



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

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

LEA Name	Contact Name and Title	Email and Phone
Literacy First Charter Schools	Debbie Beyer – Executive Director	debbie.beyer@lfcsinc.org 619-579-7232

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

To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS

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 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A 19-20 Maintain baseline Baseline All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including ELA/ELD, Math, History Frameworks, and brain based, research proven strategies.	This goal was met. Each LFCS teacher attended trainings in Quantum Learning, John Hattie's teachings, social/emotional health, as well as curriculum training.
Metric/Indicator 2B 19-20 Maintain baseline Baseline With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC	This goal was not met for a few reasons, The first being that the test was not the same test for three consecutive years and second, the 2019-20 school year would have been the third consecutive year taking the ELPAC, however, due to COVID 19, our students were not able to take the ELPAC this year.
Metric/Indicator 4E 19-20	This goal was not met due to COVID-19, and the cancellation of the ELPAC testing in the spring of 2020, meaning students were not reclassified.

Expected	Actual
Maintain baseline Baseline Increase EL Reclassification Rates by an additional 5% annually	
Metric/Indicator 1B 19-20 Maintain 2% Baseline Students with Disabilities will meet annual IEP Goals and improve ELA and Math scores by 1% annually.	We were diligent to track our iep goals and 399 out of 632 goals were met during the 2019-20 school year, even amidst the COVID-19 shutdown. We were able to service all students virtually, and although we were not able to know definitively if this goal was met, it is highly probable.
Metric/Indicator 6C 19-20 Maintain baseline Baseline Administer annual staff surveys	This goal was met. During the COVID 19 shutdown, many staff surveys were administered for a variety of different topics.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development for all teachers & administrators will be provided in the following areas: Brain Compatible Strategies, Visible learning Developed Benchmark Assessments NGSS- researching materials and a mini implementation. EL Strategies MTSS programs In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.	1000-1999: Certificated Personnel Salaries \$46,800	1000-1999: Certificated Personnel Salaries \$48,611.85

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.	Staff Training 5000-5999: Services And Other Operating Expenditures \$83,200	5000-5999: Services And Other Operating Expenditures \$34,166.23
LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.	Staff Development 5000-5999: Services And Other Operating Expenditures \$10,600	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$19,804.96
A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$143,580	1000-1999: Certificated Personnel Salaries \$142,071.62
EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners including benchmark assessments for writing and reading comprehension.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$188,520	1000-1999: Certificated Personnel Salaries \$361,406.47
Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS master plan will be provided to insure program goals are being met..	Staff Training/Certificated Teachers 1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$42,500	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$51,126.63
EL Coordinator provides training for teachers, conducts classroom observations monitors program quality and ensures goals of the master plan are being met and/ or implemented to support academic needs of students.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$189,858	1000-1999: Certificated Personnel Salaries \$128,219.33

Goal Analysis

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

There were some areas where we overbudgeted, and some areas where we underbudgeted. When we came across areas where we found we were in need of more funding we pulled the needed amount over to fill the need. The funding always goes to our students, families, teachers and staff in the way we see fit to fulfil the action/ service.

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

Investing in our teachers is important to fulfilling our goal of "teachers trained". We begin our year with a week of professional development where our teachers have opportunities to participate in professional learning communities and training that aligns with the mission, vision and values of LFCS. Throughout the year, we offer many more opportunities for our teachers to attend specific trainings aligned with our mission vision and values. This year, due to COVID-19, our scheduled trainings were cut short due to the at-home order. It was difficult and frustrating to hold these trainings via ZOOM. This medium is not really conducive to maximum participation and/or engagement, it is not easy to connect and learn on the computer, as it is in person.

Goal 2

Implementation of a school-wide standards aligned assessment system to effectively analyze student performance data on an ongoing basis to improve instruction, close the achievement gap, and ensure that all students meet or exceed state standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1A 19-20 97% of Teachers will meet highly qualified criteria as determined by specific criteria. Baseline Teachers will meet highly qualified criteria As determined by specific criteria	The specific criteria was in relation to "No Child Left Behind". With NCLB as the specific criteria, our teachers met the this goal. Due to the fact that NCLB is no longer a criteria, in the future we will be moving toward a criteria that meets Literacy First expectations.
Metric/Indicator 1B 19-20 All students have access to additional Social Science curriculum Maintain baseline Baseline	All students had curriculum & instructional materials that are aligned to common core.

Expected	Actual
<p>All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core</p> <p>Metric/Indicator 4B</p> <p>19-20 Maintain baseline</p> <p>Baseline All students Kinder-8th are assessed in ELA & Math Benchmark Assessments: 3 times per year. High School students are benchmark tested in content areas quarterly.</p>	<p>All students kinder-8th were assessed in ELA & Math Benchmark Assessments: 3 times per year. High school students are benchmark tested in content areas at least quarterly.</p>
<p>Metric/Indicator 4A</p> <p>19-20 Overall, cohort groups will show a minimum of 2% growth year to year. Subgroups will be identified and goals determined thereafter.</p> <p>Baseline Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade.</p>	<p>Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade. This goal could not be completed due to the suspension of CAASP testing in the spring of 2020 due to the COVID-19 pandemic.</p>
<p>Metric/Indicator 4D</p> <p>19-20 Maintain baseline</p> <p>Baseline Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.</p>	<p>Students not meeting or nearly meeting standards were identified and supported by an intervention program specific to the area of need.</p>
<p>Metric/Indicator 4A</p> <p>19-20</p>	<p>Overall student participation rate will maintain 95% or higher, including all subgroups. This goal could not be completed due to the suspension of CAASP testing in the spring of 2020 due to the COVID-19 pandemic.</p>

Expected	Actual
<p>maintain baseline</p> <p>Baseline Overall student participation rate will maintain 95% or higher, including all subgroups.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.</p> <p>Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications</p> <p>New curriculum training in ELA and Math</p> <p>Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and new Teacher training, induction programs, internship programing & mentoring</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries \$128,300</p>	<p>1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$96,016.43</p>
<p>Transitional phase for Science curriculum and exploratory for social sciences.</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries \$154,710</p>	<p>1000-1999: Certificated Personnel Salaries \$164,853</p>
<p>IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks were purchased to meet the demand of technology use.</p>	<p>Technology Material/Tech 4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries \$128,680</p>	<p>4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries \$128,600</p>
<p>LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research. This may include classroom technology like Smart boards and Promethean boards.</p>	<p>Technology Materials 4000-4999: Books And Supplies \$96,500</p>	<p>4000-4999: Books And Supplies \$17,021.97</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.

There were some areas where we overbudgeted, and some areas where we underbudgeted. When we came across areas where we found we were in need of more funding we pulled the needed amount over to fill the need. The funding always goes to our students, families, teachers and staff in the way we see fit to fulfil the action/ service.

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

We worked throughout the year to prepare our students in grade 3-12 to do well and even exceed standards on the CAASP testing. Our students were ready to take the test, however, due to COVID-19, state testing was cancelled for the 2019-20 school year, this was frustrating since our students were prepared to take the test successfully. Despite CAASP being cancelled, in base assessments given (AIMS Web, Achieve 3000 and others) reflected student growth and areas of need. Overall LFCS students are demonstrating grit, resilience and appropriate levels of academic growth.

Goal 3

Engage parents through education, communication, and collaboration to promote student academic success & engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 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 3A-C 19-20 Maintain Baseline Baseline Implement strategic plan, collect data, assess impact that parent involvement has increased	This goal was met, in creative ways. We are able to track parents hours each year as they volunteer in and around our school. This allows us to visually see how much our parents are involved in the daily activities. Due to COVID-19, our parent engagement was placed on hold in the actual brick and mortar sites, however, our parents remained active in their child's education, as well as in helping teachers in numerous ways from home.
Metric/Indicator 3C 19-20 Maintain baseline Baseline Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2015-16 school year	We hosted more than 4 parent workshops & trainings with a 3% increase in attendance from the 2015-16 school year until our current school year- 2020-21.
Metric/Indicator 3A-C 19-20 Maintain baseline	Overall, we expanded school wide volunteer opportunities in coordination with PTLC. Covid, however, caused this to stop in the 2019 school year. Our afterschool activities and events were cancelled during the shutdown and into this school year, causing this goal to not be met.

Expected	Actual
Baseline Expand school wide volunteer opportunities in coordination with PTLC	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents. Social media was employed as an important tool in connecting with parents. We currently have 826 Facebook, 102 Twitter and 236 Instagram followers. We aim to increase this number by 10% this next year.	Certificated Salary 1000-1999: Certificated Personnel Salaries \$6,200	1000-1999: Certificated Personnel Salaries \$6,524
Costs associated with hosting parent workshop & trainings that are relevant to the time and their students. In addition to other tools to engage and promote student success from home.	Certificated Salary 1000-1999: Certificated Personnel Salaries \$16,280	1000-1999: Certificated Personnel Salaries \$16,166
Ongoing translation services will be provided to students and their families where English is not the first language per needs basis. We will contract with an outside vendor to make a more consistent turnaround.	Teacher Aid 2000-2999: Classified Personnel Salaries \$17,158	2000-2999: Classified Personnel Salaries \$16,058.73

Goal Analysis

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

There were some areas where we overbudgeted, and some areas where we underbudgeted. When we came across areas where we found we were in need of more funding we pulled the needed amount over to fill the need. The funding always goes to our students, families, teachers and staff in the way we see fit to fulfil the action/ service.

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

Parents are very important to us at Literacy First. As a charter school, they have "chosen" to be engaged in their child's education. We worked to engage parents through educating them in their child's grade level curriculum and knowledge. We communicated with them via email, phone calls, and social media, and we collaborated to promote student academic success & engagement through all school activities and fund raisers. When COVID-19 hit, we were still successful in this. More so than usual because our communication with parents was more frequent. We emailed, called and connected with them via ZOOM almost daily. We answered their questions the best we could and we encouraged our families every step of the way. Although it was frustrating not seeing our students in person and losing the ability to communicate with them in person, we were still successful in making our families feel assured regarding their child's education and overall well being.

Goal 4

To provide all students with a safe well-maintained facility and a positive learning climate that supports the academic, social, emotional and physical needs of all students.

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1C 19-20 Maintain baseline Baseline All students will receive instruction in facilities that are safe, secure, clean and well maintained.	All students received instruction in facilities that were safe, secure, clean and well maintained.
Metric/Indicator 6C 19-20 100% of Grade K-8 students will participate in quarterly community service projects. Baseline Participation in quarterly community service projects	This goal is met each year, however, in 2019, the COVID shutdown caused us to put all community service projects on hold.
Metric/Indicator 6C	This goal was met, until the COVID-19 shutdown hit and all sports were stopped.

Expected	Actual
<p>19-20 Maintain baseline and additionally 35% of students will participate in clubs, sports, or individual service projects.</p> <p>Baseline 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</p>	
<p>Metric/Indicator 5E</p> <p>19-20 Maintain baseline</p> <p>Baseline 95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric.</p>	<p>This goal is met each year, however, in 2019, the COVID shutdown caused us to put all community service projects on hold.</p>
<p>Metric/Indicator 5A</p> <p>19-20 Decrease the number by .1% of students missing 18 days or more.</p> <p>Baseline Assess student attendance rates</p>	<p>The administration team assessed student attendance rates.</p>
<p>Metric/Indicator 4B</p> <p>19-20 Maintain baseline</p> <p>Baseline Identify students for academic intervention & provide an support system through MTSS for each student , K-8</p>	<p>Students were identified for academic intervention & provided a support system through MTSS for each student , K-8</p>
<p>Metric/Indicator 5D-E</p> <p>19-20 Maintain baseline</p>	<p>Students in grades 9-12 were identified as needing academic intervention & were provided a support system through MTSS thru the LCHS Academy program.</p>

Expected	Actual
Baseline Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A school wide Attendance review policy will be implemented and our administrative staff will report the findings. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance	Classified Staff 2000-2999: Classified Personnel Salaries \$7500	2000-2999: Classified Personnel Salaries \$9,402.71
LFCS will provide targeted academic intervention at no cost to families over the summer, to include: Summer Intervention programs (Camp Catch-Up) for 2- 6 grades Summer EL Programs for 2- 6 grades Summer High School Math Classes	Certificated Salary 1000-1999: Certificated Personnel Salaries \$123,800	1000-1999: Certificated Personnel Salaries \$127,114.59
Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504	Certificated Salary 1000-1999: Certificated Personnel Salaries \$6,500	1000-1999: Certificated Personnel Salaries \$6,754.59
LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the expenditures of these assemblies and student acknowledgement	Instructional Materials 4000-4999: Books And Supplies \$920	5000-5999: Services And Other Operating Expenditures \$13,985
Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents, reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504	Certificated Staff 1000-1999: Certificated Personnel Salaries \$32,640	1000-1999: Certificated Personnel Salaries \$44,732.32

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.	Certificated Staff 1000-1999: Certificated Personnel Salaries \$5,740	1000-1999: Certificated Personnel Salaries \$8,752.30
In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (MTSS) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$94,658	1000-1999: Certificated Personnel Salaries \$136,933.88

Goal Analysis

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

There were some areas where we overbudgeted, and some areas where we underbudgeted. When we came across areas where we found we were in need of more funding we pulled the needed amount over to fill the need. The funding always goes to our students, families, teachers and staff in the way we see fit to fulfil the action/ service.

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

We work hard to maintain our facilities and the safety of our school, and to make sure our parents and students feel this when on any of our campuses. Even though we were at home for a large portion of the year, our facilities were still safe, and our families and students continued to feel safe and important, even from home. We know our families, we know what they are going through, and we were successful in meeting their needs, even remotely. Although it was challenging at times, we were successful.

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
Plexiglass Dividers used to separate students in the classroom, as well as in the front offices.	\$64,036	\$65,000	Yes
Hand Washing and sanitization stations outside all classrooms	\$1,123	\$1,200	Yes
Out door hand washing stations	\$8,800	\$10,000	Yes
Recess Equipment for each class and/or grade level. (partially funded by our PTLC)	\$1,247	\$1,300	Yes
Air Filtration Systems in classrooms	\$11,388	\$12,000	Yes
Cleaning products used to thoroughly sanitize our schools.	\$17,255	\$18,000	Yes
Chrome books used to supplement those used for Distance learning	\$316,693	\$320,000	Yes
Additional technology needs school-wide	\$48,722	\$60,000	Yes
Additional staffing.	\$172,400	\$172,400	Yes
Preparing outdoor learning spaces.	\$8,723	\$8,800	Yes

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

The greatest difference between our budgeted expenditures and the actual spending is the amount spent on technology. The need for computers, internet connectivity and carts to house the extra Chrome books was significant. With our students at home for the majority of 2020, it was imperative that they have computers at home, and we were the source of this need for our families.

Analysis of In-Person Instructional Offerings

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

We were very successful with our in-person instruction this year. We came together early on and developed a reopening plan that had our students, teachers and parents in mind and that allowed us to open our schools safely and responsibly. We have been able to instruct our students in person, socially distanced in the classroom as well as when students are outside. Masks, partitions, hand sanitizer, approved cleaning products, air purifiers and safe, stable groups have been utilized all year to maintain the safety of our students and teachers. Despite Covid, our students are thriving and have made amazing growth this school year! The challenges in opening a school during a pandemic is measuring to assure all classrooms are socially distanced, developing schedules that allow for all students to have recesses and lunch, while still maintaining the required distance from other classes and staff members.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional teachers needed to administer school at-home	\$172,400	\$172,400	Yes
Additional Chrome Books needed to meet the needs of our students	\$316,693	\$320,000	Yes
Additional administrative staff to deal with the logistics of independent study programs.	\$172,400	\$172,400	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.

Our budgeted and actual expenditures were almost exactly what we estimated them to be. The area that was higher than we budgeted for was the technology piece due to the fact that our distance learning families were in need of computers in order to complete their school work.

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.

Students who attended school remotely had teachers assigned to them who worked hard daily to engage and support them in their homes. Our staff members assured that the continuity of instruction was maintained daily, through utilizing websites for instructions, Google Classrooms and scheduled Zoom calls in office hours to answer any questions students or parents had. Families were asked by their teacher if they had access to devices including connectivity, and if not, students were assigned a computer and staff helped the parents get connected to the internet. Pupil Participation and Progress was maintained through regular check-ins via Zoom, phone calls and emails. Distance Learning Professional Development was the same as the professional development given to our in-person staff, meaning that the teachers in charge of distance learning attended in person trainings with the entire staff. Some staff members roles and responsibilities were different to accommodate the needs of the distance students. This caused them to wear many hats- PE art, library, and support teachers also taught our distance program. Support for Pupils with Unique Needs was the same as if they were in person, except that all support services were met via Zoom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional curriculum needed to meet the needs of students	\$12,830	\$12,830	Yes
Additional staff -teachers or support staff- to meet the needs of our students.	\$172,400	\$172,400	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.

Our budgeted and actual expenditures were exactly what we estimated them to be.

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.

Our students came back to us experiencing some learning loss, some significantly. Our intervention specialists jumped right in with testing and analyzing students academic positions. They proceeded to place students in groups for language arts and math with intensive, specific teachings in order to bring students to grade level- or above! Our students responded exceedingly well. The challenges in addressing learning loss was the need to hire additional staff to meet the great need of our students, as well as the man power and funding it took to perform testing. Test data informed on the need to offer extra intervention services to the students in need. The end result has been student achievement and academic success.

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.

Many students returned to school with an unstable social and emotional sense of well being, and the fact that, due to state mandates, many students were still at home, didn't make this easier. This was extremely challenging, and it was of the utmost importance to us to help these students, families and our teachers. We were, however, successful in our endeavors to identify the needs and assist in the areas of needs. We have two school psychologists on staff, as well as two school counselors who meet with students regularly. Our teachers are observant and noted concerns, allowing us to invest in our students and staff and to assist them as needed. We have implemented an SEL program for our seventh and eighth grade students as a pilot program this last quarter of the school year to determine if it is an effective tool going forward to strengthen social emotional learning.

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.

We were successful in engaging our families and students who were in person. This was easy because they were back in the brick and mortar, we saw them daily and we connected in-person with parents daily. It was a tad more challenging to connect and engage with the students in the distance only programs, as they were at home and connecting via ZOOM. Email was more difficult. We are relentless in pursuing our families, however, and we did just that. We called, emailed and ZOOMed with our families until we were successful. We have relationships and history with our families and they trust us and want us to help their children.

Analysis of School Nutrition

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

We were very successful with school nutrition this year. We continued to offer a drive up option for all of our families as well as our community. In addition, all students were given free lunch all year, so no students needs were unmet- whether at home or in the brick and mortar.

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.

The lessons learned in implementing in-person and distance learning programs that have informed the development of goals and actions for the 2021-24 LCAP are in the areas of student intervention and support, ELL intervention and support and improving resources for our AP Program. We have also discovered social-emotional needs and concerns over the state mandates mostly brought on by the pandemic.

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

We will continue to assess our students as we always have, using AIMS Web, at the K-8 level and Achieve 3,000 in our high school academy classes, as well as formal and informal classroom assessments. These have proven to be very important, effective ways for us to identify students who need to be included in our intervention programs, or placed into MTSS or identified for SPED. Our data informs our team regarding student success and progress monitoring. We also have competent, well trained teachers who are able to identify and assist students where they are and get them where they need to be.

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.

The COVID-19 shutdown slowed down and/or stopped our 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.

As we conclude this cycle of our LCAP, we have reflected on the successes and struggles we have faced. As an organization, we strive to continually improve what we do. We will compare the student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan and use these findings to build our 2021- 2024 LCAP. Our end goal is always to improve what we do for the benefit of our students.

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	1,524,644.00	1,578,322.61
	1,524,644.00	1,578,322.61

* 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	1,524,644.00	1,578,322.61
1000-1999: Certificated Personnel Salaries	1,137,586.00	1,192,139.95
1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures	42,500.00	166,948.02
2000-2999: Classified Personnel Salaries	24,658.00	25,461.44
4000-4999: Books And Supplies	97,420.00	17,021.97
4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries	128,680.00	128,600.00
5000-5999: Services And Other Operating Expenditures	93,800.00	48,151.23

* 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	1,524,644.00	1,578,322.61
1000-1999: Certificated Personnel Salaries		1,137,586.00	1,192,139.95
1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures		42,500.00	166,948.02
2000-2999: Classified Personnel Salaries		24,658.00	25,461.44
4000-4999: Books And Supplies		97,420.00	17,021.97
4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries		128,680.00	128,600.00
5000-5999: Services And Other Operating Expenditures		93,800.00	48,151.23

* 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	705,058.00	785,407.09
Goal 2	508,190.00	406,491.40
Goal 3	39,638.00	38,748.73
Goal 4	271,758.00	347,675.39

* 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	\$650,387.00	\$668,700.00
Distance Learning Program	\$661,493.00	\$664,800.00
Pupil Learning Loss	\$185,230.00	\$185,230.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,497,110.00	\$1,518,730.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$650,387.00	\$668,700.00
Distance Learning Program	\$661,493.00	\$664,800.00
Pupil Learning Loss	\$185,230.00	\$185,230.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,497,110.00	\$1,518,730.00