000 Title I 91496</p>
<p>100% of ELA and Math Materials are standards-based 100% of Science materials are NGSS aligned</p> <p>Resources to be provided that support student agency and hands-on learning opportunities</p> <p>Full-time School Librarian to support literacy and research skills that align with ELA and IBPYP</p>	<p>4000 LCFF Base \$61908</p> <p>4000-4999: Books And Supplies Lottery 41128</p>	<p>4000 LCFF Base 43290</p> <p>4000-4999: Books And Supplies Lottery 45801</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Part time Library aide to support with German needs in library</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 Grade Spans: All grades</p>		
<p>Purchase technology based upon plan that includes: classroom panels, updated teacher laptops, updated chromebooks and ipads, and document cameras.</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)</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.

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

Successes:

The actions have been very effective in maintaining our IB Authorization and attracting families seeking an IB education. Teachers receive training off-site, but also meet weekly to reflect upon the integration of IBPYP and CCSS. Staff continued to meet weekly after March 2020 shutdown via Zoom.

Challenges:

Statewide shutdown in March 2020 limited staff attending any trainings in March, April, May and June. Remote trainings were implemented in place of in-person.

Goal 2

Professional development and resources will be provided for teachers to deliver a standard-based curriculum that incorporates CCSS in English Language Arts and Mathematics, Next Generation Science Standards (NGSS), and German Language instruction to increase overall achievement in our dual-language model.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator % Certificated classroom Teachers trained in NGSS and/or CCSS</p> <p>19-20 100% of the current teachers trained in both CCSS and NGSS</p> <p>Baseline 100% of the current teachers in CCSS with varying exposure to NGSS</p>	<p>100% of teachers are teaching to the CCSS and NGSS standards.</p>
<p>Metric/Indicator SBAC data</p> <p>19-20 Maintain all students in Green or Blue</p> <p>Increase points in both ELA and Math</p> <p>Baseline</p>	<p>"All Students" are currently in the Green range on the LCFF Accountability rubric for ELA and Mathematic. Students are 9 points above standard in ELA and 10 points above standard in Math.</p>

Expected	Actual
<p>All students are currently in the orange range on the LCFF accountability rubric for English Language Arts (6 points above level 3).</p> <p>All students are currently in green range on the LCFF accountability rubric for Mathematics (12 points above level 3).</p>	
<p>Metric/Indicator MAP and benchmark testing</p> <p>19-20 All students are assessed at least three times a year in ELA and Math. Teachers created SMART Goals to target students who are underperforming.</p> <p>Baseline Goal setting for students to improve their scores</p>	<p>All students are assessed at least 3x per year in ELA and Mathematics through NWEA Map, CRLP, and/or internal benchmark assessments. Students in grades 3-5 create goals based on MAP scores. All students K-5 with an SST for academic concerns have goals set through the SST process. All teachers have SMART goals to target students who are underperforming.</p>
<p>Metric/Indicator German DSD</p> <p>19-20</p> <p>Baseline Annual participation in the DSD A2 is 95% for immersion students with 80% passing rate. Annual participation in the DSD A1 is 95% for non-immersion students.</p>	<p>Annual Participation rate for the A2 DSD was 98% with an 87% passing rate. The annual participate rate in the DSD A1 was 90% of students who regularly receive German as a second language instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All English Language Arts (ELA) written curriculum will be reviewed to ensure scope and sequence aligns with IBPYP 6 Units of Inquiry.	5000-5999: Services And Other Operating Expenditures LCFF Base \$55308	5000-5999: Services And Other Operating Expenditures LCFF Base 11819
All ELA and German Scope and Sequences will be reviewed annually to ensure they align to support the teaching of ELA standards within the IBPYP Units of Inquiry	5000-5999: Services And Other Operating Expenditures Title IV \$18342	5000-5999: Services And Other Operating Expenditures Title II 14635
All teachers will implement differentiation strategies	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 25826	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 28451
Students will be assessed annually 3x per year using internal and MAP benchmarks	3000-3999: Employee Benefits LCFF Supplemental and Concentration 5682	3000-3999: Employee Benefits LCFF Supplemental and Concentration 6259
All teachers receive a classroom budget for materials to support ELA, Math, and German	4000-4999: Books And Supplies LCFF Base 30000	4000-4999: Books And Supplies LCFF Base 37383
German Language Coordinator will oversee German curriculum development		2000-2999: Classified Personnel Salaries LCFF Base 58716
German Music Teacher will support German Language Acquisition through music.		3000-3999: Employee Benefits LCFF Base 12918
German tutoring will be provided within school hours and through extended day to increase access and achievement		
Online ELA and resources will be provided to support CCSS		
Online German resources will be provided to support German Language Development		

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) Specific Grade Spans: All grades</p>		
<p>Math Scope and Sequence will be updated annually</p> <p>All teachers will be trained on Go Math program</p> <p>Teachers continue PD on 3 Act Tasks and Inquiry-based approach to Mathematics</p> <p>Teachers will continue to be trained in Math and the PYP</p> <p>Online Math resources will be provided to support the CCSS</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)</p>	<p>See Goal 2, Action 1</p>	<p>See Goal 2, Action 1</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</p> <p>Scope of Services</p> <p>Locations Specific Grade Spans: All grades</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.

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

Successes:

The school has made growth in both English Language Arts (ELA) and Mathematics and is placed in the Green Range on the CA Dashboard in both subjects. Students are 9 points above standard in ELA and 10 points above standard in Math. "All Students", English Language Learners, and Socioeconomically Disadvantaged students had a "Significant Increase" in ELA scores, while Students with Disabilities and Hispanic students showed an "Increase". In Mathematics, "All Students", English Language Learners, Hispanic Students, and Socioeconomically Disadvantaged Students all showed an "Increase" in scores. In both ELA and Math, White students are in Blue, Hispanic, ELL, and SED students moved into Yellow and Students with Disabilities are in Orange.

Challenges:

Goal 3

Create structures that support the needs of English Language Learners (ELL), Socioeconomically Disadvantaged Students, and Students with Disabilities.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC</p> <p>19-20 ELL to increase at least 9 points closer to standard in both ELA and Math</p> <p>Socioeconomically Disadvantaged Students to increase at least 10 points closer to standard in ELA and Math</p> <p>Students with Disabilities to increase at least 9 points closer to standard in both ELA and Math</p>	<p>English Language Learners are currently in Yellow for both ELA and Math. 35.8 points below standard in ELA 35.6 points below standard in Math Socioeconomically Disadvantaged Students are currently in Yellow for both ELA and Math. 31.6 points below standard in ELA 29.4 points below standard in Math Students with Disabilities are currently in Orange for both ELA and Math. 75.3 points below standard in ELA 83.1 points below standard in Math</p>

Expected	Actual
<p>Baseline English Language Learners (ELL) are currently in orange range 35.6 points below level 3 in ELA and in yellow range 21.7 points below level 3 in Math. Socioeconomically Disadvantaged (SED) students are currently in orange range 35.2 points below level 3 in ELA and orange range 23.9 points below level 3 in Math Special Education students were not an identified sub group</p>	
<p>Metric/Indicator CAST Data</p> <p>19-20 TBD</p> <p>Baseline No data yet</p>	<p>Only Pilot Data was provided for the CAST.</p>
<p>Metric/Indicator CELDT/ELPAC reclassification data</p> <p>Baseline 18% students reclassified in grades 3-5</p>	<p>No students were reclassified as the school switched from CELDT testing to ELPAC</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Teachers will implement GLAD strategies and will incorporate into classrooms</p> <p>English Language Development Coordinator will monitor student growth</p> <p>Targeted ELD instruction will be provided for Beginners</p>	<p>1000, 3000 LCFF Supplemental and Concentration \$101057</p>	<p>1000, 3000 LCFF Supplemental and Concentration 100911</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</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: AEACES</p>		
<p>Socioeconomically disadvantaged students in need of math support will receive Extended Day Math</p> <p>English Language Arts intervention for students grade K-5 in Learning Center</p> <p>School-wide tutoring for low income students</p> <p>Summer School Opportunities targeted for low performing students with low income students receiving priority</p>	<p>1000, 2000, 3000 LCFF Supplemental and Concentration \$346592</p> <p>2000, 3000 SPED \$68477</p>	<p>1000, 2000, 3000 LCFF Supplemental and Concentration 263850</p> <p>2000, 3000 SPED 91262</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 Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: AEACES</p>		
<p>Professional Development for Education Specialists on assessment, progress monitoring, specialized PD through SELPA and other SPED organizations.</p> <p>Increased pull out support to target skill deficits in primary grades.</p> <p>Early Intervention: K-1 implementation of Zones of Regulation to support socio- emotional readiness and self-regulation.</p> <p>Annual systems and needs driven analysis of SPED Learning Center department.</p> <p>Ensure SPED participation in:</p> <ul style="list-style-type: none"> Team Leader meetings -Whole-school staff development - Sped Staff meetings -Regular check-ins with key stakeholders (teachers, parents, and administration) <p>Increased opportunity for collaboration between General Education Teachers and Education Specialists at monthly meetings.</p> <p>Direct instruction for Students with Disabilities on testing accommodations</p> <p>Targeted support to reduce testing anxiety and increase student buy around State standardized assessments.</p>	<p>1000, 2000, 3000, 4000, 5000 See Goal 1, Action 1, See Goal 3, Action 3</p>	<p>1000, 2000, 3000, 4000, 5000 See Goal 1, Action 1, See Goal 3, Action 3</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Individualized student goal setting</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served Students with Disabilities</p> <p>Location(s) Specific Grade Spans: All grades</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served</p> <p>Scope of Services Schoolwide</p> <p>Locations Specific Schools: AEACES</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.

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

Successes:
Our school showed growth in overall performance in all subgroups in both ELA and Math with exception of our Students with Disabilities in Math. English Language Learners increased 17.3 points in ELA and 6.6 points in Math. They moved from Orange to Yellow in both areas. Socio-economically Disadvantaged Students increased 15.8 points in ELA and 13.2 points in Math and also

moved from Orange to Yellow in both areas. Our Students with Disabilities increased 9.8 point in ELA and moved from Red to Orange. They maintained in Math and stayed in Orange. The targeted interventions are proving to be effective, but more work needs to be done in our SPED department to close the achievement gap.

Challenges:

Changes were made to Goal three new action items included a Summer School Program to support targeted students with a focus on low-income students. In addition, more collaboration time is planned between the Educational Specialists and General Education teachers to better support students with disabilities with test-preparedness.

Goal 4

Increase resources and services to increase parent involvement across demographics

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Overall number of parents participating in one or more volunteer/participation opportunity (chaperone, classroom volunteering, specials volunteering, conferences, IB Showcase)</p> <p>19-20 95%</p> <p>Baseline 50%</p>	<p>58% of families attended Back to School Night 94% of families attended Fall Conferences 86% of families attended Spring Student-led Conferences (virtual)</p>
<p>Metric/Indicator Percentage of Parent Universities given in Spanish and English or with Spanish Translation</p> <p>19-20 100% English 100% Spanish 70% Live Streamed</p> <p>Baseline 100% English 40% Spanish</p>	<p>100% of parent Universities were offered in Spanish or with Spanish translation. Parent Universities held in-person until March shutdown then switched to virtual format.</p>

Expected	Actual
<p>Metric/Indicator Percentage of families attending one or more parent university</p> <p>19-20 25% of families in attendance to one or more Parent Universities</p> <p>Baseline 15% of families in attendance to one or more Parent Universities</p>	<p>An average of 3% or 27 families attended each Parent University (in-person and virtual). 12% of families attended at least one Parent University</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Create, initiate and advertise varied volunteer opportunities through teacher websites, email blasts, and online google sign-ups that target parents who have historically not volunteered.</p> <p>Employ Social Worker to increase parent participation through outreach in both English and Spanish</p> <p>100% of Board of Trustees Meetings live streamed</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 Grade Spans: All grades</p>	<p>5000 LCFF Base \$2500</p>	<p>5000 LCFF Base 2500</p>
<p>Survey, develop and offer a variety of parent universities (in Spanish and English) to allow parents to be engaged with the academic and cultural of AEACES. Provide childcare, translation, and food for families attending</p>	<p>5000 LCFF Base \$1000</p>	<p>5000 LCFF Base 1000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Survey at least 50% of all Parent University sessions for parent feedback to create baseline for satisfaction levels</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 Grade Spans: All grades</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.

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

Successes:
100% of our Parent Universities were offered in English, Spanish and ASL. We believe the childcare and Spanish translation was a great support in giving more families access. In addition, the live streaming of Parent Universities and Board of Trustees meetings increases access as well. Development of a Parent University survey to provide immediate feedback regarding the quality of each presentation was successful for tracking feedback and planning future topics.

Challenges:
In Goal 4, the switch to virtual Parent Universities and Board of Trustees meetings after March shutdown limited attendance at first but increased as everyone settled into the virtual formats.

Goal 5

Increase Average Daily Attendance (ADA) to 97.5%

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Average daily attendance 19-20 97.5% Baseline 97.42%	97.27%
Metric/Indicator Number of SARB Meetings that impact student attendance 19-20 Monthly Family Meetings for students with poor attendance Baseline Scheduled 2x annually	SARB Meetings were scheduled 3x per year for students with poor attendance. Spring SARB meetings were conducted virtually.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day.	See Goal 3, Action 2 4000 LCFF Base \$500	See Goal 3, Action 2 4000 LCFF Base 500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Full time School Psychologist Part time School Psychology Intern</p> <p>Annual Field Trips (at least 3 per year)</p> <p>Annual Assemblies (at least 3 per grade level)</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 Grade Spans: All grades</p>		
<p>Promote leadership and service opportunities for students such as Student Ambassadors, Safety Patrol, Lunch League Teams/Captain, Safe School Ambassadors, and student-initiated action initiatives appropriate to the IBPYP.</p> <p>Create cross-grade level opportunities (Reading Buddies and Youth Trainers)</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 Grade Spans: All grades</p>	4000 LCFF Base \$500	4000 LCFF Base 500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Full time day time custodian</p> <p>Employ Safety Crew and Safety Crew supervisor to monitor lunches and recesses</p> <p>Contract evening cleaning crew</p> <p>Purchase all product necessary to maintain a clean and safe school campus</p> <p>Train all teachers in A.L.I.C.E protocols</p> <p>Conduct monthly safety drills</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) All Schools</p>	<p>2000, 3000 LCFF Base 206066</p> <p>4000-4999: Books And Supplies LCFF Base 27287</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 106000</p>	<p>2000, 3000 LCFF Base 307861</p> <p>4000-4999: Books And Supplies LCFF Base 29068</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 73572</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.

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

Successes:

Our ADA was slightly above our target during the P1 reporting period at 98.03%. Highlights continued to be Student Spirit Days, monthly attendance award incentives, and Field Day. Lunch league opportunities are provided for students grades 2-5 throughout the year during lunch recess to provide competitive sports opportunities. All classes participate in several field trips connected to their IB Units of Inquiry. Assemblies are provided for additional exposure to the Arts and to support curriculum. Student leadership opportunities included Safe School Ambassadors to support positive school culture. SARB meetings were not held monthly, but rather every 3 months. A full-time School Psychologist and part time School Psychology Intern are still employed.

Challenges:

Our ADA was slightly below our target during the P2 reporting period at 97.27% . ADA was then frozen at P2 data due to shutdown.

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
Hybrid Summer School: 4 week program offered grades 3-5 with credentialed teachers to mitigate learning loss during COVID-19 shut down	43164	43164	No
School Cleaning Crew brought in to Clean Buildings and comply with state guidelines	58095	64029	Yes
Purchase of Personal Protective Equipment and health monitoring equipment for staff and students to comply with guidelines which include masks, shields, gloves, thermometers, and plexiglass.	50000	43665	No
Purchase of appropriate cleaning supplies to meet State guidelines.	28992	29686	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.

Analysis of In-Person Instructional Offerings

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

Successes:
 AEA was successful at implementing in-person learning in Phases 2, 3, and 4 of our Teaching in Learning Plan beginning October 5, 2020. Universal Design for Learning Framework was integrated into teaching and learning to provide equal access for all students, as well as provide student support services and interventions. Priority was given for in-person learning to Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth beginning in Phase 2. Special attention was given to kindergarteners and those students new to AEA and who were not familiar with our school and school

culture. When possible this in-person, classroom-based teaching and learning took place outdoors and/or in the most ventilated area(s) on campus such as existing outdoor classrooms and bungalow classrooms with greater ventilation. Student cohorts were created to limit interactions between and among students and staff. A hybrid four week in-person/distance learning Summer School program was offered in July 2020 to students grades 3-5 to support learning loss until it was mandated to go distance only due to the County being on the watchlist. AEA opened Phase 3 of the Teaching and Learning Plan on April 19, 2021.

Challenges:

In November 2020 San Diego County fell into the most restrictive Tier (Purple) in the State further limiting our reopening phases at AEA. San Diego County remained in this restrictive Purple Tier until April 7, 2021. Several classroom cohorts had to be placed in quarantine due to exposure in February 2021.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of Canvas software to further supporting improvements in curriculum, student engagement, participation, and assessment. All teaching staff and instructional aides will spend the 5 days of Professional Development prior to students return to distance learning on August 24th, on leaning and implementing Canvas.	10000	7735	No
Access to Devices and Connectivity: Purchase of additional school wide chrome books, internet service, and hotspots for students and staff.	50000	214296	No
Translation and interpretation services for all public meetings and informational messages.	6000	14245	No
Provide school-wide and grade level online programs to support Distance learning including: Think Central, Reading A to Z, Mystery Science, IXL, Spelling City, and the Digital Content Portal.	10500	8745	Yes
Powerschool Student Information System to track attendance.	8727	16019	No

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.

Successes:

School-wide curriculum was delivered through the educational technology platform "Canvas". Daily live interaction with a credentialed teacher and other students was required through video or telephone. Staff received remote training and resources via webinars for implementing the Canvas educational program. Each teacher worked collaboratively with their grade level teams to create a Canvas Classroom for each class in which content was delivered daily through asynchronous and scheduled synchronous teaching and learning opportunities. Ongoing resources and daily support were available to staff from the AEA in-house technology department when needed. Additional Chrome books were purchased to allow students to have one at home and one at school for individual ease of use. All students were provided high speed Internet access free of charge. Teachers provided students with text to speech and speech to text options to support distance learning. In addition, AEACES has utilized translation services and bilingual staff during distance learning to make content and directives accessible to English Learners and families. Special Education students continue to receive all services as determined in their IEPs to the extent possible during distance learning. All students, specifically Homeless and Foster Youth and low-income, are supported with personal connection via, weekly phone calls, emails.

Challenges:

Connecting with Homeless and Foster Youth students: supported with personal connection via, weekly phone calls, emails and home visits when needed.

Home internet issues: Families were given hotspots when needed for use throughout the entire school year.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Maintain Reading Specialists, aides, and German support teachers to provide small group, differentiated instruction.	1030170	1119402	Yes
Purchase NWEA and Illuminate (EduCLIMBER) to support assessment and assessment tracking.	9629	7288	No
Maintain full-time School Psychologist, and part time School Psychologist Intern and Social Worker to support family and student needs.	169993	174966	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.

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.

Successes:

All students were assessed and/or graded throughout the year as developmentally appropriate. This included Basic Phonics Skills Test (BPST), sight word tests, ongoing reading assessments through RAZ kids and ITL, Antolin (German), German benchmarks, Go Math chapter tests, IB formative and summative assessments and NWEA Map assessments at least twice a year for grades 2-5. In addition, Canvas supported the ability to track student time and communicate assessment data. Students were assessed and graded each semester based on Common Core standards and the IB criteria and report cards were provided twice during the year. Students who were not making expected academic gains received support via small group virtual and in-person learning, support from aides and tutors, personalized office hours, support from Reading Specialists, and in-person instruction when allowable and preferred by family. Student Success Team (SST) meetings were held live and virtually with families, teachers, support staff, and administration to discuss concerns and create learning goals and interventions strategies to address needs.

Challenges:

Prior to Phase 2 opening, the biggest challenges faced were providing supports to our most at-risk students and those that were least connected in the distance learning model. English Language Learners were supported through synchronous and asynchronous learning opportunities. Teachers provided whole group and small group synchronous learning to target specific language development skills. In addition, teachers continued to utilize Guided Language Acquisition Design (GLAD) strategies when delivering content. This included utilizing visuals, sentence frames, scaffolding, and accessing prior knowledge. Teachers provided students with text to speech and speech to text options to support distance learning.

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.

Successes:

Staff was provided professional development on Responsive Classroom which provided success in socio-emotional learning opportunities through their daily instruction and interaction. Students had the opportunity to connect with their teacher and other students on a daily basis. Staff explicitly created time for personal connections with students, expressing interest in personal lives, asked about basic needs, encouraged participation, responded to parent concerns, and shared mental health resources. Additional social-emotional supports were provided through our staff Counselor, Social Worker, School Psychologist, and Psychologist Intern. SST meetings were also held to discuss concerns and any interventions that were needed.

Challenges:

Overcoming the challenges faced with virtual learning prior to Phase 2/Phase 3 opening such as students missing out on interacting in person with their peers. Normal school extracurricular functions such as school-wide back to school events, dances, community events were cancelled or limited by public health orders therefor not allowing students to engage in person for a portion of the school year.

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:

Teachers reported attendance and engagement concerns to designated support staff who implemented the steps for re-engagement. Office staff monitored attendance and engagement on a daily and weekly basis. Disengagement was defined as absences from learning for three or more days in one week. Steps were taken to re-engage students including emails, phone calls, and home visits. Student intervention strategies were monitored and documented through Powerschool, eduCLIMBER, and internal shared documents. These engagement steps were provided in English and Spanish to our families. A 24-hour Community Hotline was established for students, parents, teachers, staff and anyone from our community who is in need with any questions/concerns they may have. A Community Resource page was also established with links to services families may need.

Challenges:

Home visits early in the school year during the most restrictive time of the statewide health order.

Analysis of School Nutrition

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

Successes:

AEACES operated under the Seamless Summer Option (SSO) which is a federal and state funded program that encourages school food authorities (SFA) participating in the National School Lunch Program (NSLP) or School Breakfast Program (SBP) to provide meals in low-income areas during the summer. Applying for and participating in this program allowed us the not only feed our students breakfast and lunch daily, but the neighboring community as well. Students and families were also provided meals throughout the summer and over school breaks. A successful, easily accessible, drive through distribution point was set up at our Middle school campus for all families helping to ease the burden of providing meals to the students. Distribution center was staffed by AEA employees and ran daily Monday through Friday.

Challenges:

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.

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.

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

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.



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	5,054,634.00	5,060,229.00
LCFF Base	3,688,801.00	3,814,925.00
LCFF Supplemental and Concentration	710,685.00	587,932.00
Lottery	41,128.00	45,801.00
SPED	505,009.00	505,440.00
Title I	90,669.00	91,496.00
Title II	0.00	14,635.00
Title IV	18,342.00	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	5,054,634.00	5,060,229.00
	4,332,061.00	4,429,967.00
1000, 2000, 3000	346,592.00	263,850.00
2000-2999: Classified Personnel Salaries	25,826.00	87,167.00
3000-3999: Employee Benefits	5,682.00	19,177.00
4000	62,908.00	44,290.00
4000-4999: Books And Supplies	98,415.00	112,252.00
5000	3,500.00	3,500.00
5000-5999: Services And Other Operating Expenditures	179,650.00	100,026.00

* 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	5,054,634.00	5,060,229.00
	LCFF Base	3,403,798.00	3,543,659.00
	LCFF Supplemental and Concentration	332,585.00	289,372.00
	SPED	505,009.00	505,440.00
	Title I	90,669.00	91,496.00
1000, 2000, 3000	LCFF Supplemental and Concentration	346,592.00	263,850.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	58,716.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	25,826.00	28,451.00
3000-3999: Employee Benefits	LCFF Base	0.00	12,918.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	5,682.00	6,259.00
4000	LCFF Base	62,908.00	44,290.00
4000-4999: Books And Supplies	LCFF Base	57,287.00	66,451.00
4000-4999: Books And Supplies	Lottery	41,128.00	45,801.00
5000	LCFF Base	3,500.00	3,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	161,308.00	85,391.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	14,635.00
5000-5999: Services And Other Operating Expenditures	Title IV	18,342.00	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	4,059,497.00	4,019,024.00
Goal 2	135,158.00	170,181.00
Goal 3	516,126.00	456,023.00
Goal 4	3,500.00	3,500.00
Goal 5	340,353.00	411,501.00

* 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	\$180,251.00	\$180,544.00
Distance Learning Program	\$85,227.00	\$261,040.00
Pupil Learning Loss	\$1,209,792.00	\$1,301,656.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,475,270.00	\$1,743,240.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$122,156.00	\$116,515.00
Distance Learning Program	\$74,727.00	\$252,295.00
Pupil Learning Loss	\$179,622.00	\$182,254.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$376,505.00	\$551,064.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$58,095.00	\$64,029.00
Distance Learning Program	\$10,500.00	\$8,745.00
Pupil Learning Loss	\$1,030,170.00	\$1,119,402.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,098,765.00	\$1,192,176.00