

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

<b>Local Educational Agency (LEA) Name:</b>	School for Entrepreneurship & Technology
<b>CDS Code:</b>	3768 3380 122 788
<b>LEA Contact Information:</b>	Name: Neil McCurdy Position: Principal Email: principal@sethhigh.org Phone: 858-874-4338
<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>	\$2,090,661
<b>LCFF Supplemental &amp; Concentration Grants</b>	\$126,539
<b>All Other State Funds</b>	\$629,106
<b>All Local Funds</b>	\$9,732
<b>All federal funds</b>	\$146,839
<b>Total Projected Revenue</b>	\$2,876,338

<b>Total Budgeted Expenditures for the 2021-22 School Year</b>	<b>Amount</b>
<b>Total Budgeted General Fund Expenditures</b>	\$2,668,097
<b>Total Budgeted Expenditures in the LCAP</b>	\$561,050.00
<b>Total Budgeted Expenditures for High Needs Students in the LCAP</b>	\$133,550.00
<b>Expenditures not in the LCAP</b>	\$2,107,047

<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>	\$143,000
<b>Actual Expenditures for High Needs Students in Learning Continuity Plan</b>	\$192,000

<b>Funds for High Needs Students</b>	<b>Amount</b>
<b>2021-22 Difference in Projected Funds and Budgeted Expenditures</b>	\$7,011
<b>2020-21 Difference in Budgeted and Actual Expenditures</b>	\$49,000

<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>	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, Instructional Assistant Salaries for non-core subjects, General Insurance Costs, Legal/Audit Fees, Non-Instructional Consultants, Operational Supplies. LCAP expenditure primarily reflect expenses associated with Learning Loss .



# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: School for Entrepreneurship & Technology

CDS Code: 3768 3380 122 788

School Year: 2021-22

LEA contact information:

Neil McCurdy

Principal

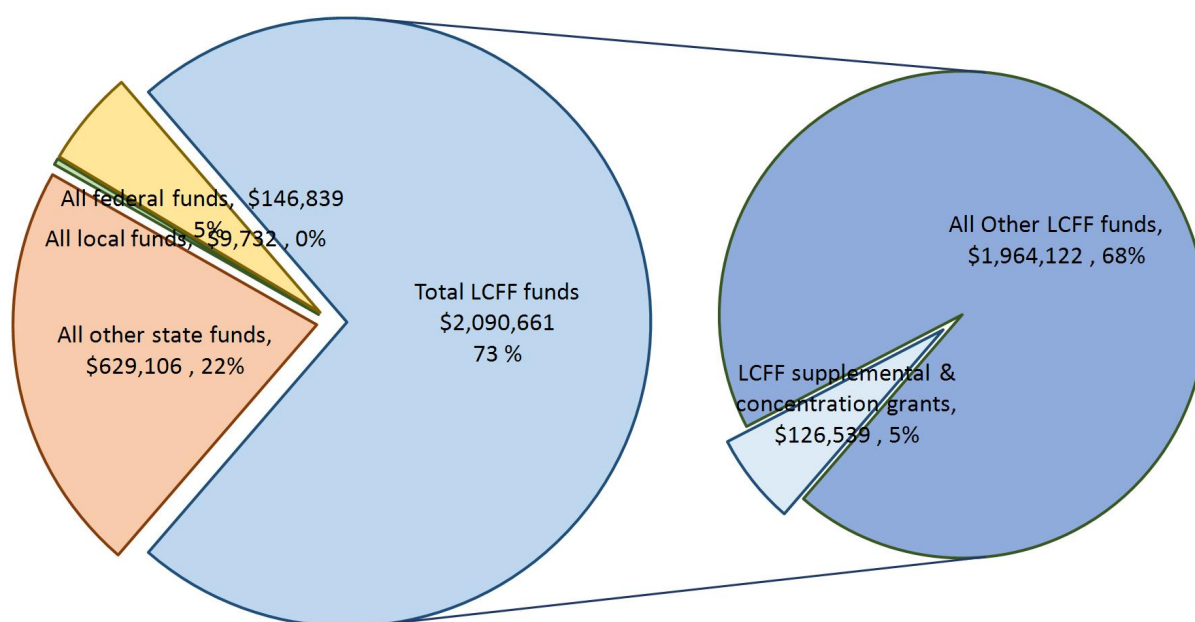
principal@sethigh.org

858-874-4338

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



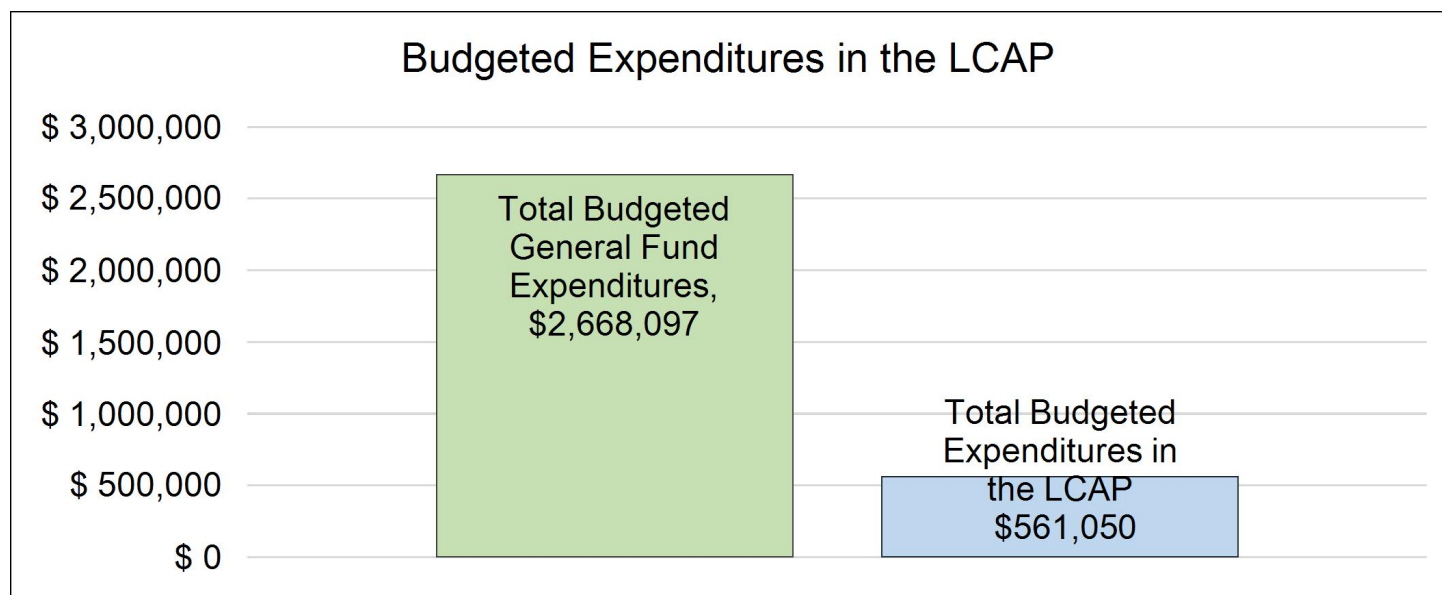
This chart shows the total general purpose revenue School for Entrepreneurship & Technology expects to receive in the coming year from all sources.

The total revenue projected for School for Entrepreneurship & Technology is \$2,876,338, of which \$2,090,661 is Local Control Funding Formula (LCFF), \$629,106 is other state funds, \$9,732 is local funds,

and \$146,839 is federal funds. Of the \$2,090,661 in LCFF Funds, \$126,539 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 School for Entrepreneurship & Technology plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

School for Entrepreneurship & Technology plans to spend \$2,668,097 for the 2021-22 school year. Of that amount, \$561,050.00 is tied to actions/services in the LCAP and \$2,107,047 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

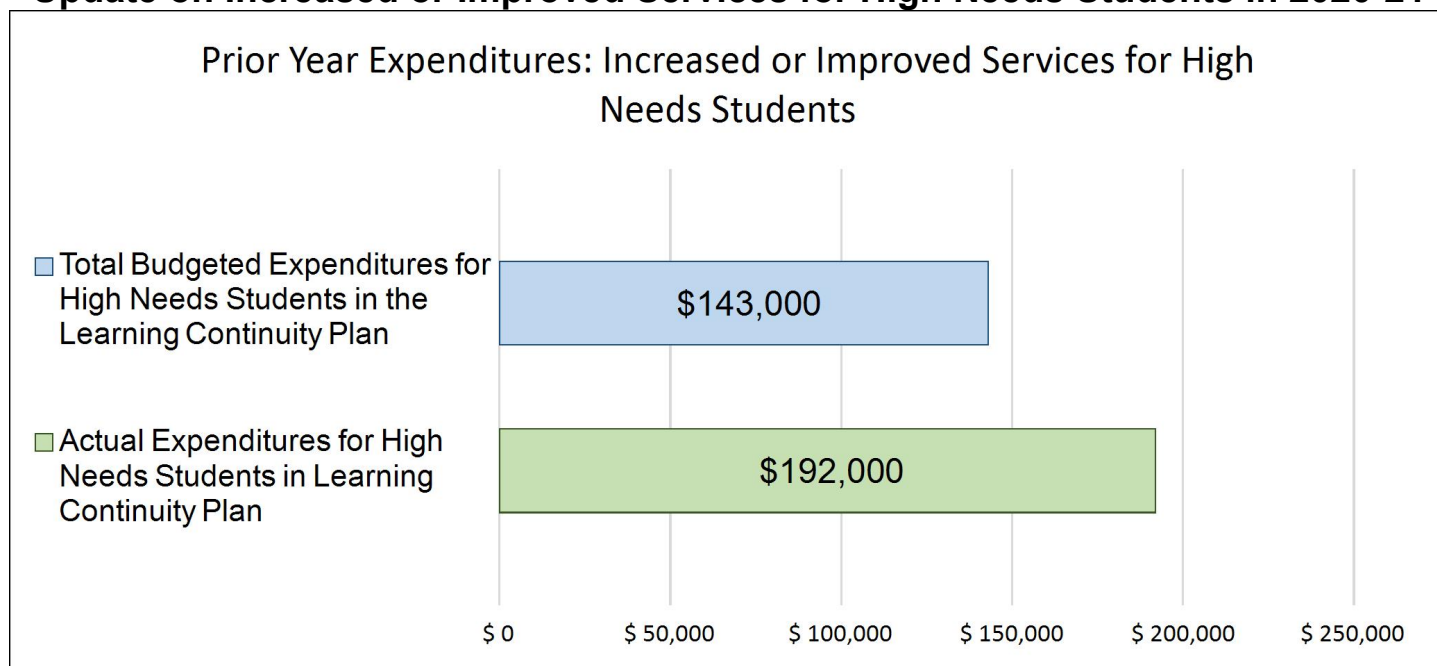
Included in the General Fund Expenditures but not included in the LCAP include, but are not limited to the following costs associated with the school's operational costs: Auxiliary and Administrative Staff Members, Lease Costs, District Oversight Fees, Non-Instructional Consultants, Staff Benefits, Instructional Assistant Salaries for non-core subjects, General Insurance Costs, Legal/Audit Fees, Non-Instructional Consultants, Operational Supplies. LCAP expenditure primarily reflect expenses associated with Learning Loss .

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

In 2021-22, School for Entrepreneurship & Technology is projecting it will receive \$126,539 based on the enrollment of foster youth, English learner, and low-income students. School for Entrepreneurship & Technology must describe how it intends to increase or improve services for high needs students in the LCAP. School for Entrepreneurship & Technology plans to spend \$133,550.00 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 School for Entrepreneurship & Technology 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 School for Entrepreneurship & Technology 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, School for Entrepreneurship & Technology's Learning Continuity Plan budgeted \$143,000 for planned actions to increase or improve services for high needs students. School for Entrepreneurship & Technology actually spent \$192,000 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
School for Entrepreneurship & Technology	Neil McCurdy Principal	neil.mccurdy@sethigh.org 858-874-4338

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 Parental Involvement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Number of parents active in non-mandatory monthly activities associated with the school.</p> <p><b>19-20</b> Continue to harness current energy in the community to mobilize new parents to join our Parent Group or PTO. We will continue to encourage parental involvement by having parents and students sign the compact that we created last year. We would like to involve parents as mentors and partners in the passion projects that students will be working on . We need to make a concerted effort this year to engage the entire parent community and be careful not to focus exclusively on the active parents.</p> <p><b>Baseline</b> &lt; 10</p>	<p>Due to COVID-19, the annual gala and the spring exhibition were cancelled. A SET Parent Association was formed and was actively involved with the Halloween party. The SET Gala was planned with significant parent involvement, but was ultimately cancelled.</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Get TV's for den and A/V equipment to make recording easy and professional.	4000-4999: Books And Supplies Locally Defined 7000	4000-4999: Books And Supplies Locally Defined 9416.80
Utilize live video casting of all school events including events that occur during school to have parents feel like they are better connected with the school.	Funded in other line item or goal	



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue to have two exhibitions and monthly parent group meetings attended by the Principal and/or Vice Principal.	4000-4999: Books And Supplies LCFF Base 2000	4000-4999: Books And Supplies LCFF Base 1000
Make the spring term back-to-school night be by-appointment-only for parents who want to meet the new teachers. It is important for parents to have an opportunity to meet new teachers and learn the class expectations, but since BTSN in the Spring Term was lightly attended, this new format will be a more efficient use of time for both parents and staff.	0	
Have parents commit to mentoring a group of students (could be their own) in the students' passion. This could happen off-site or on-site.	4000-4999: Books And Supplies LCFF Supplemental 1000	4000-4999: Books And Supplies LCFF Supplemental 0
Continue to have parents and students sign a compact that identifies their roles and responsibilities in the education of their child including a request for support as a potential partner, even if only virtually.		
Make sure that class and school activities are being documented and information is constantly being sent to and updated in social media.	n/a	
Improve synchronization between administration, ASB, and clubs to have more timely announcements of events to smooth a potential communication gap with parents. Have calendar descriptions (which are now easily visible on the website) contain all of the details for an event and only rely on email communications for reminders and additional narrative.	n/a	
Harness current parent energy and encourage parents to create a PTO/Parent Group that is separate from the school but supportive of the school.	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.

Not materially different.

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

Our 2nd Halloween Carnival, our Fall Exhibition, and our pilot SET Connects event were big successes, but COVID-19 interfered with all of our end-of-the-year activities. The Spring Exhibition and the Gala had to be cancelled despite a lot of parent time and energy going into them. Our parents did manage to officially create a SET PA, so there is now a structure for our parents to be able to fundraise and organize. Our parents were very supportive of the school during COVID-19 and were appreciative of the effort the SET High staff put into providing their students with an education during difficult times.

## Goal 2

Increase the percentage of students who score proficient or above in Math and English language arts on the SBAC assessment each year from a baseline year score in 2018-2019 by 10% in ELA and 20% in Math. Modified for 19/20 to maintain current year (18/19) percentages for ELA. Also modified to include science test goals once we receive the CAST scores for the 18/19 year.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                             Priority 2: State Standards (Conditions of Learning)  
                             Priority 4: Pupil Achievement (Pupil Outcomes)  
                             Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> SBAC ELA and Math scoring proficient and above  <b>19-20</b> Maintain current proficiency levels in SBAC assessment for ELA but increase Math proficiency by 20% over prior year's baseline. Also establish a baseline for CAST based on this year's results and work to increase proficiency by 10%.  <b>Baseline</b> ELA: 68%, Math: 32%	All testing was cancelled due to COVID-19.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In an effort to make sure that all students have taken and passed Algebra 2 prior to taking the SBAC assessment at the end of the 11th grade school year, the following will happen: * All incoming students will be given a Math placement exam regardless of the classes they took previously to determine the appropriate class for the student.	Funded in other line item or goal 0000: Unrestricted LCFF Base	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>* Year-long versions of Algebra, Geometry and Algebra 2 will be made available to increase the instructional time for students who are struggling with Math</li> <li>* Students will be scheduled to complete at least Algebra 2 by Spring semester of their 11th grade year</li> <li>* Double-block versions of Algebra, Geometry and Algebra 2 will be offered.</li> </ul>		
Special education will be supported by in-house staff with team of co-teachers and academic coaches who will be helping SPED and non-SPED students with their academic needs	1000-1999: Certificated Personnel Salaries Special Education 350000	1000-1999: Certificated Personnel Salaries Special Education 350000
Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	2000-2999: Classified Personnel Salaries LCFF Supplemental 40000  1000-1999: Certificated Personnel Salaries LCFF Base 10000	2000-2999: Classified Personnel Salaries LCFF Supplemental 19033
Continue using NewsELA to do constant assessments of students to make sure that we have data that can drive instruction, but use Kahn Academy instead of Renaissance Math for that purpose in Math.	1000-1999: Certificated Personnel Salaries LCFF Base 10000	1000-1999: Certificated Personnel Salaries LCFF Base 0
Support classes will be offered, but most of the support will be for ELA because students who struggle in math will be in double-block math classes.	1000-1999: Certificated Personnel Salaries Title I 7500	1000-1999: Certificated Personnel Salaries LCFF Base 7500
Year-long versions (more educational minutes and more soak time) of Algebra, Geometry, Algebra 2, and Physics will be offered to help those students who need extra support with math. Implementation of tutoring services provided by Peer Counseling Team	1000-1999: Certificated Personnel Salaries Title I 26250	1000-1999: Certificated Personnel Salaries Title I 24271
Continue with double-block Algebra, Geometry and Algebra 2 for students who struggle.	1000-1999: Certificated Personnel Salaries LCFF Base 37500	1000-1999: Certificated Personnel Salaries LCFF Base 37500

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Students who need remedial writing help can get help in general support class. If they need EL support, they can take any of the English classes offered by our EL teacher.	Funded in other line item or goal 1000-1999: Certificated Personnel Salaries LCFF Base	
Continue use of NewsELA across at least the humanities curriculum for targeted reading and writing support using primary sources.	4000-4999: Books And Supplies LCFF Base 3250	4000-4999: Books And Supplies LCFF Base 3250
Switch to Kahn Academy for additional math support.	4000-4999: Books And Supplies LCFF Base 0	
Modify bell schedule to have 4th period be another year-long class. This gives us another opportunity to offer classes that benefit from having more contact days.		
EL support can be given by EL teacher during any one of her English classes thanks to the co-teaching model and our teachers' abilities to give individualized attention.	LCFF Base Covered in other line item	
Teacher PD throughout the year covering topics like Restorative Practices, Autism Training, Working with EL Students, Providing Support for Students with High ACE Scores.	1000-1999: Certificated Personnel Salaries Title II \$14000	1000-1999: Certificated Personnel Salaries Title II 4033  1000-1999: Certificated Personnel Salaries LCFF Base 9967

## Goal Analysis

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

Significant effort was put into supporting students during COVID-19. We did not miss a day of school during the pandemic. All school funds went directly into support students both before and during the pandemic.

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

This was an academic goal, and even though we cannot validate that our test scores would have increased, we feel that we provided the students with a quality education program throughout the pandemic. Obviously, we faced the same challenges as every other school in terms of getting students to fully commit to education during a time when their lives were in turmoil, but we are proud of the entire staff for providing an educational experience that was as close to normal as possible. Every class met virtually every school day

during normal school hours throughout the pandemic. We had a particular emphasis on the social-emotional needs of the students, but academic teaching was still a priority. Our students received credit for their classes only if they achieved the expectations that we set out for them. The result was that we could easily determine which students had learning loss based on which students received course credit. This made it easy for us to determine who needed extra support. We did not issue failing grades, but we did use a NG (No Grade) indicator to notify the students, parents and other educators that not enough learning occurred for the student to receive credit for the course.

## Goal 3

Ensure that English Language Learners are improving their English Language skills and able to access the entire curriculum.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>  Reclassification rate and percent EL students able to access full curriculum.</p> <p><b>19-20</b>  For existing English Language Learners, students will increase by at least one performance level</p> <p><b>Baseline</b>  We have nine returning EL students. Seven of the nine are eligible to increase one performance level.</p>	<p>Of our 6 EL students, 1 was reclassified and 3 moved up a performance level.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to require Help Desk for targeted students provided before and after school. Add lunch-time help desk.	1000-1999: Certificated Personnel Salaries LCFF Base 25000	1000-1999: Certificated Personnel Salaries LCFF Base 25000
Continue with existing Academic Coaches to help all students with their classwork.	2000-2999: Classified Personnel Salaries LCFF Supplemental 63000	2000-2999: Classified Personnel Salaries LCFF Supplemental 84672

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental 16000	
Continue with Life Coach who will make sure that students are on track for graduation and making appropriate choices throughout the school day and beyond.	funded in other goal	
Allocate time in staff meetings and PD to discuss the specific needs of our EL students and strategies for success for each EL student.	1000-1999: Certificated Personnel Salaries LCFF Supplemental 1000	1000-1999: Certificated Personnel Salaries LCFF Supplemental 1000
SET will utilize newly adopted EL reclassification system to reclassify students potentially using other data in conjunction with ELPAC scores.	1000-1999: Certificated Personnel Salaries LCFF Supplemental 2000	
SET will look at formerly reclassified students to make sure that they were correctly reclassified and should not still be EL based on data allowable in the newly adopted reclassification guidelines.	1000-1999: Certificated Personnel Salaries LCFF Base 2000	
Quickly identify incoming EL students by using home language survey and CALPADS data. Make sure that the EL teacher is immediately notified and place the student in any one of the EL teacher's English classes even if that student is also in another grade-level English class taught by another English teacher.	2000-2999: Classified Personnel Salaries LCFF Base 1000	

## Goal Analysis

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

During the pandemic, the EL students were supported to the best of our ability. All staff was available for one-on-one help daily during Flex-Time hours. Our disadvantaged students benefited by the addition of Flex Time because they had more one-on-one time with teachers than they receive in a normal year.

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

The primary challenge that we faced trying to teach EL students online was due to the primary communication medium being oral. Our staff tried to do as much showing as they could, but the hands-on, tactile learning that is so beneficial for EL students suffered. A positive, though, was the extra time and attention that the staff was able to provide with one-on-one support. Prior to the depression



and apathy that set in later in the pandemic, the students also benefited from having nothing else other than academics to distract them. Our classes were some of the only social interaction that students received and so virtual school became a place to go for comfort.

## Goal 4

Continue to increase the academic rigor of the curriculum, encourage students to go above and beyond UC A-G through the implementation of our "A-P" model that encourages broadening the skill sets beyond what is traditionally taught in schools.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Number of units that seniors graduate with.  <b>19-20</b> Graduates will average 55 units in 2019/2020  <b>Baseline</b> 44 is the minimum number of units required for graduation.	Our seniors averaged 52.92 units in 2019/20, still well above the 44 unit minimum and close to the 55 unit goal.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Students must take a full load of academically rich classes even if they do not need the classes for graduation.	N/A	
Independent study classes will only be offered in extremely rare situations where there are no other options.	N/A	
We will encourage students to take a rich variety of courses that go above and beyond the baseline UC A-G classes including Mesa College classes that students above the age of 16 can take free of charge.	N/A	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Utilize Academic Coaches and Life Coach to provide the support and motivation that students need to find success in academically rich classes.	Funded in other line item or goal	
Continue offering teacher-led help desks before and after school and during lunch.	Funded in other line item or goal	
Continue to offer a community college English 101 and English 205 classes. In addition, this year, offer a community college American Sign Language class.	N/A	
Move Passion Talks and Passion Projects to special time of the day that can be used on an as-needed basis.	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 15000	
Continue adding new classes. New Startup Dot Com class, art-based Marketing class, Spanish Literature, Global Studies, Green Science and Debunking Disney class will be added.	1000-1999: Certificated Personnel Salaries LCFF Base 80000	1000-1999: Certificated Personnel Salaries LCFF Base 80000
Increase student success in classes by engaging parents through constant teacher/parent communication and timely updates to grades in powerschool. From parent feedback, this needs a higher focus this year.	n/a	
11th and 12th graders will have an opportunity to work on a senior project that is an enhanced Passion Project. They will meet with mentors during Passion Project time but will have undirected time during a period during the day to work on a big project that will culminate in a senior project.	n/a	
New Passion Project Mutlimedia, studio and maker space will be added with high-end equipment to encourage students to work on Passion Projects. In addition a staff member will monitor the projects to provide continuous feedback on long-term projects.	4000-4999: Books And Supplies Locally Defined 30000 2000-2999: Classified Personnel Salaries Title IV 10000	4000-4999: Books And Supplies Locally Defined 30000 2000-2999: Classified Personnel Salaries Title IV 10000

## 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 funds were expended.

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

We had a real challenge having students care about electives and passion projects during the pandemic. Our primary focus was on core classes so that we could make sure that our students did not have learning loss. We still provided the electives as a fun outlet for our students, but if students were not interested in taking an elective, we did not force the issue. This resulted in fewer units earned by our students during the pandemic. It was also a challenge to have the hands-on electives (like green science) be as engaging when the content was delivered virtually.

## Goal 5

Maximize student buy-in to the SET ethos, a student constructed statement regarding ethics, achievement, respect and self-discipline.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b> Suspension rate, tardies, and truancies</p> <p><b>19-20</b> Maintain low suspension rate. Decrease tardies.</p> <p><b>Baseline</b> Chronic absenteeism means missing 10 percent of a school year for any reason. A school can have average daily attendance of 90 percent and still have 40 percent of its students chronically absent, because on different days, different students make up that 90 percent.</p> <p>Suspension rate down to 4.8% in 2016/17 and chronic absenteeism flat at, 24%.</p>	<p>Suspension rate: 5.45%, Chronic absenteeism for 2019/20 was 18.75%</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue with Life Coach who will ensure that students are making good choices and getting to classes on time.	Funded in other line item or goal	
Implement Restorative Practices across all aspects of the school with a special emphasis on team building among students in classes.	N/A	

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue with Academic Coaches who provide support for academic classes.	Funded in other line item or goal	
Continue with lunch detention to provide incentives to students for following school rules. Adopt a policy that all teachers can agree on because we had challenges with some teachers being overly strict and others being overly lax.	Funded in other line item or goal	
Implement CollegeSET program with continued allocation of one school day for local college visits with more time for visits outside of San Diego. This year there will be at least one trip that is out of San Diego and college day will be scheduled during the first semester so that the day is also available to college bound seniors.	N/A	
Implement Freshmen-only classes: Leadership: SET style and Strength of Mind/Body to provide the required support for incoming students and to give the students the confidence to think big. The classes will focus on setting up the student for lifelong success.	N/A 1000-1999: Certificated Personnel Salaries LCFF Base 70000	1000-1999: Certificated Personnel Salaries LCFF Base 80000
Start to monitor lunch detention rates so that we can get a sense of how detention influences tardiness.	n/a	

## 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 funds were expended

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

Our life coach moved to a different career and we were unable to fill the position before the COVID-19 pandemic changed everything. We did do a better job at getting students to attend school. Our ADA increased (especially during the pandemic) and our chronic absenteeism decreased. The ADA increase can be attributed to the students looking for some normalcy in their lives, so they were eager to attend virtual school. The drop in chronic absenteeism can be attributed to our efforts to bring students to school. The number is still far higher than we would like, though.

## Goal 6

Continue to increase the percentage of students who are eligible to attend a 4-year university as well as the percentage of students enrolling in college.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            College eligibility measured in terms of SAT/ACT taken, UC A-G sequence completion, and college applications submitted.</p> <p><b>19-20</b>            Maintain the current 90% of students who are college ready (UC A-G). We would love to see this number at 100% but that is an unrealistic expectation for some of our students who have severe disabilities.</p> <p><b>Baseline</b>            Approximately 75% of the graduating class of 2017 were UC A-G compliant</p>	87% of the seniors met UC A-G.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Ready Set College but have a designated staff member who is the official college counselor and have that staff member not have an advisory so that he/she can spend Fall with 12th grade and Spring with 11th grade.	2000-2999: Classified Personnel Salaries LCFF Base 5000	2000-2999: Classified Personnel Salaries LCFF Base 5000
Implement Cohort Advisories, with each teacher highly effective and expert in helping students in college preparations for that specific age	N/A	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
group. For example, teaches in a Junior Cohort will be working with juniors and helping prepare/complete all necessary steps.		
Administer PSAT 8/9 and PSAT to all freshmen and sophomores.	4000-4999: Books And Supplies LCFF Base 2500	4000-4999: Books And Supplies LCFF Base 2500
Continue to institute a culture of test prep throughout the school but also do test prep in class by using tools like NewsELA and Kahn Academy. No longer using Renaissance Math.	n/a	
Encourage SAT/ACT completion	N/A	
Provide after-school SAT test-prep during help-desk. This will be run like a club where students and a staff member work on SAT problems together.	1000-1999: Certificated Personnel Salaries LCFF Base 5000	1000

## Goal Analysis

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

SAT test prep was done in-house. No extra expenses required.

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

The transition to cohort advisories worked well and we feel that the college support provided by a teacher was good. The COVID-19 crisis did not impact our college-going seniors because they had already applied to college before the pandemic hit. Our 11th graders were short-changed on the college support that we usually provide during the Spring, however. We did receive feedback from those students that they wish they had been given more guidance so that they knew to start working on their college apps during the summer.



## Goal 7

Increase student attendance rates.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Attendance rate and Chronic Absenteeism rate  <b>19-20</b> Decrease the number of students missing 16 days or more each year by 10% from original baseline. Increase ADA by 1% point to reach 94%.  <b>Baseline</b> 93% ADA and 24% chronic absenteeism	92.7% P2 ADA. Actually had an increase in ADA due to COVID-19 at the end of the year

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase strength of school connectedness to educate and involve parents of students in identified subgroups.	Funded in other line item or goal	
Provide students with monthly incentives and recognition for perfect attendance. Each month we will recognize the students who have had 1 month of perfect attendance, 2 months of perfect attendance, etc We will try to do this again this year. Use existing and new sports as incentives to improve academics and attendance.	0000: Unrestricted LCFF Base 1000	0

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
Continue with Life Coach who will help motivate students to make good choices and focus on academics. When students understand the importance of school, they are more likely to take their classes more seriously and see the value in being in class.	Funded in other line item or goal	
Continue with Academic Coaches who can help students understand academic material and therefore enjoy school more.	Funded in other line item or goal	
In addition to the carrots that we provide to students to come to school, also use a stick by providing clear guidelines to the parents on the consequences of being a habitual truant. We will employ whatever legal power we have as an LEA to enforce the truancy laws and will communicate this to parents multiple times and in multiple ways.	No extra cost	
Mandate that students take a full class load and reduce the prevalence of independent study options except for those who are in good academic standing so that missing school has a bigger impact on academic achievement. In other words force the students to be accountable to the teachers because teachers are the best instruments for affecting positive change in students' lives.	No extra cost	
Calculate chronic absenteeism on a monthly basis and issue written/verbal/face-to-face warnings to parents as appropriate.	2000-2999: Classified Personnel Salaries LCFF Base 3000	2000-2999: Classified Personnel Salaries LCFF Base 5000
Create multi-media lab, studio and maker space so that school has better equipment and more fun toys than anywhere else, thus getting students to come to school.	Funded in other line item	

## Goal Analysis

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

Funds were used in other ways to ensure that students were attending school during COVID-19. All staff went above and beyond to make sure that a safe virtual school environment was available to students every day.

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

We had some extreme truancy situations that dropped our overall ADA. 81% of our students had at least a 90% ADA and 62% had at least a 95% ADA. We need to come up with other strategies for getting the habitual truants to school. Creating a fun school environment is not enough for these students.

## Goal 8

Continue to collaborate with foundations, corporations, universities, entrepreneurs-in-residence, and other civic leaders to increase the number of funding, partnerships, internships, and mentorships.

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> funding dollars received, number of partnerships <b>19-20</b> Increase net community partnerships by 1. <b>Baseline</b> This new goal does not have a prior year stated baseline in which to gauge. Will look upon this year as baseline for coming years	COVID-19 has made it difficult to interface with companies. We have managed to sustain our existing relationships, however.

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Staff will look to find ways to partner with other educational institutions to increase rich offerings to students.	5800: Professional/Consulting Services And Operating Expenditures	
*Teachers* and other staff will look for fundraising opportunities with local businesses similar to the one fostered with Northrop Grumman.	5800: Professional/Consulting Services And Operating Expenditures	
Staff will continue alliances with local middle school partners.	5800: Professional/Consulting Services And Operating Expenditures	

**Goal Analysis**

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

No additional money was needed for this goal.

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

COVID-19 made it difficult to reach out to new companies because all Galas and charity events were cancelled.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase video conferencing equipment for each classroom.	8500.00	8500	No
Purchase PPE for staff and students	3000.00	3000	No
Enhance AC service to include MERV-13 filters	1500.00	1500	No
Purchase shade sails, shade tents and space separators to promote outside instruction, outside lunch and to allow for outdoor passing period breaks even during inclement weather	4000.00	4000	No
Increase staffing levels above what is required to support 190 students in order to provide a safe learning environment for all students and to provide the necessary academic support to mitigate learning loss	146000.00	146000	No
Purchase air filters for each classroom and meeting areas	7500.00	7500	No
Purchase upgraded computers and wireless tablets for teachers	17000.00	17000	No
Additional SPED Support above what is required to support 190 students in order to provide a safe learning environment for all students and to provide the necessary academic support to mitigate learning loss	15000	15000	No
Building upgrades due to Covid-19 (Touchless urinals, touchless faucets, water stations)	10000	10000	No
Science supplies needed because of closure of source due to COVID-19	9000	9000	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Four academic coaches who provide extra support in the classroom and during Flex Time. Also, the staffing of a support class where students get direct one-on-one support from teachers	98000	101000	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.

No notable differences

## Analysis of In-Person Instructional Offerings

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

COVID-19 case count increased in November, December, and January forcing us to return to a skeleton staff on campus. We still supported some students on campus, but they were connecting virtually to their classes to minimize contact between students and teachers. We are proud of how seamlessly we were able to move between hybrid and virtual. The tools that we used to connect our in-person students and staff with our at-home students worked. We did not have any COVID-19 infections occur on campus, so our protocols for cleaning, masking, and social distancing appear to have worked well. We were able to give the majority of our students (and all who wanted it) a semi-normal school experience for most of the school year.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
7 Full Professional Development days dedicated to Virtual SET	55000	55000	No
Support students who have extreme needs for up to 5 days/week on campus	10000	10000	Yes
10 half days of Professional Development dedicated to teacher improvement for Hybrid and Virtual SET	24000	24000	No
80 new student computers	24000	24000	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.

No notable differences.

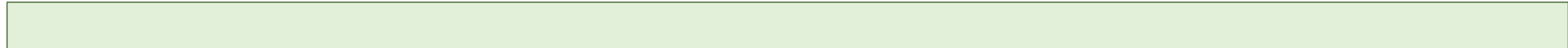
## Analysis of the Distance Learning Program

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.

Our distance learning program was the same as our hybrid with the only difference being the number of days that the students were on campus. The distance-learning students (virtual students) had the same access to the classes and teachers as the hybrid students, but simply connected virtually instead of in-person. The teaching was identical for students who were at home, and there was seamless interaction between those students who were at home and those students who were at school. The OWL cameras brought the richness of the classroom to the students who were at home, and tools like google chat and google meet made it easy for the staff to engage with the students and the students to engage with each other.

The main challenge that we face with distance-learning was students who were mentally disconnected. The COVID-19 stresses were difficult for even adults to handle, and many of our students indicated that they were having problems with motivation and apathy. We had many more students who were struggling to pass classes than normal, but we have managed to shore this up with an intensive tutoring program towards the end of the year and a summer school program that is in-person and uses a case-manager personalized instruction approach rather than classroom-based teaching.





# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Summer School curriculum	6000	6000	No
Pay teachers and staff to teach and manage summer school	12000	0	No
Pay for teachers and staff needed in support classes	35000	81000	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.

We wound up supporting students with one-on-one tutoring in May and June and have a much more robust summer school program. Additional funds were used to pay for these programs. Summer school hit the 2021-22 budget.

## 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.

In May, we identified 50 students who were deficient in credits who needed one-on-one tutoring. We have 45 students who are participating in summer school for similar reasons. 12 students did not need to participate in summer school because of the tutoring program, and we identified 10 additional students who needed summer school due to a 2nd semester drop in productivity. The students who are participating in summer school are actually coming to school physically and the case managers report that the students are responding well to the one-on-one in-person 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.

There is a lot of mental health support required for our students. We are pleased with the relationships that our staff has been able to maintain with all of our students (even our virtual students) because the students have been very open and honest about their mental health struggles. It has been helpful to have students on-campus engaging in social activities with their peers. Having boys and girls basketball teams in the spring was life-changing for many of the students who participated. There were a few students who completely turned around their academic performance because of basketball. This has prompted us to have a summer basketball program so that we can continue to support the social-emotional needs of these students.

We also started a Senioritis Support Group in the Spring to help our Seniors talk through the major life-changing events that they go through as seniors. This was particularly important this year because of COVID-19, but we plan to continue it next year because many of the issues discussed were coming-of-age challenges that were not related to pandemic stresses.

Surprisingly, there were also many students who were very content, and perhaps even happier, in the locked-down world of COVID-19. Their favorite activities were online (gaming and social media) and the students reported that they were happier to have more time online. Going forward, we will need to make sure that we support those students as they re-learn how to engage with the physical world.

## 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.

Pupil engagement was different this year, but in some ways, it was better. Google Chat allowed for many more short, personal interactions with the students. The staff reported that being able to check in with students easily and regularly created that always-connected distant but close feeling that is typical with social media. We will continue to use Google Chat as a tool for supporting more personalized, connected relationships with students, and are excited to see how it works when married with the traditional staff/student classroom relationship.

We stayed in contact with families via email but did miss the major events like back-to-school night, exhibitions, galas, and the Halloween carnival that typically create a bond between staff and families. We look forward to having those activities return next year. We did make some enhancements to our communication tools to make it easier for teachers and parents to communicate. The system that we created to support one-on-one tutoring has an auto-emailing feature that was designed to help the teacher use the parents as allies while supporting the students. We also made it easier for any staff member to contact parents using the parent's preferred communication tool (SMS or email).

# Analysis of School Nutrition

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

We continued to provide school lunches to any students who had need.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Continue offering high engagement CTE classes like Computer Science, Green Science, Robotics, Leadership, Startup Dot Com, Business and Global Finance, Documentary Design, 3D Graphics	157500	157500	No

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.

No substantive difference.

### 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.

We know that we will need to continue to support some form of distance learning for the foreseeable future and actually plan to offer it even when the pandemic is a distant memory. The OWL cameras will become a permanent feature of our classrooms, allowing students to still connect to class even when they are home sick. This will be essential next year so that we can continue to support students during potential COVID-19 quarantines. We will also be offering a case-manager-based summer school at least through Summer 2022 and in-person tutoring through the 2021-22 school year.

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

We have purchased Renaissance to allow us to do standardized assessments. We also will continue to have course-level minimum requirements in order to achieve a passing grade. We have never done social promotion and will continue to maintain those same expectations. It is easy for us to determine if there is learning loss because students are unable to pass their classes if they are not performing at grade level.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The primary difference was the addition of in-person tutoring to better support our students. We initially thought that the standard supports that we have for our students (support classes, help-desk before and after school, etc.) would be sufficient, but what we found was that for the students who were really struggling, the main challenge was work output. The parents did not have enough time or energy to monitor the students all day long, and the students did not have enough self-motivation to do the work on their own. These particular students needed to have a one-on-one tutor who sat with the student and walked them through the coursework. Our tutors had to be the motivators to replace the students' lack of self-motivation. Our hope is that when the students achieve success that they will be empowered by that success and can eventually be weaned off of the need to have tutoring support.

# 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.

Overall we are pleased with the learning and school engagement that happened during a year and a half of a very difficult learning environment caused by COVID-19. The 50 students who needed summer school represent a quarter of our population, but they will largely be caught up by the start of the 2021-22 school year. The fact that we were able to accurately identify this need and feel comfortable that the other 75% of our students are caught up is a testament to the legitimate teaching and education that occurred during the pandemic. The students who did struggle were mostly those who self-admittedly fully disconnected from school during COVID-19. We are pleased that we were able to convince so many of them to engage in tutoring and summer school and turn things around.

Our main challenge is going to be getting the students to return to pre-pandemic expectations in terms of work ethic and work productivity. While our teachers tried to maintain the same teaching standards, the shorter classes the social-emotional needs of the students, and the difficulties that social distancing and distance learning created for teaching and learning certain subject matter, all contributed to classes that were not at the same level of rigor that is normal for our school. We will need to ease the students into full school days with the full expectations of work output. We have plans to have the flex time that was so effective at helping students learn course material this year, be embedded in each class. We feel that this will allow us to continue to provide one-on-one supports while ensuring that the students are eased back into the full-length school schedule.

## 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	840,000.00	790,142.80
	0.00	1,000.00
LCFF Base	272,250.00	256,717.00
LCFF Supplemental	123,000.00	104,705.00
Locally Defined	37,000.00	39,416.80
Special Education	350,000.00	350,000.00
Title I	33,750.00	24,271.00
Title II	14,000.00	4,033.00
Title IV	10,000.00	10,000.00

\* 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	840,000.00	790,142.80
	0.00	1,000.00
0000: Unrestricted	1,000.00	0.00
1000-1999: Certificated Personnel Salaries	640,250.00	619,271.00
2000-2999: Classified Personnel Salaries	138,000.00	123,705.00
4000-4999: Books And Supplies	45,750.00	46,166.80
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	0.00
	15,000.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	840,000.00	790,142.80
		0.00	1,000.00
0000: Unrestricted	LCFF Base	1,000.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	239,500.00	239,967.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	3,000.00	1,000.00
1000-1999: Certificated Personnel Salaries	Special Education	350,000.00	350,000.00
1000-1999: Certificated Personnel Salaries	Title I	33,750.00	24,271.00
1000-1999: Certificated Personnel Salaries	Title II	14,000.00	4,033.00
2000-2999: Classified Personnel Salaries	LCFF Base	9,000.00	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	119,000.00	103,705.00
2000-2999: Classified Personnel Salaries	Title IV	10,000.00	10,000.00
4000-4999: Books And Supplies	LCFF Base	7,750.00	6,750.00
4000-4999: Books And Supplies	LCFF Supplemental	1,000.00	0.00
4000-4999: Books And Supplies	Locally Defined	37,000.00	39,416.80
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	15,000.00	0.00
		15,000.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	10,000.00	10,416.80
Goal 2	498,500.00	455,554.00
Goal 3	110,000.00	110,672.00
Goal 4	135,000.00	120,000.00
Goal 5	70,000.00	80,000.00
Goal 6	12,500.00	8,500.00
Goal 7	4,000.00	5,000.00

\* 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	\$319,500.00	\$322,500.00
Distance Learning Program	\$113,000.00	\$113,000.00
Pupil Learning Loss	\$53,000.00	\$87,000.00
Additional Actions and Plan Requirements	\$157,500.00	\$157,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$643,000.00	\$680,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$221,500.00	\$221,500.00
Distance Learning Program	\$103,000.00	\$103,000.00
Pupil Learning Loss	\$18,000.00	\$6,000.00
Additional Actions and Plan Requirements	\$157,500.00	\$157,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$500,000.00	\$488,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$98,000.00	\$101,000.00
Distance Learning Program	\$10,000.00	\$10,000.00
Pupil Learning Loss	\$35,000.00	\$81,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$143,000.00	\$192,000.00