



EVERGREEN

INSTITUTE OF EXCELLENCE

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

Students will have access to appropriately credentialed and qualified teachers, standards aligned materials and a broad course of study through an individualized academic program while partnering with parents, students, and community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Quarterly Williams Report</p> <p>19-20 No complaints filed.</p> <p>Baseline Zero incidents resulting in a Williams Report</p>	<p>2019-2020 Zero incidents resulting in a Williams Report</p>
<p>Metric/Indicator Annual LCAP Survey Data</p> <p>19-20 LCAP Survey Score will be 4/5 or higher</p> <p>Baseline 2018-2019 LCAP Survey Score regarding standards aligned curriculum- 4.37/5</p>	<p>2019-2020 April 2020 LCAP Survey- Question regarding access to standards aligned curriculum= 4.83/5</p> <p>2020-2021 May 2021 LCAP Survey- Question regarding access to standards aligned curriculum= 4.94/5</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>EIE teachers need to be appropriately credentialed and qualified, participate in comprehensive professional development and provide a standards aligned education program to students.</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 474,500</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Base 36,827</p> <p>Classified salaries 2000-2999: Classified Personnel Salaries Supp/Conc 11,963</p> <p>New teachers Salaries Math & CTE and increase in FTE & benefits 1000-1999: Certificated Personnel Salaries Supp/Conc 100,599</p> <p>Cert and Classified Benefits 3000-3999: Employee Benefits Base 193,878</p> <p>Materials/Supplies- 4000-4999: Books And Supplies Supp/Conc 15,500</p> <p>Materials 4000-4999: Books And Supplies Base 65,000</p> <p>Services 5000-5999: Services And Other Operating Expenditures Base 80,025</p> <p>Continue .20 FTE counselor salary 1000-1999: Certificated Personnel Salaries Supp/Conc 15,795</p> <p>Continue .20 FTE counselor benefit 3000-3999: Employee Benefits Supp/Conc 4,509</p>	<p>Teacher Salaries 1000-1999: Certificated Personnel Salaries Base 553,104</p> <p>Classified Salaries 2000-2999: Classified Personnel Salaries Base 52,044</p> <p>Classified salaries 2000-2999: Classified Personnel Salaries Supp/Conc 0</p> <p>New teachers Salaries Math & CTE and increase in FTE & benefits 1000-1999: Certificated Personnel Salaries Supplemental 20,208</p> <p>Cert and Classified Benefits 3000-3999: Employee Benefits Base 263,762</p> <p>Materials/Supplies- 4000-4999: Books And Supplies Concentration 2,093</p> <p>Materials 4000-4999: Books And Supplies Base 90,089</p> <p>Services 5000-5999: Services And Other Operating Expenditures Base 108,517</p> <p>Continue .20 FTE counselor salary 1000-1999: Certificated Personnel Salaries Supplemental 14,285</p> <p>Continue .20 FTE counselor benefit 3000-3999: Employee Benefits Supplemental 4,368</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide and encourage professional development opportunities for all staff. Emphasize CCSS Math and ELA curriculum and instruction, assessments, State assessment preparation, e-Learning and LCAP implementation. Access to charter and/or Independent Study School conferences. Staff will provide feedback and recommendations for improving professional development.</p>	<p>Included in Goal 1 Action 1 0 Professional Development/Travel/Conference 5000-5999: Services And Other Operating Expenditures Supplemental 22,973</p>	<p>Included in Goal 1 Action 1 0 Professional Development/Travel/Conference 5000-5999: Services And Other Operating Expenditures Supplemental 11,190 Professional Development/Travel/Conference 5000-5999: Services And Other Operating Expenditures Base 2,965</p>
<p>Provide CCSS aligned Math and ELA curriculum/materials to all students. Provide online course and curriculum opportunities for all students. Provide a wide array of academic and enrichment opportunities through the school site and/or school's approved vendor list. Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment and replacement needs. (Expenses included above in object 4000's)</p>	<p>Included in Goal 1 Action 1 0</p>	<p>Included in Goal 1 Action 1 0</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.

Classified Salary that was budgeted from supplemental was expensed through base. Additional math FTE was not filled due to the ADA freeze for NCB charter schools. While the pandemic did not impact Evergreen Institute of Excellence due to their non-classroom based charter, they were able to offer instruction with little interference from the pandemic.

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

Successes included- More in depth intervention for struggling students with in home supports which included live and virtual support for both students and parents. Additional classified increase allowed for the creation and maintenance of small cohort Zoom classes for high school students navigating online classes along with small cohort in person study groups. Due to development of online

classes, EIE piloted a few programs that we will continue to offer and support moving forward. According, the emphasis on English Language Arts foundational skills continues to assist in reading necessary for Math development.

Challenges faced in this area was an inability to continue the previously developed onsite intervention and enrichment opportunities that was pre-COVID open to all students TK-12. We were only able to offer in person intervention and classes to middle school and above students. Additional challenge was certificated participation in virtual professional development taking a back seat to helping parents and students.

Large challenge was a revenue freeze based on 2019-2020 enrollment, per SB 98. This freeze did not allow us to expand services as anticipated leading up to June 30, 2020. We were able to address some intervention on a smaller scale.

Goal 2

Improve student achievement and performance. Prepare students to be college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator SBAC</p> <p>19-20 SBAC 95% Participation Rate</p> <p>Baseline ELA 37% met/exceed State Standards Math 10% met/exceed State Standards 95% Participation Rate Met</p>	<p>2018-2019- 93% Participation Rate 2019-2020- SBAC suspended</p>
<p>Metric/Indicator Retention Rate of Students</p> <p>19-20 Increase in continued enrollment and retention rate</p> <p>Baseline</p>	<p>2018-2019- Enrollment grew to 101 students, Retention Rate 73% 2019-2020-Enrollment grew to 128 students, Retention Rate 77%</p>

Expected	Actual
Exponential growth rate of new program that ended first year with 63 students and grew to 98 the next year. 75% of enrollment continued to following year.	
Metric/Indicator Participation in iReady Local Assessments 19-20 Increase in student participation in iReady Diagnostics Baseline 88% of eligible students participated in iReady Diagnostics.	2018-2019 iReady Reading 96% participation iReady Math 95% participation 2019-2020 iReady Reading 92% participation iReady Math 94% participation

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop and monitor individual learning plans for each student. Monitoring includes ensuring satisfactory progress through assessment and learning plans as indicated by the student's individual needs to ensure satisfactory progress (grade level promotion/graduation).	Included in Goal 1 Action 1 0	Included in Goal 1 Action 1 0
Provide State standards training to parents, so that they are better prepared to support independent learning. Use of training to provide support to parents in best teaching practices.	0	Included in Goal 1 Action 1 0
Administer informal and formal, subject area and local/statewide assessments. Establish an individual student baseline for ELA and Math, continue to monitor completion of academic progress in conjunction with the Assignment form. Adjust instruction based on assessment results. Provide academic instruction, tutoring and support for ELA, Writing and Math. Model best instructional practices for parent teachers.	Costs included in Goal 1 0	Included in Goal 1 Action 1 0
In coordination with high school guidance consultant, develop a plan to provide high school students with college course offerings on Shasta College campuses and future goals-including planning for beyond high school.		

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase additional textbooks, supplemental supplies and resources as indicated by student enrollment, achievement data and replacement needs.	Included in Goal 1 0	Included in Goal 1 Action 1 0

Goal Analysis

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

Teachers shifted focus from whole group intervention/support to small cohort or within the family classes. Certificated staff worked closely with parent teachers, fostering genuine connections. Classified and certificated supported High School 2 College students by providing Zoom support, one-on-one follow up weekly or more frequently as needed; monitored progress/grades in college classes and helped students to be accountable/responsible.

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

Successes- Best Practices modeled in small pilot groups to work out the online/virtual platform new to all. Students saw success by increases in proficiency and parents were able to observe the teacher. Parents/Students/Teachers worked towards goal setting based on local assessments.

EIE saw schoolwide growth in both Reading and Math according to iReady Diagnostic Growth. Tier 3 decreased with movement to Tier 2 or Tier 1.

Many high school students were able to successfully complete online Shasta College classes with support facilitated by increased classified services.

Challenges- SBAC was suspended for 2020, so data will not be available. School wide training of parents as teachers took a back seat to individual family/parent training and support.

There was a decrease in iReady participation rate in both Reading and Math. The final assessment being done at home left an impact and priority was not on completing assessment during COVID pandemic.

All Shasta College classes went to an online platform, which is not a good fit for a typical high school student. This left several high school students unable to complete their CTE Pathway as scheduled, prior to graduation.

Goal 3

Improve and develop systems to support school connectivity, participation and communication.

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)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Annual Attendance Rate</p> <p>19-20 Maintain an average attendance rate at or above District, County and State Averages</p> <p>Baseline Attendance rate 99.23%</p>	<p>EIE Actual Average Attendance Rate 2018-2019 = 99.83% 2019-2020 = 99.72%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>EIE will communication with parents and the community through a variety of media, including website, Facebook and newsletters. Monitor parent/guardian satisfaction using a survey.</p> <p>Director will provide monthly meetings allowing parents another opportunity for input, clarification and overall assistance navigating personalized learning.</p>	<p>Included in Goal 1 0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Write and distribute monthly newsletter to include school new, field trip schedule, contests and monthly update from the EIE Director.</p> <p>Continued use of parent communication tool-Parent Square allowed us to communicate to all parents in their preferred way via email, text or smartphone app. An up to date calendar and posts were available 24/7 to all supervising teachers, parents and some community members who requested the service. The service also allowed for another option of direct personal communication between supervising teacher and parents.</p>	<p>parent square communication tool 5000-5999: Services And Other Operating Expenditures Supp/Conc 1,199</p>	
<p>EIE will provide opportunities for parents and community to participate in school events.</p> <p>Conduct the following extracurricular activities to promote student and family engagement:</p> <p>Back to School Picnic Field Trips Art Show Exhibition of Learning</p> <p>Provide training/workshops for parents/guardians. Topics requested include:</p> <p>College/Career Readiness High School to College Planning sessions Reading/Math applications Effective home school strategies shared by parents K-2 Reading strategies Curriculum training</p>	<p>Included in Goal 1 & 2 0</p>	
<p>Keep accurate and appropriate attendance records for non-classroom based attendance and use data systems to monitor attendance based assignment reporting. Maintain 98% or higher attendance rate through the use of incentives, acknowledgment, celebrations and engaging coursework.</p>	<p>Cost included in Goal 1 -MOU with EUSD 0</p>	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Create and distribute a high school parent/student guide and course catalog. Supervising teachers continue to develop/review educational plans for 8th-12th grades for courses needed for high school graduation, while considering students' overall goals. Continue to provide high school guidance counselor to meet with students, parents, review transcripts and develop educational plan beyond high school.	Cost included in Goal 1 -materials and supplies 0	

Goal Analysis

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

Due to COVID, all in person activities (intervention, workshops, community gatherings) and field trips were discontinued and unfulfilled. Allocated funds were used to increase technology to support students, families, teachers and staff through hardware to host online classes, provide 1:1 chromebooks for all students able and interested in using and provide hotspots to families who needed and could use. Increase in classified staffing to support small cohort grouping.

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

Successes- Connections between supervising teacher and students/families remained strong with frequent communications done in a variety of ways that were agreeable to all parties. Due to these strong connections, the impact of COVID pandemic was lessened. EIE was able to continue student and family supports without shutting down the school.

Challenges- Although our Parent Square communication tool reached families- getting parents to respond and interact was difficult as a schoolwide tool. Our EIE Community connectedness suffered from not being able to gather in person. Generally speaking, our EIE Community does not want, nor seek more connectiveness.

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
Supporting High School 2 College students as they navigate online college classes. This is an increase in service by providing individual course support by an EIE staff member for a small cohort of students, rather than an overall general support. This is being done virtually or in person.	36,320.74	38,055.64	Yes
As the need arises, staff provides small group instruction via in-person or virtual meeting to address learning struggles or direct instruction for the student and parent (daily teacher of student).			Yes
Additional space and personnel will be used to offer small cohort groups when in person instruction occurs. Also, use of additional space will be used to exercise social distancing and follow government mandates.	614,474.26	637,413	Yes
In order to provide in person support and due to the safety and physical well-being of students and staff, space and areas used will be sanitized in between families, groups, and staff members. This will require additional custodial support and supplies.	5,442.66	0	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.

EUSD will provide the additional custodial support.

Analysis of In-Person Instructional Offerings

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

Although EIE is a nonclassroom based program, we have offered in person enrichment, intervention and classes pre COVID. March 2020, we had to rapidly shift to assisting students and parents without hosting in person activities with limited meetings or highly restricted. During the 2020-2021 school year we scaled these back and modified our approach.

Successes included learning how to provide live intervention and enrichment through Zoom or Google classroom. Some supervising teachers provided 1:1 instruction to families and modeled best practices for those parents. Teachers hosted live weekly check ins and interactions with students. All High School 2 College students were monitored, engaged and supported by EIE staff to be successful in their online college classes.

Challenges included some older students became entrenched in their homes while being faced with isolation and mental health concerns, even when transportation was offered to EIE. We are straddling the need to use technology to connect but many families are resistant to embrace more technology, Google, cameras in their homes and social media. Some parents did not support the state mandates for schools and either left our school to create their own private school or did not come to campus, therefore our teachers had to be innovative in how to continue supporting our students with the constraints.

Many of our high school students were not able to complete their CTE Pathway as planned due to in person classes and limited online offerings for their capstones.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

Evergreen Institute of Excellence is a nonclassroom based personalized learning program. Our families come to us in partnership for their children's educational needs. EIE did not go into a distance learning mode in the 2020-2021 school year. Our program is a natural fit for learning at home.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

N/A

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.

EIE did not address learning loss in the 2020-2021 school year due to our nonclassroom based program being designed to support students learning at home. EIE did not close school during the 2020 shut down, we maintained our full 180 school days. 2020-2021 School year had zero shut down and "Distance Learning" days. EIE students actually grew academically as reported on our local iReady schoolwide Placement Distribution Tiers.

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.

EIE staff saw success in continued individual connectedness with our students and families that we had going into 2020-2021 school year and were able to maintain and build. Families received weekly Mindful Monday encouragement via Parent Square. Our families and students did struggle with lack of EIE community in person connectedness and not being able to network with each other.

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.

EIE was able to maintain a high attendance rate during the 2020-2021 school year due to teacher and family flexibility and communication. There were a few exceptions of student disengagement which resulted in school/staff outreach, home visits, SSTs and noncompliance letters.

Analysis of School Nutrition

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

EIE, as a charter authorized by Evergreen Union School, was able to participate in their school nutrition program and what was offered which included Universal Breakfast and Lunch, Grab and Go Meals and meals on campus- when open during in person instruction.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

Although EIE is a nonclassroom based personalized learning program, there were some take aways from our experiences during the last year and half. Additionally, those lessons help guide the goals and actions for a one year LCAP, as allowed by the charter school provision. The takeaways are:

- EIE needs to continue to offer a selection of materials/resources that are standards based, engaging and fit for the home learning mode, yet rigorous for improving student achievement.
- EIE staff needs to continue to support parents teaching at home and providing opportunities to develop and expand new teaching skills.
- EIE must continue to foster partnerships with student, parents, families, staff and community in order to be stronger together.
- EIE students may need transportation for additional academic support and connectedness with their peers and being a part of the EIE community.
- EIE will be offering SEL support for students and parents to use in their home learning.
- EIE will continue to be innovative in helping our students have a broad range of courses through online learning, in person opportunities and our High School 2 College option.

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

EIE will continue to monitor student growth through formal and informal assessments, multiple measures and teacher/parent observations. EIE addresses students' needs through individualization and personalizing each students' academic plan. Meeting the students where they are at in ELA and mathematics, involving students and parents in setting goals, addressing grade level standards/expectations and reassessing through out the year.

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.

In 2020-2021, Evergreen Institute of Excellence's Learning Continuity Plan budgeted \$172,538 for planned actions to increase or improve services for high needs students. Evergreen Institute of Excellence actually spent \$176, 218 for actions to increase or improve services for high needs students in 2020-2021.

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

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

The analysis and reflection on student outcomes in the 2019-2020 LCAP and 2020-2021 Learning Continuity and Attendance Plan have informed the development of goals and actions in the 2021-2022 with input from various stakeholder groups. EIE's core intention of helping the whole student - social emotional, academic, meeting them where they are at and helping them grow remains critical to our vision and mission. EIE's continued close and mutual partnerships with students, parents, staff and community will increase our collective and individual successes. EIE staff and community helping train parents as teachers will benefit the whole and will be evident through student achievement.

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	1,022,768.00	1,122,625.00
	0.00	0.00
Base	850,230.00	1,070,481.00
Concentration	0.00	2,093.00
Supp/Conc	149,565.00	0.00
Supplemental	22,973.00	50,051.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,022,768.00	1,122,625.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	590,894.00	587,597.00
2000-2999: Classified Personnel Salaries	48,790.00	52,044.00
3000-3999: Employee Benefits	198,387.00	268,130.00
4000-4999: Books And Supplies	80,500.00	92,182.00
5000-5999: Services And Other Operating Expenditures	104,197.00	122,672.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,022,768.00	1,122,625.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	474,500.00	553,104.00
1000-1999: Certificated Personnel Salaries	Supp/Conc	116,394.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	34,493.00
2000-2999: Classified Personnel Salaries	Base	36,827.00	52,044.00
2000-2999: Classified Personnel Salaries	Supp/Conc	11,963.00	0.00
3000-3999: Employee Benefits	Base	193,878.00	263,762.00
3000-3999: Employee Benefits	Supp/Conc	4,509.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	4,368.00
4000-4999: Books And Supplies	Base	65,000.00	90,089.00
4000-4999: Books And Supplies	Concentration	0.00	2,093.00
4000-4999: Books And Supplies	Supp/Conc	15,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	80,025.00	111,482.00
5000-5999: Services And Other Operating Expenditures	Supp/Conc	1,199.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental	22,973.00	11,190.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,021,569.00	1,122,625.00
Goal 2	0.00	0.00
Goal 3	1,199.00	0.00

* 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	\$656,237.66	\$675,468.64
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$656,237.66	\$675,468.64

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,442.66	
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,442.66	

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$650,795.00	\$675,468.64
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$650,795.00	\$675,468.64