

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
Metric/Indicator Classroom observations 19-20 100% of the teachers provide a rigorous IB curriculum based on state standards. Baseline 97% of the teachers provide a rigorous IB curriculum based on state standards.	Formal classroom observations from August through April of the 2019-20 school year provided evidence that I.B. was effectively implemented through scope and sequence (developed pacing guides and common assessment), I.B. Unit Planner submissions, I.B. unit planner evaluation forms and collaborative planning session and informal observation with the I.B. Coordinator.
Metric/Indicator Instructional materials available to students 19-20 100 % of the students have access to instructional materials for all classes Baseline Instructional materials available to students	Technology was 1:1, we continued to support students through purchasing of text, reading materials, technological applications, programs and software. Within two days of students moving to Distance Learning in March 2020 we immediately scheduled student pickup of technology and curriculum packets
Metric/Indicator Action items from IB evaluation visit 19-20	n 2019-20 AEACMS spent over \$30,000 towards IB training of new staff and veteran staff.

Expected	Actual
<p>Begin work on Action Items from IB evaluation visit in Spring 2019</p> <p>Baseline Evaluation visit from 2014 indicated teachers need to align curriculum vertically and focus on assessment of curriculum</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Address action items determined by the IB evaluation visit</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>1000, 3000, 5000 LCFF Base \$2,232652</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$18478</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 35208</p>	<p>1000, 2000, 3000 LCFF Base 2391566</p> <p>5000-5999: Services And Other Operating Expenditures Title II 19114</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 24656</p>
<p>100 % of the students have access to instructional materials for all classes</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>4000-4999: Books And Supplies LCFF Base 43928</p> <p>4000-4999: Books And Supplies Lottery 30846</p>	<p>4000-4999: Books And Supplies LCFF Base 41750</p> <p>4000-4999: Books And Supplies Lottery 28411</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:

Feedback from a joint I.B.-WASC accreditation visit in the spring of 2019 highlighted the strength of the overall I.B. culture of the school and praised the school for their investment and application of the I.B. curriculum and philosophies school-wide.

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

Improve achievement for special education, ELL's, and socially economically disadvantaged students

State and/or Local Priorities addressed by this goal:

State Priorities: 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
Metric/Indicator CAASPP achievement scores 19-20 Show growth for SPED and ELL students Baseline ELL and Sped students are in the orange range	Show growth for SPED & ELL Students - no spring testing due to closure.
Metric/Indicator MAP and benchmark testing 19-20 Goal setting for students to improve their scores Baseline Goal setting for students to improve their scores	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
ELL students are currently in the orange performance band range on the LCFF accountability rubric. Our goal is to move these students into	2000,3000 Title I 119631	1000, 2000, 3000 Title I 122323

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>the green performance band by teachers gaining expertise in implementing instructional strategies (targeted instruction) to address learning gaps and improve student achievement.</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 Specific Student Groups: ELL, SED, SPED</p> <p>Location(s)</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations</p>		
<p>In order to move our ELL, SPED, and SED students from orange to green, we will ensure that students receive instruction that is fully aligned and accessible with IB, NGSS and CCSS through interdisciplinary and collaborative lesson planning as evidenced in our online curriculum data base (ManageBac).</p>	<p>1000, 2000, 3000, 4000, 5000 SPED 388834</p> <p>1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 87346</p>	<p>1000, 2000, 3000, 4000, 5000 SPED 562328</p> <p>1000, 2000, 3000, 4000, 5000 LCFF Supplemental and Concentration 133631</p>

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 Students with Disabilities</p> <p>Location(s) All Schools</p> <p>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served English Learners Low Income</p> <p>Scope of Services Schoolwide</p> <p>Locations All Schools</p>		

Goal Analysis

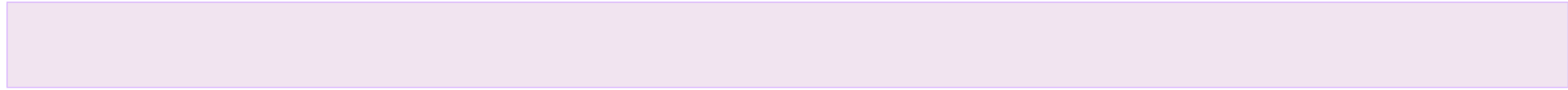
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

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

Successes:

Challenges:

Due to March 2020 closure testing completed on.....



Goal 3

Increase Average Daily Attendance (ADA) to over 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%	96.89%
Metric/Indicator Number of SARB Meetings that impact student attendance 19-20 SARB Meetings were scheduled 3x per year for students with poor attendance Baseline Scheduled 2x annually	SARB meetings were not held monthly, but rather every 3 months. Some families received the goal of 3 SARB meetings, however not all due to the March shutdown.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>continued intervention program development - growth in staffing</p> <p>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</p> <p>Students to be Served All Students with Disabilities</p> <p>Location(s)</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 All Schools</p>	<p>1000, 2000, 3000 LCFF Supplemental and Concentration 519041</p>	<p>1000, 2000, 3000 LCFF Supplemental and Concentration 516198</p>
<p>Continue intervention support meetings such as SARB 3x a year with the support of school social worker and attendance clerk. Develop a school wide dashboard with a keen focus on attendance and truancy (Educlimber)</p>	<p>2000, 3000 LCFF Supplemental and Concentration 43460</p>	<p>2000, 3000 LCFF Supplemental and Concentration 42238</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Scope of Services LEA-wide Locations All Schools		
Create high/interest quarterly activities as incentives including free dress day, perfect attendance awards/parties, and crazy hair day. Full-time School Psychologist Full-time school social worker Incorporation of a schoolwide dashboard (educlimber) to identify attendance and truancy issues	See Goal 2, Action 2	See Goal 2, Action 2
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools		

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</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 97.58%. Highlights continued to be Student Spirit Days, monthly attendance award incentives, Classes participated in several field trips connected to their IB Units of Inquiry prior to the March shutdown. Assemblies are provided for additional exposure to the Arts and to support curriculum. SARB meetings were not held monthly, but rather every 3 months. A full-time School Psychologist and School Counselor are still employed.

Challenges:

Our ADA was slightly below our target during the P2 reporting period at 96.89% . ADA was then frozen at P2 data due to shutdown.

Goal 4

Increase resources and services to increase parent involvement.

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
Metric/Indicator Sign in Sheets: Number of parents participating in field trips, classroom parent, chaperone at other events: dances, science night, open house) Meeting standards as measures by the State Dashboard 19-20 50% Baseline 16%	
Metric/Indicator Membership Rosters: Number of parents in councils and committees 19-20 100 unique families Baseline 15 unique families	
Metric/Indicator Sign in sheet: Parent universities 19-20	An average of 3% or 27 families attended each Parent University (in-person and virtual). 12% of families attended at least one Parent University

Expected	Actual
100 unique families Baseline 15 unique families	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Parents develop and advertise volunteer opportunities they see at the school through flyers, blackboard, ManageBac and e-mail blasts.</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>	5000-5999: Services And Other Operating Expenditures LCFF Base 3000	4000-4999: Books And Supplies LCFF Base 1576
<p>Parents identify a need for a council or committee and advertise for membership after leadership approval through flyers, blackboard, Manage-Bac and e-mail blasts.</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>	4000 LCFF Base \$1000	4000 LCFF Base 1000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served English Learners Foster Youth Low Income Scope of Services LEA-wide Schoolwide Limited to Unduplicated Student Group(s) Locations		
Parents offer parent universities (in Spanish and English) that target a specific group or topic to allow parents to be engaged with the academic and cultural dynamics at AEAMS. For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement: Students to be Served All Location(s) All Schools	4000, 5000 LCFF Base \$2500	4000, 5000 LCFF Base 2500

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

To insure that we support the highest degree of quality in our physical environment and establish procedures to increase discipline in the classroom promoting positive and productive school and classroom culture

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Lower behavioral incidents-Green or Blue Performance band for Suspensions 19-20 decrease in suspension rates - 2.0 or lower as reflected by the Dashboard	
Metric/Indicator Sign in sheets: Student participation in a student council 19-20 15 students Baseline 0	
Metric/Indicator PD opportunities for teachers to address classroom management strategies 19-20 2-4 PD sessions	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>If necessary, continue to decrease suspension rate by offering community-building workshops.</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>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</p>	4000 LCFF Base \$1000	4000 LCFF Base 1000
<p>Provide professional development for teachers to address effective classroom management strategies. Development of a school-wide uniform discipline policy and provide funding to staff position that can offer supports in culture building and classroom management.</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>	4000 LCFF Base \$500	4000 LCFF Base 500

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 Schoolwide</p> <p>Locations</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.

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
Wherever possible this in-person, classroom-based teaching and learning will take place outdoors and/or in the most ventilated area(s) on campus such as outdoor classrooms and classrooms with greater ventilation. Student cohorts will be created to limit interactions between and among students and staff. This phase will begin when a) public health authorities indicate that it is safe for small groups of individuals to be on campus with appropriate social-distancing and hygiene measures in place and b) AEA staff have established appropriate structures, schedules and procedures to safely accommodate students. Action allows for students with potential and/or significant learning loss and also students who are at a greater risk of experiencing learning loss such as Special Education Students, English Language Learners, Socio-Economically Disadvantaged Students, and Homeless and Foster Youth to be back on campus in a classroom-like setting earlier.	2598947	2698317	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 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. Outdoor commercial tents were rented to house classrooms on our athletic courts. 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 6-8 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
1) Continuity of Instruction (Action): Continue with the AEA Distance Learning Plan with added resources of translation services, additional staff to support one on one and small group check ins on student social-emotional support.		14245	No
2) Access to Devices and Connectivity (Action): Purchase of additional school wide chromebooks and hotspots for students.	90000	209995	No
3) Pupil Participation and Progress (Action): Purchase of Canvas software further supporting improvements in student engagement, participation and assessment. Distance Learning Professional Development (Action): Canvas software training for all teaching staff and instructional aides.	10000	12115	No
4) Supports for Pupils with Unique Needs (Action): Office hours for students and parents, home visits when needed, on-staff Psychologist, Psychologist intern, Social Worker and Counselor for added support throughout distance learning.	277064	310293	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.

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, AEACMS 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
Pupil Learning Loss Strategies (Action): Added support of Instructional Aides, translation services, bilingual staff during distance learning for students and their families. All students, specifically Foster youth and low-income, will be supported with personal connection via, weekly phone calls, emails, Canvas, regular office hours for students and parents, and home visits when needed.	333654	364397	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.

Analysis of Pupil Learning Loss

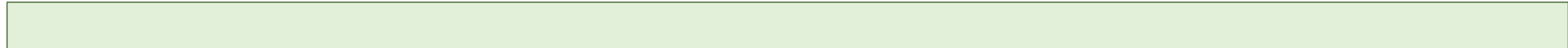
A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes:

All students were assessed and/or graded throughout the year as developmentally appropriate. 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, 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) and Multi-Tiered Systems of Support (MTSS) strategies when delivering content.



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 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 and School Psychologist. 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:

AEACMS 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	3,527,424.00	3,888,791.00
LCFF Base	2,319,788.00	2,464,548.00
LCFF Supplemental and Concentration	649,847.00	692,067.00
Lottery	30,846.00	28,411.00
SPED	388,834.00	562,328.00
Title I	119,631.00	122,323.00
Title II	18,478.00	19,114.00

* 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	3,527,424.00	3,888,791.00
	641,771.00	740,697.00
1000, 2000, 3000	519,041.00	3,030,087.00
1000, 3000, 5000	2,232,652.00	0.00
4000	2,500.00	2,500.00
4000-4999: Books And Supplies	74,774.00	71,737.00
5000-5999: Services And Other Operating Expenditures	56,686.00	43,770.00

* 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	3,527,424.00	3,888,791.00
	LCFF Base	2,500.00	2,500.00
	LCFF Supplemental and Concentration	130,806.00	175,869.00
	SPED	388,834.00	562,328.00
	Title I	119,631.00	0.00
1000, 2000, 3000	LCFF Base	0.00	2,391,566.00
1000, 2000, 3000	LCFF Supplemental and Concentration	519,041.00	516,198.00
1000, 2000, 3000	Title I	0.00	122,323.00
1000, 3000, 5000	LCFF Base	2,232,652.00	0.00
4000	LCFF Base	2,500.00	2,500.00
4000-4999: Books And Supplies	LCFF Base	43,928.00	43,326.00
4000-4999: Books And Supplies	Lottery	30,846.00	28,411.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	38,208.00	24,656.00
5000-5999: Services And Other Operating Expenditures	Title II	18,478.00	19,114.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,361,112.00	2,505,497.00
Goal 2	595,811.00	818,282.00
Goal 3	562,501.00	558,436.00
Goal 4	6,500.00	5,076.00
Goal 5	1,500.00	1,500.00

* 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	\$2,598,947.00	\$2,698,317.00
Distance Learning Program	\$377,064.00	\$546,648.00
Pupil Learning Loss	\$333,654.00	\$364,397.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$3,309,665.00	\$3,609,362.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,598,947.00	\$2,698,317.00
Distance Learning Program	\$100,000.00	\$236,355.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$2,698,947.00	\$2,934,672.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$277,064.00	\$310,293.00
Pupil Learning Loss	\$333,654.00	\$364,397.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$610,718.00	\$674,690.00