

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
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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

Goal 1: Lodestar Students are academically proficient.

- Demonstrate disciplinary literacy.
- Produce high-quality work
- Persist in solving authentic problems

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
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p> <p>Baseline 6th Grade Overall – 30% Low Income — 23% Latino — 23% English Learners — 0%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p> <p>Baseline</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
6th Grade Overall – 11% Low Income — 10% Latino — 11% English Learners — 0%	
Metric/Indicator The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. Baseline 2017-18 will be baseline	The LEA did not complete testing as expected in Spring 20 due to COVID 19.
Metric/Indicator The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met. Baseline 2017-18 will be baseline	The LEA did not complete testing as expected in Spring 20 due to COVID 19.
Metric/Indicator The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met.	The LEA did not complete testing as expected in Spring 20 due to COVID 19.

Actions / Services

1a. Develop plan for high school, to launch in 2020 -21, that ensures all students have access to and meet A-G requirements	funded within Goal 6 LCFF Base \$0	funded within Goal 6 LCFF Base
1b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$136,680	4000-4999: Books And Supplies LCFF Supplemental and Concentration 73,702

1c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	4000-4999: Books And Supplies LCFF Base \$13,871	4000-4999: Books And Supplies LCFF Base 7,367
1d. Provide targeted interventions for students identified as needing additional support through MTSS.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$106,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 158,639
1e. Develop individual student schedules that allow for grade-level ELA and math instruction, high quality learning expeditions, and targeted interventions.	funded within Goal 6 LCFF Base \$0	funded within Goal 6 LCFF Base
1f. Action does not continue in 2019-20.	n/a	n/a
1g. Leverage technology to provide additional student math and reading practice.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$139,069	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 198,299
1i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1j. Implement interim assessments and biweekly data meetings to asses student mastery of CCSS in ELA and Math.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$265,113	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 220,038
1l. Quarterly Professional Development Institutes support teachers to develop EL Core Practices.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6

1m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$6,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 14,880
1o. Use growth targets for English Language Proficiency that lead to reclassification.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1q. Develop and implement portfolio assessment system.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1r. Align passage structures to Graduate Profile.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Professional Development LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

1t. Included in Action 1h	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1u. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$19,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 21,596
1v. Support student academic proficiency through increased Instructional Aide support.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$78,631	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 212,688
1w. Closely monitor SBAC test completion to ensure all students take the test.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Goal Analysis

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

Funds budgeted for this Goal were largely used as planned.

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

The LEA implemented the actions/services listed. School closure due to the COVID 19 pandemic meant that the LEA pivoted in March 2020 to provide distance learning to students for the remainder of the 19-20 school year.

Goal 2

Goal 2: Lodestar Students are healthy relationship-builders who are connected to the community and each other.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students absent more than 10% of the school days (chronic absence) will decrease by - 1% annually until the goal of less than 5% is met.</p> <p>Baseline Overall – 13% Low Income – 15% EL – 13% Latino – 9% African American–23%</p>	<p>The LEA does not have a complete year’s worth of in-person attendance data due to COVID 19.</p>
<p>Metric/Indicator The suspension rate will decrease by -1% annually until the goal of less than 4% is met, overall and within each significant subgroup.</p> <p>Baseline Overall – 3.7% Low Income – 4.3% EL – 4.2% Latino – 4% African American – 5.9% SPED – 25%</p>	<p>The LEA does not have a complete year’s worth of in-person suspension data due to COVID 19.</p>

Expected	Actual
<p>Metric/Indicator The percent of favorable responses on the Student Interactions and Attitude & Culture sections of the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and within each significant subgroup.</p> <p>Baseline 6th Grade Students: Overall – 48% Low Income – 51% Latino – 49% (SCAI is given to students in 3rd grade and above)</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>2a. Utilize crew as a venue in which students are supported socially, academically, and emotionally, and provide training for crew leaders.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$141,375</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 135,893</p>
<p>2b. Incorporate community fieldwork and services learning into the curriculum.</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2c. Develop opportunities for student leadership.</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2d. Provide healthful universal breakfast.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>

	3000-3999 Benefits Federal Funds \$0	3000-3999 Benefits Federal Funds
2e. Refine and utilize data management systems to track student culture and behavioral data.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2f. Action does not continue.	N/A	N/A
2g. Utilize a Restorative Justice model to provide social, emotional and academic support through Deans of Students.	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2h. Provide targeted interventions for students identified as needing additional behavioral and social-emotional supports through MTSS.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$92, 613	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 89,218
2i. Train all teachers in the use of Restorative Justice practices in the classroom.	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2j. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.	funded within Action 6a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Action 6a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2k. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.	funded within Action 1k 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Action 1k 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

Goal Analysis

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

Funds budgeted for this Goal were largely used as planned.

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

Crew (advisory) was a place where many of these actions/services came to life, including during school closure due to the COVID 19 pandemic. The LEA needed to develop specific strategies to identify and support students who were not engaged in learning during Spring 2020.

Goal 3

Goal 3: Lodestar families are connected to the school and each other as partners in their children’s education.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Families who actively participate in one or more of their child’s Individualized Learning Plan meetings, as measured by internal audit, will increase by 1% annually until the goal of 95% or more is met.</p> <p>Baseline 99.6%</p>	<p>The LEA did not complete ILP meetings in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of families who positively rate connection questions, as measured by the Winter Family Survey, will increase by baseline + 1% until goal of 85% or more is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>

Actions / Services

<p>3a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically. (same as 2a)</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
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3b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.	1000-1999 Crew Leaders 3000-3999 Benefits LCFF Base \$45,193	1000-1999 Crew Leaders 3000-3999 Benefits LCFF Supplemental and Concentration 38,380
3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.	2000-2999 Family Liaison 3000-3999 Benefits Title I \$60,671	2000-2999 Family Liaison 3000-3999 Benefits Title I 52,437
3d. Hold twice yearly "State of the School" meetings with families around areas of school focus to share and get input.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
3e. Hold parent learning events around parent interest, need, and school goals.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
3f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$20,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,360
3g. Utilize family portal to better keep families informed of student progress and school events.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

Goal Analysis

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

Funds budgeted for this Goal were largely used as planned.

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

The LEA took specific actions to support families to continue to engage in learning over Spring 2020, including providing devices, hotspots, food, and financial support for families affected by the COVID 19 pandemic. Family townhalls regarding distance learning were well attended and families reported largely positive feedback about the LEA's response to COVID 19.

Goal 4

Goal 4: Lodestar Staff are engaged members of the school community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of staff who are engaged as measured by the Q12 will increase by 1% annually until the goal of 75% is met.</p> <p>Baseline 2017-18 will be baseline</p>	The LEA did not complete surveys as expected in Spring 20 due to COVID 19.
<p>Metric/Indicator The percent of staff who are satisfied with their total compensation package will increase by 1% annually until the goal of 85% is met.</p> <p>Baseline 2017-18 will be baseline</p>	The LEA did not complete surveys as expected in Spring 20 due to COVID 19.

Actions / Services

4a. Quarterly Professional Development Institutes support teachers to develop EL Core Practices. (same as 1l)	1000-1999 Certificated Teaching Staff 3000-3999 Benefits Title II \$65,661	1000-1999 Certificated Teaching Staff 3000-3999 Benefits Title II 71,387
4b. Teachers are regularly observed and provided feedback to continually improve practice.	funded within Action1k 1000-1999 Certificated Administrators	funded within Action1k 1000-1999 Certificated Administrators

	3000-3999 Benefits LCFF Base \$0	3000-3999 Benefits LCFF Base
4c. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6 LCFF Base
4d. Continue to implement new compensations model, including retention bonuses for staff at key retention points.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
4e. Provide 8% matching retirement contribution for all staff.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$273,787	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 250,911
4f. Support Diversity, Equity and Inclusion work through quarterly Professional Development.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999: Services And Other Operating Expenditures 0	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 4,650
4g. Review and refine Teacher Growth and Development framework.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

Goal Analysis

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

Funds budgeted for this Goal were largely used as planned.

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

The LEA continued staff professional development during distance learning, allowing staff to continue to stay connected with each other and engaged in professional learning. Staff survey data reflected largely positive feedback about the LEA's response to COVID 19.

Goal 5

Goal 5: LCPS students develop the mindsets to be successful in college and the career or their choice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>5a. Use HOWL (Habits of Work and Learning) Targets to promote student character development.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>5b. Support students with college and career readiness via the crew curriculum grades K-12.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>5c. Visit colleges in an age-based developmental progression.</p>	<p>funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p>	<p>funded within Goal 6 LCFF Base</p>

5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

funded within Goal 6 5000-5999:
Services And Other Operating
Expenditures LCFF Base \$0

funded within Goal 6 LCFF Base

Goal Analysis

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

This goal was supported only by indirect actions for which there weren't budgeted expenses.

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

The LEA continued to focus on its “culture and character” dimension of student achievement through continued work with: Habits of Work and Learning, Crew, Service Work, and reflection on the connection between academic habits/mindsets and academic success.

Goal 6

Goal 6: Lodestar is an operationally-sound organization with the capacity to carry out Goals 1-5.

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Lodestar acquires and maintains a sound facility.</p> <p>Baseline Met</p>	Lodestar acquired and maintained a permanent, sound facility.
<p>Metric/Indicator Lodestar is fully staffed by the beginning of the 2017-18 school year.</p> <p>Baseline Met</p>	Lodestar was fully staffed.
<p>Metric/Indicator Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.</p> <p>Baseline Met</p>	Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.

Actions / Services

6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$2,987,522	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 2,778,977
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6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.	4000-4999: Books And Supplies LCFF Base \$335,431	4000-4999: Books And Supplies LCFF Base 488,537
6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5000-5999: Services And Other Operating Expenditures LCFF Base \$2,747,360	5000-5999: Services And Other Operating Expenditures LCFF Base 2,913,804
6d. Maintain depreciating capital as necessary to support strong school operations.	funded in Action 5a 6000-6999: Capital Outlay LCFF Base \$0	funded in Action 5a 6000-6999: Capital Outlay LCFF Base
6e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	funded in Action 5a 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded in Action 5a 5000-5999: Services And Other Operating Expenditures LCFF Base

Goal Analysis

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

Funds budgeted for this Goal were largely used as planned, with total expenditures exceeding budget.

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

The LEA continued to operate with healthy reserves and a positive financial outlook for the next year despite financial uncertainty related to COVID 19. The LEA began preparing for potential return to in-person learning in the 20-21 school year by: acquiring PPE, modifying classroom spaces, installing HEPA filters, preparing for asymptomatic testing routines, and adopting health and safety policies related to campus access for staff, students, and families.

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
We are prioritizing a return to safe, in-person instruction when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	\$41,205	22,566	No
We are creating sufficiently separated spaces to support smaller learning groups for our hybrid learning scenarios.	\$65,339	31,430	Yes
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	\$47,330	46,063	Yes
We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	\$194,666	276,294	Yes
We are providing in-class teacher residents to support the quality of instruction and to provide additional support for student learning.	\$66,215	66,927	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 LEA spent less than projected on hybrid/in-person instruction given that the majority of the LEA's students remained in distance learning for 20-21. The LEA spent more than expected on enrichment courses due to coding science as enrichment courses in the middle school.

Analysis of In-Person Instructional Offerings

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

While the majority of students at the LEA accessed learning via distance for the entirety of the 20-21 school year, a small group of students (primarily students with IEPs) accessed learning from on campus beginning in November 2020. The LEA had substantial successes in building systems and preparing the facility for student/staff safety (a range of actions from a system for asymptomatic testing, HEPA filters, to physical classroom setup). One challenge experienced by the LEA were differences in overall COVID rates between Alameda county and its resident zip codes (which remained in the highest tier even when the surrounding county began to drop into tiers in which reopening was permitted). Next steps for the LEA include increasing the number of students and staff back on campus for summer programing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	\$115,210	301,397	No
We are providing office hours staffed by our technology team, to support ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	\$103,558	71,716	Yes
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	\$15,375	30,896	No
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with implementation of distance learning practices.	\$174,498	180,824	No
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	\$12,300	12,300	No
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	\$28,665	25,671	No
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	\$125,307	79,317	Yes
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	\$125,869	152,596	No
We are adding ELD support services to ensure fidelity of ELD instruction while in a distance learning environment.	\$85,731	35,497	No

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

The LEA spent more than expected on technology (connectivity, devices, communications software, and PD for teachers around the use of Tech Products). The LEA spent more than expected to provide IEP services as well. While the LEA budgeted for non-instructional roles to provide a variety of anticipated supports, general education teachers were able to provide these supports given the distance learning schedule.

Analysis of the Distance Learning Program

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

The LEA had substantial success with distance learning, translating to ADA of 95%+. Initial efforts in the early part of the 20-21 school year were on ensuring all students had a chromebook to get online and a hotspot if needed. The LEA's tech team put substantial work in to family-facing services during this time. One initial challenge experienced in this area was delivery of chromebooks and hotspots (due to global supply chain disruptions) but these were mostly resolved by October 2020, with additional chromebook inventory provided by local initiatives like the Oakland Undivided campaign during this time. Student engagement with learning was tracked with the rollout of the Altitude Learning LMS, which was rolled out specifically for this purpose during distance learning.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. One challenge related to this is the number of students who are expected to need some kind of additional support given learning loss; the LEA is proactively planning for these supports through an MTSS approach during summer of 2021.

Staff roles and responsibilities were quickly updated ahead of the 20-21 school year and staff were developed to provide virtual instruction to students.

Students with unique needs who were not successful in distance learning were identified and brought on campus as part of our first in-person cohorts in November 2020. The LEA was not able to open more broadly to in-person learning given COVID positivity rates in our immediate zip codes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are purchasing and distributing additional copies of the curriculum for student use in a home setting.	\$14,350	42,925	No
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	\$193,196	173,700	Yes
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	\$36,900	59,378	No

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

The LEA spent more than anticipated on curriculum materials to support distance learning and on learning management systems associated with distance learning.

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.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. Professional development for the 21-22 year focused on using data for corrective instruction, taking advantage of structures including office hours, small group instruction, and 1:1 check ins with students to address gaps present in this data. Initial data shows that many students have unfinished learning from the previous grade; all teachers will need to plan to support this unfinished learning as part of Tier 1 instruction as well as through a coherent Tier 2 approach to remediation, providing all students access to both grade-level content and instruction that targets specific gap areas.

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.

Students across the LEA continued to participate in crew (advisory) over the 21-22 school year, a space where student relationships are prioritized and SEL curriculum is delivered. In addition to proactive supports provided in crew, teachers also filled out Social Emotional Screeners, analyzed by school clinicians, to identify additional targeted supports by grade levels and for students in need of small group or 1:1 counseling. The LEA continued to provide mental health services during the 20-21 year (for ERMHS and non-NRMHS students). One challenge in supporting mental health needs during this year was the large number of students who needed mental health supports, leading clinical teams to need to refer students and families to community agencies when the need for support was not immediate/acute.

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.

The LEA's attendance team reached out to students and families who were not present or engaged in a systematic way, providing increasing support to students and families where needed. Families were updated on student progress every 6 weeks of the year, with Student-Led Conferences happening twice as a deeper opportunity for families and students to engage with teachers around student progress.

The LEA's plans for next year include increasing opportunities for family voice at sites through SSC/ELAC structures (the LEA is looking to increase family participation in these structures).

Analysis of School Nutrition

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

The LEA distributed food to families twice weekly in a drive-through format. In addition, the LEA delivered food to families that did not have access to transportation or were otherwise unable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	\$12,860	13,662	No
	We are providing counseling through virtual touch points during distance learning.	\$57,084	91,479	No
	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	\$17,630	19,456	No
	We are shifting our staffing needs during Distance Learning to accommodate for meal pick-up by families, rather than distribution during a normal school day.	\$21,471	65,112	No
	We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.	\$431,177	466,629	Yes

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

The LEA spent more than expected on supports to ensure that students were present and engaged in distance learning, including providing basic needs (food, translation, 1:1 check ins) and attending to student mental health (increased clinical services)

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.

One key theme that came from the implementation of the LEA’s distance learning and in-person programs during 20-21 is the need for alignment across all of the schools in our LEA in terms of program (curriculum, instruction, assessment) and supports for program (finance, operations, HR). Our academic programs and student support programs became increasingly aligned over 20-21 with increased impact on students, and this is an area where the LEA will continue to work on alignment in 21-24.

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

The LEA will continue with robust assessment practices that allow it to identify students who have learning gaps. The LEA is investing in MTSS and SEL supports for students (including curriculum, personnel, and partnerships) and from a schedule perspective is prioritizing continued focus on grade level standards and intervention designed to support unfinished learning. Coaching and development of teachers is focused on providing rigorous grade level instruction and on addressing unfinished learning. For pupils with unique needs, the LEA is investing in staffing in the Special Education and Clinical Departments. The LEA has also made substantial investments in student services designed to support unhoused students and families as part of our commitment, in a material revision in our charter, to give enrollment preference to Oakland’s unhoused students and families.

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 LEA was adaptive in meeting the needs of English Learners, Foster Youth, and Low-Income students given the COVID-19 pandemic. The vast majority of the LEA’s students (80%+) are English Learners, Foster Youth, and/or Low-Income. The LEA prioritized actions to give students access to school and to ensure students were engaged in school when present, including providing support with basic needs, technology, mental health supports, and relationships when needed in service of students’ overall academic success.

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.

Reflection and analysis on student outcomes from the 19-20 LCAP and the 20-21 LCP, as well as meaningful stakeholder engagement, have informed the following priorities for the 21-22 through 23-24 LCAP:

Improving the quality of academic program through aligning systemwide tools and processes and teacher, leader, and staff development -- increased alignment and staff development will translate to meaningful instructional improvement and academic growth for all students.

Alignment in implementation of systems and structures designed to support specific student populations: English Learners, Unhoused Students, and Students with Unfinished Learning -- Aligned systems and structures, implemented consistently, are needed to provide increased supports to students as they re-enter school in the fall.

Alignment in supports around operations, technology, and finance.

Increased focus on college/career programs, including updates to A-G course sequence and dual credit pathways.

Increased opportunities for meaningful family voice and advocacy through SSC/ELAC.

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	7,441,364.00	7,748,763.00
	0.00	0.00
Federal Funds	0.00	0.00
LCFF Base	6,403,164.00	6,439,596.00
LCFF Supplemental and Concentration	911,868.00	1,185,343.00
Title I	60,671.00	52,437.00
Title II	65,661.00	71,387.00
	20,000.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,441,364.00	7,748,763.00
	4,208,022.00	4,176,135.00
4000-4999: Books And Supplies	485,982.00	569,606.00
5000-5999: Services And Other Operating Expenditures	2,747,360.00	3,003,022.00
6000-6999: Capital Outlay	0.00	0.00

* 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	7,441,364.00	7,748,763.00
	Federal Funds	0.00	0.00
	LCFF Base	3,306,502.00	3,029,888.00
	LCFF Supplemental and Concentration	775,188.00	1,022,423.00
	Title I	60,671.00	52,437.00
	Title II	65,661.00	71,387.00
4000-4999: Books And Supplies	LCFF Base	349,302.00	495,904.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	136,680.00	73,702.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	2,747,360.00	2,913,804.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	89,218.00
6000-6999: Capital Outlay	LCFF Base	0.00	0.00
		0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	764,364.00	907,209.00
Goal 2	141,375.00	225,111.00
Goal 3	125,864.00	108,177.00
Goal 4	339,448.00	326,948.00
Goal 5	0.00	0.00
Goal 6	6,070,313.00	6,181,318.00

* 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	\$414,755.00	\$443,280.00
Distance Learning Program	\$786,513.00	\$890,214.00
Pupil Learning Loss	\$244,446.00	\$276,003.00
Additional Actions and Plan Requirements	\$540,222.00	\$656,338.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,985,936.00	\$2,265,835.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$41,205.00	\$22,566.00
Distance Learning Program	\$557,648.00	\$739,181.00
Pupil Learning Loss	\$51,250.00	\$102,303.00
Additional Actions and Plan Requirements	\$109,045.00	\$189,709.00
All Expenditures in Learning Continuity and Attendance Plan	\$759,148.00	\$1,053,759.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$373,550.00	\$420,714.00
Distance Learning Program	\$228,865.00	\$151,033.00
Pupil Learning Loss	\$193,196.00	\$173,700.00
Additional Actions and Plan Requirements	\$431,177.00	\$466,629.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,226,788.00	\$1,212,076.00