

# 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

Develop an infrastructure to implement multiple forms of student/schoolwide data including assessments to inform instructional decisions, implementation of research-based intervention programs; in order to research and develop an RTI/MTSS Structured Program to identify, monitor and provide appropriate academic and social-emotional supports to ensure student academic growth, to close the achievement gap among all subgroups. (aligns with WASC Action Plan, 1,3,4)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Annual Growth on CAASPP ELA distance from Level (DFL) 3            Scale Scores: Grade 11</p> <p><b>19-20</b>            -30 DFL3</p> <p><b>Baseline</b>            -60 DFL3</p>	<p>data not available</p>
<p><b>Metric/Indicator</b>            Annual Growth on CAASPP Math distance from Level (DFL) 3            Scale Scores: Grade 11</p> <p><b>19-20</b>            -124.1 DFL3</p> <p><b>Baseline</b>            -164.1 DFL3</p>	<p>data not available</p>
<p><b>Metric/Indicator</b>            Increase attendance rates:</p> <p><b>19-20</b></p>	

Expected	Actual
96% <b>Baseline</b> 93%	
<b>Metric/Indicator</b> Decrease Chronic Absenteeism rates: (1% decline annually) <b>19-20</b> 15% <b>Baseline</b> 18.7%	24%
<b>Metric/Indicator</b> Maintain High School Dropout Rates: <b>19-20</b> <3% <b>Baseline</b> 0%	
<b>Metric/Indicator</b> Maintain High School Graduation Rates: <b>19-20</b> >95% <b>Baseline</b> 95%	98%
<b>Metric/Indicator</b> % of Grade 12 students that are CCR: UC A-G Completion rate <b>19-20</b> 100% <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b> % of students who pass AP Exam with score 3+:	

Expected	Actual
<p><b>19-20</b> Establish AMO</p> <p><b>Baseline</b> Baseline</p>	
<p><b>Metric/Indicator</b> % of students “College Ready” as measured by EAP: (ELA/Math)</p> <p><b>19-20</b> 15%/15%</p> <p><b>Baseline</b> 0%/0%</p>	
<p><b>Metric/Indicator</b> % of students access broad course of study: UC A-G approved</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> Decrease % of Grade 9 students “at-risk HFZ” annually: Aerobic Capacity/Body Composition</p> <p><b>19-20</b> 18%/23%</p> <p><b>Baseline</b> 33.3%/38.1%</p>	data not available
<p><b>Metric/Indicator</b> Facilities Inspection Tool (FIT) Report Score: Good or Better</p> <p><b>19-20</b> Good</p> <p><b>Baseline</b> Good</p>	Good

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>1000-1999: Certificated Personnel Salaries Base \$816,609</p> <p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$90,734</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Base 1058917</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 11146</p>
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> Students with Disabilities Specific Student Groups: EL/SPED</p> <p><b>Location(s)</b> All Schools</p>	<p>Duplicate Expenses Goat1, Action 2000-2999: Classified Personnel Salaries Base \$195,909</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$97,500</p>	<p>2000-2999: Classified Personnel Salaries LCFF Base 161052</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 97500</p>
	<p>4000-4999: Books And Supplies Supplemental and Concentration \$58,117</p> <p>4000-4999: Books And Supplies Supplemental and Concentration \$10,378</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 88070</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 10378</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	#1200 Certificated Pupil Support #2100 Instructional Stipends #1300 Certificated Administrators Salaries Supplemental and Concentration \$300,000	LCFF Supplemental and Concentration 295242
	#1300 Certificated Administrators Salaries #5106 Other Educational Consultants Supplemental and Concentration \$95,000	#1300 Certificated Administrators Salaries #5106 Other Educational Consultants LCFF Base 14002

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	5000-5999: Services And Other Operating Expenditures Base \$837,903	5000-5999: Services And Other Operating Expenditures LCFF Base 777851
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	Staff Salaries: See Goal 1, Action 1 Curriculum: See Goal 2, Action 3 Base	Staff Salaries: See Goal 1, Action 1 Curriculum: See Goal 2, Action 3 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.

NA

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

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

## Goal 2

Develop a comprehensive, coherently focused, school-wide Professional Development Plan that includes the CCSS ELA/ELD/Math & NGSS, differentiation, and research-based instructional strategies to address the diverse learning needs of our (ELL, SPED) students and supports teachers to be effective educators. Implement an instructional day that provides students with a rigorous common core aligned curriculum across all disciplines, and instruction that includes relevant and extended learning experiences that encourages student engagement, elicits critical thinking, and problem-solving. (Aligns with WASC Action Plan 2,3)

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><b>Metric/Indicator</b>            % of students that have access to standards-aligned instructional materials:</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            % of teachers that will implement state standards for all students including EL access to CCSS &amp; ELD</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            100%</p>	<p>100%</p>
<p><b>Metric/Indicator</b>            % of teachers who are appropriately credentialed and assigned.</p> <p><b>19-20</b></p>	<p>100%</p>

Expected	Actual
100% <b>Baseline</b> 100%	
<b>Metric/Indicator</b> Increase percentage of EL who advance at least 1 Proficiency Level as measured by CELDT: <b>19-20</b> Establish AMO <b>Baseline</b> 21%	data not available
<b>Metric/Indicator</b> Increase English Learner reclassification rate: <b>19-20</b> Establish AMO <b>Baseline</b> 32%	8%

**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(Conferences & Consultant for PD) 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$80,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	(CELDT/ELPAC) 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$30,000	
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  All</p> <p><b>Location(s)</b>  All Schools</p>	4000-4999: Books And Supplies Base \$50,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b> All Schools</p>	<p>4000-4999: Books And Supplies Base \$27,398</p> <p>5800: Professional/Consulting Services And Operating Expenditures Base \$9,559</p>	
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners Foster Youth Low Income</p> <p><b>Scope of Services</b> LEA-wide</p> <p><b>Locations</b> All Schools</p>	<p>#5106 Educational Consultants 4000-4999: Books And Supplies Supplemental and Concentration \$50,000</p>	<p>Repeat Expenditure 0</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.

NA

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

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

## Goal 3

Engage parents as partners through education, communication, and collaboration, to ensure all students are college and career ready. Provide students with a safe, welcoming and inclusive, positive learning environment that exudes a Culture of High Expectations and a Culture of Respect. (Aligns with WASC Action Plan #1)

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Parent involvement through input in decision-making via SSC, &amp; ELAC.</p> <p><b>19-20</b> Met</p> <p><b>Baseline</b> Met</p>	
<p><b>Metric/Indicator</b> Parent involvement will include opportunities for participation in programs for unduplicated students.</p> <p><b>19-20</b> Met</p> <p><b>Baseline</b> Met</p>	
<p><b>Metric/Indicator</b> Suspension rate:</p> <p><b>19-20</b> &lt;1%</p> <p><b>Baseline</b></p>	0%

Expected	Actual
0%	
<b>Metric/Indicator</b> Maintain expulsion rates: <b>19-20</b> <1% <b>Baseline</b> 0%	0%
<b>Metric/Indicator</b> Administer parent, student & teacher survey to measure sense of safety and school connectedness. <b>19-20</b> Met <b>Baseline</b> Met	
<b>Metric/Indicator</b> Administer Facility Inspection Tool (FIT): Score Good or Better <b>19-20</b> Good <b>Baseline</b> Good	Good

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration \$10,000	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>	Salary- See Goal 1, Action 5 1000-1999: Certificated Personnel Salaries Supplemental and Concentration	
	2000-2999: Classified Personnel Salaries Supplemental and Concentration \$50,000	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 37450

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b>  English Learners  Foster Youth  Low Income</p> <p><b>Scope of Services</b>  LEA-wide</p> <p><b>Locations</b>  All Schools</p>		

## Goal Analysis

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

NA

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

The Pandemic and the shift to distance learning created many challenges but we also saw the faculty and staff rise to the challenge and experience many successes, ranging from increased capacity and expertise in technology and delivering effective distance instruction to a focus on support for vulnerable student subgroups in both academics and emotional well-being.

# Goal 4

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p>		

## Goal Analysis

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

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

[Empty text box for description of successes and challenges]

## Goal 5

Increase parents (families) attending parent/community meetings to engage them in the school's mission/vision, school processes and goals.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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### Goal Analysis

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

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

## Goal 6

Promote parent engagement through parent conferences and workshops on topics that engage them to support their students' academic and career success

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p>		

### Goal Analysis

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

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

[Empty text box for description of successes and challenges]

# Goal 7

Increase percentage of students meeting proficiency or better on CCSS-aligned assessments in ELA and math

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b>  <b>Students to be Served</b> All  <b>Location(s)</b>		

## Goal Analysis

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

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

[Empty text box for description]

## Goal 8

Increase the number of English Learners who reclassify as Fluent English Proficient

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
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### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b></p> <p><b>Locations</b></p>		

### Goal Analysis

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

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

[Empty text box for description of successes and challenges]

# Goal 9

Increase performance in basic skills assessment demonstrating proficiency in English to participate in curriculum designed for native English speakers

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p> <p><b>For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> English Learners</p> <p><b>Scope of Services</b></p> <p><b>Locations</b></p>		

## Goal Analysis

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

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

# Goal 10

To maintain a 95% or above average daily attendance rate

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
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## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p><b>For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</b></p> <p><b>Students to be Served</b> All</p> <p><b>Location(s)</b></p>		

## Goal Analysis

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

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

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Personal Protective Equipment (PPE) to enhance halts and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices. (LLMF)	60,000		No
Janitorial and campus aide staff to provide a clean & safe school site & cleaning equipment and supplies (LLMF)	200,000		No
Safe Passage Agreement (WACA) (LLMF)	30,000		No

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

### Analysis of In-Person Instructional Offerings

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

Issues related to the pandemic, including the state's Tiers, public perception of the effectiveness of safety precautions and individual family choice played a key role in families decisions whether to continue with distance learning or engage in school-site learning. Staff had to be trained to adhere to safety standards and teachers were required to remain flexible in their instructional approach. Our faculty was successful in learning new instructional strategies and were supported with technology and technology training. We also made shifts to focus on student subgroups that needed additional support through the pandemic.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional devices and technology (i.e., Chromebooks and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive. (LLMF)	\$150,000		Yes
Two week professional development offered to all teachers to support the development of high quality lessons for distance learning. (repeat expense)	0		Yes
Purchase software to ensure management of deployed equipment for distance learning (LLMF)	\$70,000		Yes
Additional IT staffing to support students, families and staff to ensure access and engagement on virtual learning platforms. (LLMF)	\$60,000		Yes
Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms.	\$40,000		Yes
Special Education support staff, programs and resources	\$175,000		No

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

## Analysis of the Distance Learning Program

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

Faculty and staff were successful in making efficient and effective modifications to instruction to implement distance learning and support students well-being during a time of social isolation for many students.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Online assessments to measure pupil learning loss and progress (LLMF)	\$40,000		Yes
Credentialed teachers to provide instruction, assessment, tutoring & intervention (LLMF)	\$1,500,000		Yes
Instructional Aides providing intervention, tutoring and student support (LLMF)	\$100,000		Yes

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

## Analysis of Pupil Learning Loss

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

It is difficult to assess the learning loss of students due to lack of SBAC data, but we have used formative interim assessments to determine trends in learning loss among students and plans to address these issues are reflected in the LCAP.

## **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.

The impact of the pandemic on already vulnerable student subgroups has been first and foremost in staff and faculty discussions and plans to provide these students with additional staff, curriculum and opportunities for social-emotional development and well-being are represented in our LCAP.

## **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.

Family engagement became a priority this year and it also became more difficult as the Pandemic created barriers. We have adopted new platforms and methods to engage families (both virtually and in-person) and make parents partners in the education of their students.

## **Analysis of School Nutrition**

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

# 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	School Counselor providing social emotional supports (LLMF)	\$90,000		Yes
Stakeholder Engagement	Bilingual Parent Coordinator engaging parents, students and other stakeholders. (LLMF)	\$70,000		Yes
Distance Learning Program (Continuity of Instruction)	Instructional Coach proving teacher coaching, professional development. (LLMF)	\$80,000		Yes
Pupil Engagement and Outreach	Bilingual Office Staff to support families whose primary language is not English. (LLMF)	\$50,000		Yes
Mental Health and Social and Emotional Well-Being	School Therapist/Psychologist to provide mental health supports/services (LLMF)	\$53,000		Yes
Distance Learning Program (Supports for Pupils with Unique Needs)	EL Coordinator to support English Learners	\$75,000		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.

## 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.

Data and reflection on the past academic school year were used to drive the development of goals and actions in the LCAP and are described with greater detail in the LCAP.

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

Throughout the LCAP, there are new and continued strategies that address pupil learning loss and gaps, particularly for students with unique needs. Examples include, new support positions, new curriculum and interventions.

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.

NA

# 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.

The data and reflection on the implementation of programs and available state and local student outcomes served to inform the development of the LCAP, along with reflection and input of key stakeholders including parents, faculty, staff, leadership and students.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto: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	2,809,107.00	2,551,608.00
	0.00	0.00
Base	1,937,378.00	0.00
LCFF Base	0.00	2,011,822.00
LCFF Supplemental and Concentration	0.00	539,786.00
Supplemental and Concentration	871,729.00	0.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	2,809,107.00	2,551,608.00
	395,000.00	309,244.00
1000-1999: Certificated Personnel Salaries	846,609.00	1,058,917.00
2000-2999: Classified Personnel Salaries	245,909.00	198,502.00
4000-4999: Books And Supplies	205,893.00	98,448.00
5000-5999: Services And Other Operating Expenditures	935,403.00	875,351.00
5800: Professional/Consulting Services And Operating Expenditures	180,293.00	11,146.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	2,809,107.00	2,551,608.00
		0.00	0.00
	LCFF Base	0.00	14,002.00
	LCFF Supplemental and Concentration	0.00	295,242.00
	Supplemental and Concentration	395,000.00	0.00
1000-1999: Certificated Personnel Salaries	Base	816,609.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,058,917.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	30,000.00	0.00
2000-2999: Classified Personnel Salaries	Base	195,909.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	161,052.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	37,450.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	50,000.00	0.00
4000-4999: Books And Supplies	Base	77,398.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	98,448.00
4000-4999: Books And Supplies	Supplemental and Concentration	128,495.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	837,903.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	777,851.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	97,500.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	97,500.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	9,559.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	11,146.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	170,734.00	0.00

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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,502,150.00	2,514,158.00
<b>Goal 2</b>	246,957.00	0.00
<b>Goal 3</b>	60,000.00	37,450.00

\* 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	\$290,000.00	
Distance Learning Program	\$495,000.00	
Pupil Learning Loss	\$1,640,000.00	
Additional Actions and Plan Requirements	\$418,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,843,000.00</b>	

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$290,000.00	
Distance Learning Program	\$175,000.00	
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$465,000.00</b>	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$320,000.00	
Pupil Learning Loss	\$1,640,000.00	
Additional Actions and Plan Requirements	\$418,000.00	
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$2,378,000.00</b>	