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

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

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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

All students at Hope School will actively engage in and be successful in a broad course of study driven by full implementation of Common Core state standards (CCSS) and state content and performance standards in courses as defined by Ed Code 51210 and implement CCSS in classrooms and other learning spaces through a variety of blended learning environments (in school, outdoors) while closing the achievement gap.

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
Metric/Indicator Credentialed Teacher Rate [R] (state priority 1) **19-20** 100% **Baseline** 82%	100%
Metric/Indicator Credentialed Teacher teaching outside of subject area rate [R] (state priority 1) Deleted for 2019--20 LCAP Year **19-20** 0 **Baseline** 0	0%
Metric/Indicator teacher misassignment rate [R] (state priority 1)	0%

Expected	Actual
19-20 0% **Baseline** 0%	
Metric/Indicator teacher of English learners misassignment rate [R] (state priority 1) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator Most recently adopted textbooks rate [R] (state priority 1) amended to standards -aligned instructional materials rate (2019--20) **19-20** 100% **Baseline** 100%	100%
Metric/Indicator Overall facility rating [R] (state priority 1) amended to all facilities are maintained and in good repair (2019--20) **19-20** yes **Baseline** good	yes good

Expected	Actual
Metric/Indicator students lacking own copy of textbook rate [R] (state priority 1) **19-20** 0% **Baseline** 0%	0%
Metric/Indicator State Standards English Language Arts/ English Language Development and Math [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 3= initial implementation	5= full implementation and sustainability
Metric/Indicator state standards access by English learners and students with exceptional needs [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 3= initial implementation	5= full implementation and sustainability
Metric/Indicator implementation of Health Education Content Standards [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability

Expected	Actual
Metric/Indicator implementation of Physical Education Model Content Standards [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator implementation of Visual and Performing Arts Standards [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator implementation of Next Generation Science Standards [R] (state priority 2 and 7) **19-20** 4= full implementation **Baseline** 1= exploration and research	4= full implementation
Metric/Indicator implementation of History Social Science Content Standards [R] (state priority 2 and 7) **19-20** 5= full implementation and sustainability **Baseline** 4= full implementation	5= full implementation and sustainability
Metric/Indicator	35.3 points below standard increased 16.1 points

Expected	Actual
Schoolwide CAASPP ELA distance from standard[R] **19-20** 25 points below standard increase 26.4 points **Baseline** 55 points below standard	2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator White CAASPP ELA distance from standard [R] **19-20** 25 points below standard increase16.8 points **Baseline** 40.8 points below standard	25.3 pts below standard increased 16.5 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator Hispanic CAASPP ELA distance from standard [R] **19-20** 25 points below standard increase 31 points **Baseline** 66.3 points below standard	42.7 points below standard increased 13.3 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator Low Income CAASPP ELA distance from standard [R] **19-20**	38 points below increased 18.1 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures

Expected	Actual
25 points below standard increase 31.1 points **Baseline** 71.9 points below standard	
Metric/Indicator English learner CAASPP ELA distance from standard [R] **19-20** 25 points below standard increase 36.7 points **Baseline** 98.3 points below standard	51.2 points below standard increased 10.4 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator Schoolwide CAASPP Math distance from standard [R] **19-20** 40.4 points below standard increase 10 points **Baseline** 92.1 points below standard	10.5 points below standard increased 39.8 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator White CAASPP Math distance from standard [R] **19-20** 31.1 points below standard increase 10 points **Baseline** 83.7 points below standard	3.9 points below standard increased 37.2 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures

Expected	Actual
Metric/Indicator Hispanic CAASPP Math distance from standard R] **19-20** 44.1 points below standard increase 10 points **Baseline** 95.9 points below standard	14.8 points below standard increased 39.3 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator Disadvantaged CAASPP Math distance from standard[R] **19-20** 42.7 points below standard increase 10 points **Baseline** 100.1 points below standard	8.3 points below standard increased 44.4 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator English Learner CAASPP Math distance from standard [R] **19-20** 45.2 points below standard increase 10 points **Baseline** 112.9 points below standard	19.6 points below standard increased 35.6 points 2019 Dashboard results) 2019-20 CAASPP/SBAC Assessment suspended due to COVID-19 and resulting school closures
Metric/Indicator English Learner progress toward English proficiency **19-20** Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students' results within each of the four levels of English Proficiency and the percentage of students that progress at least one level. See outcome 30	Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students making progress as measured by the ELPAC Due to school closure in March, 2020, the district did not complete ELPAC testing. The 2019 Dashboard reports that for the 2018 testing, 49.3% of English Learners were making progress towards English language proficiency

Expected	Actual
Baseline 66%	
Metric/Indicator English learner redesignation rate **19-20** 10% **Baseline** 18%	0% (2020-21 actual per district report)
Metric/Indicator enrollment in broad course of study schoolwide and by unduplicated count students and by students with exceptional needs [R] (state priority 7) **19-20** 100% **Baseline** 100%	100% (2020-21 actual per district report)
Metric/Indicator programs and services to increase access to broad course of study by unduplicated count students and students with exceptional needs [R] (state priority 7) **19-20** effective **Baseline** effective	effective
Metric/Indicator implementation of state Model Library Standards (R)	4= full implementation

Expected	Actual
19-20 4= full implementation **Baseline** 4= full implementation	
Metric/Indicator Percentage of English Learners who make progress toward English Proficiency as measured by ELPAC and percentage of EL students that progress at least one level **19-20** Well Developed – 52.2% Moderately Developed – 30.6% Somewhat Developed – 16.3% Beginning Stage – 0.9% Baseline 2017-2018 ELPAC cohort Percentage of students progressing at least one growth level in this cohort– No comparable information available to date **Baseline** Well Developed – 42.5% Moderately Developed – 32.2% Somewhat Developed – 16.1% Beginning Stage – 9.2% Baseline 2017-2018 ELPAC cohort	Target goals and progress related to the English Learner Progress Indicator (ELPI) will now be reported as a measure of percentage of EL students making progress as measured by the ELPAC Due to school closure in March, 2020, the district did not complete ELPAC testing. The 2019 Dashboard reports that for the 2018 testing, 49.3% of English Learners were making progress towards English language proficiency

Expected	Actual
Percentage of students progressing at least one growth level in this cohort– No comparable information available to date	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
# 1.1: All teachers will continue to deepen their knowledge and application of CCSS ELA, Math and ELD standards, as well as other state academic and performance standards as needed, by participating in CCSS and ELD training provided by the Tulare County Office of Education.	travel/conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 3,000	travel/conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 900
# 1.2: Teachers, as part of their personal professional development plan, will participate in training at TCOE or other resources upon board approval. Each teacher will attend at least 1 inservice training per year and participate in on- campus staff development meetings at least two times per year.	travel/conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $3,000	travel/conference 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
# 1.3: Teachers by grade span will evaluate existing resources and make recommendations for the development and/or purchase of additional resources to develop Project Based Learning (PBL) units and supplemental materials for differentiating and adapting instruction depending upon student academic needs.	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 10,000	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 2,405
# 1.4: Induction Program (BTSA): As applicable, the school district will continue to support the participation of teachers in the BTSA program and other new teacher support programs of TCOE.	contracted services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 10,600	contracted services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 5,330
# 1.5: Continue to provide resources for teachers to tutor students needing academic support in an extended learning setting	salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 23, 063	salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 4,448
# 1.6: Continue to enhance and expand services for students with special needs through contract for intervention services with TCOE for	contracted services 5000-5999: Services And Other Operating	contracted services 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
specialized services: Special Education teacher, school psychologist, hearing intervention, and speech therapist.	Expenditures Supplemental and Concentration $ 15,000	Expenditures Supplemental and Concentration 0
1.7: Teachers and administration, as part of the professional learning community work, continue implementation of the plan for full implementation of the broad course of study and access by English learners per Ed Code 51210 and 51220	no additional costs 1000-1999: Certificated Personnel Salaries Base 0	no additional costs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 0
1.8: Build leadership and professional learning community by recruiting and training teachers, with stipends, for leadership positions (SBAC/Technology Coordinator, Lead Teacher, ; ELPAC Coordinator, Athletic Director, Student Council Coordinator, etc.).	salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 19,245	salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 13,303
:Maintain three non-student attendance days to the school calendar in order to deepen and implement professional development for teachers and staff while maintaining critical classroom processes for students and reducing lost instruction by having a substitute teacher while the teacher of record is in professional development.	salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 18,000	salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 19,709
Continue to employ a part-time instructional aide for intensive academic support, under the direction of classrooms teachers, in order to expand instructional time for students with academic, behavioral, and/or emotional issues which create barriers to their success .	salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 24,000	salary and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $21,197
1.11: Teachers, as part of the PLC work, continue to develop and refine PBL units and differentiated instruction strategies to meet the academic needs of all learners.	no additional costs 1000-1999: Certificated Personnel Salaries Base	no additional costs 1000-1999: Certificated Personnel Salaries Base 0
1.12 Provide a research--based service program of support for students' academic and personal growth through schoolwide Title I program of support and intervention including extended learning time in which certificated and support staff provide additional time on task for students and the supplemental materials required for this strategy to be effective in differentiating instruction.	salary and benefits 1000-1999: Certificated Personnel Salaries Title I $ 35,730	salary and benefits 1000-1999: Certificated Personnel Salaries Title I $ 44,862
# 1.13 Through the Tulare County Office of Education Title III Consortium, provide an evidenced--based program of support and intervention for English Learners to assure they attain proficiency in academic English language and success in the broad course of study.	Consortium 1000-3000 Title III $0	Consortium 1000-3000 Title III 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.14: Provide a research--based program of support for professional development for school staff to expand students' skills and knowledge in academic content and performance standards.	contract services 5800: Professional/Consulting Services And Operating Expenditures Title II $3,864	transfer to Title I Not Applicable Title II $ 3,864

Goal Analysis

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

All actions and services were in progress of being implemented as planned though January of 2020. When the March, 2020, emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP related functions were deferred until adjustments in the instructional and student support delivery system could be achieved. Restricted state and federal funds have been made available to temporarily fund and/or expand many of the supplemental actions and services provided through the LCAP. Full-time, in-person instruction and return to pre-pandemic, normal operations are planned in the 2021-22 through the new 2022-24 three-year LCAP, the state Extended Learning Program (AB/SB 86), and multiple federal COVID relief plans. Prudent fiscal management of district funds requires that funds remaining unspent from Supplemental and Concentration grants will be held in reserve until the temporary state and federal restricted funds for expansion of supplemental actions and services are exhausted. Unspent funds in actions related to this Goal were not redirected elsewhere during the 2019-20 school year to support students, families, and teachers and were instead carried over.

1.1:   expenditure is less than planned because the superintendent conducted training in ELD and EL support.
1.2: training planned for spring, 2020 was canceled due to school closure
1.3: expenditures less than planned because other sources of funds became available
1.4: expenditures less than planned because teachers completed the program and there were fewer new hires
1.5: expenditures less than planned because other sources of funds became available
1.6: this contract was not implemented in 2019-20
#1.7 No additional costs
1.8   completed at less cost than planned
1.9: completed at less cost than planned
1.10: completed at less cost than planned
1.11 not completed due to school closure
1.12 completed
1.13   completed
1.14: completed
1.15: no additional costs

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

Success: We saw a very positive impact on student academic outcomes, especially in the grade 4 cohort, in the three years of this LCAP. LCFF resources enabled us to greatly expand and intensify early literacy efforts. Data points from local and state assessments have been trending up. All stakeholders had positive comments about academic improvements and engagement actions and services in multiple surveys, provided substantive, thoughtful comments, and provided anecdotal evidence of success. Our efforts in ELD and support for English Learners resulted in unprecedented gains in student outcomes in mathematics, defying state trends in that subject. Our LCAP investments in technology laid a good foundation for the online learning that was to come during the pandemic. Finally, LCAP investment in professional development in ELD and English Learner support has greatly improved the academic performance of our English Learners in language acquisition and in the broad course of study as evidenced by local and state assessments.

Challenge: The most difficult challenge we had to overcome was building a strong professional development program in our school. In surveys and parent advisory meetings, parents were adamant that teachers should not be pulled from classroom instruction in order to conduct professional development. Teachers agreed with parents in both surveys and formal advisory settings. LCAP resources enabled us to add dedicated time for professional development. We will be continuing those days in the new LCAP.

Goal 2

Goal 2: All students at Hope Elementary School District will have the technology skills critical for access to the curriculum, for success in the curriculum, and for preparation for high school, career, and college

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator availability to students of necessary technology to achieve CCSS expectations [L] **19-20** 100% **Baseline** 70%	100%
Metric/Indicator availability to teachers of necessary technology to teach CCSS [L] **19-20** 100% **Baseline** 100%	100%
Metric/Indicator number and percentage of grade levels/courses where CCSS-identified digital skills are being taught to students [L] Local "other student outcomes" metric for state Priority Eight **19-20** 90%	90%

Expected	Actual
Baseline 60%	
Metric/Indicator Number/percentage of students by grade level and subgroup who have mastered the technology skills identified within the CCSS [L] **19-20** 85% **Baseline** 60%	90%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1: Maintain budget for purchase of applications and materials for differentiation and adaptation of instruction to the academic needs of all students and of subgroups of students. The purpose of this very important action is to enhance and expand the quality and availability of supplemental materials for teacher and student use. These are in addition to the core materials purchased by the district with LCFF Base funding and are very important in order to provide differentiated instruction to meet student needs.	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 50,000	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 52,975
2.2: Continue and expand IT contract for maintenance and support for classroom technology	other operating expense 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000	other operating expense 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration $ 18,000
2.3: Expand and maintain classroom technology setups and infrastructure to assure continuity and on-demand access for all teachers and students	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 35,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 12,367

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.4 (previously 2.8) Maintain and continue to improve technology curriculum for students schoolwide based on results of Common Core assessments, classroom assessments and curriculum needs	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 5,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 6,210
2.5: (previously 2.9) Purchase as needed, repair and replace technology charging and storage carts and computers as needed to maintain 1:1 ratio.	equipment and supplies 4000-4999: Books And Supplies Supplemental and Concentration 15,000	equipment and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 25,728
2.6 Provide technology services of support and intervention to assure that all students achieve a well rounded education supported by required technology skills	contracted services 5000-5999: Services And Other Operating Expenditures Title VI 4711	contracted services 5000-5999: Services And Other Operating Expenditures Title VI $7,770

Goal Analysis

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

All actions and services were in progress of being implemented as planned though January of 2020. When the March, 2020, emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP related functions were deferred until adjustments in the instructional and student support delivery system could be achieved. Goal 2 actions related to technology were directed at assuring that our unduplicated count students had the connectivity and devices they needed in order to shift from in-person to online instruction. Restricted state and federal funds have been made available to temporarily fund and/or expand many of the supplemental actions and services provided through the LCAP. Full-time, in-person instruction and return to pre-pandemic, normal operations are planned in the 2021-22 through the new 2022-24 three-year LCAP, the state Extended Learning Program (AB/SB 86), and multiple federal COVID relief plans.

Action 3 funds were used to cover excess costs of student devices and connectivity because teachers already had what they needed for online learning startup.

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

Success: Because we had been working on building equity of technology resources as well as student and staff technology skills and knowledge, we were able to make an easier transition to online learning. This investment in technology connectivity, devices, maintenance, skills, and knowledge will continue in the new LCAP.

Challenge: Through the two and a half years of this LCAP, we have had a goal to develop a K-8 scope and sequence of digital knowledge and skills embedded in the state's content and performance standards. We have not yet been able to accomplish that although teachers report increased attention to this in the broad curriculum. In a spring, 2020 survey, teacher affirmed the need for this to be a focus in the new LCAP as they saw the need confirmed through the online schooling experience.

Goal 3

Hope School will provide a safe, secure environment that maximizes available and potential resources, provides technology infrastructure for teacher, student, and administrative use, fosters a productive teaching and learning environment, and creates a positive climate that engages all staff, students, and parents in learning.

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
Metric/Indicator availability of parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R] **19-20** 9 opportunities **Baseline** 6 opportunities	9 opportunities
Metric/Indicator participation rate in parent training/involvement opportunities in school and district decision-making schoolwide and subgroups [R] **19-20** Schoolwide:45% parents of English Learners: 45% parents of Socioeconomically Disadvantaged: 45% parents of White: 45% parents of Hispanic: 45% **Baseline** 25%	Schoolwide:45% parents of English Learners: 45% parents of Socioeconomically Disadvantaged: 45% parents of White: 45% parents of Hispanic: 45%

Expected	Actual
Metric/Indicator parent involvement in decision-making school and district of parents of unduplicated count students and of students with exceptional needs (percent of parents directly involved in decision-making) [R] **19-20** 35% **Baseline** 15%	45%
Metric/Indicator Student participation in co-curricular and extracurricular activities schoolwide and subgroups [L] **19-20** schoolwide: 75% White: 75% Hispanic: 75% Socioeconomically Disadvantaged: 75% English Learners: 75% **Baseline** 60%	schoolwide: 75% White: 75% Hispanic: 75% Socioeconomically Disadvantaged: 75% English Learners: 75%
Metric/Indicator attendance rate schoolwide and subgroups [R] **19-20** schoolwide: 97% White: 97% Hispanic: 97% Socioeconomically Disadvantaged: 97% English Learners: 97% **Baseline** 96%	schoolwide: 96.5% White: 96.5% Hispanic: 96.5% Socioeconomically Disadvantaged: 96.5% English Learners: 96.5%

Expected	Actual
Metric/Indicator schoolwide and subgroup chronic absenteeism rate [R] **19-20** schoolwide: 3% White: 3% Hispanic: 3% Socioeconomically Disadvantaged: 3% English Learners: 3% **Baseline** 4%	schoolwide: 10.1% White: 7.4% Hispanic: 8.9% Socioeconomically Disadvantaged: 10.2% English Learners: 3.5%
Metric/Indicator suspension rate schoolwide and subgroups [R] **19-20** schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% **Baseline** 1.6%	schoolwide: 1.1% White: 1.9% Hispanic: 0.06% Socioeconomically Disadvantaged: 1.4% English Learners: 1.2%
Metric/Indicator expulsion rate schoolwide and subgroups [R] **19-20** schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% English Learners: 0% **Baseline** 1.6%	schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% English Learners: 0%

Expected	Actual
Metric/Indicator Students', teachers', and parents' sense of safety and school connectedness per survey response (R) **19-20** Parent feeling of connectedness : 95% Student feeling of connectedness : 95% Teacher feeling of connectedness : 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety : 95% **Baseline** Baseline 2019: Parent feeling of connectedness : 90% Student feeling of connectedness : 90% Teacher feeling of connectedness : 90% Parent feeling of safety : 90% Student feeling of safety : 90% Teacher feeling of safety : 90%	Parent feeling of connectedness : 95% Student feeling of connectedness : 95% Teacher feeling of connectedness : 95% Parent feeling of safety : 95% Student feeling of safety : 95% Teacher feeling of safety : 95%
Metric/Indicator Middle school dropout rate schoolwide and subgroups **19-20** schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% English Learner: 0% **Baseline** schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0%	schoolwide: 0% White: 0% Hispanic: 0% Socioeconomically Disadvantaged: 0% English Learner: 0%

Expected	Actual
English Learner: 0%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 The District will maintain campus improvements, including the outdoor learning areas and science lab to be used in the classroom to provide for science learning opportunities and student collaboration learning activities.	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration 10,000	materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration $ 5,958
3.2: Aeries school data system: maintenance, contract, and expanded training	contracted services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6,500	contracted services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 4,500
3.3: The District will improve and expand the use of the district website, including teacher website and other interactive technologies to provide school-to-parent linkages and enhance school-to-home communication	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 1,788
3.4: In order to assure that every student has maximum opportunity to learn critical primary knowledge and skills, especially unduplicated count students who enter school with gaps in knowledge, experience, and skills, maintain small class sizes in Grade K to 3 by adhering to or reducing the state formula for teacher to student ratio and closely monitoring all out-of-district attendance requests.	salaries and benefits Supplemental and Concentration 195,504	salaries and benefits 1000-1999: Certificated Personnel Salaries Supplemental and Concentration $ 168,864
3.5: The District will continue the current contract with the CHOICES Program for enhancement and support for students, encouraging learning and social/recreational development opportunities.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 3,441
3.6: Expand current participation in county wide student events by two per year to provide opportunity for students to demonstrate knowledge and skills learned in the CCSS curriculum. Continue hosting on-campus	other operating expense 5000-5999: Services And Other Operating Expenditures	other operating expense 5000-5999: Services And Other Operating Expenditures

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
events to increase student and family participation (Spelling Bee, Author's Faire, Poetry and Prose, Science Fair).	Supplemental and Concentration 1,500	Supplemental and Concentration 0
3.7: The District will continue to identify new opportunities and methods and enhance currently successful strategies to inform parents about state standards and other learning activities and opportunities in order to increase involvement of parents of unduplicated count students and students with exceptional needs.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
3.8: Continue to deepen and enhance staff, student, and parent knowledge and skills regarding on internet safety, cyber bullying, board policies, etc. Conduct comprehensive safety needs assessment, adopt and implement updated safety plan. Conduct active shooter training for adults.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 7,500	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 1,216
3.9: Continue to provide additional two workshops per year for parents on applications and software being used in the classroom so they are empowered to help their children with homework	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 1,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
3.10 Provide a Leadership Team-Building activity to build collaborative process and leadership, to plan for and calendar learning and experiential activities, to discuss and plan for activities to improve parent, student, and community engagement, and to develop strategies for building students' learning capacity, motivation, and engagement in the school experience.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 3,500	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 0
3.11 In order to optimize the learning environment for unduplicated count students, expand classroom space and dedicated spaces for expanded and supplemental curriculum and activities such as science and experiential learning stations.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 22,500	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 26,238
3.12 Expand student engagement and parent involvement by providing for all 6th grade students and one teacher to attend SCICON for one week, all 5th grade students and one teacher to attend SCICON for a day trip, and other end-of-year incentive field trips and experiential learning opportunities (Honor Roll Field Trip, Perfect Attendance Field Trip, Reading incentive events, etc.). Additionally, the District will plan for and carry out two (2) community engagement events on campus per	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 20,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 743

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
year where all District stakeholders will be invited to attend to help create a family engaged learning experience, building a sense of community and improving the culture of the campus.		
3.13: Provide awards and incentives to promote academic achievement and support for student personal and academic growth.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 581
3.14 Provide parent involvement expansion (Family Math and Literacy Nights; technology training) with child care included.	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2,000	other operating expense 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration $ 258
3.15: Provide a research-based federal Title IV program to assure that all students succeed in a well-rounded educational experience through supplemental services such as instructional support (tutoring, supplemental materials), extended learning opportunities, technology support, and classroom environment improvements.	contracted services 5000-5999: Services And Other Operating Expenditures Title IV $10,000	contracted services 5000-5999: Services And Other Operating Expenditures Title IV $ 10,000

Goal Analysis

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

All actions and services were in progress of being implemented as planned though January of 2020. When the March, 2020, emergency order mandated distance learning as the primary mode of instruction district-wide, many LCAP related functions were deferred until adjustments in the instructional and student support delivery system could be achieved. Restricted state and federal funds have been made available to temporarily fund and/or expand many of the supplemental actions and services provided through the LCAP. Full-time, in-person instruction and return to pre-pandemic, normal operations are planned in the 2021-22 through the new 2022-24 three-year LCAP, the state Extended Learning Program (AB/SB 86), and multiple federal COVID relief plans. Prudent fiscal management of district funds requires that funds remaining unspent from Supplemental and Concentration grants will be held in reserve until the temporary state and federal restricted funds for expansion of supplemental actions and services are exhausted. Unspent funds in actions related to this Goal were not redirected elsewhere during the 2019-20 school year to support students, families, and teachers and were instead carried over.
Many of the actions in this goal were planned for the spring and were not completed due to the school closure:

```
            budget        actual
action 1  $      10,000  $      5,958.00  costs less than anticipated
action 2  $       6,500  $      4,500.00  costs less than anticipated
action 5  $       7,000  $      3,441.00  not completed due to school closure
action 6  $       1,500  $             -   not completed due to school closure
action 8  $       7,500  $      1,216.00  not completed due to school closure
action 9  $       1,000  $             -   not completed due to school closure
action 10 $       3,500  $             -   not completed due to school closure
action 12 $      20,000  $        743.00  not completed due to school closure
action 13 $       4,000  $        581.00  not completed due to school closure
action 14 $       2,000  $        258.00  not completed due to school closure
```

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

A description of the successes and challenges in implementing the actions/services to achieve the goal.
Successes: The purpose of this goal is to maximize stakeholder engagement in the schooling process in a school environment that takes advantage of every indoor and outdoor space of the campus as a safe place for learning. Parents at Hope School have very definite and clearly spoken views of school climate and safety. In surveys, interviews and evaluations, they always reaffirm their confidence in our safe environment and at the same time seek to make it even better. One of the successes of our efforts is this continued affirmation. Another success is transformation of many of our outdoor spaces such as outdoor science stations to extend classroom learning. Another is expansion of after-school tutoring and extended learning experiences after school.
Challenges: One of the challenges continues to be providing and increasing parent participation in training such as Family Literacy and formal advisory committees. It increases slightly every year but not by the numbers and percentages we would like.

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
Purchasing Personal Protective Equipment (Non-Contact Thermometers, Desk Shields, Office Shields, Teacher Face Masks, Disposable Face Masks)	$6225.00	$ 14,578	No
Cleaning Equipment (Disinfectant Backpack Sprayers w/cleaner, Disposable Disinfectant Wipes, Room Foggers)	$1547.00	$1,548	No
Certificated Teachers	$814,000	$ 945,000	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.

Costs of certificated teachers were not estimated correctly at the time of preparing the LCP

Analysis of In-Person Instructional Offerings

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

When classroom-based instruction was permitted by local and state regulations, Hope School implemented a hybrid program to allow for social distancing and safety measures. In continuing concern for safety when schools were allowed to re-open for onsite instruction, the district worked with cognizant agencies such as the Public Health Department, the California Department of Education, and Tulare County Office of Education to develop policies and protocols consistent with public health guidance. These included, at a minimum, considerations for campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles.

Safety measures were implemented for all staff and students and strictly follow required guidelines of our local public health department and the state of California. Accommodations have been made for special needs of students and staff.

The major challenge of providing in-person instruction this academic year has been in navigating the COVID-related public health regulations and the sometimes conflicting advice of cognizant agencies.

The major success is that we now have all students back to in-person instruction safely and without incident.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebooks, Hotspots, headphones purchase to allow for educational access to all students	$60,000	$61,839	Yes
Virtual Platforms purchases to support distance learning and learning of all students	$12,000	$14,304	No
Staff Training to better serve all populations of students at our school	$5,000	$2,080	Yes
Continue IT contract for maintenance and support for classroom technology	$15,000	$15,000	Yes
Tulare County Office of Education Triage Grant - Social Worker	$0	0	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.

Because we have been accustomed to referring exclusively to LCFF unduplicated count students as "contributing", we did not identify these expenditures as "contributing" in the LCP when it was written in September. When preparing the Update, however, we were able to correct this column.

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.

Challenges:
For purposes of this report, we would like to note three challenges. First, connectivity was a problem for most of our students due to our rural location and limited availability of reliable broadband service. Second, teachers were not trained in "distance education". Third, the changed mode of instruction also impacted normal everyday processes and procedures that help schools run smoothly.
We quickly found that every student was not able to connect even with hotspots due to lack of Internet access where they lived. We also found that damaged devices had to be repaired and/or replaced literally overnight to keep students on track
About 10% of students were not engaging regularly in the day to day instruction.
We saw a decrease in overall scores for ELA and Math when our students were distance learning.

Finding substitutes for staff to attend professional development

It was difficult for the primary teachers to transition their roles to online instructors, especially when teaching reading and writing is best done in person.

When schedules were created, shared with parents, and agreed upon for services with Special Education, Speech, counseling, ELD, there were times it was hard to get the students to connect to be able to provide those services.

Some adjustments were made in roles and responsibilities of other staff such as instructional aides who assumed more responsibility for support and clerical who assumed more responsibility for communication in new formats.

Successes:

Regarding professional development, during the initial closure, our staff (both classified and certificated) were able to participate in courses that increased their knowledge of how to deliver effective instruction through the distance learning format. Regarding connectivity, state and federal funds enabled us to purchase and deliver hot spots to students. Regarding procedures, we quickly learned how to replace long-standing bookkeeping and day-to-day procedures to try to keep track of attendance, grades, student responses, parent responses, etc

We were able to get Chromebooks and hot spots quickly and distribute them to students.

Our pupil participation rate was consistent with an average of 90% participation rate.

When students came back to school, teachers noted an increase in focus, participation, and engagement which is leading to increased acquisition of knowledge

During the initial closure, our staff (both classified and certificated) were able to participate in courses that increased their knowledge of how to deliver effective instruction through the distance learning format. Online alternatives were made available.

All teachers were on board with teaching from school which allowed them access to all their materials and a focus on teaching and learning without distractions. Delivery of instruction in an online format has increased amongst all the grade levels (not just upper grades).

When bringing back students to school for in-person learning, special consideration was given to English learners, Special Education, SED, connectivity problems, and students experiencing social/emotional needs.

All staff responded willingly and capably to the demands placed upon them by the mandated online program.

Implications for LCAP:

These issues confirmed our emphasis on technology in our LCAP and deepened our commitment to that goal. We will increase training, infusion of technology into the curriculum, and technical support.

Increase funds to replace and repair students devices.

While we had a high participation rate through the pandemic, our test scores indicate that students did not make the typical progress they would have in a regular school year. We will hire a Reading Specialist and reduce class sizes in our largest classes to accelerate learning loss.

Provision of remediation/acceleration services for students.

Continue and expand technology professional development.

Continue and expand social, emotional, health supports and professional development

Increase time of Special Ed teacher from 3 days a week to 5 days a week.

Continue contract services with social worker for 2021-22 and 2022-23.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide resources for teachers to tutor students needing academic support in an extended learning setting (before & after school).	$10,000	$6,000	Yes
Classified Staff supporting all populated students	$385,000	$436,000	Yes

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

Because we have been accustomed to referring exclusively to LCFF unduplicated count students as "contributing", we did not initially identify these expenditures as "contributing" in the LCP in September, but were able to properly identify them as "contributing" for the Update. The difference between budgeted and actual expenditures for classified staff occurred as a result of increasing staff to support students and teachers before and after school hours for tutoring assistance.

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.

Challenges: Using SRI/SMI data to address learning needs. Data was not always accurate if students tested at home versus at school. Students who remained on distance learning are not making as much growth as students who are attending classes at school. Successes: When students returned to school, we saw an increase in the data from SRI/SMI as well as BASS reading scores; Students returning to in-person instruction have increased test scores, assignment completion and understanding of taught concepts. LCAP Implications: Hire a Reading Specialist to mitigate learning loss.

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.

Challenges:
Difficulty in monitoring students' mental health from home
Set zoom meetings to meet with students but students wouldn't show up.
Difficulty in monitoring teacher and staff mental health. This fell to the superintendent and fellow teachers.

Successes:
Triage social worker and school psychologist check in with distance learners and in-person learners weekly
Students receive mindfulness lessons from social worker and teachers weekly.
We were able to provide assistance for teachers and staff including one teacher who was effected deeply enough to need counseling.

LCAP Implications
Triage social worker for 21-22 and continue with the contract for the 22-23 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.

Challenges:
Several families were very tough to engage even after multiple outreach methods.
Challenges included failure to respond after multiple forms of outreach and failure to comply with agreements by students and parents.
Although some structures are in place for chronic absence, it was difficult to implement them and enforce them in the online setting.

Successes
Majority of families responded to surveys, phone calls, alternate outreach methods. 233 out of 234 students have returned to in-person instruction.

LCAP Implications
N/A

Analysis of School Nutrition

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

Challenges
Weekly lunch pick ups were challenging because we have over 60% of our parents not living or working in our school boundary. We had to develop structures (transportation, practices, staffing) to prepare and deliver the meals to many people living in and outside of our school boundaries. This is not a problem during in-person instruction. The challenges there were manageable and had to do with health department rules regarding distancing.

Successes
Once we returned to full day instruction, we have more students participating in the free lunch program.

LCAP:
N/A

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Cafeteria Staff packaging, and serving lunches	$37,000	0	No
Pupil Engagement and Outreach	School Counselor/Psychologist to provide outreach needs to students upon request of the family, teacher, Superintendent/Principal	$0	0	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.

When planning the LCP in September we anticipated the need to hire additional staff but found that we were able to do the work with existing staff.

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.

Distance Learning
Lessons learned from distance learning: We adjusted our schedules a few times due to progressively bringing students back. That was hard on our distance learners. Through distance learning, our parents were actually able to see what we teach each day and the rigor of the instruction. We also learned that zoom fatigue is real. While we had visions of continuing with a "regular" school day on zoom, our students experienced zoom fatigue and we noticed that students started checking out after lunch. Breaking up the scheduling and adding in office hours was a positive way for us to offer support to students who needed it while also allowing students who weren't struggling the freedom to work on an assignment independently.
How this informed the new LCAP: The lessons learned from distance learning did not translate into specific actions for the new LCAP. It did, however, add greater understanding of the school by parents and greater understanding of parents by teachers. As we move forward with standards implementation, for example, we are finding that parents learned much about what we are doing in class and why and they are supporting those efforts in the LCAP in ways we have not seen before. An example is that parents are asking for supplementary materials for their children in addition to the "textbook" questions of the past.

In Person Learning

Lessons Learned: In-person instruction offers the most meaningful access to curriculum and social emotional resources that the students need. We opened our doors in September at the request of parents and also at the request of our staff. Once some kids started coming to school and the fears and anxiety subsided, more and more students began coming back to school. As the state started relaxing restrictions, we were able to fit more students into classrooms, and eventually, we were able to fit all students into every classroom. We discovered it was extremely difficult for our teachers to run a simultaneous program of in-person instruction for the majority of students and distance learning instruction for a small minority. Wee learned that the digital resources available with our textbook adoptions provided a deep and rich learning experience for many students and we should incorporate those into in-person instruction. We also learned that digital skills are embedded in all of the California content and performance standards and we must attend to those skills during in-person instruction.

How this informed the new LCAP: The use of supplemental materials, especially digital materials, for differentiation of instruction is continued in the new LCAP. The development of a scope and sequence for digital skills is included in the new 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.

In the new three-year LCAP cycle, teachers will provide coordination and monitoring of learning plans including pre- and post-assessment and remediation/acceleration actions and services. Professional development, materials, resources and support will be provided to the teacher, student, and parents. First year funding will be provided through sate ELO funding; if needed, second and third year funding will be provided through ESSER III funding and LCAP.

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.

Although there a few were material differences between budgeted and actual expenditures as noted in previous sections, there were no substantive differences that negatively impacted implementation of the LCP and provision of high quality services to our students.

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.

Related to student outcomes we have learned that informed the new LCAP:

1. The majority of students at the elementary level engage in learning and learn more in tradition, in-person instructional settings.
2. Student academic learning is influenced by social-emotional factors which much be consciously and purposefully addressed by the school.
3. Technology has a powerful place in academic learning, not as a supplement, but as an integral part of everyday teaching and learning.
4. As teachers and students return to familiar classroom based in person learning, teachers are noting learning loss, but they are also noting the incredible resilience of children and youth and are very optimistic that, through LCAP and additional state and federal assistance we will quickly remediate and get back on track to close the achievement gap in the next three-year LCAP cycle.

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,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o 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	560,154.00	462,655.00
Base	0.00	0.00
Supplemental and Concentration	505,849.00	396,159.00
Title I	35,730.00	44,862.00
Title II	3,864.00	3,864.00
Title III	0.00	0.00
Title IV	10,000.00	10,000.00
Title VI	4,711.00	7,770.00

* 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	560,154.00	462,655.00
	195,504.00	0.00
1000-1999: Certificated Personnel Salaries	96,975.00	272,383.00
1000-3000	0.00	0.00
4000-4999: Books And Supplies	85,000.00	87,066.00
5000-5999: Services And Other Operating Expenditures	163,811.00	81,342.00
5800: Professional/Consulting Services And Operating Expenditures	18,864.00	18,000.00
Not Applicable	0.00	3,864.00

* 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	560,154.00	462,655.00
	Supplemental and Concentration	195,504.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	61,245.00	227,521.00
1000-1999: Certificated Personnel Salaries	Title I	35,730.00	44,862.00
1000-3000	Title III	0.00	0.00
4000-4999: Books And Supplies	Supplemental and Concentration	85,000.00	87,066.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	149,100.00	63,572.00
5000-5999: Services And Other Operating Expenditures	Title IV	10,000.00	10,000.00
5000-5999: Services And Other Operating Expenditures	Title VI	4,711.00	7,770.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	15,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	3,864.00	0.00
Not Applicable	Title II	0.00	3,864.00

* 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	142,439.00	116,018.00
Goal 2	124,711.00	123,050.00
Goal 3	293,004.00	223,587.00

* 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	$821,772.00	$961,126.00
Distance Learning Program	$92,000.00	$93,223.00
Pupil Learning Loss	$395,000.00	$442,000.00
Additional Actions and Plan Requirements	$37,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$1,345,772.00	$1,496,349.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$7,772.00	$16,126.00
Distance Learning Program	$12,000.00	$14,304.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$37,000.00	
All Expenditures in Learning Continuity and Attendance Plan	$56,772.00	$30,430.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$814,000.00	$945,000.00
Distance Learning Program	$80,000.00	$78,919.00
Pupil Learning Loss	$395,000.00	$442,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$1,289,000.00	$1,465,919.00