



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
Cambrian School District	Debbie Stein Principal	steind@cambriansd.com 408-264-4380

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

Sartorette School will promote and provide high academic achievement for all students (including EL, SED, Foster Youth, GATE and SpEd) while preparing them for 21st century college and career readiness.

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 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Students will meet/exceed proficiency rates: a. Local Assessments: All students will improve by 3% in ELA & Math as measured by the DRA reading assessment and Writers Workshop writing prompts.</p> <p>Baseline TBD</p>	
<p>Metric/Indicator Students will meet/exceed proficiency rates: b. Smarter-Balanced Assessment Consortium (SBAC) in ELA & Math: All students will improve by 5% in ELA & Math</p> <p>Baseline TBD</p>	
<p>Metric/Indicator Baseline data for ELPAC assessment 2017-2018; input on ELD growth for ELs in 2019</p> <p>Baseline TBD</p>	

Expected	Actual
<p>Metric/Indicator Students will meet/exceed proficiency rates: d. EL Reclassification Rates (RFEP): 12% based on local (district) data</p> <p>Baseline 17%</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All staff will participate in Professional Development in ELA/ELD and math Common Core State Standards, Guided Reading, and SEL Curriculum implementation. The focus will be best practices, depth of knowledge, and differentiated instruction. Staff will also be given time for DRA testing.</p>		
<p>All staff will use formative, interim, and summative assessments to measure students' performance on math and ELA Common Core State Standards and Next Generation Science Standards.</p>	<p>Release days for teachers for reading assessment/ESGI, analysis, and data entry to guide instruction Supplemental 6500</p>	<p>Release days for teachers for reading assessment/ESGI, analysis, and data entry to guide instruction; additional teacher release days are under goal 2 1000-1999: Certificated Personnel Salaries Supplemental 2878</p>
<p>Teachers will differentiate instruction to provide appropriate instruction for students needing additional support (including but not limited to our significant subgroups of English Learners, Socioeconomically Disadvantaged, and Foster Youth). Teachers collaborate to determine the appropriate placement of students according to their performance level and CELDT data at each grade for flexible grouping. Instructional assistants will push into the classrooms to enhance small group instruction.</p>	<p>Salaries and benefits: Identify and secure kindergarten, phonics, and combo class instructional aides Supplemental 49,000</p>	<p>Salaries and benefits: Identify and secure kindergarten, phonics, and combo class instructional aides 2000-2999: Classified Personnel Salaries Supplemental 43076</p>
<p>Teachers will integrate technology embedded instruction through all content areas, which will provide student access to a digital learning environment. Increase opportunities students and staff to incorporate 21st Century Skills, including the 4Cs (Communication and Collaboration, Critical Thinking and Problem Solving, Creativity and</p>	<p>Operating Expenditures Tech: Raz Kids, Read Naturally, Imagine Learning, Zearn, ReflexMath Supplemental 15000</p>	<p>Operating Expenditures Tech: Raz Kids, Read Naturally, Imagine Learning, Zearn, ReflexMath 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Innovation), and integrating technology. All students will have access to technology. Technology integrated throughout the day will include the implementation at TK-5 of RazKids, Zearn, Accelerated Reader, and ReflexMath. (ImagineLearning licenses will be purchased by Ed Services budget.)</p>	<p>Hardware: headphones, update doc cameras, replace printers, purchase printers Supplemental 3000</p>	<p>Operating Expenditures Supplemental 14281 Purchase headphones for accessing digital curriculum 4000-4999: Books And Supplies Supplemental 239</p>
<p>All students will have access to common core state standards instructional materials in ELA, Math, Science, Social Studies, PE, to ensure curriculum is accessible to students.</p>	<p>Rental of copier Base 15000 General supplies for all areas Base 37300</p>	<p>Rental of copier 5000-5999: Services And Other Operating Expenditures Base 14313 General supplies for all areas 4000-4999: Books And Supplies Base 17013</p>
<p>Provide targeted intervention support for identified students in reading and ELA during the regular school day.</p>	<p>LTE (credentialed) staff provide targeted instructional support (Tier 2) during school reading (ELA) for students performing below grade level. Title I 35000 Books and reference materials for ELA/ELD intervention Supplemental 2933 Professional Development for ELA/ELD intervention Supplemental 1000</p>	<p>LTE (credentialed) staff provide targeted instructional support (Tier 2) during school reading (ELA) for students performing below grade level. 1000-1999: Certificated Personnel Salaries Title I 14104 Books and reference materials for ELA/ELD intervention 4000-4999: Books And Supplies Supplemental 0 Professional Development for ELA/ELD intervention 5000-5999: Services And Other Operating Expenditures Supplemental 300 LTE (credentialed) staff provide targeted instructional support (Tier 2) during school reading (ELA) for students performing below grade level. 1000-1999: Certificated Personnel Salaries Supplemental 11315 LTE (classified) staff provide targeted instructional support (Tier</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		2) during school reading (ELA) for students performing below grade level. 2000-2999: Classified Personnel Salaries Title I 12162 Classified Clerical Support 2000-2999: Classified Personnel Salaries Supplemental 12 Operating Expenditures Tech: Raz Kids, Read Naturally, Imagine Learning, Zearn, ReflexMath 5000-5999: Services And Other Operating Expenditures Other 5166

Goal Analysis

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

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

Goal 2

Sartorette School will provide high qualified staff through recruitment, retention, and professional development so every student learns and thrives

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)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator a. Highly Qualified Teachers</p> <p>Baseline 100% of teachers highly qualified</p>	
<p>Metric/Indicator b. Participation in professional development opportunities</p> <p>Baseline 3 District-wide Professional Learning Wednesdays 3 District-wide Professional Learning Days</p>	
<p>Metric/Indicator c. Level of staff satisfaction from professional development surveys</p> <p>Baseline Lower satisfaction for PD led by outside vendor (TBD)</p>	

Expected	Actual
<p>Metric/Indicator d. BTSA program for all eligible Sartorette teachers</p> <p>Baseline No eligible teachers in 2016-2017</p>	
<p>Metric/Indicator e. Schoolwide and district leadership opportunities</p> <p>Baseline Opportunities: Leadership Team CLC Aha Moment Minute Curriculum Pilots PBIS</p>	
<p>Metric/Indicator f. Placement of university student teachers</p> <p>Baseline None placed</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Professional development for staff around ELA/ELD and SEL curriculum and instruction.</p>	<p>Contracted Professional Development services for ELA/ELD training Supplemental 6,000</p> <p>Teacher release for PD Supplemental 9000</p>	<p>Contracted Professional Development services for ELA/ELD training 5000-5999: Services And Other Operating Expenditures Supplemental 6000</p> <p>Teacher release for PD 1000-1999: Certificated Personnel Salaries Supplemental 1780</p>

Goal Analysis

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

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

Goal 3

Sartorette School will provide a supportive, orderly and purposeful environment so that students can reach their full academic potential.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. At least a 90% score on the PBIS Tiered Fidelity Inventory (TBD)</p> <p>Baseline TBD</p>	
<p>Metric/Indicator 2. A 5% decrease in major office referrals and suspensions</p> <p>Baseline 35 Referrals 3 suspensions</p>	
<p>Metric/Indicator 3. 95% Attendance Rate</p> <p>Baseline 98%</p>	
<p>Metric/Indicator</p>	

Expected	Actual
<p>4. PBIS &/or Second Step: 90% recognition rate of curriculum strategies</p> <p>Baseline TBD</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Monitor student attendance, discipline, and office visits</p> <p>Establish program/strategies to maintain high attendance rates-- including school support, administration, and regular education activities</p>	<p>Sysop salary and benefits 3500</p>	<p>Sysop salary and benefits 1000-1999: Certificated Personnel Salaries Base 5402</p>
<p>Services will be provided to meet the emotional, behavioral and mental needs of students.</p> <p>>Study Study Team process is employed for students who are struggling academically due to emotional, social, mental, and/or academic challenges.</p> <p>>Check-in & Check-out, a Tier 2 program designed specifically for students who need additional behavioral support.</p> <p>>Second Step social-emotional curriculum</p>	<p>Contract counselor: Almaden Valley Counseling Services (AVCS) provides individual and group counseling for students through referral process on as-needed basis Supplemental 6000</p>	<p>Contract counselor: CASSY provides individual and group counseling for students through referral process on as-needed basis 5000-5999: Services And Other Operating Expenditures Supplemental 7500</p>
<p>Staff will develop a plan to provide and offer a variety of club offerings and enrichment activities to meet the interests and abilities of all students. These offerings may include flexible hours for library access; school clubs; sports; academic clubs; student leadership opportunities; performing arts; after-school activities; sports; etc.</p>		<p>Valley Sports Camp 5000-5999: Services And Other Operating Expenditures Supplemental 1935</p>
<p>Establish a comprehensive Safe School Plan which includes protocols and procedures are in place to ensure that students, staff, and anyone on campus is safe in case of emergencies. This safety school plan will developed in collaboration with the district and contract service provided by the district.</p>	<p>Salaries/benefits: Ensure sufficient supervision during recesses Lottery Fund 20000</p>	<p>Salaries/benefits: Ensure sufficient supervision during recesses 2000-2999: Classified Personnel Salaries Lottery Fund 27849</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries/benefits: Ensure sufficient supervision during recesses Base 5500 Supplies for Health office Lottery Fund 500	Salaries/benefits: Ensure sufficient supervision during recesses 2000-2999: Classified Personnel Salaries Base 538 Supplies for Health office 4000-4999: Books And Supplies Lottery Fund 245
Staff will establish programs and strategies to maintain a positive learning environment; preventing bullying and harassment of students and staff. Positive Behavior Interventions and Supports (PBIS), a school-wide behavior/discipline system, supports social and emotional needs of students.		

Goal Analysis

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

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

Goal 4

Sartorette School will promote a welcoming and inclusive environment for all parents, families, and community stakeholders as partners in the education and support of all students' success in school.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1. Provide a variety of ways for parents to participate in the school: • community events • fundraisers • classroom volunteer • service on committees • service on district committees • Home and School Club</p> <p>Baseline</p> <ul style="list-style-type: none"> community events: Pumpkin Walk, Movie Nights, Theater productions, Science Fair, Family Science Night, Back To School Night, Open House, fundraisers: Game On Sartorette Walkathon, Giving Campaign, Scholastic Book Fair classroom volunteer service on committees: SSC, ELAC service on district committees: DELAC, District LCAP Home and School Club 	
<p>Metric/Indicator 2. Fill key volunteer positions: Art Vista Docents Garden Adventures Docents School Site Council English Learner Advisory Committee (ELAC) Home and School Club Board Positions Home and School Club Coordinator Positions Project Cornerstone ABC Readers</p>	

Expected	Actual
<p>Baseline Art Vista docents: Fully staffed</p> <p>Garden docents: 50% staffed</p> <p>School Site Council: Fully staffed</p> <p>English Learner Advisory Committee (ELAC): Fully staffed</p> <p>Home and School Club Board Positions: Fully staffed</p> <p>Home and School Club Coordinator Positions: Fully staffed</p>	
<p>Metric/Indicator 3. A 90% attendance at parent/teacher conferences</p> <p>Baseline Data not tracked in 2016-1</p>	
<p>Metric/Indicator 4. Increase in translation services of English Learner parents</p> <p>Baseline Data not tracked in 2016-17</p>	
<p>Metric/Indicator 5. Parent education and parenting classes</p> <p>Baseline 1 Class offered through district services and Project Cornerstone</p>	
<p>Metric/Indicator 6. Increase parent participation in site parent surveys by 10%</p> <p>Baseline 110</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Parent education, Parenting classes and volunteer opportunities will be established to help parents partner in their children's education. These programs may include: Art Vista; maker space and garden; other	Art Vistas coordinator salary & benefits Supplemental 11500	Art Vistas coordinator salary & benefits 2000-2999: Classified Personnel Salaries Supplemental 10333
Maintain standing committees in which information is provided and ideas sought concerning the school and increase participation and parent representatives from our diverse community. District Committees: District Advisory Committee, District English Learner Advisory Committee, Home & School Club President meetings with the Superintendent.		

Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
----------	--------

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual 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.

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

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites; Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness; Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks; Signage, Posters, and Floor Decals, and Visual cues throughout school sites to maximize social distancing.	Refer to CSD LCP		No
HVAC Filters	Refer to CSD LCP		No
Handwashing Stations; Additional handwashing stations for locations where sink access is limited.	Refer to CSD LCP		No

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

Analysis of In-Person Instructional Offerings

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

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks, iPads and, Wifi hotspots made available for all students who need a device to access distance learning at home.	Refer to CSD LCP		No
Additional Technology to Support Distance Learning principally targeted for unduplicated pupils (Wifi hotspots, headsets, and laptops/devices).	Refer to CSD LCP		Yes
Reassigning existing staff to support the Virtual School Program middle school Innovation Block until staffing can be hired specifically for that purpose; additional resources for the Virtual School Program.	Refer to CSD LCP		No
Supplemental Curriculum and additional tools and resources to support distance learning (Seesaw, Zoom, Mystery Science, TCI History Social Studies (6-8), Kami, Alludo for VSP grades 6-8, Quaver Music (TK-5), Screencastify).	Refer to CSD LCP		No
Professional development for staff to support distance learning. (Additional PD Day in August; Summer training; Teacher presenters).	Refer to CSD LCP		No

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

Analysis of the Distance Learning Program

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

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Curriculum specific for English learners, low income students, Foster/Homeless Youth, and Special Ed students, experiencing learning loss related to reading instruction (Fastforward, Edmark, Phonics, AES Digital Curriculum)	Refer to CSD LCP		Yes
Intervention programs to support student learning loss principally targeted for unduplicated pupils. This may include teacher selected curriculum supplements, staffing to support small group instruction and/or student tutoring. (LLI; TK/K aides; Technology tools and devices)	Refer to CSD LCP		Yes
Learning resources principally targeted for unduplicated pupils to support continuity of learning during the summer and creation of a teacher committee to refine and align the essential standards throughout the district to support learning loss and continuity of instruction.	Refer to CSD LCP		Yes
Special Education Instructional Assistants - continue providing appropriate staffing adapt delivery of services and supports to distance learning context and when students are able to be brought back in-person instruction in small cohorts.	Refer to CSD LCP		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.

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.

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.

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.

Analysis of School Nutrition

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

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Nutrition Services, Materials, and Supplies (Additional services during spring break and June; Foodservice salaries & benefits)	Refer to CSD LCP		No
Mental Health and Social and Emotional Well-Being	Contract with Nugent counseling agency to provide counseling principally for unduplicated students and for all students who demonstrate need as a result of the impact of the pandemic.	Refer to CSD LCP		Yes
Mental Health and Social and Emotional Well-Being	Health related contracted services (Health Connected Virtual for virtual instructional delivery of health education requirement for 5th and 7th grade; Psych Intern)	Refer to CSD LCP		No
Distance Learning Program (Supports for Pupils with Unique Needs)	Additional academic support for students with special needs.	Refer to CSD LCP		No
Distance Learning Program (Pupil Participation and Progress)	Translations services; School Innovations & Achievement for attendance; Informed K-12)	Refer to CSD LCP		No
Pupil Engagement and Outreach	Language Line translation services & Equitable Services for NPPS (St. Francis Cabrini)	Refer to CSD LCP		Yes

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

Overall Analysis

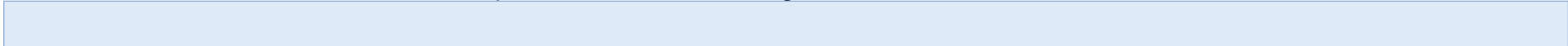
An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.



Instructions: Introduction

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

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

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	3,500.00	0.00
	57,800.00	37,266.00
	20,500.00	28,094.00
	0.00	5,166.00
	109,933.00	99,649.00
	35,000.00	26,266.00

* 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		
	226,733.00	0.00
	0.00	35,479.00
	0.00	93,970.00
	0.00	17,497.00
	0.00	49,495.00

* 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		
		3,500.00	0.00
		57,800.00	0.00
		20,500.00	0.00
		109,933.00	0.00
		35,000.00	0.00
		0.00	5,402.00
		0.00	15,973.00
		0.00	14,104.00
		0.00	538.00
		0.00	27,849.00
		0.00	53,421.00
		0.00	12,162.00
		0.00	17,013.00
		0.00	245.00
		0.00	239.00
		0.00	14,313.00
		0.00	5,166.00
		0.00	30,016.00

* 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	164,733.00	134,859.00
Goal 2	15,000.00	7,780.00
Goal 3	35,500.00	43,469.00
Goal 4	11,500.00	10,333.00

* 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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		