

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

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

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

Goal 1

Goal 1: Lighthouse 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 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who meet proficiency in ELA as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 90% Low Income — 91% Latino — 88%</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 who meet grade level proficiency in Math as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 47% Low Income — 44%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
Latino — 43%	
<p>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.</p> <p>Baseline New Measure to be added in 2018-19</p>	The LEA did not complete testing as expected in Spring 20 due to COVID 19.
<p>Metric/Indicator 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.</p>	The LEA did not complete testing as expected in Spring 20 due to COVID 19.

Actions / Services

1a. Assess student reading achievement triennially to monitor student growth and identify students in need of interventions.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,385	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3166
1b. Assess student math achievement triennially to monitor student growth and identify students in need of intervention.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,385	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3166
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 3,385	4000-4999: Books And Supplies LCFF Base 3683
1d. Provide targeted interventions for students identified as needing additional support through MTSS.	1000-1999 Certificated Staff 3000-3999 Benefits LCFF Supplemental and Concentration 119,529	1000-1999 Certificated Staff 3000-3999 Benefits LCFF Supplemental and Concentration 68,974
1e. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,358	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 114,244

1f. Regularly observe and provide feedback to teachers to continually improve practice.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 59,765	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 46225
1g. Provide all teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	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
1h. Reading interventionist works with long-term English Learner students. High school schedule redesign will allow students to take reading support courses while still completing A-G course sequence.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 23,906	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 39652
1i. Newcomer English Learners receive Designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to support their content-area achievement.	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
1j. Math teachers receive training in CPM Integrated Math curriculum.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,771	4000-4999: Books And Supplies LCFF Supplemental and Concentration 7462
1k. Adopt and utilize standards-aligned ELA curriculum in all grade levels, and continue roll-out of CCSS-aligned math curriculum to 11th grade.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0
1l. Review student progress toward standards mastery and plan next steps for student growth through bi-weekly data meetings.	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
1m. Roll-out modified MTSS structures in order to identify students in need of additional academic supports	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

1n. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development in course groups.	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
1o. Increase math intervention supports for students identified as needing additional support through MTSS.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits ESSA: Comprehensive Support and Improvement \$83,916	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits ESSA: Comprehensive Support and Improvement 53620
1p. Adopt and utilize curricular materials in math intervention classes and provide appropriate training for instruction.	4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration \$76,084	4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration 4020
1q. Hire EL coordinator to oversee the assessment, placement, and support of English Learners.	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
1r. Continue alignment of 10th and 12th grade passage structures to the 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 LCFF Base
1s. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College Courses.	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
1t. Continue Pathway improvement work with Strong Workforce Grant Funding.	1000-1999 Certificated Staff 3000-3999 Benefits 4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses Strong Workforce Grant \$173,018	1000-1999 Certificated Staff 3000-3999 Benefits 4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses Strong Workforce Grant 104578

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.

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

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. This posed a unique challenge to executing this as the conclusion of the school year approached.

Goal 2

Goal 2: Lighthouse 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 who have a suspension will decrease by a minimum of 2016 -17 baseline -.6% until the goal of 4% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 6.8% Low Income — 6.4% Latino — 6.9% English Learners—2.8%</p>	<p>The LEA does not have a complete year’s worth of in-person suspension data due to COVID 19.</p>
<p>Metric/Indicator The percent of students who are chronically absent will decrease by a minimum of 2016-17 baseline -1% until the goal of 5% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 11% Low Income — 10% Latino — 11% English Learner—19.4%</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</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
<p>The percent of positive responses on the Student Interactions and Attitude & Culture dimensions of the SCAI will increase by a minimum of 2016-17 baseline +1% until the goal of 70% or higher is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 46% Low Income — 48% Latino — 47%</p>	

Actions / Services

<p>2a. Utilize crew as a venue in which students are supported socially, academically, and emotionally.</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>2b. Increase student leadership opportunities to support student empowerment and engagement.</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>2c. Roll out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.</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>2d. Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$89,647</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 99618</p>
<p>2e. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff</p>

	3000-3999 Benefits LCFF Supplemental and Concentration 107,576	3000-3999 Benefits LCFF Supplemental and Concentration 68028
2f. Increase work-based learning experiences for students aligned to Pathway.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,250	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15986
2g. Design and implement Restorative Justice training to support use of RJ practices in the classroom.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6
2h. Use Habits of Work and Learning (HOWL) Targets to promote classroom character development.	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
2i. Examine school culture data in School Culture Teams and implement school-wide interventions.	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
2j. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.	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
2k. 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
2l. Align discipline procedures to ensure consistent application of restorative actions and consequences.	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 expended as planned.

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

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached.

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: Lighthouse 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 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.</p> <p>Baseline 98%</p>	<p>The LEA did not complete ILP meetings in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of positive responses to Winter Family Survey Connection questions will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 76%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>
<p>Metric/Indicator Percent of positive response to Winter Family Survey Partnership questions will increase by a minimum of 2016-17 baseline +1% until goal of 90% is met.</p> <p>Baseline 84%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>

Actions / Services

<p>3a. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,358</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 32,853</p>
<p>3b. Hold parent learning events based on parent interest, need, and school goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 26,147</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 20,097</p>
<p>3c. Train families in use of Family Portal within SIS to better keep families informed of student progress and school events.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 2,601</p>
<p>3d. Provide family education related to the college application and scholarship process.</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>3e. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.</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>2f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 10,958</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 25,534</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.

Funds budgeted for this Goal were expended as planned.

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

In the 2019-20 school year, our families were able to engage in Student-led conferences at nearly full participation.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached.

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: Lighthouse staff are engaged members of the school community.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of staff who are engaged on the Q12 engagement survey will increase by a minimum of 2016-17 baseline +1% until goal of 75% is met.</p> <p>Baseline 58%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of staff who are neutral or satisfied with their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 80%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

4a (same as 1e) Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.	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
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4b. (same as 1f) Regularly observe and provide feedback to teachers to continually improve their practice.	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
4c. Continue to implement new compensation 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 10,546
4d. Provide 8% matching retirement contribution for all staff.	3000-3999: Employee Benefits LCFF Base \$185,030	3000-3999: Employee Benefits 165,893
4e. Review and refine teacher evaluation framework.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$36,162	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 1,260
4f. Support Diversity, Equity and Inclusion work through quarterly PD.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$6,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 1,500

Goal Analysis

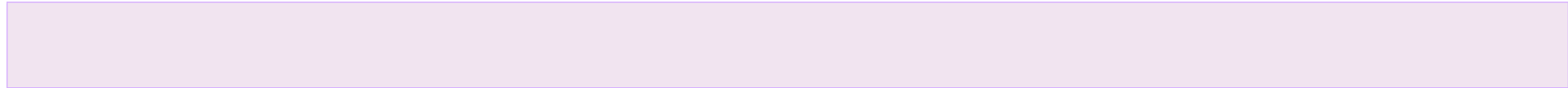
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were expended as planned.

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

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. In light of that, our staff engaged with students and families with extraordinary efforts.

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: Lighthouse graduates are prepared to be successful in college and the career of 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 4-year cohort graduation rate will increase by a minimum of 2016-17 baseline +1% until the goal of 85% is met, overall and in each of the significant subgroups.</p> <p>Baseline All — 60.7% Low Income — 62.1% Latino — 60.2% (2015-16 grad rates)</p>	
<p>Metric/Indicator A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.</p> <p>Baseline All — 9% Latino — 9% FRL — 9% (2015-16 dropout rates)</p>	
<p>Metric/Indicator</p>	

Expected	Actual
<p>Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 100% Latino — 100% Low Income — 100%</p>	

Actions / Services

<p>5a. All juniors and seniors are enrolled in college and career preparation classes.</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. Crew leaders oversee and monitor the college and scholarship application processes for their cohort.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$41,638</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 45,698</p>
<p>5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$15,650</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,986</p>
<p>5d. Continue partnerships to provide additional support in academic and financial preparation for college.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$16,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 36,325</p>
<p>5e. Embed SAT preparation into Math and English classes.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,980</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>
<p>5f. All students take A-G approved course series, unless an alternative course series is identified within an IEP.</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 LCFF Base \$0	3000-3999 Benefits LCFF Base
5g. Continue build out of integrated projects as a part of the Lighthouse Product Innovation and Design Pathway.	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
5h. Implement and evaluate new courses as part of master schedule redesign.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$31,264	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 186,764
5i. Implement new master schedule to increase access to college prep courses and intervention supports.	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
5j. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College courses. (same as 1s)	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

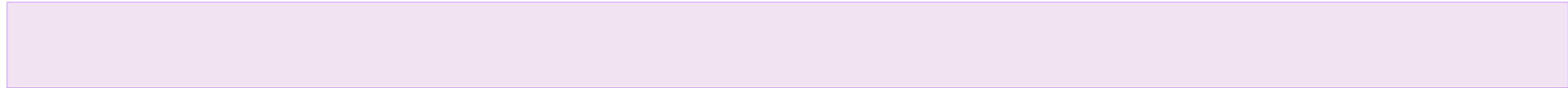
Goal Analysis

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 expended as planned.

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

Despite school closure in the spring of 2020, seniors were supported to graduate successfully. 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: Lighthouse 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: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Lighthouse maintains a sound facility. Lighthouse is fully staffed by the beginning of the school year.</p> <p>Baseline Met</p>	Met
<p>Metric/Indicator Lighthouse is fully staffed by the beginning of the school year.</p> <p>Baseline 95% staffed</p>	Met
<p>Metric/Indicator Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.</p> <p>Baseline Met</p>	Met

Actions / Services

6a. Hire and develop a certificated and classified staff to support implementation of the goals and action as detailed in the LCAP.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$2,077,369	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 2,235,872
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6b. Acquire and maintain books, materials and supplies necessary to support strong school operations.	4000-4999: Books And Supplies LCFF Base \$735,195	4000-4999: Books And Supplies LCFF Base 315,080
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 \$1,265,614	5000-5999: Services And Other Operating Expenditures LCFF Base 1,338,853
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 oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	N/A; funded within 6c 5000-5999: Services And Other Operating Expenditures LCFF Base	N/A; funded within 6c 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. However, total expenditures were slightly down relative to budget, given unexpended funds at the conclusion of the school year.

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

See above. 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.	23,115	13,792	No
We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios.	36,653	0	Yes
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	26,551	41,200	Yes
We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	109,203	98,778	Yes
We are providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning.	37,145	20,282	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 on hybrid learning and operational supports for in-person learning given that the majority of the LEA's students remained in distance learning for the 21-22 school year.

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.	\$64,630	160,122	No
We are providing office hours staffed by our technology team, to support the 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.	\$58,093	40,759	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.	\$8,625	17,332	No
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices.	\$97,889	122,721	No
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	\$6,900	6,900	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.	\$16,080	10,321	No
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	\$70,294	16,048	Yes
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	\$70,609	81,902	No
We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment.	\$48,093	20,189	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 on technology (including tech support, connectivity, and training for staff) than originally budgeted. The LEA originally projected that more non-instructional staff would be needed for general student supports as well as ELD supports, but general education teachers were able to provide some of these projected supports within their distance learning roles.

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.	\$8,050	23,223	No
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	\$108,378	96,763	Yes
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	\$20,700	33,310	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.

Spending on curriculum for use in the home setting and on our learning management system was more than expected; spending on after-school instructors to support during the core day was less than expected given that general education teachers were able to hold more individual supports in their distance learning roles.

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
Mental Health and Social and Emotional Well-Being	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	\$7,214	7,654	No
Mental Health and Social and Emotional Well-Being	We are providing counseling through virtual touchpoints during distance learning.	\$32,023	51,317	No
Pupil Engagement and Outreach	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	\$9,890	10,914	No
School Nutrition	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.	\$12,045	25,287	No
Pupil Engagement and Outreach	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.	\$241,880	294,352	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 budgeted on mental health supports for students, provision of meals (including meal drop off for students and families), and in ensuring that students/families had the touchpoints needed to ensure strong engagement in our distance learning program.

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	5,244,840.00	5,067,284.00
	0.00	168,653.00
ESSA: Comprehensive Support and Improvement	83,916.00	53,620.00
LCFF Base	4,384,523.00	3,904,034.00
LCFF Supplemental and Concentration	603,383.00	836,399.00
Strong Workforce Grant	173,018.00	104,578.00
	31,264.00	86,922.00
	31,264.00	0.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,244,840.00	5,067,284.00
	2,997,695.00	3,161,684.00
3000-3999: Employee Benefits	185,030.00	165,893.00
4000-4999: Books And Supplies	754,121.00	332,557.00
5000-5999: Services And Other Operating Expenditures	1,307,994.00	1,407,150.00
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	5,244,840.00	5,067,284.00
		0.00	2,760.00
	ESSA: Comprehensive Support and Improvement	83,916.00	53,620.00
	LCFF Base	2,161,169.00	2,246,418.00
	LCFF Supplemental and Concentration	579,592.00	754,308.00
	Strong Workforce Grant	173,018.00	104,578.00
3000-3999: Employee Benefits		0.00	165,893.00
3000-3999: Employee Benefits	LCFF Base	185,030.00	0.00
4000-4999: Books And Supplies	LCFF Base	738,580.00	318,763.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	15,541.00	13,794.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,299,744.00	1,338,853.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	8,250.00	68,297.00
6000-6999: Capital Outlay	LCFF Base	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	572,502.00	448,790.00
Goal 2	205,473.00	183,632.00
Goal 3	54,463.00	81,085.00
Goal 4	227,192.00	179,199.00
Goal 5	107,032.00	284,773.00
Goal 6	4,078,178.00	3,889,805.00

* 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	\$232,667.00	\$174,052.00
Distance Learning Program	\$441,213.00	\$476,294.00
Pupil Learning Loss	\$137,128.00	\$153,296.00
Additional Actions and Plan Requirements	\$303,052.00	\$389,524.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,114,060.00	\$1,193,166.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$23,115.00	\$13,792.00
Distance Learning Program	\$312,826.00	\$419,487.00
Pupil Learning Loss	\$28,750.00	\$56,533.00
Additional Actions and Plan Requirements	\$61,172.00	\$95,172.00
All Expenditures in Learning Continuity and Attendance Plan	\$425,863.00	\$584,984.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$209,552.00	\$160,260.00
Distance Learning Program	\$128,387.00	\$56,807.00
Pupil Learning Loss	\$108,378.00	\$96,763.00
Additional Actions and Plan Requirements	\$241,880.00	\$294,352.00
All Expenditures in Learning Continuity and Attendance Plan	\$688,197.00	\$608,182.00