



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

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

LEA Name	Contact Name and Title	Email and Phone
Alder Grove Charter School	Tim Warner Director	tim.warner@aldergrovecharter.org 707-268-0854

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

Goal 1

To enable all students to reach high standards in math, reading and writing

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP: English Language Arts</p> <p>19-20 44% meet or exceed standards in ELA.</p> <p>Baseline 39% met or exceeded standards in ELA</p>	<p>Due to COVID-19 pandemic and school closures, CAASPP testing was not conducted.</p>
<p>Metric/Indicator CAASPP: English Language Arts</p> <p>19-20 Remain at 17.2 points below level 3 or decrease.</p> <p>Baseline 20.9 points below level 3</p>	<p>Due to COVID-19 pandemic and school closures, CAASPP testing was not conducted.</p>
<p>Metric/Indicator CAASPP: English Language Arts: Writing</p> <p>19-20</p>	<p>Due to COVID-19 pandemic and school closures, CAASPP testing was not conducted.</p>

Expected	Actual
<p>Maintain 62% near or above or improve in writing.</p> <p>Baseline 56% overall near or above</p>	
<p>Metric/Indicator CAASP: Math</p> <p>19-20 25% meet or exceed standards in Math</p> <p>Baseline 23% met or exceeded standards in Math</p>	<p>Due to COVID-19 pandemic and school closures, CAASPP testing was not conducted.</p>
<p>Metric/Indicator CAASP: Math</p> <p>19-20 Achieve 56.1 below level 3 or decrease.</p> <p>Baseline 48.6 points below level 3</p>	<p>Due to COVID-19 pandemic and school closures, CAASPP testing was not conducted.</p>
<p>Metric/Indicator Students with disabilities will work toward mastery of IEP goals</p> <p>19-20 Continue 100% of students with disabilities working toward IEP goals.</p> <p>Baseline 100% of students with disabilities working toward IEP goals</p>	<p>Even though Special Education (SPED) services were transitioned to remote, all SPED students continued with services and worked toward their IEP goals.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue using online assessment/instruction tools.</p>	<p>Online assessment/instruction tools 4000-4999: Books And Supplies LCFF Base \$20,000</p>	<p>NWEA Map, Path 4000-4999: Books And Supplies LCFF Base \$8,990</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire and retain qualified teachers to provide instruction and services to all students including Direct services to students with IEPs, academic support services including writing, reading and math classes, math tutors	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF \$1,156,654</p> <p>SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education \$127,964</p> <p>CALSTRS, health benefits for credentialed staff 3000-3999: Employee Benefits LCFF \$595,618</p> <p>math lab, math academic support, math and writing tutors 1000-1999: Certificated Personnel Salaries Title I \$39,062</p> <p>salary for one on one tutors in math and language arts for all students 0000: Unrestricted Title I \$22,629</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF \$1,518,562</p> <p>SPED Teacher Salaries 1000-1999: Certificated Personnel Salaries Special Education \$139,058</p> <p>CALSTRS, health benefits for credentialed staff 3000-3999: Employee Benefits LCFF \$938,383</p> <p>math lab, math academic support, math and writing tutors 1000-1999: Certificated Personnel Salaries Title I \$53,198</p> <p>salary for one on one tutors in math and language arts for all students 0000: Unrestricted Title I \$23,737</p>
Provide quality common core curriculum to all students and other curriculum, supplies and materials as needed	4000-4999: Books And Supplies LCFF Base \$447,296	4000-4999: Books And Supplies LCFF Base \$410,725
Chromebooks, backpacks and school supplies provided to low income students	Chromebooks for home use, backpacks and school supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,000	Chromebooks for home use, backpacks and school supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$26,646

Goal Analysis

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

When on-campus classes and services were cancelled in March of 2020, Chromebooks and wireless hot spots were ordered and distributed to students and staff as needed. Priority was given to special education students to receive services, and low-income students who lacked the resources for distance learning. Chromebooks, laptops, and other technology equipment was also ordered

and checked out to teachers and staff to accommodate distanced instruct and remote work. The Governance Council voted to issue hazard pay to those still working on campus regularly. Cleaning materials, barriers, and PPE were purchased and utilized to create a safe workspace.

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

Plans were quickly made and on-campus classes and special education services were converted to distance learning within two weeks. Chromebooks and hot spots were extremely difficult to find due to high demand.

Goal 2

Increase parent skills and knowledge in order to facilitate student learning at home

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent Participation in Parent Workshops</p> <p>19-20 maintain 90%+ of parents surveyed answered that they were encouraged to participate in parent workshops, events and groups</p> <p>Baseline 93.3% of parents surveyed answered that they were encouraged to participate in parent workshops, events and groups</p>	<p>89% of parents surveyed said they were encouraged to participate in virtual parent workshops, events, and groups.</p>
<p>Metric/Indicator Parent Participation at Parent Workshops</p> <p>19-20 maintain 25+ parent attending Parent Workshops</p> <p>Baseline 26 parents attended fall 2016 workshop, 18 attended spring workshop</p>	<p>Due to the pandemic, the full workshop schedule was not maintained. 26 total parents attended the Fall and Spring workshops, and about 30 parents attended Back to School Night.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Twice a Year Day Long Parent Workshops Weekly Parent classes focusing on teaching math and reading at home (primary grades) Teacher salary of .065 FTE to facilitate, plan and implement two day long parents workshops</p>	<p>salary for teacher planning parent workshops 1000-1999: Certificated Personnel Salaries LCFF Base \$3,997</p> <p>speaker salary, food, child care, etc 0001-0999: Unrestricted: Locally Defined LCFF Base \$4000</p>	<p>salary for teacher planning parent workshops 1000-1999: Certificated Personnel Salaries LCFF Base \$3,997</p> <p>speaker salary, food, child care, etc 0001-0999: Unrestricted: Locally Defined LCFF Base \$1,719</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 not utilized for parent workshops were spent on PPE, cleaning supplies, barriers, air filters, and other safety equipment.

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

Due to the pandemic, Spring parent workshops on campus were cancelled and one online event was held. The online event was successful with 13 parents attending. Events were all online for 2020-21.

Goal 3

To enable all High school students to be career/college ready at graduation

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 9-12 grade students enrolled in a-g approved classes</p> <p>19-20 maintain 50% or increase 9-12 grade students enrolled in at least one a-g approved classes</p> <p>Baseline 42% of 9-12th students enrolled in at least one a-g approved class in 2016-17</p>	<p>74.8% 9-12 grade students enrolled in a-g approved classes.</p>
<p>Metric/Indicator Increase percentage of high school students who complete at least one college course</p> <p>19-20 maintain 28% or increase</p> <p>Baseline 16-17 =20%</p>	<p>32% of high school students who completed at least one college course.</p>

Expected	Actual
<p>Metric/Indicator Internship/apprenticeship participation</p> <p>19-20 maintain 8.6% or increase</p> <p>Baseline 17-18=8.4%</p>	<p>4.9% of 7-12th grade students participated in an internship or apprenticeship. Numbers dropped due to pandemic shelter-in-place.</p>
<p>Metric/Indicator Job Shadow participation</p> <p>19-20 maintain 8.9% or increase</p> <p>Baseline 17-18 = 8.8%</p>	<p>7.8% of 7-12th grade students participated in job shadowing. Numbers dropped due to pandemic shelter-in-place.</p>
<p>Metric/Indicator Volunteer 40+ hours during school year:</p> <p>19-20 maintain 12.7% or increase</p> <p>Baseline 17-18=12.2%</p>	<p>10.7% 7-12th grade students who volunteered 40+ hours. Numbers dropped due to pandemic shelter-in-place.</p>
<p>Metric/Indicator Maintain 4-year cohort graduation rate at 80%</p> <p>19-20 maintain above 80%</p> <p>Baseline 16-17=86.5%</p>	<p>95.7% 4-year cohort graduation rate.</p>
<p>Metric/Indicator Updated: Students in the "Prepared" level on the dashboard College/Career Indicator.</p> <p>19-20 maintain or increase 32.3% of AGCS students in the "Prepared" level on the dashboard College/Career Indicator.</p>	<p>47.9% "Prepared" level on the dashboard CCI.</p>

Expected	Actual
Baseline 17-18=21%	
Metric/Indicator New: Students participating in CTE pathway 19-20 maintain or increase 14 students participating in CTE pathway classes	13 students participated in a CTE pathway. Number dropped due to pandemic shelter-in-place.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
To enable all High school students to be career/college ready at graduation	<p>School Coordinator: College and Career at 1.0 FTE 1000-1999: Certificated Personnel Salaries Locally Defined \$69,506</p> <p>Adjusted for increase in college enrollment: books for community college classes and career/college readiness books and materials for independent study students meeting this requirement 4000-4999: Books And Supplies LCFF Base \$25,000</p> <p>Two part-time CTE instructors (.31 FTE total) plus percentage of benefits. 2000-2999: Classified Personnel Salaries LCFF \$25,000</p>	<p>School Coordinator: College and Career at 1.0 FTE 1000-1999: Certificated Personnel Salaries Locally Defined \$69,506</p> <p>Adjusted for increase in college enrollment: books for community college classes and career/college readiness books and materials for independent study students meeting this requirement 4000-4999: Books And Supplies LCFF Base \$15,300</p> <p>Two part-time CTE instructors (.31 FTE total) plus percentage of benefits. 2000-2999: Classified Personnel Salaries LCFF \$37,652</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.

Students who were volunteering or participating in internships and job shadowing were suddenly unable to continue during pandemic shelter-in-place and school closure in March of 2020. Even with that surprise factor, the percentages were comparable to previous years.

Goal 4

All teachers who serve high school students will be HQ in the four core areas by the start of the 2016-17 school year

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
<p>Metric/Indicator 87.5% of CTs who have high school students are HQ in all four areas for the 16-17 school year</p> <p>Baseline 87.5% of CTs who have high school students are HQ in all four areas for the 16-17 school year</p>	<p>No teachers misassigned.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>AGCS will continue to monitor teacher credentialing for compliance with CA educational code.</p>	<p>Goal expired with NCLB mandates.</p>	<p>Goal expired with NCLB mandates.</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 changed to misassigned teachers to match current credentialing laws.

Goal 5

Continue and improve interim assessment participation with Alder Grove students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attending test preparation events should help students become acquainted with both the interface and the style of CAASPP questions. Data from interim results will inform instruction as teachers will understand each student's strength and weakness and can prepare students for testing.</p> <p>19-20 At least 100 students will attend CAASPP interim test preparation event.</p> <p>Baseline 90 students total attended 2 weekend CAASPP interim test events.</p>	<p>110 students attended test preparation classes and events even though they were discontinued in March and CAASPP testing cancelled due to the COVID-19 pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Testing coordinator salary for organizing and running event, and	Testing coordinator salary for organizing and running event, and

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	hourly teacher stipends for teachers giving interim assessments. 1000-1999: Certificated Personnel Salaries LCFF Base \$10,500 Lunch and educational incentives for attendees. 0001-0999: Unrestricted: Locally Defined LCFF \$1,500	hourly teacher stipends for teachers giving interim assessments. 1000-1999: Certificated Personnel Salaries LCFF Base \$4,690 Lunch and educational incentives for attendees. 0001-0999: Unrestricted: Locally Defined LCFF \$1,580

Goal Analysis

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

With the cancellation of CAASPP testing and school closures, only one test preparation event was held in the Fall. Salary dollars saved were used for internet stipends for those teachers and staff who were working from home.

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

With school closures, only one test preparation event was held. Usually we would have one in the Fall and one in the Spring.

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
Students from 2nd to 11th grade will be assessed with NWEA MAP. If a student scores 1.5 grade levels or more below grade level, the school will provide mandatory academic support through skills-based practice programs, tutoring, and academic labs. Both assessments and academic support programs will be offered both online and in-person (observing all CDC and CDPH safety measures).	20,645	19,915	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.

None

Analysis of In-Person Instructional Offerings

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

Since our students are on independent study, and our classrooms are small and have poor ventilation, classes remained distanced for the 2020-21 school year. The building was used for special education services, tutoring, teacher meetings, study hall, math lab, distanced teaching, and administration.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks for students to attend online or distance classes, receive special education services, or as otherwise needed.	16,189	14,448	Yes
NWEA MAP assessments to determine student academic need or learning loss.	10,000	9,270	Yes
Academic Support Programs (Edgenuity) to address student learning loss or academic gaps.	10,645	10,645	Yes
Tutoring to address student learning loss or academic gaps.	36,000	38,465	Yes
Math Lab, Writing Lab, Reading Support to address student learning loss or academic gaps.	67,238	70,864	Yes
Online curriculum for students who utilize electronic delivery of instruction or to address student learning loss or academic gaps.	20,617	22,330	Yes
Additional support technology for teachers and special education staff for remote instruction and meetings.	5,000	6,700	

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.

None.

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 students who signed up for classes knew they were going to be distanced, unlike the sudden switch to distance learning in March of 2020. Chromebooks and hotspots were extremely difficult to find at the beginning of the year, but with persistence and help from the county office of education, we were able to procure some. Students who were not participating or completing work met with the teacher, parent, and administrator to make a plan for work completion. Many of these became regular meetings to check in with the student, offer supports and encouragement, and refine processes and routines to complete work. The majority of online teachers

utilized the variety of distance learning professional development opportunities offered through the CDE and county office of education. Staff roles and responsibilities were adjusted for safety protocols, getting resources to students who were working distanced, and for planning the return of students for classes on campus in the fall. Students with unique needs were supported through both online and in-person services like tutoring, academic support programs, study hall, special education services, and labs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A year-end schoolwide assessment (NWEA MAP) will be administered to track student growth and continued academic need in ELA and Mathematics.	10,000	10,645	Yes
Edgenuity programs (MyPath, PathBlazer) for skills-based academic practice and instruction.	9,270	9,270	Yes
Tutoring for one-on-one addressing of student academic needs.	36,000	87,896	Yes
Assessment Coordinator to oversee Academic Support program	45,238	45,238	No
Curriculum designed to address student specific academic needs.	27,871	31,050	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.

Online and remote tutoring became the primary mode of support for students falling behind, students keeping up in classes, and to address specific learning needs.

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.

Students were assessed using schoolwide assessment tool, and those 1.5 grade levels or more below in math and/or language arts are required to attend weekly academic support sessions in person, remotely, or through an online program. Certificated and classified staff also worked with students to address specific learning loss in these areas. According to survey results, parents, students, teachers, and staff were satisfied with online classes and services even though in-person services were preferred.

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.

Without regular, in-person contact with students, monitoring mental health and social and emotional well-being was a challenge. Students who had specific mental health complaints, or who were reported through a concerned parent/guardian, peer, or teacher met with the School Psychologist to address those issues. If the issues were beyond educational or chronic, the School Psychologist connected the family with resources in the community. Teachers and staff were offered regular training on mental health issues for both students and themselves. According to survey results and informal anecdotes, feedback from parents, students, teachers, and staff were satisfied with mental health services.

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.

Implementing pupil and family engagement and outreach was challenging during the pandemic year. Increased communications, both digital and by phone text/message were implemented with regular updates on modified school procedures. Students continued to attend both Student Council and Gender Student Alliance (GSA) meetings virtually, and a few socially distanced small community service events were attended. Parents attended 6 virtual workshops both on school day afternoons and on Saturdays. All of that being said, reconnecting students and rebuilding community during the 2021-22 school year will be a priority.

Analysis of School Nutrition

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

The breakfast program continued the transition from the 2019-20 year to grab-and-go meals boxed up and ready for pickup on Mondays and Wednesdays. Participation doubled from about 15 meals a week at the beginning of the year to more than 30.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Facility costs: PPE/Additional cleaning/Air purifiers/Hazard pay	35,169	23,125	No
Distance Learning Program (Continuity of Instruction)	Tech stipends for teachers (connectivity, tech reimbursement stipends)	8,250	18,894	No
Mental Health and Social and Emotional Well-Being	School psychologist's salary (.6 of FTE)	39,817	39,817	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.

Facilities costs were overestimated and would have been more had we resumed in person classes. In contrast, the costs of technology and tech stipends for teachers to teach remotely were significantly more expensive.

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.

Goals for 2021-2024 will reflect a stronger emphasis on online learning, distanced academic support, and providing technology to students.

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

Students, including those with unique needs, will be evaluated using our schoolwide assessment to determine learning loss, and personalized tutoring and/or online programs will be applied to help students catch up to grade level.

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.

Less was spent on PPE/Additional cleaning/Air purifiers/Hazard pay than budgeted due to minimal staff on campus.

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.

Alder Grove will continue to offer personalized and targeted academic support, both in person and remotely, as well as utilize online programs to help students who have fallen behind. Fun and engaging test preparation events will be refined and reinstated. We will also continue to emphasize the importance of college classes, CTE, volunteering, and job shadowing to build solid post-secondary skills. Teachers will be encouraged to take advantage of professional development opportunities and apply what was learned to working with students. We will also continue to recruit parents for trainings, workshops, and events to strengthen homeschooling and independent study support skills at home.

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	2,568,726.00	3,249,053.00
LCFF	1,778,772.00	2,496,177.00
LCFF Base	510,793.00	440,731.00
LCFF Supplemental and Concentration	20,000.00	26,646.00
Locally Defined	69,506.00	69,506.00
Special Education	127,964.00	139,058.00
Title I	61,691.00	76,935.00

* 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	2,568,726.00	3,249,053.00
0000: Unrestricted	22,629.00	23,737.00
0001-0999: Unrestricted: Locally Defined	5,500.00	3,299.00
1000-1999: Certificated Personnel Salaries	1,407,683.00	1,784,321.00
2000-2999: Classified Personnel Salaries	25,000.00	37,652.00
3000-3999: Employee Benefits	595,618.00	938,383.00
4000-4999: Books And Supplies	512,296.00	461,661.00

* 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	2,568,726.00	3,249,053.00
0000: Unrestricted	Title I	22,629.00	23,737.00
0001-0999: Unrestricted: Locally Defined	LCFF	1,500.00	1,580.00
0001-0999: Unrestricted: Locally Defined	LCFF Base	4,000.00	1,719.00
1000-1999: Certificated Personnel Salaries	LCFF	1,156,654.00	1,518,562.00
1000-1999: Certificated Personnel Salaries	LCFF Base	14,497.00	3,997.00
1000-1999: Certificated Personnel Salaries	Locally Defined	69,506.00	69,506.00
1000-1999: Certificated Personnel Salaries	Special Education	127,964.00	139,058.00
1000-1999: Certificated Personnel Salaries	Title I	39,062.00	53,198.00
2000-2999: Classified Personnel Salaries	LCFF	25,000.00	37,652.00
3000-3999: Employee Benefits	LCFF	595,618.00	938,383.00
4000-4999: Books And Supplies	LCFF Base	492,296.00	435,015.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	20,000.00	26,646.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,429,223.00	3,119,299.00
Goal 2	7,997.00	5,716.00
Goal 3	119,506.00	122,458.00
Goal 5	12,000.00	1,580.00

* 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	\$20,645.00	\$19,915.00
Distance Learning Program	\$165,689.00	\$172,722.00
Pupil Learning Loss	\$128,379.00	\$184,099.00
Additional Actions and Plan Requirements	\$83,236.00	\$81,836.00
All Expenditures in Learning Continuity and Attendance Plan	\$397,949.00	\$458,572.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$5,000.00	\$6,700.00
Pupil Learning Loss	\$45,238.00	\$45,238.00
Additional Actions and Plan Requirements	\$43,419.00	\$42,019.00
All Expenditures in Learning Continuity and Attendance Plan	\$88,657.00	\$87,257.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$20,645.00	\$19,915.00
Distance Learning Program	\$160,689.00	\$166,022.00
Pupil Learning Loss	\$83,141.00	\$138,861.00
Additional Actions and Plan Requirements	\$39,817.00	\$39,817.00
All Expenditures in Learning Continuity and Attendance Plan	\$304,292.00	\$364,615.00