

# 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<b>Local Educational Agency (LEA) Name:</b>	Holly Drive Leadership Academy
<b>CDS Code:</b>	37683386117279
<b>LEA Contact Information:</b>	Name: Alysia Smith Position: Principal Phone: 619-266-7333
<b>Coming School Year:</b>	2021-22
<b>Current School Year:</b>	2020-21

\*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

<b>Projected General Fund Revenue for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total LCFF Funds</b>	\$1146518
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$174497
<b>All Other State Funds</b>	\$228586
<b>All Local Funds</b>	\$76784
<b>All federal funds</b>	\$286528
<b>Total Projected Revenue</b>	\$1,738,416

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$1740581
<b>Total Budgeted Expenditures in the LCAP</b>	\$1569847
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$214,657
<b>Expenditures not in the LCAP</b>	\$170,734

<b>Expenditures for High Needs Students in the 2020-21 School Year</b>	<b>Amount</b>
<b>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</b>	\$123700
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$162,003

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$40,160
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$38,303

<b>Required Prompts(s)</b>	<b>Response(s)</b>
<b>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</b>	The budgeted expenditures that are not included in the LCAP will be used for the following: legal fees, audit fees, back office support for accounting and CALPADS, bank fees, advertisement & recruitment costs, and oversight fees paid to the authorizing district and the SELPA

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Holly Drive Leadership Academy

CDS Code: 37683386117279

School Year: 2021-22

LEA contact information:

Alysia Smith

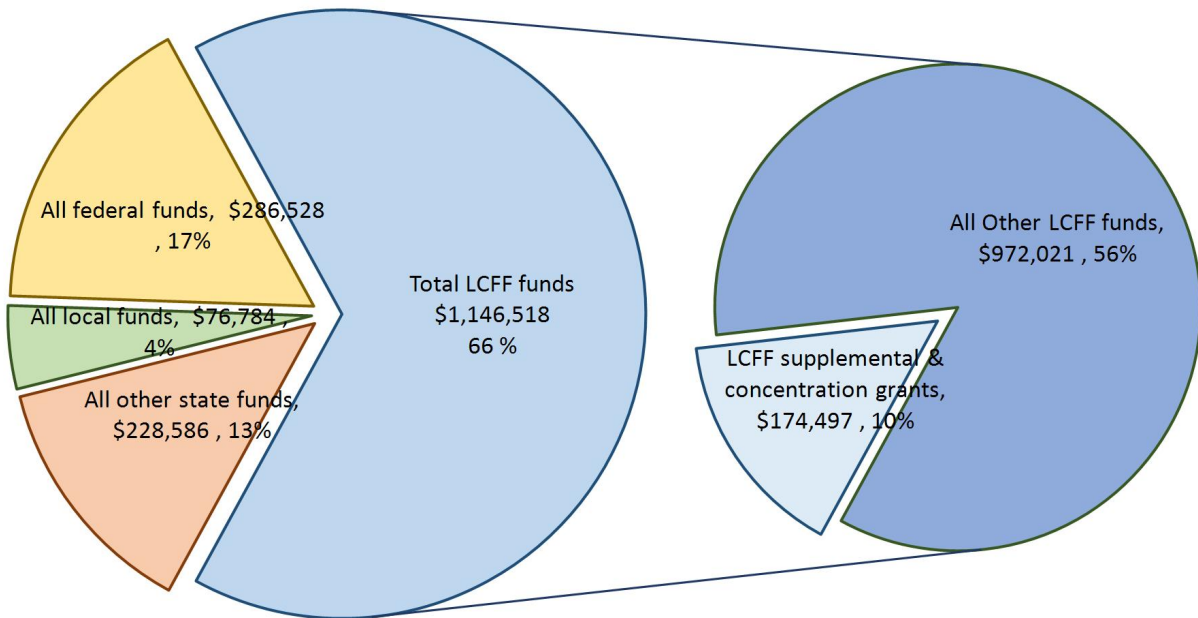
Principal

619-266-7333

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source



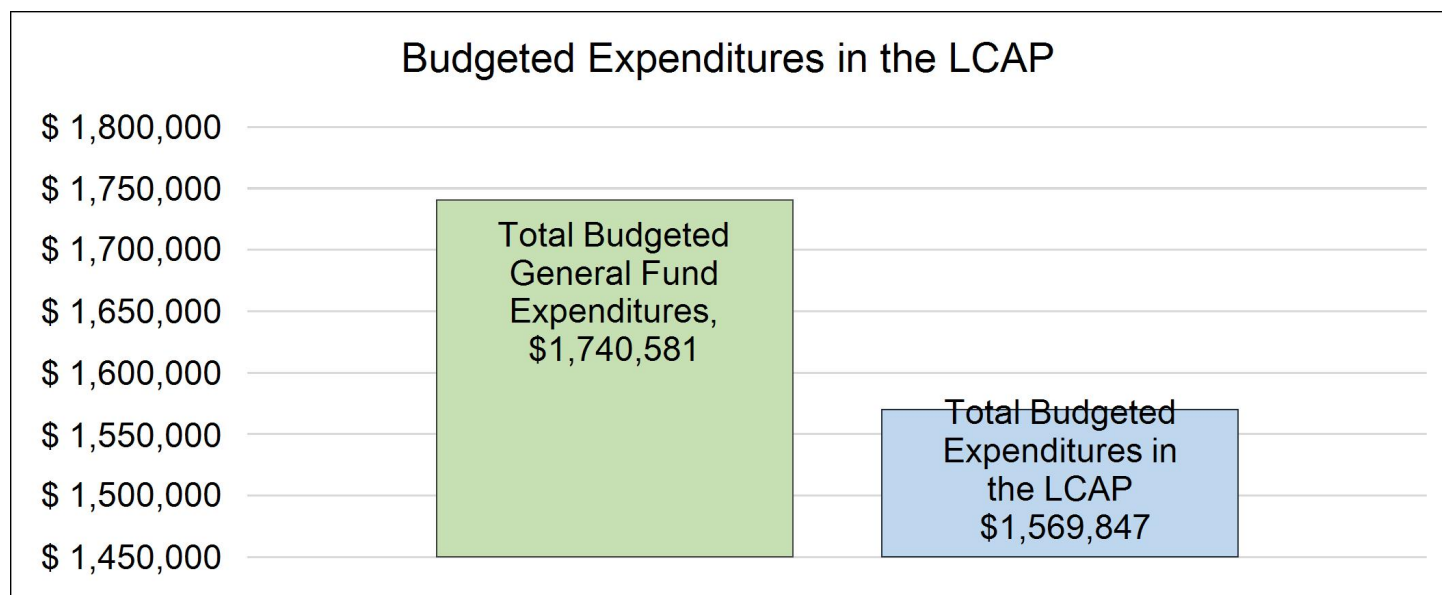
This chart shows the total general purpose revenue Holly Drive Leadership Academy expects to receive in the coming year from all sources.

The total revenue projected for Holly Drive Leadership Academy is \$1,738,416, of which \$1146518 is Local Control Funding Formula (LCFF), \$228586 is other state funds, \$76784 is local funds, and \$286528 is federal funds. Of the \$1146518 in LCFF Funds, \$174497 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).



# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Holly Drive Leadership Academy plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Holly Drive Leadership Academy plans to spend \$1740581 for the 2021-22 school year. Of that amount, \$1569847 is tied to actions/services in the LCAP and \$170,734 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

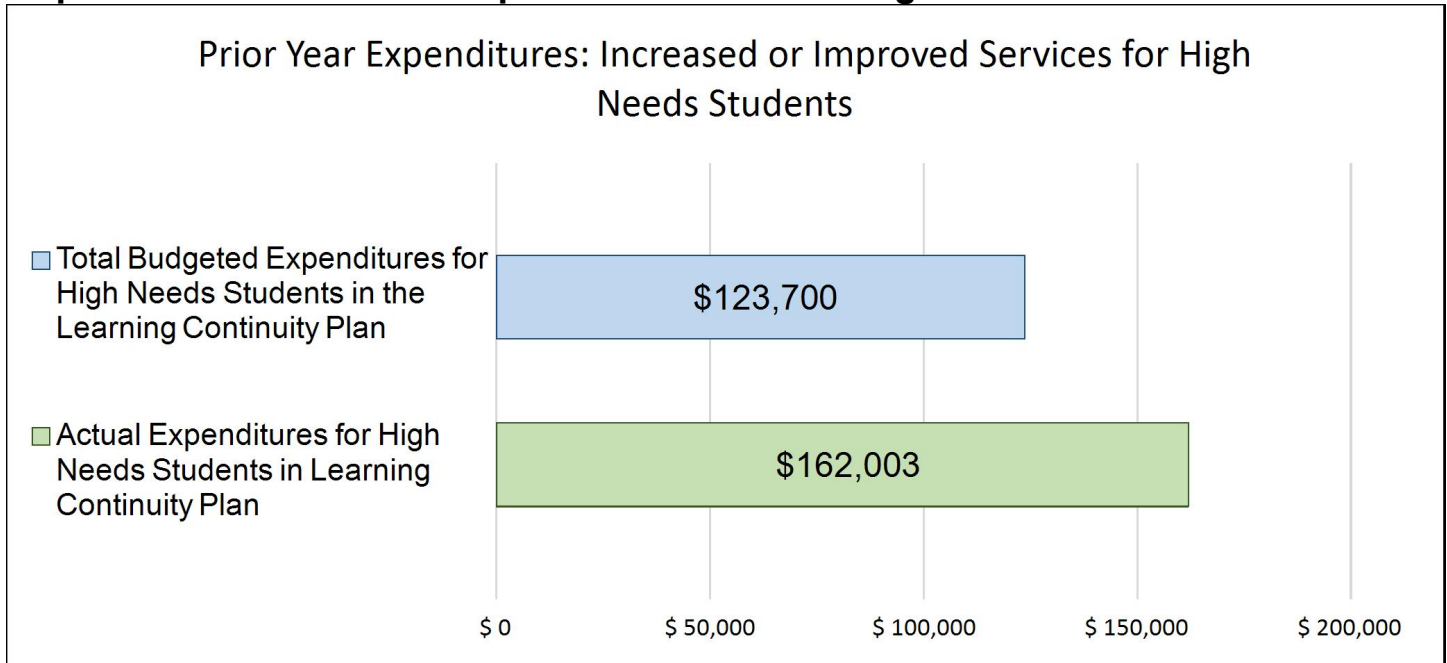
The budgeted expenditures that are not included in the LCAP will be used for the following: legal fees, audit fees, back office support for accounting and CALPADS, bank fees, advertisement & recruitment costs, and oversight fees paid to the authorizing district and the SELPA

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Holly Drive Leadership Academy is projecting it will receive \$174497 based on the enrollment of foster youth, English learner, and low-income students. Holly Drive Leadership Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Holly Drive Leadership Academy plans to spend \$214,657 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Holly Drive Leadership Academy budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Holly Drive Leadership Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Holly Drive Leadership Academy's Learning Continuity Plan budgeted \$123700 for planned actions to increase or improve services for high needs students. Holly Drive Leadership Academy actually spent \$162,003 for actions to increase or improve services for high needs students in 2020-21.

# 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
Holly Drive Leadership Academy	Alysia Smith Principal	principal@hdla.org 619-266-7333

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

Increase student achievement outcomes overall and for numerically significant subgroups by implementing common core aligned curriculum and supporting qualified teachers to deliver that curriculum and additional academic supports.

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 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> LCFF Evaluation Rubric Performance Data <b>19-20</b> Math & English Language Arts – Overall and numerically significant subgroups Diff from 3 scores will at least “Increase” from the prior year (i.e.3 to 15 points of growth) <b>Baseline</b> Math Assessment: EL & Hispanic Maintained with slight increase, African American Increase Significantly, Students with Disabilities Declined slightly.  English Language Arts: All subgroups increased or increased significantly except Hispanic, which maintained	State Testing was postponed due to pandemic
<b>Metric/Indicator</b> CAASPP Scores <b>19-20</b>	State Testing was postponed due to pandemic

Expected	Actual
<p>Move focus to Difference from 3</p> <p><b>Baseline</b> English Language Arts 22% of students scored standard met or above,</p> <p>Mathematics 13% of students scored standard met or above</p>	
<p><b>Metric/Indicator</b> 100% of Teachers Fully Credentialed and Appropriately Assigned</p> <p><b>19-20</b> 100% of Teachers will be fully credentialed and appropriately assigned</p> <p><b>Baseline</b> 100% of Teachers are fully credentialed and appropriately assigned</p>	<p>95% of teachers are fully credentialed and appropriately assigned.</p>
<p><b>Metric/Indicator</b> Experienced Principal/Director</p> <p><b>19-20</b> School has a director with over 15 years of experience</p> <p><b>Baseline</b> School has a director with over 15 years of experience</p>	<p>School director has over 20 years experience</p>
<p><b>Metric/Indicator</b> 100% of students enrolled in core classes</p> <p><b>19-20</b> 100% of students will be enrolled in core classes</p> <p><b>Baseline</b> 100% of students enrolled in core classes</p>	<p>100% of students are enrolled in Core Classes</p>
<p><b>Metric/Indicator</b> 100% of students enrolled in core classes</p> <p><b>19-20</b> 100% of students will be enrolled in core classes</p>	<p>100% of students enrolled in core classes</p>



Expected	Actual
<b>Baseline</b> 100% of students enrolled in core classes	
<b>Metric/Indicator</b> *100% of students will have access to common core aligned materials  <b>19-20</b> 100% of students will have access to common core aligned materials  <b>Baseline</b> 100% of students will have access to common core aligned materials	100% of students have access to common core aligned materials
<b>Metric/Indicator</b> 75% of English learners will score intermediate or higher within 3 years of enrolling at Holly Drive  <b>19-20</b> 75% of English Learners will score at least Moderately Developed within 3 years of enrolling at Holly Drive  <b>Baseline</b> 80% of English learners scored intermediate or higher within 3 years of enrolling at Holly Drive	State Testing was postponed due to pandemic

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Hire/Retain Highly Qualified Teachers and Qualified Director/Principal	1000, 3000 LCFF Base, EPA, Title I \$669,903	1000, 3000 LCFF Base 587,500  1000, 3000 Title I 59,400  1000, 3000 After School Education and Safety (ASES) 14,640

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Hire/Retain Ed Specialist to assist in identifying special needs students and creating comprehensive IEPs to provide them with the skills they need to succeed.	1000, 3000 Special Ed State & Federal Funding, LCFF Base \$32,400	1000, 3000 Special Education 22,930
Assure all students are provided with textbooks, supplies, and technology necessary to excel.	4000-4999: Books And Supplies LCFF Base, LCFF Supplemental/Concentration \$81,090	4000-4999: Books And Supplies LCFF Base, LCFF Supplemental/Concentration 12,172  4000-4999: Books And Supplies Federal Funds 5,631  4000-4999: Books And Supplies Lottery 2,398  4000-4999: Books And Supplies Other 6,000
Provide professional development opportunities for certificated staff to enhance teaching skills.	5000-5999: Services And Other Operating Expenditures LCFF Base, Title II \$10,000	1000, 3000 Title II 6,355  5000-5999: Services And Other Operating Expenditures Title II 1,000
Lease and Maintain a copy machine for use by teachers in classroom instruction and office staff for the benefit of the students	5000-5999: Services And Other Operating Expenditures LCFF Base 500	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 100
Hire outside consultants for alternative learning experiences including dance, music appreciation, chess, and art classes with a student show. This allows economically disadvantaged students and ELL to experience a broader academic base.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration \$22,700	5800: Professional/Consulting Services And Operating Expenditures Title IV \$11,002  5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration 12,073

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Hire Special Education consultants to provide services as specified in IEPs	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$56,400	5800: Professional/Consulting Services And Operating Expenditures Special Education 16,660
Field trips to local museums and nature centers, specialized learning labs, college tours and 8th grade annual trip. Includes bus transportation, entry fees, and workshop fees	5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration \$31,020	5800: Professional/Consulting Services And Operating Expenditures Title I 647  5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 27,561
Purchase California I-Ready software and Achieve 3000 software	5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration \$4,600	
Purchase software licenses for online learning programs such as NWEA, IRDY Math and Reading and Renaissance Learning to assist students which are not performing at grade level.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration \$8,300	5800: Professional/Consulting Services And Operating Expenditures LCFF Base, LCFF Supplemental/Concentration 13,214
Get coaching support to implement new math curriculum	5800: Professional/Consulting Services And Operating Expenditures Title IV \$8,000	\$0
Hire/Retain qualified classified aides and outside services through Harmonium to assist underperforming students in the classroom, minimize classroom disruptions by addressing behavior issues, and work in the HEAT Program to provide a safe and instructional environment for children before and after school /Principal	2000, 3000 Title I, ASES, LCFF Supplemental/Concentration \$190,417	2000, 3000 After School Education and Safety (ASES) 8,138  2000, 3000 Title I 54,885

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		2000, 3000 LCFF Supplemental and Concentration 41,922  2000, 3000 Special Education 44,890
Provide summer school program for students performing below grade level in math to accelerate their skills.	1000, 2000, 3000 LCFF Supplemental and Concentration \$15,000	1000, 2000, 3000 LCFF Supplemental and Concentration 9,828

## 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 Summer enrichment program was provided for students in the lowest quartile of each class. As well as for additional support for students with disabilities. We added more support staff hours in the summer to provide additional one on one support. We increased the online programs and added splash learn and chrome books for all students to learn how to use online programs. Teachers were trained in diagnostic exams on I-ready and how to utilize the data presented on the program as well as the information provided by each student's "my path" program to create an individual objective path for all students. We implemented a "blind date reading program" to increase the use of Renaissance learning and accelerated reading program. Students who participated received a gift basket and a day to go with their teacher to Barnes and Noble to get two books of their choice.

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

HDLA has a lot of very unique online programs. Some were being over utilized and some under utilized. We will decrease the number of online platforms during the 2020-21 school year. Students really love the splash learn and the star reading and accelerated reader program, however, those programs do not align well with the common core. Our goal is to allow students to utilize these programs as extra credit and during our after school program.

## Goal 2

Reduce Suspension Rates, Increase Attendance Rates and ensure campus is safe and clean.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 5: Pupil Engagement (Engagement)  
                             Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Less than 5% of students will be suspended in all subgroups <b>19-20</b> Less than 4% suspended overall with no one subgroup over 12.5% <b>Baseline</b> 9.8% were suspended, with the highest subgroup being Students with Disabilities at 20.7%	Less than 3% of students were suspended in all subgroups
<b>Metric/Indicator</b> Less than 3% of students will be expelled <b>19-20</b> Less than 3% of students will be expelled <b>Baseline</b> No Students were expelled	No Students were expelled
<b>Metric/Indicator</b> An attendance rate in excess of 95% will be maintained <b>19-20</b> 95% <b>Baseline</b>	Attendance rate is 93.68 percent

Expected	Actual
93.3%	
<b>Metric/Indicator</b> Less than 16% of students will be Chronically Absent <b>19-20</b> 16% <b>Baseline</b> 23.1	Less than 16% of students were chronically absent
<b>Metric/Indicator</b> Less than 20% of students of students will be concerned about bullying <b>19-20</b> Revised: Improvement every year until at least 90% of respondents feel the school has a positive climate and is safe <b>Baseline</b> 20%	Teacher check-ins and the implementation of positive playground reports less than 15% of students were concerned about bullying
<b>Metric/Indicator</b> Less than 20% will be concerned about facilities <b>19-20</b> Improvement every year until at least 80% of respondents feel the building is clean. <b>Baseline</b> 20%	20% still concerned about facilities

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Institute In-School Suspensions and conflict resolution strategies (including Positive Playground) to reduce suspension rates. Implement restorative justice practices.	2000-2999: Classified Personnel Salaries LCFF Base \$2,500	2000, 3000 LCFF Base 26,802
Hire/Retain Maintenance staff to ensure school grounds are kept safe and clean, and to execute school beautification projects such as setting	2000, 3000 LCFF Base \$41,078	2000, 3000 LCFF Base 40,419

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
up a community garden and outdoor science experiences for the students		
Hire/Retain Office Staff assist students and parents as needed, maintain SIS data in PowerSchool, follow up on student absences/tardies thereby promoting student engagement/attendance	2000, 3000 LCFF Base \$77,859	2000, 3000 LCFF Base 84,535
Provide CPR and training to all staff	5000-5999: Services And Other Operating Expenditures LCFF Base \$2,225	5000-5999: Services And Other Operating Expenditures LCFF Base 1,570
Provide cleaning supplies, bathroom supplies, and paper products necessary to maintain a clean and safe campus	4000-4999: Books And Supplies LCFF Base \$10,000	4000-4999: Books And Supplies LCFF Base 1,248
Proper insurance will be carried for the facilities, staff, and students at levels equal to or exceeding state requirements	5000-5999: Services And Other Operating Expenditures LCFF Base \$17,298	5000-5999: Services And Other Operating Expenditures LCFF Base 17,298
Utilities, including power, gas, water and telephone, will be maintained at a level to insure the students have a comfortable learning environment and access to adequate technology.	5000-5999: Services And Other Operating Expenditures LCFF Base \$41,250	5000-5999: Services And Other Operating Expenditures LCFF Base 37,464
Maintain PowerSchool SIS license to track attendance and discipline. Use the data to identify students that need counseling.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$6,300	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 6,299
Implement strategies to address chronic absenteeism (e.g. provide bus passes, parent incentives, and mentoring resources). In addition communicate link between attendance and achievement, personally follow up with families of students who are chronically absent, and regularly monitor chronically absent students throughout the year.	4000, 5000 LCFF Base \$7,000	4000-4999: Books And Supplies LCFF Base 1,444

## Goal Analysis

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

Our goal was to hire a Community Support Officer to support families with basic needs, uniforms, bus passes and home visits to see why certain students who were chronically absent weren't coming to school. We did not hire that position instead the teachers took on that role. They conducted weekly student check-ins to see how to support students who were not coming to class and or absent.

HDLA funded classroom attendance award incentives and funded competition between classes prizes to promote attendance. Awards and gift baskets were given to students with zero missed days each quarter. Classroom field-trips were given to classes that had zero absences at the end of the semester.

Work orders were put in to assist with the facilities, More efficient heaters and air conditioning units were installed and all grounds were pressure washed and cleaned. A school garden was implemented, along with Adirondack chairs and flower boxes were set around the campus for beautification and quiet sitting areas.

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

HDLA is located on a district site so we are limited on what we can do to the facility itself. We would like to put in a request to paint a kid friendly mural and install nicer canopies and more flower beds.



## Goal 3

The parents and community members of Holly Drive will feel they are true partners with the school and in the students' education.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> At least 3 parent meetings/events will be held per year <b>19-20</b> 3 parent meetings/events will be held <b>Baseline</b> 3 parent meetings/events were held	Three parent meetings were held - one in October, one in January and one in May
<b>Metric/Indicator</b> Parents will rate school an A or a B <b>19-20</b> At least 80% of parents give the school an A or a B	At least 80% of students and parents who gave us feedback gave the school an A or B

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase refreshments and supplies for parent meetings	4000-4999: Books And Supplies LCFF Base \$2,500	4000-4999: Books And Supplies LCFF Base 73
Maintain a copy machine to produce monthly newsletters and other communications with parents	5000-5999: Services And Other Operating Expenditures LCFF Base \$2,600	4000-4999: Books And Supplies LCFF Base 1,105

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Contract with IT/Website Coordinator to update website. Website will contain information for parents including board meeting information, upcoming events, testing dates, and school calendar	5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$5,500	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 3,293
Mail out communications to parents including test scores to keep them apprised of their children's progress.	5900: Communications LCFF Base \$1,263	5900: Communications LCFF Base 1,102
Hold 3 events each year to encourage parents to attend and participate in their child's community, including Movie Night.	4300/5800 LCFF Base \$1,500	4000-4999: Books And Supplies LCFF Base 4,419

## Goal Analysis

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

HDLA did not mail out communication or parent survey's this year. Instead we sent the communications and surveys home with students. We also had the survey available on line for those who would rather complete it there. We increased funding on our family nights and implemented door prizes and prizes for parent competition at the events. Some nights we fed dinner instead of just refreshments.

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

Our parent/family nights are very successful. We always have more parents than we have seats at our events. Our "how well do you know your child" or "are you smarter than our students" games are loads of fun and make parents want to come to our events. Having dinner/refreshments alleviate the stress of having to make dinner after the event so most will stay the entire time.

Many parents did not return the survey. We will implement a gift to all students whose parents return the survey each year. We will also have all the students take the survey online in class to ensure we get 100 percent survey completion from students.

# 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
Custodial staff: Maintain and/or increase staffing at school sites in order to appropriately disinfect high touch surfaces, as well as maintain standard cleaning protocols	\$25,000.00	37,480	Yes
Personal Protective Equipment: Face coverings (masks, and where appropriate, face shields) to ensure that students, staff, and family entering school sites and staff working in the community are minimizing the spread of respiratory droplets while on campus.	5,000.00	2,350	Yes
Increased supplies of soap and hand sanitizer that is greater the 60% alcohol.	\$1,200.00	\$1,546	Yes
Health Materials: Additional thermometers to screen student temperature and additional supplies to respond to students who shows signs of illness.	\$500.00	500	Yes
Disinfecting Materials: Additional materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$3,000.00	\$1,200	Yes
Additional supplies to limit the number of individuals using shared objects.	\$5,000.00	4,970	Yes
Plexiglass to provide barriers where close contact occurs and physical distancing of 6 feet is difficult, such as the front desk	\$6,000.00	15,184	Yes
Carpet cleaning and Outdoor canopies/tents to create staff meeting places and student workspaces in the fresh air, where respiratory droplets are less likely to spread from one individual to another.	\$10,000.00	10,000	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Handwashing stations to provide additional places for students and staff to wash hands	\$4,000.00	495	Yes
Air Sanitizing of classrooms and office	\$10,000.00	5,540	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.

## Analysis of In-Person Instructional Offerings

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

Until mid-August , HDLA was planning for in person and/or hybrid remote option, with students spending two days a week at school receiving in person instruction and three days a week in a distanced setting. As COVID cases continued to climb in California in early August , HDLA concluded and announced (in alignment with local school districts) the decision to begin the school year with distance learning for all students.

HDLA is continuing distance learning for at least the first quarter in an effort to keep our students, staff, teachers and families safe. This planning is tentative, and subject to change based on the evolving health situation and community conditions in San Diego.

Re-open plan - Once we are able to welcome students back to campus, we will offer full in person classes for those who wish to return to campus and a distance learning option for those who elect to continue with distance learning. The same online programs will be used for both in person and distance learning to maintain continuity of instruction. HDLA has one class per grade (and about 20 students per class) so students in the same grade will remain in the same cohorts for all events, classes , lunch and recess as much as possible. Maintaining proper physical distancing, masking, cleaning and other safety measures will be in place.

Arrival/departure and lunch plans will be developed to minimize interaction between grades and to maintain physical distance between students. Passing periods will be minimized and plans will include passing period safety measures.

Staffing: In a dual mode of instruction model (some students 100% distance learning and some students 100 % in person learning). Some teachers will be designated as distance learning teachers. These teachers will be scheduled with students who are engaging in 100% distance learning . HDLA plans to mitigate the risk of disease transmission on campus includes, but is not limited to:

Physical distancing: Individuals must keep at least 6 feet away from other people at all times

Face coverings: Wearing a face covering is required for all HDLA staff, students, parents/guardians, and visitors.

Ventilation and air flow: Doors and windows will be kept open as much as possible to increase air flow

Entrances and exits: HDLA will designate entrances to streamline temperature and symptom checks. Parents/guardians will be encouraged to stay in cars when picking up/dropping off students. Staggered start and end times will be considered.

Handwashing/sanitizing: Students and staff will practice increased frequency of hand washing, facilitated by additional hand washing stations in the back of each room . Each class has a sink as well.

Classrooms: Student work areas will be at least 6 feet apart. Sharing of materials and supplies will be limited and students will not engage in classroom activities that require them to be near one another.

Recess/play/break spaces: Students will go to recess and/or break in grade level cohorts and will have staggered use of outdoor spaces.

Cleaning: Proper disinfection and sanitization procedures will be followed, with regular disinfection of high touch surface areas during the school day, including door handles, sink handles, bathroom surfaces, tables, chairs, light switches, and railings.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available to all students who need a device to access distance learning at home	\$25,000.00	46,849	Yes
At home learning kits. \$5,000.00 per semester	\$10,000.00	15,967	Yes
Printed Educational Material. \$2,000.00 per semester	\$4,000.00	4,715	Yes
Special Education Instructional Assistants, Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services for the distance learning model	\$45,000.00	46,431	No
English Learner Coordinator: Continue providing appropriate staffing and support to classroom teachers, with a focus on helping ELL students with language acquisition	\$35,000.00	37,983	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.

### Continuity of Instruction

HDLA will begin the 2020 21 school year with a distance learning model for all students. The model is designed to ensure instructional continuity for pupils when we transition from distance learning to in-person learning. Distance learning will include daily, live, synchronous instruction for all students. In addition, students will have asynchronous activities and assignments that students will complete each day. Each day the students will begin the day with a teacher-led instruction on zoom. Printed materials are sent home every two weeks and collected every two weeks to limit the amount of time students are spending in front of a screen. Printed material also allows us to see their handwriting and work to ensure the work is being completed by the student. Parents also stated that many

of them are essential workers and must take their children to be watched by other family members during the day who may or may not have computer devices so having printed materials allows for them to complete their work away from home.

Distance learning meetings via zoom allows for students to collaborate with teachers and peers and have peer-to-peer relationships. The school day schedule will align with the typical in-person school day schedule and contain the same classes and elements of instruction. The distance learning program will meet the state instructional minutes requirements of Kindergarten = 180 minutes, Grades 1-3 = 230 minutes, Grades 4-12 = 240 minutes. Each day, students will engage in synchronous and asynchronous instruction. Teachers will design learning experiences that align with common core and state standards. Distance learning schedules and instruction were designed to allow flexibility for single and working parents. We have tutoring services every day for those who need it and teacher office hours have been increased for additional support and help. We have daily support for English Learners and special education students as well. Weekly communication with families regarding class schedules, assignments, and expectations Weekly feedback to students and families about student progress, including intervention if necessary. Our program is limiting the amount of screen and zoom time by printing materials and allowing for students to sit and read an actual book and write on actual paper. We have opportunities for students to develop and practice foundational skills as well as opportunities to participate in enrichment opportunities such as weekly art, cooking, science experiments, and dance. Fridays allow for teacher office hours, a chance to catch up on assignments, and an opportunity to complete online individual path learning programs. We have opportunities on Fridays for teacher collaboration, planning, preparation, and professional development.

#### Sample Elementary Student Daily Zoom Schedule:

##### Kinder

##### Monday - Thursday

9:00am 9:30am Ms. Cunningham/ELA

10:00am 10:30am Read Aloud/Ms. Deidra

11:00am 11:30am Ms. Cunningham/Math

11:30am 12:00pm Extra help/Ms. Cunningham, Wednesday only

4:00pm 4:30pm Ms. Trisha/Art/Emotional Tuesday Only

4:00pm 4:30pm Ms. Deidra/Cooking/Science, Wednesday Only

4:00pm 4:30pm Mr. Dominique/P.E., Thursday Only

9:00am 9:30am Ms. Claudia/Dance, Friday Only

##### Sample Fifth grade

##### Monday Thursday

10:00am 10:30am Ms. Day/Math

11:00am 11:30am Ms. Connal/EL A

12:15pm 12:45pm Read Aloud/Holly City

1:00pm 1:30pm Extra help/Ms. Day, Wednesday Only

2:00pm 2:30pm Mr. Dominique /Academic Pullout

4:00pm 4:30pm Ms. Trisha/Art/Emotional Support, Tuesday Only

4:00pm 4:30pm Ms. Deidra/ Cooking/Science, Wednesday Only

4:00pm 4:30pm Mr. Dominique/P.E., Thursday Only

1:00pm 1:30pm Ms. Claudia/Dance, Friday Only

- The teacher will track participation of students with an assignment checklist, daily attendance, completion of printed materials, attendance on the online program or some other method of tracking completion of assignments Teachers will provide feedback on completed assignments

Distance learning Instructional Materials: California I-Ready, Achieve 3000, Teach your Monster to Read, Go Math K 5 Journeys ELA, Pearson Science and Mystery Doug

#### Access to Devices and Connectivity

HDLA has collected data from all families via phone calls and on our website survey in order to identify families in need of Internet access and/or a keyboard enable device. Based on this data, HDLA will distribute HDLA owned Chromebooks to all students in need. Prior to the beginning of the school year, HDLA will provide Chromebooks and information about low-cost internet service providers. HDLA teachers and staff will continue to reach out to families if students are not participating in distance learning zoom sessions and/or not submitting assignments to determine whether access to technology is a factor in the low participation rate for that student. If so, school staff will coordinate Chromebook pick up or drop off for that family. HDLA staff is available to support families with troubleshooting both hardware questions and to provide support with printed and online learning platforms that students are using for instruction.

#### Pupil Participation and Progress

Currently, HDLA uses California I-Ready as our online platform for both language arts and math. We also use Achieve 3000 for reading comprehension and fluency. The program itself tracks time on task, attendance, and progress. We utilize these platforms to track pupil progress, identify and address gaps in learning, monitor student progress on grade-level appropriate assessments, and adjust instruction and supports based on student needs. Teachers will use formative assessments to measure student understanding and will modify instruction based on formative assessment data. Synchronous and asynchronous instruction will allow multiple opportunities for objective mastery. Methods of formative assessment include, but are not limited to teacher check-ins, quizzes, and exams taken on the online platforms, and student self-assessments. Whole class, small group, and independent activities in distance learning instruction will allow many opportunities for teachers to conduct formative assessments with their students, and then use the information gathered to drive instruction moving forward. Students will receive formal progress reports and formal grade reports during distance learning. Teachers will utilize the diagnostic exams on California I-Ready and teachers will also administer diagnostic and benchmark assessments to track student progress over the course of the year. Scores will be shared with families and interventions will be put into place if necessary.

#### September 30 - Benchmark 1



January 30 - Growth Check 2  
April 30 - Growth Check 3  
June 3 - Final Check of the year

Student attendance in daily zoom sessions with the teacher is required and attendance will be recorded via attendance in PowerSchool on a daily basis. Student progress on assignment completion will be entered in I-Grade on a weekly basis. Assignment completion will serve to document engagement during asynchronous learning segments. HDLA will contact families regarding absences and missing assignments and intervene if students become chronically absent. The goal of attendance and missing assignment intervention is to support the family in helping their child continue their education during distance learning and to find out what we can do to assist them with this effort.

#### Distance Learning Professional Development

Teachers and leadership from HDLA meet weekly to plan and coordinate distance learning goals, materials, and implementation procedures. Planning included: objective goals and deadlines and enrichment opportunities

#### Staff Day Workshops:

August 25, 2020 First Aide/ CPR

August 26, 2020 Teacher Collaboration on Common Core Objectives to build first quarter Daily plans, student required assignments and meetings, mental health, and fun opportunities.

August 27, 2020 PPE supply station creation and distribution along with plans for campus readiness for in-person classes workshops.

August 28, 2020 Staff workshop on how to implement Special Ed and ELL programs and support during distance learning.

September 25, 2020 Teacher staff development on California I-Ready online platform

October 2, 2020 Teacher training on Achieve 3000 online platform. Teachers at HDLA will continue professional development over the course of the school year. Teachers will meet in different configurations (all staff, grade level, teaching team, subject matter) weekly. These ongoing meetings will allow the staff to engage in professional development that is relevant to our potentially changing instructional model and requirements.

#### Staff Roles and Responsibilities

HDLA teachers and staff have developed smaller distance learning Leadership Teams. The goals of the teams are to stay informed of orders and guidelines from state, county, and district school officials. The team develops the HDLA Distance Learning Plan and gathers feedback and concerns from the parents, students, faculty, and staff. It develops professional development needs for teachers and special education support staff. Ensures students have the device and connectivity to fully participate in distance learning. They identify and create the calendar of benchmarks and requirements of all our distance learning platforms. They communicate HDLA plans and send updated information to all staff

and families. They ensure effective implementation of our current Distance Learning plan and accountability to student learning goals. As well as address challenges any of the HDLA community may be facing. They design and facilitate staff experiences (virtual PD, meetings, etc.) and support staff with distance learning technologies through professional learning opportunities. They communicate

school-specific plans to staff and families and ensure all students receive necessary support during distance learning.

They create opportunities for staff and teachers to share effective distance teaching practices with colleagues and collaborate with SPED colleagues to support students with special learning needs. They collaborate with EL Coordinators to support students who are English Learners communicate with and provide timely feedback to students. They collect feedback from students and families and adjust instruction as needed. They Inform office staff about absent or non-communicative students and families.

Individual Distance Learning Educational Plans will be adjusted and sent home to families and added to the IEP. They schedule times for direct connections with students for pullout services and collaborate with general education teachers to accommodate and modify instruction for students with IEPs. They ensure SAI is delivered in ways that support distance learning and address the goals set forth in the IEP.

They help in the modifications made to assignments given via the distance learning platform in collaboration with the gen-ed teacher. All Related Services will still happen via distance learning on zoom: including SLP, OT and Counseling, OT check-ins with practice activities, and School Psychologists as needed.

They review record assessments and provide In-person assessments as allowed by County Health Department. Office Staff will make daily attendance phone calls for any absent students and respond to emails and phone calls to the school. Office staff will assist in ordering low-cost supplies for staff, including additional cleaning supplies as necessary, process mail, coordinate IT support and device check out, coordinate graded work and assignment pick up and drop off days Support 8th graders as they prepare for high school applications and create high school planning and beyond binders with all necessary documents and presentation of learning exhibition binders.

### Supports for Pupils with Unique Needs

English Learners: Students designated as English Learners (ELs) will continue to receive the necessary support for English Language Development (ELD) and language learning resources to ensure equitable access to integrated academic curriculum Our My Path program on California I-Ready provides additional support for language acquisition and growth. HDLA has a designated EL Coordinator and support staff who will support EL students. Teachers will collaborate to identify the ELD level of designated EL students and determine appropriate levels of integrated and/or designated support. During distance learning, designated remote instruction will take place via small group Zoom sessions. Teachers will collaborate with EL Coordinators to provide appropriate support and accommodations as needed.

Pupils with Exceptional Needs: Individual Distance Learning Educational Plans (IDLEPs) will be created to ensure that all students with special needs receive services to the greatest extent possible while participating in distance learning. Gen-Ed teachers will conduct weekly check-ins with each of their students and review and update needs and goals as appropriate. Ed specialists and related service providers will work collaboratively with general education teachers to provide support and accommodations needed for each student to access the curriculum. IEPs and 504 Meetings will continue. They will be held remotely via Zoom or by phone.

Foster and Homeless Youth will receive weekly check-ins. Referrals to both district and community agencies for additional support and resources as needed and provide community resource information for families/students, such as shelter, housing, food, clothing, health.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Take Home Manipulative Kits and Supplies	\$5,000.00	5,207	Yes
Professional development: Ongoing professional development for teachers and support staff focused on addressing pupil learning loss, with a focus on students most disproportionately affected by COVID-19	\$12,000.00	23,000	No
Paraprofessionals who support with small group and individual student support, with a focus on students most disproportionately affected by COVID-19.	\$10,000.00	10,000	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.

HDLA teachers and staff are effective at teacher efficacy. Our goal is to maintain close family like relationships and maintain positive student morale. Teachers will begin the school year with a focus on maintaining and building relationships and re-engaging students in school via distance learning. Teachers will also begin the year with a focus on benchmark testing on Californian I-Ready , which will provide information about pupil learning loss due to COVID-19. Teachers will address pupil learning loss by effectively using the data to drive instruction . The data will also create an individual learning growth plan and will provide built in grade level appropriate assignments . Teachers and support staff will be in regular communication with students and families to provide feedback on student progress and engagement. The teachers will assess pupils to measure learning status, particularly in the areas of English language arts and math through I-Ready that will be administered in late September and early October. Students reading level will be assessed in Achieve 3000 and math and language arts in I-Ready, and writing will be assessed through multiple student writing samples. Teachers will collaborate to review and score student assessments and plan instruction and intervention based on the results. Although we rely and will use the standardized assessments mentioned above to assess student learning loss, teachers are still assessing students on a daily basis on zoom in class and will use all the

data to drive instruction and to provide support, and intervention.

### Pupil Learning Loss Strategies

HDLA will address learning loss through synchronous and asynchronous instruction during distance learning . Students at HDLA will engage in standards aligned instruction via zoom that will focus on specific objectives during the first quarter of school . All specific goals will be spelled out and sent home, so all stakeholders are aware of the plan. In Synchronous instruction, students will attend zoom sessions with their grade level teacher and work in small groups with their peers on targeted skills. Throughout the day students in need of additional support with work with a staff member and one to two other students in a small group zoom setting to gain additional help on standards and objectives taught in the morning zoom class. Additional sessions throughout the day will support students with IEPs and English learners, low income, foster youth, pupils with exceptional needs, and pupils experiencing homelessness. The small group and individual instruction will also be provided to pupils who have significant learning loss as a result of COVID-19. Small group instruction and one on one instruction may be facilitated by classroom teachers, education specialists, EL coordinators, and charter support staff. During asynchronous instruction, teachers will differentiate assignments for students based on their instructional levels in order to provide challenge for some students and additional supports for other students. The goals of adjusting assignments based on instructional levels and not grade levels allows us to limit the amount of frustration and will help us combat learning loss and give students extra time and opportunity to reach grade level standards

### Effectiveness of Implemented Pupil Learning Loss Strategies

HDLA will measure the effectiveness of the services or supports provided to address learning loss through formative student assessments and summative student assessments on growth reports given by California I-Ready in both Reading and Math. We will also obtain Lexile reading levels from Achieve 3000 and growth at each benchmark date. HDLA will send home individual objective reports to all parents at the end of each quarter.

## 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.

HDLA contracts a school psychologist that works closely with the administrative and educational staff to build systems of care for students. When the pandemic began, we implemented fun programs to stay in contact with our students to ensure that not only their basic and educational needs were met but that their emotional and mental health was supported. We started a where in San Diego ISPY series of our school leader which provided much needed laughter and wellness check-ins to obtain clues and solve puzzles in the game, to ultimately find our principal . The staff used the game as an opportunity to provide emotional wellness checks and to keep our academy connected while in distance learning format. As the year continues, our team will continue wellness checks in the form of daily emails, daily tutoring and afternoon enrichment clubs, as well as a referral system for students who may require more intensive support and therapy.

## 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.

HDLA is a family like school where relationships with our families are at the core of our foundation. HDLA will begin the school year with a focus on making connections with families and students by hosting a virtual parent night. In order to stay connected HDLA, when possible, will offer virtual meetings and in person “ drive through ” family night events. Weekly emails and check ins from teachers and staff will keep our team abreast of each student’s distance learning conditions and will help us put supports in place that can assist in conditions that are conducive to learning. HDLA teachers and office staff will track student engagement and participation in distance learning through daily attendance in PowerSchool and weekly records of assignment completion. Office staff will make phone calls home for all students who are marked absent in PowerSchool to notify the parent/guardian of the student absence. Teachers will communicate with parents/guardians and students about student progress on assignment completion on a weekly basis and will follow up with students who are missing assignments.

HDLA will engage with the family and student as soon as absences or missing assignments occur in order to learn more about reasons for student absences and/or missing work in order to work with the family to increase student participation in distance learning. Students who are absence 60% or more in teacher led required zoom calls will be considered “chronically absent.” HDLA administration will reach out to families to find out the reasons for the absent and to put systems in place to clear any obstacles that are in the way of learning, attendance and required assignment completion. HDLA will track chronic absenteeism through its PowerSchool and will contact families of chronically absent students via letters and phone calls communicating the importance of attendance and engagement in distance learning. For students who are unreachable (those with whom the school has not engagement or contact) the school will conduct home visits and/or refer to outside agencies

## Analysis of School Nutrition

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

Holly Drive Leadership Academy contracts with San Diego Unified School District for food services. HDLA is a Provision II status school. Food services will continue to support the nutritional needs of all HDLA students during distance learning. Beginning August 31, 2020, curbside grab and go meal distribution will take place at the co-located cafeteria. Meals are available Monday Friday from 12:00pm 2:00pm. Students will receive a nutritious breakfast and lunch each day Monday Friday.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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.



# 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 learning loss experienced during the pandemic has shaped the LCAP and the school's overall academic plan. The urgency to close achievement gaps that have occurred during the 2020 school year as well as continue to move kids forward during the 2021-22 school year has prompted us to set individual goals for all the students enrolled at the academy. Compensatory services for special education students with active IEP's will be offered to students who were not successful with zoom. Additionally, increased summer school activities and support will be offered to the lowest-performing students in each grade level. Our online platforms will continue to be made available and prize incentives will be offered to students who complete our summer success academic challenge.

## 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	1,346,705.50	1,186,017.00
	0.00	0.00
After School Education and Safety (ASES)	0.00	22,778.00
Federal Funds	0.00	5,631.00
LCFF Base	273,275.50	814,671.00
LCFF Base, EPA, Title I	669,903.00	0.00
LCFF Base, LCFF Supplemental/Concentration	147,710.00	37,459.00
LCFF Base, Title II	10,000.00	0.00
LCFF Supplemental and Concentration	15,000.00	79,311.00
Lottery	0.00	2,398.00
Other	0.00	6,000.00
Special Ed State & Federal Funding, LCFF Base	32,400.00	0.00
Special Education	0.00	84,480.00
Title I	0.00	114,932.00
Title I, ASES, LCFF Supplemental/Concentration	190,417.00	0.00
Title II	0.00	7,355.00
Title IV	8,000.00	11,002.00

\* 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	1,346,705.50	1,186,017.00
	0.00	0.00
1000, 2000, 3000	15,000.00	9,828.00
1000, 3000	702,303.00	690,825.00
2000, 3000	309,354.00	301,591.00
2000-2999: Classified Personnel Salaries	2.50	0.00
4000, 5000	7,000.00	0.00
4000-4999: Books And Supplies	93,590.00	34,490.00
4300/5800	1,500.00	0.00
5000-5999: Services And Other Operating Expenditures	73,873.00	57,332.00
5800: Professional/Consulting Services And Operating Expenditures	142,820.00	90,849.00
5900: Communications	1,263.00	1,102.00

\* 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	1,346,705.50	1,186,017.00
		0.00	0.00
1000, 2000, 3000	LCFF Supplemental and Concentration	15,000.00	9,828.00
1000, 3000	After School Education and Safety (ASES)	0.00	14,640.00
1000, 3000	LCFF Base	0.00	587,500.00
1000, 3000	LCFF Base, EPA, Title I	669,903.00	0.00
1000, 3000	Special Ed State & Federal Funding, LCFF Base	32,400.00	0.00
1000, 3000	Special Education	0.00	22,930.00
1000, 3000	Title I	0.00	59,400.00
1000, 3000	Title II	0.00	6,355.00
2000, 3000	After School Education and Safety (ASES)	0.00	8,138.00
2000, 3000	LCFF Base	118,937.00	151,756.00
2000, 3000	LCFF Supplemental and Concentration	0.00	41,922.00
2000, 3000	Special Education	0.00	44,890.00
2000, 3000	Title I	0.00	54,885.00
2000, 3000	Title I, ASES, LCFF Supplemental/Concentration	190,417.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	2.50	0.00
4000, 5000	LCFF Base	7,000.00	0.00
4000-4999: Books And Supplies	Federal Funds	0.00	5,631.00
4000-4999: Books And Supplies	LCFF Base	12,500.00	8,289.00
4000-4999: Books And Supplies	LCFF Base, LCFF Supplemental/Concentration	81,090.00	12,172.00
4000-4999: Books And Supplies	Lottery	0.00	2,398.00
4000-4999: Books And Supplies	Other	0.00	6,000.00
4300/5800	LCFF Base	1,500.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	63,873.00	56,332.00
5000-5999: Services And Other Operating Expenditures	LCFF Base, Title II	10,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	68,200.00	9,692.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base, LCFF Supplemental/Concentration	66,620.00	25,287.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	27,561.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	16,660.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	647.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	8,000.00	11,002.00
5900: Communications	LCFF Base	1,263.00	1,102.00
		1,263.00	1,102.00

\* 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	1,130,330.00	958,946.00
Goal 2	203,012.50	217,079.00
Goal 3	13,363.00	9,992.00

\* 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	\$69,700.00	\$79,265.00
Distance Learning Program	\$119,000.00	\$151,945.00
Pupil Learning Loss	\$27,000.00	\$38,207.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$215,700.00	\$269,417.00

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	\$80,000.00	\$84,414.00
Pupil Learning Loss	\$12,000.00	\$23,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$92,000.00	\$107,414.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$69,700.00	\$79,265.00
Distance Learning Program	\$39,000.00	\$67,531.00
Pupil Learning Loss	\$15,000.00	\$15,207.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$123,700.00	\$162,003.00