

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Museum School

CDS Code: 37 68338 6115570

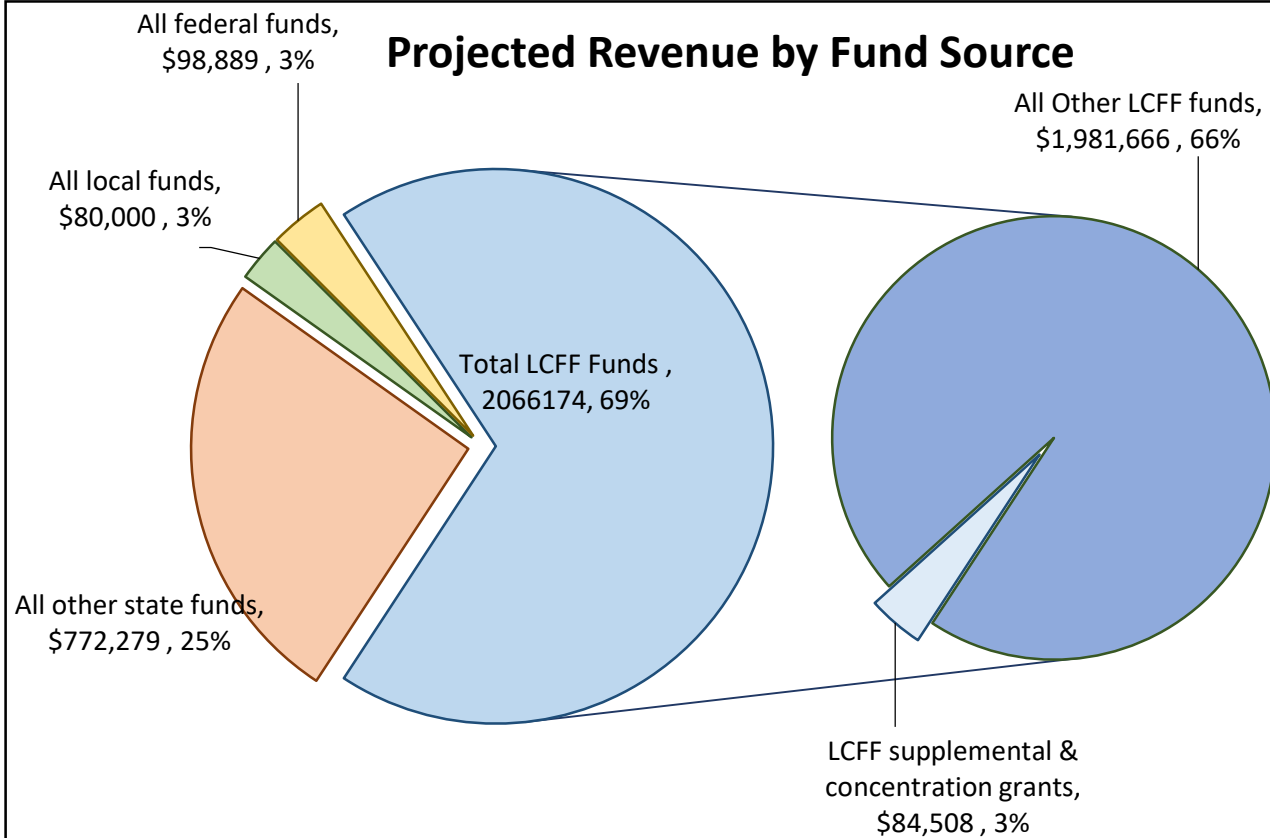
School Year: 2021 – 22

LEA contact information: Phil Beaumont, phil@museumschool.org 619-236-8712

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

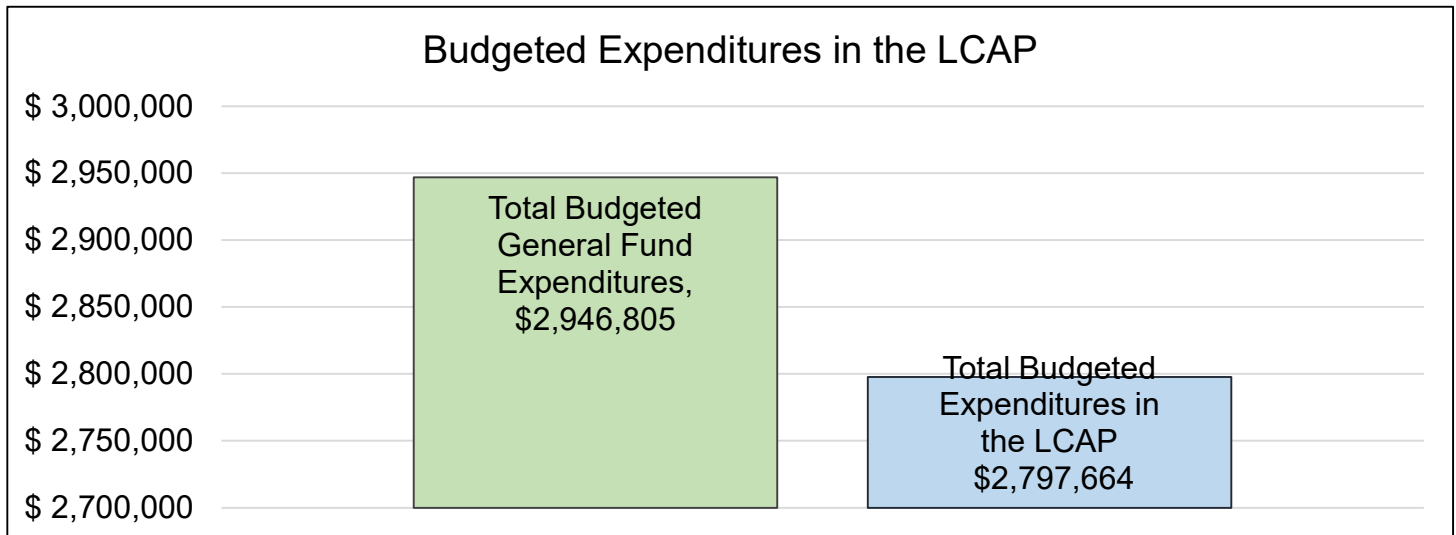


This chart shows the total general purpose revenue Museum School expects to receive in the coming year from all sources.

The total revenue projected for Museum School is \$3,017,342.00, of which \$2,066,174.00 is Local Control Funding Formula (LCFF), \$772,279.00 is other state funds, \$80,000.00 is local funds, and \$98,889.00 is federal funds. Of the \$2,066,174.00 in LCFF Funds, \$84,508.00 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 Museum School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Museum School plans to spend \$2,946,805.00 for the 2021 – 22 school year. Of that amount, \$2,797,664.00 is tied to actions/services in the LCAP and \$149,141.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

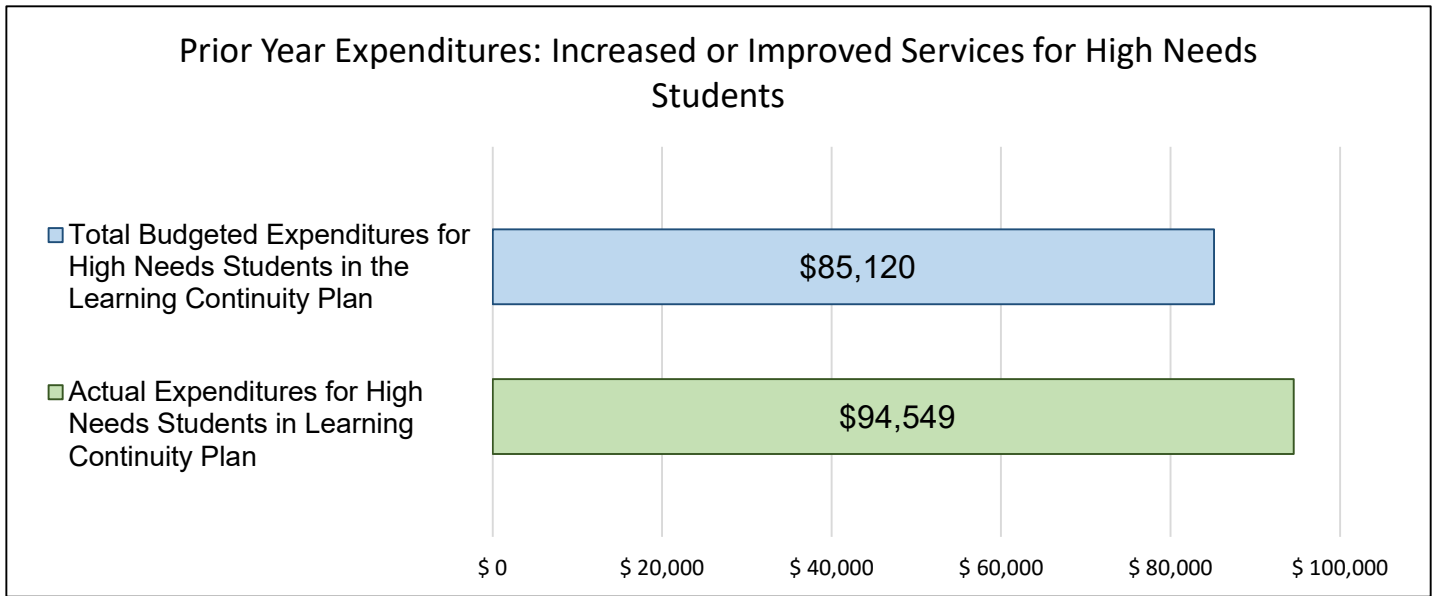
Included in the General Fund Expenditures but not included in the LCAP include, but are not limited to the following costs associated with the school's operational costs: Auxiliary and Administrative Staff Members Lease Costs District Oversight Fees Non-Instructional Consultants Staff Benefits

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

In 2021 – 22, Museum School is projecting it will receive \$84,508.00 based on the enrollment of foster youth, English learner, and low-income students. Museum School must describe how it intends to increase or improve services for high needs students in the LCAP. Museum School plans to spend \$107,476.00 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 Museum School 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 Museum School 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, Museum School's Learning Continuity Plan budgeted \$85,120.00 for planned actions to increase or improve services for high needs students. Museum School actually spent \$94,549.00 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
Museum School	Phil Beaumont Executive Director	phil@museumschool.org (619) 236-8712

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

1.High Quality Teacher Professional Development

All students in core academic subjects will be taught by Highly Qualified Teacher (HQT), who shall receive between 5 and 10 days of professional development for all staff that supports student achievement, and student well-being at all levels

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Professional Development Hours, Workshop Attendance	Teachers and paraprofessionals received the expected professional development time, with content that included the areas of emphasis.

Expected	Actual
<p>19-20 All students in core academic subjects will be taught by Highly Qualified Teacher (HQT). The school will utilize the new School Leadership Team to develop professional development planning for general staff, and establish a Director of Special Education to plan and implement training and oversight of paraprofessionals. Each teacher will attend between 5 and 10 days of professional development, with areas of emphasis in</p> <ul style="list-style-type: none"> • Common Core: Math and Language Arts, • Socio-Emotional Curriculum (Restorative Justice/Talking Circles/Playground Supervision) • National Science Standards. • CASSPP & Dibels assessments <p>All paraprofessionals will receive up to four days of training in the same areas.</p> <p>Baseline Currently, Museum School teachers are attending, on average 3 days of outside professional development, plus approximately 4 days of in school professional development.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Retain Dean of Faculty and utilize School Leadership Team members to determine, plan and implement professional development strategies across grade levels; provide substitute support for up to 10 days per teacher for Professional Development	Stipend for School Leadership Team + 10 substitute days for 9 teacher per year 1000-1999: Certificated Personnel Salaries LCFF 15000	Stipend for School Leadership Team + 10 substitute days for 9 teacher per year 1000-1999: Certificated Personnel Salaries LCFF 21000
Provide relevant training for all staff in the areas of support for students with Special Education needs, ELL students and Foster Youth	Classified hourly pay for trainings, conferences (\$15 x 15 staff x 20 hours 2000-2999: Classified Personnel Salaries LCFF \$5000	Classified hourly pay for trainings, conferences (\$15 x 15 staff x 20 hours 2000-2999: Classified Personnel Salaries LCFF 5000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide training for all staff in a Comprehensive School Safety Plan & Socio Emotional Curriculum	Hourly Pay Certificated 1000-1999: Certificated Personnel Salaries LCFF 2000 Hourly Pay Classified 2000-2999: Classified Personnel Salaries Base \$1000	Hourly Pay Certificated 1000-1999: Certificated Personnel Salaries LCFF 2000 Hourly Pay Classified 2000-2999: Classified Personnel Salaries 1000
Establish a Director of Special Education to oversee Paraprofessional staff, plan and implement trainings specific to students with special needs as well as Universal Designs for Learning	Stipend for Director of Special Education 1000-1999: Certificated Personnel Salaries Special Education 4000	Stipend for Director of Special Education 1000-1999: Certificated Personnel Salaries Special Education 4000
All students in core academic subjects will be taught by Highly Qualified Teacher (HQT) regardless of socio-economic status or ethnicity.	Credentialed Teacher Salaries + Certificated Support Salaries 1000-1999: Certificated Personnel Salaries LCFF 921658	Credentialed Teacher Salaries + Certificated Support Salaries 1000-1999: Certificated Personnel Salaries LCFF 838892

Goal Analysis

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

N/A All Actions/Services were implemented.

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

While the school closure due to COVID forced some changes in planned trainings, our team pivoted to professional development workshops on distance learning including a Distance Learning Playbook workshop with Douglas Fisher, Nancy Frey and John Hattie. The Museum School team continued with MTSS training that developed and supported the implementation of intervention blocks in ELA and mathematics.

Goal 2

2. Proficiency in Mathematics

To address our existing achievement gap, increase overall student proficiency (with particular emphasis on English language learners) in CAASPP mathematics, by six points in 2020.

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator LCFF Evaluation Rubric, Professional development hours, Math Department Curriculum, Math Club Curriculum and materials</p> <p>19-20 Increase professional development hours dedicated to Common Core Math; maintain instructional aide support in all math periods; increase proficiency of students CAASP scores in math by 6 points. Increase uninterrupted, instructional minutes in mathematics for grades K-8 by a minimum of 60 minutes per week. Provide additional Math Intervention Blocks weekly. Utilize Acadience (formerly Dibels) benchmark assessments to more accurately, and universally, monitor student performance at each trimester in order to identify students in need of remediation and track student deficiencies and progress.</p>	<p>The Museum School met expected outcomes in the areas of targeted professional development hours and support staffing. We also increased instructional time and provided intervention programming through the date of campus closure. We continued to administer benchmark assessments to the extent possible, but CAASPP data was N/A due to the pandemic.</p>

Expected	Actual
Baseline The Museum School ranked with a status of Medium (10.9 points below level 3) for all students in grades 3-8. There was a significant, 14.1 point decline in the number of students scoring at or above standard in mathematics. The school currently uses the Envision Math Program at grades 3-5, and Progress in Mathematics in grades K-2. There are currently no Math Clubs or a Math Department.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide increased allocated time for professional development in areas of mathematics with a particular focus on common core strategies. Set and monitor progress goals for all students and student groups	Certificated Hourly Stipend 1000-1999: Certificated Personnel Salaries Title II 6000 5200 - Workshops/Conference Costs 5000-5999: Services And Other Operating Expenditures Base 2000	Certificated Hourly Stipend 1000-1999: Certificated Personnel Salaries Title II 874 5200 - Workshops/Conference Costs 5000-5999: Services And Other Operating Expenditures LCFF Base 2024
Provide Instructional Aide support for all math groups to allow for small group instruction and literacy support in younger grades	(\$17x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 41310	(\$17x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 41310
Maintain professional development specific to adopted math program	Certificated Hourly 1000-1999: Certificated Personnel Salaries LCFF 2000	Certificated Hourly 1000-1999: Certificated Personnel Salaries LCFF 518
Provide Intervention Block classes for all students in grades K-8, and increase mathematics instructional minutes in all grades supported by instructional assistants.	\$17x9x37=\$5,661 2000-2999: Classified Personnel Salaries LCFF 20461 0000: Unrestricted Not Applicable 5661	\$17x9x37=\$5,661 2000-2999: Classified Personnel Salaries LCFF 13790 0000: Unrestricted Not Applicable 5743

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Planning time= 40x1x37= \$1480 1000-1999: Certificated Personnel Salaries LCFF	Planning time= 40x1x37= \$1480 1000-1999: Certificated Personnel Salaries LCFF 1838
Maintain before/after school Math Club	Certificated Hourly 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 2000	Certificated Hourly 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 2954

Goal Analysis

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

All Actions/Services were implemented. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

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

The Museum School invested in math programming in the 2019-2020 school year via targeted professional development, additional staffing support, and increased instructional minutes in the content area. Students also had increased opportunities to participate in math enrichment activities via the Math Club and the 'Art of Math' Department. While the pandemic disrupted some of these activities, we developed afternoon 'Office Hours' for small group and one-one tutoring. The school was not able to measure the impact of the actions/services on CAASPP performance, but was able continue administering Acadience benchmark assessments.

Goal 3

3. Proficiency in English Language Arts

Increase percentage of students scoring at proficient and above on CAASP benchmark in English Language Arts scores established in 2015-16. To address our existing achievement gap, increase overall student proficiency (with particular emphasis on English language learners) in CAASPP English Language Arts, by six points in 2020.

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator LCFF Evaluation Rubric, Professional Development Hours, Language Arts Curriculum Adoption</p> <p>19-20 Increase professional development hours dedicated to Common Core Language Arts; maintain instructional aide support in all language arts periods; increase proficiency of students CAASP scores in language arts. Increase uninterrupted, instructional minutes in Language Arts for Grades K-8 by 30 minutes per week. Provide additional Language Arts Intervention Blocks for all students weekly.</p>	<p>The Museum School met expected outcomes in the areas of targeted professional development hours and support staffing. We also increased instructional time and provided intervention programming through the date of campus closure. CAASPP data was N/A due to the pandemic.</p>

Expected	Actual
Baseline The Museum School scored a status of 'High' (20.5 points above level 3) for all students tested in grades 3-8. Teachers and support staff engage, on average two to three days a year, in professional development dedicated to Common Core Language Arts. The school currently does not have a school wide adoption of language arts program.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase allocated time for professional development in areas of Language Arts with particular focus on common core strategies and use of Wonders language arts program. Set and monitor progress goals for all students and student groups	Stipends for professional growth trainings 1000-1999: Certificated Personnel Salaries LCFF 2000 Workshops & Conference Costs 5000-5999: Services And Other Operating Expenditures Base 2000	Stipends for professional growth trainings 1000-1999: Certificated Personnel Salaries LCFF 2000 Workshops & Conference Costs 5000-5999: Services And Other Operating Expenditures LCFF Base 2000
Provide Instructional Aide support for all Language Arts groups to allow for small group instruction and literacy support in all grades	(\$17 x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$41310	(\$17 x 7.5 hrs x 9 grades x 36 weeks) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 53703
Provide professional development specific to Wonders curriculum	Training and Planning Stipends 1000-1999: Certificated Personnel Salaries LCFF 1000	Training and Planning Stipends 1000-1999: Certificated Personnel Salaries LCFF 1000
Provide Intervention Block classes for all students in grades K-8, and increase Language Arts instructional minutes in all grades supported by instructional assistants.	0000: Unrestricted LCFF 20461 \$17X9X37= \$5,661 2000-2999: Classified Personnel Salaries LCFF Planning time: 40X1X37= \$1480 1000-1999: Certificated Personnel Salaries LCFF Base 5661	0000: Unrestricted LCFF 26599 \$17X9X37= \$5,661 2000-2999: Classified Personnel Salaries LCFF 7359 Planning time: 40X1X37= \$1480 1000-1999: Certificated Personnel Salaries LCFF Base 7359

Goal Analysis

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

All Actions/Services were implemented. Actual expenditures met or exceeded budgeted amounts.

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

Students in all grades received increased ELA instructional minutes. They also received targeted support in small group settings during intervention blocks until the COVID-related shut down in March 2020.

Goal 4

4. ELL Proficiency

Increase the number of English Language Learners reclassified as proficient in the English language

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CELDT and ELPAC results, reclassification rates 19-20 1) Provide language rich, project based curriculum to support the ELL students in demonstrating proficiency in English. 2) Provide training for teachers and support staff in methods and strategies for supporting ELL students. 3) Support ELL students in demonstrating proficiency in ELL. Metric: ELPAC testing results Baseline The school maintains a CELDT & ELPAC Coordinator and provides training in literacy and language acquisition for staff working with ELL students.	1) The Wonders EL supplement provided a language-rich curriculum that supported EL students in demonstrating proficiency in English; 2) Teachers and support staff received appropriate training centered around the EL components of the new curriculum; 3) The Summative ELPAC was not conducted in 2019-2020 due to COVID distance learning.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development for instructional staff focused on successful strategies for ELL students.	Workshops and training costs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1000	Workshops and training costs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 424
Continue implementation of targeted strategies and interventions in language arts, math and science to support ELL students. Continue implementation of language rich, project-based learning opportunities	No additional costs	No additional costs
Maintain ELPAC Testing Coordinator	Stipend for ELPAC Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$500	Stipend for ELPAC Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 507

Goal Analysis

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

All Actions/Services were implemented. Training costs were lower than anticipated, and excess funds were used to support the distance learning program.

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

Due to COVID closures, the school did not administer ELPAC summative assessments at the end of the 2019-2020 school year. The school did conduct ELPAC Initial Assessments for incoming students as well as Summative Assessments for all qualifying students for the 2020-2021 school year. Staff consistently implemented integrated EL strategies into their teaching, and EL students had access to designated support.

Goal 5

5. Foster Youth and Homeless Students

All foster and homeless youth will have a comprehensive academic assessment completed by home room teacher and support staff

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of students identified, attendance rates, academic achievement as rated by standardized tests and school grades.</p> <p>19-20 1) Identify and ensure all foster and homeless youth will have a comprehensive academic assessment completed by home room teacher and support staff 2) Provide academic support services to all identified foster and homeless youth</p> <p>Baseline There were 0 foster youth identified for the 2016-17 school year. There was a small population of homeless students identified. There was an increase in attendance and academic achievement for all homeless youth between the 2015-16 & 2016-17 school year.</p>	<p>There were no Foster Youth or Homeless students enrolled in the 2019-2020 academic year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a comprehensive assessment and monitoring program for all identified foster and/or homeless youth.	None \$0	None 0
Provide access to academic support, transportation and food services to all identified foster and/or homeless youth.	per student LCFF Supplemental and Concentration 1000	per student LCFF Supplemental and Concentration 0

Goal Analysis

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

These actions/services were N/A in 2019-2020 because no Foster Youth or Homeless students were enrolled.

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

The school has processes and supports, including a McKinney-Vento Homeless Liaison, at the ready in the event that an eligible student enrolls.

Goal 6

7. Access to a Broad Course of Study

Students will have access to a broad course of study

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Number of classes provided per student weekly. High quality curriculum materials.</p> <p>19-20 Students will be provided a course of study that extends beyond the core classes of Math, Language Arts, Science, PE and Art</p> <p>Baseline Beyond the core classes of Math, Language Arts, Science, PE and Art, students engage in classes such as Sewing, World Music, Dance, Drama, Projects, Yoga, and a variety of electives.</p>	<p>All students were enrolled in a course of study that extended beyond the core classes, and had access to quality instructional materials.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Identify and provide high quality, standards aligned instructional materials and resources. Provide cohesive, courses of study that align with the Common Core Standards, the Next-Generation Science Standards and the goals and methodologies set forth in the Museum School charter	Instructional Materials, Books and Classroom Materials 4000-4999: Books And Supplies Base 30000	Instructional Materials, Books and Classroom Materials 4000-4999: Books And Supplies LCFF Base 16544
Maintain emphasis on project based learning in core and non-core classes	\$0	
Provide enriching curriculum outside of core areas	Consultants - Center for World Music + Teaching Artists 5000-5999: Services And Other Operating Expenditures LCFF Base 20000	Consultants - Center for World Music + Teaching Artists 5000-5999: Services And Other Operating Expenditures LCFF Base 12180

Goal Analysis

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

All actions/services were implemented. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

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

The Museum School continued to provide enriching and experiential learning opportunities to all students. It was challenging to have limited access to our regular educational setting and organizational partnerships. However, we were able to provide hands-on materials such as sewing kits and ukuleles, in addition to core ELA and math curriculum. Course offerings included interdisciplinary Project Based departments, music, sewing, Dance, kitchen science, Spanish, and drama.

Goal 7

7. Parent and Community Engagement

Parents and community members engage in volunteer work, trainings and events that support student learning

State and/or Local Priorities addressed by this goal:

State Priorities: 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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of parent involved community events, communications 19-20 Maintain parent involvement in Friends of the Museum School with bi-weekly notifications of events; Provide 3 Family Nights dedicated to academic & socio-emotional support Baseline Parents receive at least bi-weekly email communications from school director and Friends of the Museum School organization. Parents are involved in school classrooms as chaperones, presenters and general support. For the 2017-18 school year, community events included Dr. Seuss Reading celebration, movie night, school dances, music and drama presentations, Department presentations.	The Executive Director sent biweekly communication emails through the school year. We hosted one live Family Night, and then moved to virtual events.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain Parent Family Night Coordinator	Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF 500	Coordinator Stipend 1000-1999: Certificated Personnel Salaries LCFF 500
Provide training opportunities for parents and volunteers in the areas of curriculum support, school safety, and school culture	Materials 4000-4999: Books And Supplies LCFF \$500	Materials 4000-4999: Books And Supplies LCFF 200
Provide community engagement events to enhance community relations	Materials 4000-4999: Books And Supplies LCFF 500	Materials 4000-4999: Books And Supplies LCFF 155

Goal Analysis

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

Due to the pandemic, trainings for parents and volunteers were canceled. Funds that were not fully used for the Actions/Services above were reallocated to our Distance Learning program.

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

We were able to successfully stay connected with our school stakeholders despite the pandemic. Parent forums included reopening status, safety protocols, virtual tours for Middle School students, an overview of the enVision math program, and math overviews by grade level for the Middle School. The ongoing feedback we received informed programming decisions. A challenge that we faced was relatively lower parent attendance at our virtual events. We attempted to remedy this via frequent outreach efforts.

Goal 8

8. Digital Literacy

Students will have access to technology and the skills to utilize digital tools to enhance their learning

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Digital device ratio, network and IT support 19-20 All Museum School students shall have access to and utilize digital devices for ongoing study in core classes and enrichment classes	Museum School students had a 1:1 device ratio and used digital devices for core and enrichment classes. They also had access to IT and troubleshooting support. Families in need were provided with referrals to internet connectivity programs or internet hot spots.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain a 1:1 ratio of digital devices in grades 3-8. Maintain a 1:2 ratio of digital devices in grades K-2.	Cost of new devices & parts to maintain ratio of devices 4000-4999: Books And Supplies LCFF 5000	Cost of new devices & parts to maintain ratio of devices 4000-4999: Books And Supplies LCFF 5664

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide IT service support for all devices, networks, students and staff	Contract services for IT support 5000-5999: Services And Other Operating Expenditures LCFF 12,500	Contract services for IT support 5000-5999: Services And Other Operating Expenditures LCFF 13933
Provide professional development for all staff in digital literacy	150 per hour through IT contract 5800: Professional/Consulting Services And Operating Expenditures LCFF 300	150 per hour through IT contract 5800: Professional/Consulting Services And Operating Expenditures LCFF 371

Goal Analysis

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

N/A, all Actions/Services were implemented.

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

The school quickly and thoroughly pivoted to distance learning. Devices and hot spots were distributed so that all students could access the instructional program. IT support was available for students, staff, and parents. Staff training in educational technology included enVision math online curriculum, Distance Learning, and the Illuminate platform. Parents received training on tools such as Google Slides. A challenge was the significant amount of personnel time devoted to supporting educational technology, and the added expense/disruption caused by damage to devices.

Goal 9

9. School Facilities

Maintain and improve existing facilities

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 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 Comprehensive School Safety Plan, semi-annual inspection, San Diego Fire Department inspection, San Diego County Health Inspection</p> <p>19-20 School shall maintain a Comprehensive School Safety Plan, and engage in a semi-annual safety inspection to identify needs and correct them. The school will upgrade windows and air-conditioning units to energy efficient models using Prop39 Energy Saving Grant Funds</p> <p>Baseline The school maintains and updated a Comprehensive School Safety Plan for 2016-17, passed Fire Dept. and Health Dept. inspections, and conducted a semi-annual facilities inspection.</p>	<p>The school maintained a safety plan and conducted all inspections. Windows and air-conditioning units were upgraded.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain an annual Comprehensive School Safety Plan	Safe School Plan Coordinator 1000-1999: Certificated Personnel Salaries LCFF \$1000	Safe School Plan Coordinator 1000-1999: Certificated Personnel Salaries LCFF 1000
Maintain school grounds to ensure they are clean and attractive	Budget for cleaning staff 2000- 2999: Classified Personnel Salaries LCFF 15000	Budget for cleaning staff 2000- 2999: Classified Personnel Salaries LCFF 14731
Upgrade Windows and Air-conditioning units	Construction & Renovation Costs 6000-6999: Capital Outlay Locally Defined 15000	Construction & Renovation Costs 6000-6999: Capital Outlay Locally Defined 15938

Goal Analysis

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

N/A All actions/services were implemented.

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

The school took advantage of the campus closure to improve the facilities. The roof was repaired, the school's AC units were upgraded, and all exterior facing windows on the east and south sides of the building were double paned.

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
Upgrading our Learning Center with plexiglass barriers and other PPE materials along with possible increased hourly pay for classified personnel such as instructional assistants and/or custodians.		21763	No

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

The blank field in the "Total Budgeted Funds" was an error in the LCP. Actual expenditures matched budgeted funds.

Analysis of In-Person Instructional Offerings

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

The Museum School campus was closed for in-person instruction until March 4, when we began a phased reopening process that culminated in full, daily in-person learning for all students May 10. Before then, we successfully operated stable cohorts for instruction and assessment, with priority going to at-risk pupils and unduplicated students. A challenge was reconfiguring instructional spaces and devising a schedule that was compliant with evolving CDPH guidelines.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchased additional online resources	18206	20935	Yes
Purchased devices and materials for teachers, staff and students to work remotely	7314	8504	Yes
Hired additional support staff	32640	23530	Yes
Additional Math teacher	18598	25543	Yes
Internet network upgrade	15000	34506	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.

Budgeted expenses were generally higher from actual expenditures because we expected to return to campus earlier in the year. The network upgrade was more costly than anticipated at the time the LCP was developed.

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

The Museum School transitioned to distance learning without disrupting core instruction. All students were provided with instruction that met California Standard guidelines for their respective grade level and exceeded the minimum instructional minutes required. Programming included daily live interaction, assessments, and social-emotional learning support. All math and language arts curriculum had both online and physical components suitable for distance learning. The school distributed take-home kits of hands on materials so students could continue with experiential learning and enrichment classes. Some of our clubs and intervention blocks were not available to the same extent during Distance Learning. However, students continued to receive English Language Development and Special Education services.

Access to Devices and Connectivity

The school surveyed families to determine the needs for connectivity and devices. A total of over 90 Chromebooks were distributed. The main challenge was universal access to internet connectivity. Most families had internet to an extent, but the connection for some was unreliable and/or low speed. The school worked with families to provide internet connectivity/hot spots as needed. The campus internet network upgrade was a challenge, as the firewall went down just prior to a tentative reopening date in October. This delayed the start of in-person instruction.

Pupil Participation and Progress

Pupil participation was measured by synchronous attendance, verbal response, and the completion of assignments. Teachers certified weekly records detailing participation. Progress was measured through benchmark assessments and coursework.

Distance Learning Professional Development

Teachers and administration teams reviewed parent, student and teacher feedback to determine needs for training and support. We also collaborated with other local charter schools to share ideas and resources. Professional development focused on strategies to promote engagement, socio-emotional learning, and integrating technology tools. Highlights included the SeeSaw learning platform, Zoom videoconferencing, and a Distance Learning Playbook workshop with Douglas Fisher, Nancy Frey and John Hattie. While effective, planning responsive and targeted training for distance learning was time-consuming.

Staff roles and responsibilities

Distance learning impacted the responsibilities of all staff. Teachers integrated new education technology tools into their practice. Instructional staff supported teachers during synchronous classes and with participation tracking. Front office staff communicated with parents and managed technology needs/issues. Administrators developed distance learning expectations and schedules, and regularly shared information related to the pandemic to staff and parents.

Support for Pupils with Unique Needs

The school's distance learning plan included one-on-one supports through core teachers and support staff for all pupils with unique needs. Homeless and foster youth were prioritized for device distribution and internet hotspots. Staff remained in communication with the guardians, and connected them with community resources when needed. English language learners continued to receive English language Development (ELD) instruction. Special education teams and related service providers collaborated with general education teachers to embed accommodations and modifications into the distance learning curriculum. Teachers tracked participation and attendance and a team of support staff followed up with students when necessary to support individual students and families who struggled to participate. The Museum School offered on-site support for pupils with unique needs during distance learning program to help with engagement.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Illuminate Education subscription	8500	16037	No

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

The expenditure was higher than anticipated because there were 2 billing cycles for the subscription within one year.

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.

Measuring and mitigating pupil learning loss has been a focus area. Within the first weeks of school, students were assessed using the CAASPP math and ELA online interim assessments or Illuminate's "Coming Back" Broad Coverage Assessments. The Broad Coverage Assessments address standards from the prior year. The targets represent the grade-specific knowledge, skills, or abilities that students should have learned. After instruction based on the prioritized targets, teachers then administered Focused Follow-up Assessments to measure the efficacy of the focused instruction. Teachers used this information in their Tier 1 planning and coordinated with the intervention specialists to design a plan of action to address Tier 2 and 3 learners.

Student populations in need of extra support, such as English learners, homeless students, and pupils with exceptional needs, were offered in-person options during Distance Learning. Going forward, the school will offer extended learning opportunities to students in order to mitigate any learning loss. Unduplicated pupils will be considered first for this additional support.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

The Museum School utilized socio-emotional learning universal screeners and the Illuminate Education virtual platform to measure student self-perception around four core SEL constructs: self-management, social awareness, growth mindset, and self-efficacy. Staff received professional development to assist them in using the data to improve classroom outcomes. The Counselor collaborated with the school's art teacher to conduct expressive arts instruction and activities to aide students in addressing mental health needs through art. The Counselor provided one-on-one counseling to identified students, and supported families by providing referrals to community services. We had challenges maintaining regular communications with some families during distance learning. This improved once campus reopened.

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.

Teachers and staff successfully integrated new procedures to track participation throughout the 2020-2021 school year. The school implemented the following tiered reengagement strategies for pupils who were absent from distance learning:

1. Absent students will be contacted by teacher and/or instructional assistant to determine the reason for absence and ensure participation in independent learning activities.
2. If student and/or parent does not respond to contact within two days the teacher will alert the school's office and administrative staff to aide in outreach support.
3. The school's office manager (attendance clerk) and/or School Counselor will attempt contact to determine reasons for absences and means to support the family in attending.
4. If no resolution occurs through the school's office, the School Director will attempt to support attendance through email, phone calls, meetings, and/or home visits to determine reasons for absences and means to support the family.

This approach was successful, as evidenced by a 2% Chronic Absentee rate through the end of March 2021.

Analysis of School Nutrition

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

The Museum School partners with the San Diego Unified School District for school nutrition services. The school receives meal deliveries from the district which are dispersed to students who are eligible. During the campus closure period, families were provided information about Food and Nutrition Services locations and hours of operation.

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.

N/A

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.

The experience of 2020 and 2021 highlighted the importance of both academic and socio-emotional supports. LCAP Goals 1, Action 6 ("Power Hour/intervention Blocks") and Goal 3, Action 2 ("Restorative Practices") support pupils through socio-emotional learning and targeted interventions. Through distance learning, teachers developed strategies to leverage educational technology. Goal 4, Action 3 ("Technology") of the 2021-24 LCAP provides for devices and training so that staff and students we can continue to benefit from reliable access to and proficiency with technology.

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

Teachers will be trained to use actionable data to mitigate learning loss as part of Power Hour. Pupils needs will be monitored via regular assessments: we are currently the most appropriate tools from the State's approved verified data options. The identified needs will be addressed by a combination of additional training, resources, targeted interventions, and learning time provided for in the 2021-24 LCAP. Pupils with unique needs may receive targeted assessments and further individualized support.

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.

N/A

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 student outcomes in the 2019-2020 LCAP and the 2020-21 LCP reinforce the importance and adaptability of The Museum School's core mission to provide a wide breadth of educational experiences. We were able to continue providing engaging content that kept our students and families connected to the school. These two years also highlighted the importance of quality, resilient staff members throughout the organization. The 2021-24 LCAP builds on these strengths, and also provides for a revised and improved MTSS to provide targeted academic and socio-emotional support to all students.

Instructions: Introduction

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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.

