



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

Exemplary Teaching and Learning

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Board Priority 1

Annual Measurable Outcomes

Expected	Actual
19-20 Classroom teachers assigned to teach subjects for which they are credentialed. (Maintain) Baseline 100% of teachers are assigned to teach in the content areas for which they are credentialed.	This was maintained again for 20-21. 100% of teachers are assigned to teach in the content areas for which they are credentialed.
19-20 Participation in 5-Year PD Induction Program for all year 0-5 teachers. (Maintain) Baseline 100% of teachers who are in years 1-5 participated in the districts five-year professional development program of signature practices.	This was not maintained for 20-21. Due to COVID-19 restrictions and the amount of additional work teachers endured to deliver remote and hybrid instruction, the five-year professional development program of signature practices was placed on hold for all teachers. Los Alamitos USD is planning to resume this program in the 21-22 school year.
19-20 Instructional coaching by TOSA for teacher cohorts as assigned by site principal. (Maintain) Baseline Each school site was supported by multiple TOSA's who specialized in instructional practice, content/discipline specific or administrative support as decided by the site principal.	This was not maintained for 20-21. Due to COVID-19 and restrictions on additional personnel in classrooms, there was limited instructional coaching that occurred. Coaching that did occur was prioritized to year 1 teachers as well as teachers who reached out and asked for additional support.

Expected	Actual
<p>19-20 Implementation of NGSS TK-12 by Fall of 2017. (Full Implementation)</p> <p>Baseline With the support of a K-12 NGSS TOSA all teachers were able to collaborate on a regular basis in addition to professional development opportunities offered by the NGSS TOSA. Teachers in grades TK-5 received a complete grade level NGSS unit, supplies and training to successfully implement this unit in their classroom. Grades 6-12 received additional content specific professional development provided by the NGSS TOSA. Demonstration Lessons were also provided grades K-12.</p>	<p>This was met in 19-20 and expanded on in 20-21. Due to COVID-19 restrictions, teachers were unable to collaborate on a regular basis or receive professional development. Teachers in grades TK-5 were able to continue using grade level NGSS units and supplies that were provided to them in the 19-20 school year. Grades 6-8 adopted a new NGSS aligned curriculum and teachers received training on the new curriculum and implemented it in the 20-21 school year.</p>
<p>19-20 Use ICA and IAB results to inform instruction. (Increase by 1%)</p> <p>Baseline This was not met due to a transition from ICA and IAB's to an implementation of our custom written District Benchmarks. The District's curriculum steering committee met and recommended transitioning from the use of ICA and IAB's to a CAASPP aligned district benchmark that is a predictor of CAASPP performance. One of the main reasons for the transition was the cumbersome amount of time it takes to hand score parts of the ICA and IAB's. The new district benchmarks are aligned to the district's scope and sequence by grade level, provide more detailed information for teachers to individualize instruction and supply teachers with custom cut points for CAASPP predictability.</p>	<p>The District did administer CAASPP aligned district benchmarks in ELA and Math to students in grades 2-8 and Algebra in the 20-21 school year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Professional Development	a) 5-Year Induction Program of signature practices for all year 0-5 teachers. Supplemental \$200,000	a) 5-Year Induction Program of signature practices for all year 0-5 teachers. Supplemental \$50,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a) 5-Year Induction Program of signature practices for all year 0-5 teachers.</p> <p>b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers.</p> <p>c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs.</p> <p>d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration.</p> <p>e) Provide professional development for NGSS roll out.</p> <p>f) Provide professional development for CA Social Science roll out.</p>	<p>b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers. Supplemental \$150,000</p> <p>c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. Supplemental \$150,000</p> <p>d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration. Supplemental \$50,000</p> <p>e) Provide professional development for NGSS roll out. Supplemental \$50,000</p> <p>f) Provide professional development for CA Social Science roll out. Supplemental \$50,000</p>	<p>b) Maintain PD opportunities to include volunteer trainings throughout the school year for all teachers. Supplemental \$150,000</p> <p>c) Provide model demonstration lessons and in-class coaching for teachers by TOSAs. Supplemental \$150,000</p> <p>d) Provide 1-2 release days for ICA/IAB hand scoring and collaboration. Supplemental \$50,000</p> <p>e) Provide professional development for NGSS roll out. \$0</p> <p>f) Provide professional development for CA Social Science roll out. \$0</p>
<p>Instructional Materials</p> <p>All classroom resources will align and support the implementation of the Common Core State Standards in Math, ELA, Social Science and Science (NGSS).</p>	<p>Instructional Materials Supplemental \$150,000</p>	<p>Instructional Materials Supplemental \$74,411.62</p>
<p>Educational Technology</p> <p>By way of the Educational Technology Coordinator, each school site will receive training and coaching on how to effectively use technology to transform classroom instruction.</p>	<p>Educational Technology 1000-1999: Certificated Personnel Salaries Supplemental \$211,000</p>	<p>Educational Technology 1000-1999: Certificated Personnel Salaries Supplemental \$157,250.00</p>
<p>Intervention</p>	<p>a) Elementary – Utilize Intervention Teachers for push-in</p>	<p>a) Elementary – Utilize Intervention Teachers for push-in</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a) Elementary – Utilize Intervention Teachers for push-in support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need.</p> <p>b) Middle School – 0 period math Intervention classes, summer math and science bridge courses.</p> <p>c) High School – Before/After School intervention, Griffin Lab, Griffin Virtual Lab, add up to 2 Algebra Lab classes.</p>	<p>support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need. Supplemental \$530,000</p> <p>b) Middle School – 0 period math Intervention classes, summer math and science bridge courses. Supplemental \$289,032</p> <p>c) High School – Before/After School intervention, Griffin Lab, Griffin Virtual Lab, add up to 2 Algebra Lab classes. Supplemental \$150,000</p>	<p>support, before/after school intervention, and to service students in the Reading Lab. Hire credentialed staff to fill need. Supplemental \$361,346.20</p> <p>b) Middle School – 0 period math Intervention classes, summer math and science bridge courses. Supplemental \$214,185.22</p> <p>c) High School – Before/After School intervention, Griffin Lab, Griffin Virtual Lab, add up to 2 Algebra Lab classes. Supplemental \$163,843.15</p>
<p>ELA Support</p> <p>a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI).</p> <p>b) Provide students in grades 9-10 a two period English Lab and offer APEX English in the Skills Lab at LAHS.</p>	<p>a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI). Supplemental \$15,000</p> <p>b) Provide students in grades 9-10 a two period English Lab and offer APEX English in the Skills Lab at LAHS. Supplemental \$25,000</p>	<p>a) Train classroom teachers and Intervention teachers in Leveled Literacy Intervention (LLI). Supplemental 13,482.50</p> <p>b) Provide students in grades 9-10 a two period English Lab and offer APEX English in the Skills Lab at LAHS. Supplemental \$20,830.00</p>
<p>Math Support</p> <p>a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA.</p> <p>b) Provide students in grades 6-8 more minutes of math instruction with a math core.</p> <p>c) Provide a two-period Math Lab and offer APEX Math courses in the Skills Lab at LAHS.</p> <p>d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA.</p>	<p>a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. Supplemental \$124,000</p> <p>b) Provide students in grades 6-8 more minutes of math instruction with a math core. Supplemental \$7,500</p> <p>c) Provide a two-period Math Lab and offer APEX Math courses in</p>	<p>a) Train classroom teachers and Intervention teachers in Cognitively Guided Instruction at the elementary level by way of CGI TOSA. Supplemental \$55,243.89</p> <p>b) Provide students in grades 6-8 more minutes of math instruction with a math core. Supplemental \$0</p> <p>c) Provide a two-period Math Lab and offer APEX Math courses in</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	the Skills Lab at LAHS. Supplemental \$50,000 d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA. Supplemental \$150,000	the Skills Lab at LAHS. Supplemental \$22,875.00 d) Provide in-class math coaching to classroom teachers by way of CGI TOSA and Secondary Math TOSA. Supplemental \$92,245.06
Instructional Support Services a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. c) Foster Youth Liaison ensures Foster Youth students are provided access to extracurricular activities. d) Foster Youth Liaison ensures Foster Youth students transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216.	a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. Supplemental \$9,000 b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. Supplemental \$1,000 c) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. Supplemental \$1,000 d) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216. Supplemental \$0	a) Foster Youth students supported by District's Foster Youth Liaison through partnership with CASA Youth Shelter. Supplemental \$0 b) Foster Youth Liaison ensures Foster Youth students have the necessary school supplies. Supplemental \$0 c) Foster Youth Liaison ensures Foster Youth Students are provided access to extracurricular activities. Supplemental \$0 d) Foster Youth Liaison ensures Foster Youth students' transcripts are properly reviewed for potential reduced credit requirements for graduation AB 216. Supplemental \$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 the impact of Covid-19, not all budgeted actions and services were able to be implemented as described above. To meet the needs of all students, specifically, our low-income students, foster youth and english learners, the District implemented additional actions and services to support students. This included the addition of an online 100% remote option for instruction called

LosAl@Home. The actions and services included the addition of instructional support programs and services for students enrolled in LosAl@Home as well in the traditional hybrid setting. These included the following:

- > Schools PLP (online learning platform for students)
- > No Red Ink
- > Brainpop (specifically for English language learners)
- > Reflex Math (grades TK-5)
- > Peardeck (grades 6-12 and TK-5 LosAl@Home)
- > Kami PDF Annotation (grades 6-12)
- > Google Education Enterprise Services (additional features for Google Meet and Google Classroom)
- > Zoom Licences
- > Visible Body Curriculum (grade 9-12)
- > Music First Software (grade 6-12)
- > Padlet
- > Chromebooks to support students asynchronous work (made available to any student)
- > Portable Wifi hot spots

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

The District prides itself on a robust 5-year professional development plan for all teachers new to Los Alamitos Unified. The was difficult to implement during the 20-21 school year due to Covid-19 guidelines and the additional demands put on teachers. The District was able to offer supports for teachers in areas that were identified as a need and provide optional training for teachers. We will be working to modify the 5-year PD plan moving forward to assure all teachers receive training in the District's signature practices. TOSA support was made available to teachers throughout the school year, but coaching in the classroom did not occur in the same capacity as years past. TOSA's were able to modify pacing plans for teachers to mirror the hybrid schedule and the reduction of instructional minutes (SB98).

In the 19-20 school year prior to the school closures, the District was in the process of piloting a new ELA and Math curriculum with K-5 teachers on the steering committee. Teachers were surveyed in the 20-21 school year and the ELA pilot will resume in the 21-22 school year along with Social Science.

Education Technology was implemented as plan as the District continues to use Illuminate at all 9 school sites to create gradebooks, analyze student data as well as district benchmark data. The Ed Tech Coordinator has been pivotal in providing support to staff, students and parents as many programs were transitioned to online.

Intervention supports were implemented to the greatest extent possible in the 20-21 school year. Reading Lab intervention teachers were hired at all six elementary school sites in addition to our LosAl@Home program. Additional intervention teachers were also hired for push-in support at school sites and an intervention teacher was hired at Los Alamitos High School to support English Language

Learners. At the secondary level, English Language Learners were provided additional support through Reading Plus and after-school interventions like Griffin Virtual Lab as allowed by cohorting guidelines.

To support ELA and Math instruction, the District administered District Benchmarks. The benchmark data provided guidance for teachers to inform decisions on instruction for the balance of the school year. It also allowed for teachers to identify students in need of extra support by way of after/before school interventions.

Goal 2

Exemplary Student Outcomes

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Board Priority 1

Annual Measurable Outcomes

Expected	Actual
19-20 CAASPP Results Math – Increase by 2% and outperform state and county averages ELA – Increase by 2% and outperform state and county averages. Baseline ELA – 82% of students met or exceeded standards, Performance Level Blue, Status Very High, Change Maintained (+0.9). Math – 74% of students met or exceeded standards, Performance Level Blue, Status Very High, Change Increased Significantly (+3.7).	CAASPP Assessments were not administered in 19-20 or 20-21. Local District Benchmarks were administered instead.
19-20 A-G Completion Rate (Increase by 2% and outperform state and county averages.) Baseline 76% of students completed a-g requirements in 2018, up 3% from 2015. This was maintained from 18-19.	A-G completion rate in 19-20 was 71.6%
19-20	The AP passage rate for AP exams in 19-20 was 80.18%

Expected	Actual
<p>AP Participation Rate (Maintain or Increase)</p> <p>Baseline The AP passage rate for 2018 was 85.1%, this was an increase from 2017. Los Alamitos has been named to the College Board Honor Roll for seven consecutive years.</p>	
<p>19-20 CELDT Results (Increase by 2% and outperform state and county averages.)</p> <p>Baseline This was the first year the ELPAC was operational and students scored very high. 81.6% of students scored above a level 3, of which about 37.8% of students were reclassified.</p>	<p>Students were successfully able to take the ELPAC in 19-20 and the District was able to continue with make-ups in the Fall of 2020. 70.2% of students scored above a level 3</p>
<p>19-20 CTE Student Participation Rate (Maintain)</p> <p>Baseline CTE participation maintained. 690 students at the 9-12 level were enrolled in a CTE course. This is an increase from the previous year.</p>	<p>CTE participation increased. 761 students were enrolled in a CTE course in 19-20</p>
<p>Metric/Indicator College and Career Data reported since their was no dashboard in 20-21.</p> <p>19-20 College Preparedness (Maintain or Increase)</p> <p>Baseline The College and Career Indicator on the dashboard has a blue status. 72.7% of students are prepared for college which is an increase of 5.6% from 2016 – 2017.</p>	<p>In 19-20, 305 students qualified for the Seal of Biliteracy, 761 students took at-least one CTE course (300 of these were concentrators) and 46 students successfully completed a CTE pathway</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Interim Assessments & Collaboration</p> <p>a) ICA Hand Scoring Training/Calibration (1.5 days). b) District benchmark and data collaboration. c) Small group, targeted instruction – push in support by intervention teachers. d) Training on scoring and data analysis of new local assessments.</p>	<p>a) ICA Hand Scoring Training/Calibration (1.5 days) Supplemental \$5,000 b) District benchmark and data collaboration Supplemental \$3,000 c) Small group, targeted instruction – push in support by intervention teachers Supplemental \$2,000 d) Training on scoring and data analysis of new local assessments Supplemental \$0</p>	<p>a) ICA Hand Scoring Training/Calibration (1.5 days) Supplemental \$0 b) District benchmark and data collaboration Supplemental \$3,000 c) Small group, targeted instruction – push in support by intervention teachers Supplemental \$0 d) Training on scoring and data analysis of new local assessments Supplemental \$0</p>
<p>Increase A-G completion through:</p> <p>a) Have all students grades 9-12 completed a Griffin Plan (4-year college readiness plan). b) Promote District-wide College Days PK-12. c) APEX course offerings (remediation and initial credit). d) Naviance in grades 9-12 and Kuder in grades 6-8.</p>	<p>a) Have all students grades 9-12 complete a Griffin Plan (4-year college readiness plan) Supplemental \$1,000 b) Promote District-wide College Days PK-12 Supplemental \$1,000 c) APEX course offerings (remediation and initial credit) Supplemental \$7,500 d) Naviance in grades 9-12 and Kuder in grades 6-8 Supplemental \$17,500</p>	<p>a) Have all students grades 9-12 complete a Griffin Plan (4-year college readiness plan) Supplemental \$0 b) Promote District-wide College Days PK-12 Supplemental \$0 c) APEX course offerings (remediation and initial credit) Supplemental \$1,955.00 d) Naviance in grades 9-12 and Kuder in grades 6-8 Supplemental \$8,185.00</p>
<p>Increase AP Access for All:</p> <p>a) Offer PSAT to all 10 Grade students at no cost. b) Utilize Pre-AP data from PSAT results. c) Cover costs for AP exams for students that receive free/reduced lunch.</p>	<p>a) Offer PSAT to all 10 Grade students at no cost Supplemental \$10,000 b) Utilize Pre-AP data from PSAT results Supplemental \$1,000</p>	<p>a) Offer PSAT to all 10 Grade students at no cost Supplemental \$2,421 b) Utilize Pre-AP data from PSAT results Supplemental \$20.83</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	c) Cover costs for AP exams for students that receive free/reduced lunch Supplemental \$2,000	c) Cover costs for AP exams for students that receive free/reduced lunch Supplemental \$35,882
Co-Teaching Model: a) Maintain co-teaching classes/sections. b) Provide PD for teachers working in a co-teach model.	a) Maintain co-teaching classes/sections Supplemental \$35,000 b) Provide PD for teachers working in a co-teach model Supplemental \$7,000	a) Maintain co-teaching classes/sections Supplemental \$35,000 b) Provide PD for teachers working in a co-teach model \$0
Career Technical Education, Project Lead the Way, STEAM & Maker's Spaces: a) Continue to offer PLTW units of study at the middle school. b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code." c) Increase Computer Science courses from two to three offerings.	a) Continue to offer PLTW units of study at the middle school Supplemental \$5,000 b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code." Base \$130,000 c) Increase Computer Science courses from two to three offerings Base \$0	a) Continue to offer PLTW units of study at the middle school \$0 b) Continue to offer career pathway courses in Engineering, Athletic Training and Video Production by CTE credentialed instructors, supported by STEAM, Coding and Robotics activities through Maker's Spaces, STEAM fairs and "Day of Code." \$0 c) Increase Computer Science courses from two to three offerings \$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.

Majority of the above actions and services were implemented during the 20-21 school year. Students in the District were in a hybrid school setting for about 90% of the school year. This allowed many of the actions and services listed above to occur in a modified capacity or in a virtual setting. Therefore, funds were still allocated to exemplary student outcomes.

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

The implementation of the actions and services listed above were as effective as they could be in the 20-21 school year. The most informative action was the administration of District Benchmarks. These benchmarks were able to provide teachers with detailed information on instruction that was then used to modify day to day teaching strategies. APEX was used for students to remediate classes as it would during a typical year and the Co-teaching model classes were fully implemented.

Actions and services that were not implemented were District college days and administration of the PSAT to all 10th grade students.

Goal 3

Exemplary Connections

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: Board Priority 1, 2 and 4

Annual Measurable Outcomes

Expected	Actual
19-20 Students Connected to School through extra-curricular activities measured District metrics (Maintain or Improve) Baseline 74% of students were connected to one or more extra-curricular activities. This is an increase by 3% from 2017.	Due to the school closures (mid-year) student connectedness data was not able to be tracked
Metric/Indicator Aeries Analytics 19-20 Graduation Rate (Maintain or Improve) Baseline Graduation rate is 97.6%. Performance Level Blue, status is maintained, change -0.2%. This change is contributed to the fact that there were less students in the graduating class than the prior year.	The graduation rate for the Class of 2020 was 99.1%. This was an increase from the previous year
Metric/Indicator Aeries Analytics 19-20 Dropout Rate (Maintain or Improve)	In the 19-20 school year, the Middle School dropout rate was less than 1% (2 students) and the High School dropout rate was 0.006% (5 students)

Expected	Actual
<p>Baseline Dropout rate at Middle School was 0% and at High School was 0.6% which is an increase. This was anticipated since students with special needs who are on the non-diploma track are included in the dropout rate.</p>	
<p>Metric/Indicator Aeries Analytics</p> <p>19-20 Chronic Absenteeism (Decrease by 0.5%)</p> <p>Baseline District Chronic Absenteeism is 2.6%. This shows a green indicator on the dashboard and a maintained status of 0.2%.</p>	<p>The District Chronic Absenteeism was 2.6% for the 19-20 school year, which is maintained from the previous year</p>
<p>Metric/Indicator Aeries Analytics</p> <p>19-20 Suspension/Expulsion Rate (Decrease total suspensions by 10. Decrease total expulsions by 2.)</p> <p>Baseline District Suspension rate is 2.3% which shows a yellow indicator on the dashboard with a change increase of 0.6%. In comparison the District Expulsion rate is 0.03% with no change from the year before. This increase in suspensions was anticipated as it was the first year of full implementation on how suspensions/expulsions are recorded in Aeries.</p>	<p>The 19-20 District Suspension rate was 1.1% and the Expulsion rate was 0%. This is a decrease from the previous year</p>
<p>19-20 Parent Engagement (Maintain)</p> <p>Baseline Parent Engagement has increased for 18-19. Additional parent volunteer opportunities were added for parents through the District Advisory</p>	<p>Parent volunteers declined in 19-20 due to Covid-19 restrictions. Parent information nights and advisory committee meetings were still held in a virtual format</p>

Expected	Actual
Committee, Outdoor Science Advisory Committee, Special Education Parent Advisory and increased attendance at Parent Education Nights.	
19-20 School Facilities (Maintain) Baseline School Facilities have been maintained.	School Facilities continue to be maintained
Metric/Indicator Aeries Analytics 19-20 Attendance Rate (Maintain or Improve by 0.5%) Baseline Attendance rate for 17-18 was 96.1% and to date for 18-19 is 96.6% which is an improvement of 0.5%.	The attendance rate for 19-20 was 97.4%. This was an increase from the previous year

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Student Engagement - Increase student connectedness at school sites through: a) All-District arts events. b) Club activities at secondary sites. c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension. d) Promote athletics participation.	a) All-District arts events Supplemental \$10,000 b) Club activities at secondary sites Supplemental \$5,000 c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension Supplemental \$1,000 d) Promote athletics participation Supplemental \$0	a) All-District arts events \$0 b) Club activities at secondary sites \$0 c) Partnering with LAEF & Los Alamitos Youth Center for enrichment and extension \$0 d) Promote athletics participation \$0
Parent Engagement - Increase parent connectedness to school sites through:	a) Parent education/information nights Supplemental \$5,000	a) Parent education/information nights Supplemental \$6,120.26

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a) Parent education/information nights. b) Involvement in site and District committees.	b) Involvement in site and District committees Supplemental \$5,000	b) Involvement in site and District committees \$0
<p>Increase measures for student safety under the Director of Safety and Personnel Services.</p> a) Physical security measures b) Procedural uniformity and monitoring c) Student/Site support – threat assessment/crisis response d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention.	a) Physical security measures Supplemental \$170,000 b) Procedural uniformity and monitoring Supplemental \$16,104 c) Student/Site support – threat assessment/crisis response Supplemental \$9,000 d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention Supplemental \$0	a) Physical security measures Supplemental \$221,079.28 b) Procedural uniformity and monitoring Supplemental \$2,495 c) Student/Site support – threat assessment/crisis response Supplemental \$740 d) Campus Supervisor provided for all six K-5 school sites to assist with supervision for after school intervention \$0
<p>Foster and maintain a safe, healthy and drug-free learning environment under the supervision of the Director of Safety and Student Services.</p> a) Foster Youth/Homeless student supports b) Reduce Truancy Rate – SART & SARB c) Maintain/Improve Graduation and Dropout Rates d) Canine drug detection program e) Random Drug Testing program	a) Foster Youth/Homeless student supports Supplemental \$1,000 b) Reduce Truancy Rate – SART & SARB Supplemental \$1,000 c) Maintain/Improve Graduation and Dropout Rates Supplemental \$0 d) Canine drug detection program Supplemental \$5,000 e) Random Drug Testing program Supplemental \$3,000	a) Foster Youth/Homeless student supports \$0 b) Reduce Truancy Rate – SART & SARB \$0 c) Maintain/Improve Graduation and Dropout Rates \$0 d) Canine drug detection program \$0 e) Random Drug Testing program \$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.

The District made it a priority to maintain student connections during the school closures and was able to implement and expand on the majority of the actions listed above. For the actions that were not implemented the District used those funds to increase physical security on campuses with campus supervisors and additional school site support. This support was for students and teachers and included physical measures such as symptom checking and student supervision. In addition, the District provided virtual events for parents. This included additional parent meetings and surveys to gain input on the school re-opening plan, advisory committee input as well as parent education. The District also re-allocated funds from the actions and services above to engage teachers and staff on the creation and implementation of our District re-opening plan. This included creating schedules, protocols, PPE as well as an online curriculum.

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

All of the actions and services listed above were implemented with the exception of our All-District events for band, choir and orchestra as well as the implementation of our random drug testing program and our drug dog. Throughout the school year as guidelines from the California Department of Public Health changed, the District was able to resume with athletics and activities on our campuses. This created an increase in student connections and opportunities that were made available to students.

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
Sanitization Supplies (Ex: Hand Sanitizer, Disinfectant Spray, Sanitizing Wipes)	\$90,000	\$177,959.69	No
Desk Shields (Students & Staff)	\$196,000	\$180,193.75	No
Portable Hand Washing Stations	\$55,000	\$25,694.55	No
Thermometers	\$13,000	\$8,934.53	No
Teacher Amplification Systems	\$352,000	\$352,490.88	Yes
Personal Protective Equipment (PPE) for Staff and Students	\$70,000	\$70,000.00	No
Air Purification Systems	\$300,000	\$345,732.18	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.

All planned actions and expenditures were implemented, but there was a difference in the budgeted amount. The District ended up spending more on sanitization supplies and air purification systems than what was initially planned.

Analysis of In-Person Instructional Offerings

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

Los Alamitos Unified School District was successful in re-opening all of its schools in the 2020-2021 school year for in-person instruction. The District was able to re-open in-person instruction for all students in grades TK-12 in a hybrid setting. TK-5 students resumed in-person instruction on September 8, 2020 with the approval of the California Department of Public Health waiver. Students in grades 6-8 resumed in-person instruction on September 22, 2020 and students in grades 9-12 resumed in-person

instruction on September 29, 2020. Students remained in the hybrid in-person model for the majority of the 2020-2021 school year with a three week remote schedule for students in grades 9-12 due to an increase of Covid-19 cases. Parents and staff were continuously engaged throughout the school year in regards to in-person instruction as well as the hybrid and traditional model through parent surveys, staff meetings and board meetings.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Schools PLP Learning Management System	\$515,000	\$514,800.00	Yes
Google Meet Expansion	\$15,000	\$14,880.00	Yes
eBook & Software Subscriptions	\$123,600	\$52,423.81	Yes
Staff Head Sets & Earphones	\$5,000	\$4,462.00	No
Webcams	\$140,000	\$146,158.60	No
Keyboards	\$1,000	\$0.00	Yes
Laptops & Chromebooks	\$950,000	\$1,205,744.75	Yes
Hot Spot Devices	\$30,000	\$51,383.65	Yes

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.

All planned actions and expenditures were implemented. The District noticed an increased need of portable wifi hotspots and chromebooks and was over budget in both of those areas.

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.

The District operated a 100% remote distance learning program called LosAl@Home during the 2020-2021 school year and provided an administrator to oversee this program at both the K-5 and 6-12 levels. Below is a description of the successes and challenges in each specific area:

Continuity of Instruction

The District was committed to maximizing the amount of synchronous time with students and teachers in the remote setting by creating daily student schedules that were 70% or more synchronous and only 30% asynchronous. Teachers were able to access Schools PLP as the learning management system and also use it as a supplemental curriculum. Schools PLP was challenging for teachers and students and was not easy to navigate. The District was able to provide teachers with additional resources and programs that could be used in a digital setting and engage students. These programs included: No Red Ink, Brainpop, Reflex Math, Peardeck, Kami, Google Education Enterprise Services, Zoom, Music First and Padlet.

Access to Devices and Connectivity

The District was able to provide a chromebook to every student who reached out. A total of 2,150 chromebooks were issued to students (1187 to student in grades TK-5 and 963 devices to students in grades 6-12). Portable hotspots were also made available to students. After distributing chromebooks to students the District did identify a need to place an additional order of chromebooks, but due to Covid-19 there was a delay. Fortunately, it did not effect the ability to provide students with a device and the District did receive all of the ordered devices. IT staff spent many hours prepping the chromebooks for distribution as well as providing students, parents and remote teachers with support throughout the year. The District is planning to provide additional staff at the end of the school year to assist with the collection of devices as well as prepping the devices for the 2021-2022 school year.

Pupil Participation and Progress

Attendance was taken daily for every student and reflected if a student was present, not engaged or partially engaged. Attendance was monitored by school site administrators and in partnership with district administrators, SART and SARB meetings were conducted. The District used Aeries to track all asynchronous work and made reports of engagement logs available to all site administrators. Students were assessed on a semester reporting period which included two progress reports and two report cards. In addition, parent conferences were conducted remotely in the spring and in the fall for students in grade TK-8.

Distance Learning Professional Development

Professional Development was offered to all staff for the implementation of Schools PLP learning management software. There were over 22 sessions offered over a four week period prior to the start of the school year. In addition, professional development sessions were offered for Google and other programs throughout the year based on teacher feedback. The District typically offers a very robust professional development schedule, but due to Covid-19 and the additional teacher responsibilities it was drastically reduced. The District Ed Tech Coordinator and our IT department were also resources available to teachers, staff and administrators. In the event teachers reached out wanting us to offer PD in a certain area the District did their best to accommodate the request.

Staff Roles and Responsibilities

All staff completed the Covid-19 safety training at the beginning of the school year. Teachers were given professional flexibility to teach from home through an MOU with the District. At times, it was difficult for some staff to maintain an internet connection that resulted in students not being able to access the class for a short period of time. In these cases, an administrator would step in to cover the class and it was noted on the teachers engagement log. In addition, some staff were re-assigned to support school sites such as media center teachers and music teachers.

Supports for Pupils with Unique Needs

The District was able to implement Reading Plus, some targeted intervention supports and small groups during the 20-21 school year. A large area of need that was identified by parents, students and staff was the need for additional mental health support.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Remote Teaching Distance Learning (RTDL) Committee Work	\$76,000	\$40,000.00	Yes
Teacher on Special Assignment	\$105,000	\$50,000.00	Yes
Illuminate	\$68,000	\$67,285.00	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.

All planned actions and expenditures were implemented as planned. The actual cost for staff was less than what was budgeted as on April 2021.

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.

The District was able to assess student learning loss through the administration of district benchmarks, targeted interventions and a robust reading lab at the TK-5 level. Each TK-5 school site as well as LosAl@Home offered two reading lab sessions for students. Eligible students were based off of the Fountas & Pinnell reading assessment and the District was able to service 450 students. In addition, each school had targeted interventions in place to address site needs. District benchmarks were given three times throughout the school year. District benchmark 2, which is given mid-year, was used to analyze student progress from prior years. We were very pleased to see that students had performed just as well, and in some areas better, than in years past. As a district, 80.6% of students performed at or above grade level in ELA and 74.6% of students performed at or above grade level in Math.

The District has an ELA Teacher on Special Assignment (TOSA) and a Math TOSA that were able to assist teachers and administrators in addressing students specific needs as well as adjusting pacing plans due to the hybrid instructional day this school year. The Cal State Fullerton Math assessment was not given this school year since the district was able to use math data from the End of the Year benchmark which was given in lieu of CAASPP. English Language Learners were all given the summative ELPAC and able to receive additional support through small group instruction as well as with Reading Plus.

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.

Teachers, parents, administrators and students were engaged through committee meetings and surveys throughout the 2020-2021 school year and the most common identified area of need was Mental Health and Social Emotional Well-Being. Care Solace was used District wide as a resource for students, parents and families throughout the year and provided 24-hour support. To date, 701 students, staff and parents have accessed the Care Solace program, 28% of the inquiries are ages 3-11, 59% of the inquiries are ages 12-17 and 13% of the inquiries are ages 18-64. In addition, both middle schools were able to successfully open their Wellness Centers. It was more challenging to identify student mental health and social emotional well-being needs with students who were enrolled in the LosAl@Home program as their is limited interaction with the students. The District worked pro-actively to find additional ways to engage these students as well as created activities and interactions to promote engagement. With the support of psychologists, counselors and mental health counselors the District was able to provide counseling and therapy to students in need. The District provided an opportunity for staff to participate in a Wellness Challenge for their own mental health and well-being. In addition, Teachers were provided training on suicide prevention, intervention and post-vention in addition to Covid-19 protocols. Mental Health and social emotional well-being were one of the largest areas of need in the 20-21 school year, therefore the District spent time to create a plan for the 2021-2022 school year that will increase supports to students, staff and families.

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.

In compliance with SB98, the District fully implemented engagement logs for all school sites including LosAl@Home. Engagement logs tracked student attendance, engagement and the amount of both synchronous and asynchronous learning that occurred. Site administrators were proactive in reaching out to families who were not engaged in instruction for two or more continuous days. The District used Aeries to track engagement which allowed site administrators to see weekly progress. The District held School Attendance Review Team (SART) meetings and School Attendance Review Board (SARB) meetings throughout the school year.

Analysis of School Nutrition

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

Our school District is successful in providing access to nutritious meals to all students enrolled in the district and children below 18 years of age in the community. We have consistently implemented and adhered to the established safety and security measures. As a result, there were no disruptions to our meal service. As changes were made to the waivers we updated our written integrity plan (Standard Operating Procedures) and our staff were able to adapt to the procedures and best practices for compliance.

Our operations are not designed for a curbside or drive through meal service. The program incurred a financial loss the prior school year, faced with purchasing PPEs and equipment to facilitate the changes and to ensure people and food safety remains a challenge.

Makeshift equipment were utilized for food and personnel safety. In addition, inclement weather demolished our set ups adding to the expenses we have incurred. These additional costs to the program are not sustainable budget wise.

Initially it was difficult to staff the shifts needed for the operations but we were able to adjust. It is through teamwork that we were able to navigate the absences brought about by the pandemic. However, there were zero cases of COVID infections related to our operations.

Menu management is tough due to product availability. Manufacturer's production stopped due to raw ingredient availability, staffing issues due to the pandemic, etcetera, hence distribution is heavily affected. USDA food truck loads were even cancelled due to product availability. However, we are successful in managing this challenge as it is not apparent to our customers. The constant substitutions to the menus brought additional strain on production and communication but our staff's flexibility and willingness to work through the issues keep our operations stable.

The biggest challenge this year most Child Nutrition Programs share, is the decrease in participation and its effect on the financial stability of the nutrition program. Despite being able to feed children at no charge to the families, we are forty percent lower than our regular lunch participation. It is difficult to entice virtual learners to participate due to the fear of the pandemic. A number of the families were not willing to go out and pick up meals. Some parents were not going straight home, returned to work and did not have anyone to rely on to pick up meals, and did not want to take the risk of picking up frozen or refrigerated meals. Besides, for our students, nothing beats hot food, served in the cafeteria, eaten in school with their peers during breakfast or lunch period.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Continuity of Instruction)	ZOOM License for Staff. This will give staff the option of using Google Meet or ZOOM as a video conferencing platform.	\$12,000	\$1,800.00	Yes

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

All planned actions and expenditures were met. The actual cost for the staff Zoom licenses was less than what was budgeted.

Overall Analysis

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

The successes and challenges with implementing both in-person and distance learning in the 2020-2021 school year have definitely changed the Districts approach to the 2021-2024 LCAP cycle. The pandemic has forced us to look at education in a different capacity and has taught us to always be flexible. Some of the changes with Covid-19 have proven to be more efficient and will most likely be something we continue as a district while there are other components that are not sustainable. One area that has increased participation in district and school level events is the ability to host remote meetings. The District has noticed an increase in parent involvement in 2020-2021 with advisory committee meetings as well as with parent education nights. This increased attendance has led to great conversations about the needs from parents, students and staff and has helped tremendously in the development of goals and actions for the 2021-2024 LCAP cycle. The most identified need for the new LCAP cycle is additional support to mental health and social-emotional well-being. The District surveyed parents and staff at all grade levels and over 65% at every level identified mental health and well-being as their primary concern for the 2020-2021 school year. In response, the District has developed mental health priorities and a proposal of increased staff to service students that are outlined in the 2021-2024 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.

The District plans to continue assessing learning loss through multiple measures into the 2021-2022 school year, but specifically with District Benchmarks. District Benchmarks provided detailed performance data for all subgroups of students than then allows us to develop targeted interventions for all students, including English Learners, students with disabilities, as well as our homeless students

and those who are socioeconomically disadvantaged. In addition to District Benchmarks, the District will continue to provide a K-3 Reading Lab, push in intervention teachers to support small group instruction, summer bridge courses, and before and after-school intervention classes.

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.

There were no substantial differences in the actions or services.

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.

After analyzing student outcomes on both the 19-20 LCAP and the 20-21 Learning Continuity and Attendance Plan, the District was able to identify the need to expand its mental health and social-emotional well-being services. This was one area that all stakeholders listed as a priority as well as a result of the Covid-19 pandemic. Student progress towards standards, as assessed through District Benchmarks, showed minimal student regression and in some cases showed an increase in student performance. This supports the District's approach to the LCAP of best first instruction for all students. However, to meet the needs of students, the district will be offering a summer academy which will provide intervention for students. While reflecting on the LCP, it shows that the District was able to implement all components in the 20-21 school year and was able to support students both in the in-person model as well as online model.

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	2,820,636.00	1,892,611.01
	0.00	0.00
Base	130,000.00	0.00
Supplemental	2,690,636.00	1,892,611.01

* 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	2,820,636.00	1,892,611.01
	2,609,636.00	1,735,361.01
1000-1999: Certificated Personnel Salaries	211,000.00	157,250.00

* 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	2,820,636.00	1,892,611.01
		0.00	0.00
	Base	130,000.00	0.00
	Supplemental	2,479,636.00	1,735,361.01
1000-1999: Certificated Personnel Salaries	Supplemental	211,000.00	157,250.00

* 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	2,362,532.00	1,575,712.64
Goal 2	227,000.00	86,463.83
Goal 3	231,104.00	230,434.54

* 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	\$1,076,000.00	\$1,161,005.58
Distance Learning Program	\$1,779,600.00	\$1,989,852.81
Pupil Learning Loss	\$249,000.00	\$157,285.00
Additional Actions and Plan Requirements	\$12,000.00	\$1,800.00
All Expenditures in Learning Continuity and Attendance Plan	\$3,116,600.00	\$3,309,943.39

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$724,000.00	\$808,514.70
Distance Learning Program	\$145,000.00	\$150,620.60
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$869,000.00	\$959,135.30

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$352,000.00	\$352,490.88
Distance Learning Program	\$1,634,600.00	\$1,839,232.21
Pupil Learning Loss	\$249,000.00	\$157,285.00
Additional Actions and Plan Requirements	\$12,000.00	\$1,800.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,247,600.00	\$2,350,808.09