



# 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

Ensure that all students demonstrate academic growth and proficiencies so they leave K-12 ready for college/career.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:    Implementation of Academic Standards

## Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase reading proficiency of below grade level of all students by 3%</p> <p><b>19-20</b>            85%</p> <p><b>Baseline</b>            63 1st-5th graders meet with the reading intervention specialist. 15 learners have IEP's. Increased proficiency of below grade level learners grew to 22%</p>	<p>DRA data shows goal met.</p>
<p><b>Metric/Indicator</b>            Disaggregate DRA data to ensure progress for socio-economically disadvantaged</p> <p><b>19-20</b>            87%</p> <p><b>Baseline</b>            23% of the reading intervention learners from 1st-5th grade are socio-economically disadvantaged.</p>	<p>DRA data shows goal met.</p>
<p><b>Metric/Indicator</b></p>	<p>DRA data shows that we did not meet 100% grade level proficiency for learners with disabilities.</p>

Expected	Actual
<p>Disaggregate DRA data to ensure progress for learners with disabilities</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 17% of the reading intervention learners from 1st-5th grade are learners with disabilities.</p>	
<p><b>Metric/Indicator</b> Disaggregate Reflex Math data to ensure progress for learners with disabilities</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% of Reflex math data is showing increased proficiency in math fact fluency for learners with disabilities</p>	<p>Reflex math data shows goal met for learner with disabilities.</p>
<p><b>Metric/Indicator</b> Disaggregate Reflex Math data to ensure progress for English Learners</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% of Reflex math data is showing increased proficiency in math fact fluency for English Learners</p>	<p>Reflex math data shows goal met for English Learners.</p>
<p><b>Metric/Indicator</b> Disaggregate Reflex Math data to ensure progress for Hispanic Learners</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100% of Reflex math data is showing increased proficiency in math fact fluency for Hispanic Learners</p>	<p>Reflex math data shows goal met for English Learners.</p>

Expected	Actual
<p><b>Metric/Indicator</b> Increase the # of high school students enrolled in at least one Honors or Community College Class by 2%</p> <p><b>19-20</b> 53%</p> <p><b>Baseline</b> The number of learners enrolled in Honors or Community College from Fall of 2016 to Fall of 2017 went from 24 to 54 learners-a total of 47% of 9th-12th grade learners</p>	<p>This goal was met. There are 169 9th-12th graders. 96 learners enrolled in college courses and 69 learners in honor courses in the 2019-20 school year.</p>
<p><b>Metric/Indicator</b> Increase English Language proficiency by 2% as measured CELDT Scores</p> <p><b>19-20</b> n/a</p> <p><b>Baseline</b> CELDT scores showed increased proficiency [2] by 2%</p>	<p>Not available due to COVID</p>
<p><b>Metric/Indicator</b> Increase the # of all students meeting SBAC met/exceeded status by 3%</p> <p><b>19-20</b> 50% in ELA 42% in Math</p> <p><b>Baseline</b> Nea overall Learner performance on SBAC from 2017 to 2018 showed ELA moving down from 44% meeting or exceeding standard to 41% and in Math from 35% to 31% (21% baseline)</p>	<p>This goal was met for the 2017-2020 LCAP cycle. 2019 SBAC results: 50.96% for ELA 43.09% for Math</p>
<p><b>Metric/Indicator</b> Increase the # of English Language Learners meeting SBAC met/exceeded status by 2%</p> <p><b>19-20</b></p>	<p>This goal was not met for the 2017-2020 LCAP cycle. 2019 SBAC results: 54.98% for ELA 45.55% for Math</p>

Expected	Actual
<p>24% in ELA 34% in Math</p> <p><b>Baseline</b> Nea English Language Learner performance on SBAC from 2016 to 2017 showed ELA move down from 56% meeting or exceeding standard to 43% and in Math going down 36% to 37%[3]</p>	
<p><b>Metric/Indicator</b> Increase the # of Socio-Economically Disadvantaged students meeting SBAC met/exceeded status by 2%</p> <p><b>19-20</b> 30% in ELA 17% in Math</p> <p><b>Baseline</b> Nea Socio Economic Learner performance on SBAC from 2016 to 2017 showed ELA moved down from 34% meeting or exceeding standard to 26% and in Math going down from 25% to 13%</p>	<p>This goal was met for the 2017-2020 LCAP cycle. 2019 SBAC results: 30.77% for ELA 21.74% for Math</p>
<p><b>Metric/Indicator</b> Increase the # of Special Education students meeting SBAC met/exceeded status by 2%</p> <p><b>19-20</b> 11% in ELA 8% in Math</p> <p><b>Baseline</b></p>	<p>This goal was met for the 2017-2020 LCAP cycle. 2019 SBAC results: 23.41 % for ELA 21.28% for Math</p>

Expected	Actual
Nea Special Education Learner performance on SBAC from 2016 to 2017 showed ELA moved down from 16% meeting or exceeding standard to 7% and in Math going down 7% to 4%	

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continued implementation through professional learning aligned with school-wide initiatives:</p> <p>Project based learning            Cross curricular project based learning            Writing across the curriculum            Student centered learning            Eight Standards of Mathematical Practice</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$465,933</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Professional Development, Instructional Materials, Educational Software \$474,658</p>
<p>Continued implementation through professional learning aligned with school-wide initiatives to support differentiation for students at-risk</p> <ul style="list-style-type: none"> <li>• Project-based learning</li> <li>• Cross curricular project based learning</li> <li>• Writing across the curriculum</li> <li>• Depth of Knowledge (DOK)</li> <li>• Student centered learning</li> <li>• Restorative Justice</li> <li>• PBIS</li> <li>• Mindfulness</li> <li>• Equity PD</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$237,622</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$310,550</p>
<p>Implement academic interventions for students who need additional support, with emphasis on long-term English Learners, Foster &amp; Homeless Youth, and students of low socioeconomic status</p> <ul style="list-style-type: none"> <li>• Exploration-expanded</li> <li>• Office Hours</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Books, materials and supplies,</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials,</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• L2L</li> <li>• Academic Prep</li> <li>• Digital Citizenship</li> <li>• Restorative Justice</li> <li>• PBIS</li> <li>• Mindfulness</li> <li>• Reading Intervention</li> <li>• Reflex Math</li> <li>• ELD Instruction</li> <li>• Intervention Curriculum</li> <li>• MAP Assessment</li> <li>• Homework Club</li> <li>• Lit. Circles</li> <li>• Tree Branch</li> <li>• Parent Info Nights</li> </ul>	Professional Development \$402,704	Educational Software, Computers \$401,884
Continue ELD specialist model to provide targeted support aligned to ELA/ELD Framework: <ul style="list-style-type: none"> <li>• Student data chats</li> <li>• Modeling of instructional strategies for integrated and designated ELD</li> <li>• Administer EL specific assessments</li> <li>• Monitor EL student progress</li> <li>• Ensure student completion of supplemental curriculum</li> <li>• Translated Forms/notices</li> <li>• ELAC Support</li> </ul>	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$402,441	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$413,008
Provide targeted Special Education supports to include: <ul style="list-style-type: none"> <li>• Full Inclusion</li> <li>• Learning Center Program</li> <li>• Summer Academy</li> <li>• Intervention Curriculum</li> <li>• Language and Speech Services</li> <li>• Occupational/Physical Therapy</li> <li>• Adaptive Physical Education</li> <li>• Alternatives to suspension PD</li> </ul>	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$465,551	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$474,685

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Common Assessment Process Department Release time Calibration Refinement Data Analysis	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries , Classified Salary, Educational Software \$107,111	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Books, materials and supplies, Professional Development \$90,831

## Goal Analysis

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

Funds for common assessment practices was reallocated to purchase online adaptive instructional programs for reading and math. The rational for this adjustment was the need for teacher to collect academic data and make adjustment to best mitigate the loss of learning due to distance learning.

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

As described in how funds were reallocated in this goal, it was a success because the data from the online platforms has informed the goals for the 21-22 and 23-24 LCAP.



## Goal 2

Align student learning to state-adopted standards supported by materials, instruction, and technology in a safe and clean environment.

State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 1: Basic (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)  
                              Priority 6: School Climate (Engagement)

Local Priorities:    School Climate

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase culturally relevant curriculum materials and texts to support PBL in each classroom by 15% or higher</p> <p><b>19-20</b>            95%</p> <p><b>Baseline</b>            50%</p>	<p>Departments met with Equity Consultant Levant Obulie. The June 2019 PBL World Conference was attended by administration and staff. The content was brought back to staff. We were not able to go as in depth with staff work and have added this to our PD work for start of the 2020-21 school year.</p>
<p><b>Metric/Indicator</b>            Provide one-to-one adopted text for ELA in each 6-12 classroom by 10%</p> <p><b>19-20</b>            100%</p> <p><b>Baseline</b>            70%</p>	<p>Class books sets were updated as needed so that all learners had their own book.</p>
<p><b>Metric/Indicator</b>            Maintain the positive responses on Professional Development surveys at 90% or higher</p> <p><b>19-20</b>            95%</p>	<p>93% of facilitators responded positively to the PD options for the 2019-2020 school year. The choice was Breathe for Change, Academic Research Consortium-Inquiry Collaborative, or Proactive Discipline and Management. The final meeting were cut short due to Covid-19. We will consider offering these in the Fall.</p>

Expected	Actual
<p><b>Baseline</b> N/A</p>	
<p><b>Metric/Indicator</b> Create 4-year plans for all students in grades 8-12</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 36%</p>	<p>Learners grades 8-12 met with school counselor to review course lists and plan for graduation. In addition, materials were shared with the elementary level facilitators to discuss expectations and readiness for the UV experience as it relates to college preparedness.</p>
<p><b>Metric/Indicator</b> Provide targeted professional development and support for math teachers on State-approved math materials</p> <p><b>19-20</b> 90%</p> <p><b>Baseline</b> 65%</p>	<p>We joined the Silicon Valley Math Initiative. Facilitators benefited from the online tools and resources, especially the Math Talks and MARS materials. We were not able to take advantage of a lesson study because of our small school size. Continued professional development and support for math teacher on State approved materials and added professional memberships for ongoing resources during team meetings.</p>
<p><b>Metric/Indicator</b> Create digital library for curriculum materials with 90% or higher completion rate</p> <p><b>19-20</b> 98%</p> <p><b>Baseline</b> 75%</p>	<p>The ongoing work within our digital curriculum library was timely when we moved to distance learning. Staff continues to add to the breadth of their drive with video lessons and resources.</p>
<p><b>Metric/Indicator</b></p> <p><b>19-20</b></p> <p><b>Baseline</b></p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide teacher professional development and collaboration aligned with WASC and school-wide goals.</p> <ul style="list-style-type: none"> <li>• School-wide mathematics plan</li> <li>• School-wide literacy plan</li> <li>• Support transition to Next Generation Science Standards or NGSS</li> <li>• ELA/ELD Framework</li> <li>• Equity PD</li> <li>• De-escalation PD</li> <li>• Targeted Alternatives to Suspension PD -</li> <li>• Focused PD on Special Education Disabilities (targeted monthly meetings for support staff and gen ed staff)</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$108,853</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$120,429</p>
<p>Identify and prioritize and purchase instructional material needs</p> <ul style="list-style-type: none"> <li>• Ensure supplemental materials address the needs of at-risk students</li> <li>• Purchase supplemental materials and technology for targeted unduplicated students</li> <li>• Provide multi-ethnic, culturally diverse classroom text</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$217,706</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$217,947</p>
<p>Inventory, track, and upgrade existing technology hardware and software</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Computers, Technology \$435,412</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books \$349,698</p>
<p>Create and implement professional development pathways to enhance and advance student learning based on identified areas of need using LCFF Rubric results.</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide professional development and training for counselor regarding college and career readiness and four year plans. <ul style="list-style-type: none"> <li>Contract College Planning Counselor</li> <li>Exploration (Junior/Senior Sem)</li> <li>Career Fair</li> </ul>	Development, Computers, Educational Software \$217,706  1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Materials \$217,706	Materials, Educational Software , Text Books \$222,817  1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Materials \$70,893
Implement custodial cleaning standards <ul style="list-style-type: none"> <li>Designation of day custodian</li> <li>Night custodial crew</li> <li>Custodial Evaluation</li> </ul>	1000-2915, 4000 series, 5000 series Contracts, Classified Personnel Salaries, Certificated Salary, Materials, Facilities \$435,412	1000-2915, 4000 series, 5000 series Contracts, Classified Personnel Salaries, Certificated Salary, Materials, Facilities 83,675
Provide targeted instructional supports, programs, and professional development: <ul style="list-style-type: none"> <li>Reading intervention/differentiation</li> <li>Math intervention/differentiation</li> <li>ELA/ELD Supplemental materials</li> <li>Integrated and designated ELD professional development and instructional strategies</li> <li>PD focused on alternatives to suspension</li> </ul>	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Professional Development, Instructional Materials, Educational Software \$544,265	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Professional Development, Instructional Materials, Educational Software \$554,735

## Goal Analysis

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

Daily custodial cleaning costs were off set greatly with the shelter in place. Additionally, funds for in-person college and career events were not spent.

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

Some successes for fund implementation in this goal was the addition of targeted online instructional platforms that enabled adaptive lessons in ELA and Math that learners could do in distance learning and these platforms offered data for teachers to use for adjusting instructional goals and lessons.

## Goal 3

Engage parents, staff, and community to promote unique educational opportunities for students.

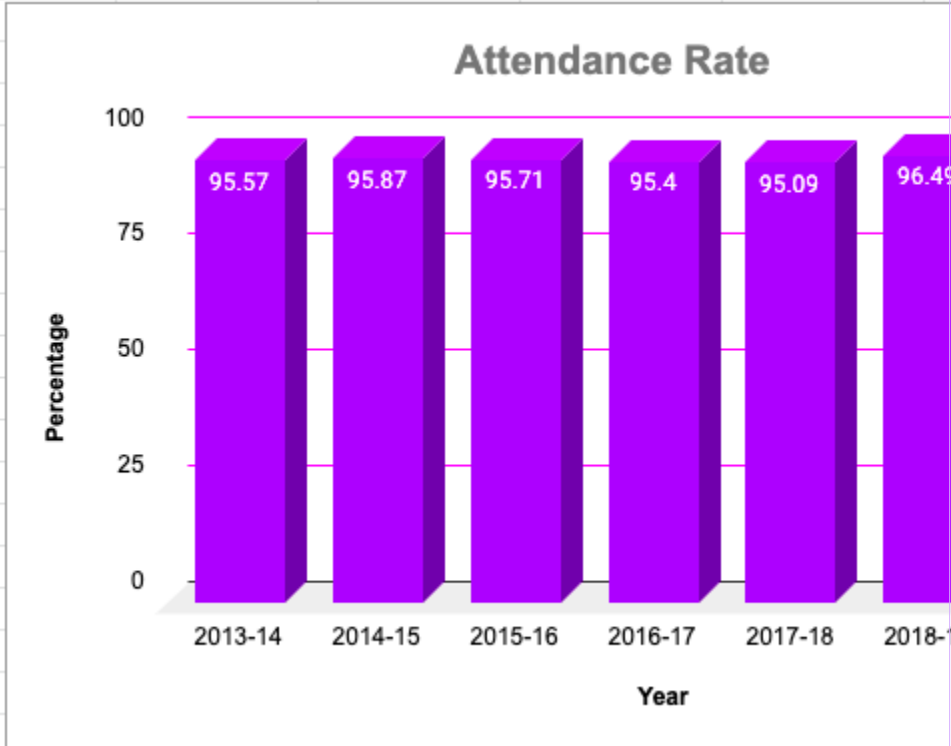
State and/or Local Priorities addressed by this goal:

State Priorities:    Priority 2: State Standards (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)

Local Priorities:    Parent Engagement

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b>            Increase attendance, feedback, and participation at parent events by 3%</p> <p><b>19-20</b>            50%</p> <p><b>Baseline</b>            35%</p>	<p>The school year started off strong with high rates of attendance at orientation events and Back to School Night. Our winter music show was a full house and Expo Nights in the Fall and Winter had record attendance as well. Our BSU held a Black History Month celebration in conjunction with the Alameda Boys and Girls Club. The participation in this event was lower than expected. We attribute this to poor planning and there were three school events scheduled in on week. We were not able to hold our anticipated end of year events like the Talent Show, Crossing over, 5th and 8th Grade Promotions, and Graduation.</p>
<p><b>Metric/Indicator</b>            Increase number of students enrolled in CTE courses/Career Pathways by 2%</p> <p><b>19-20</b>            N/A</p> <p><b>Baseline</b>            6%</p>	<p>This program did not continue after the 2017-18 school year.</p>
<p><b>Metric/Indicator</b>            Increase the number of students who score in the Healthy Fitness Zone by 1%</p>	<p>The Healthy Fitness Zone testing was not complete when school closed due to Covid 19.</p>

Expected	Actual														
<p><b>19-20</b> 90%</p> <p><b>Baseline</b> 82%</p>															
<p><b>Metric/Indicator</b> Maintain a 94% or higher attendance rate</p> <p><b>19-20</b> 96%</p> <p><b>Baseline</b> 93% ADA</p>	<p>Goal met.</p>  <table border="1"> <caption>Attendance Rate Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2013-14</td> <td>95.57</td> </tr> <tr> <td>2014-15</td> <td>95.87</td> </tr> <tr> <td>2015-16</td> <td>95.71</td> </tr> <tr> <td>2016-17</td> <td>95.4</td> </tr> <tr> <td>2017-18</td> <td>95.09</td> </tr> <tr> <td>2018-19</td> <td>96.49</td> </tr> </tbody> </table>	Year	Percentage	2013-14	95.57	2014-15	95.87	2015-16	95.71	2016-17	95.4	2017-18	95.09	2018-19	96.49
Year	Percentage														
2013-14	95.57														
2014-15	95.87														
2015-16	95.71														
2016-17	95.4														
2017-18	95.09														
2018-19	96.49														
<p><b>Metric/Indicator</b> Increase attendance rates for socio-economically disadvantaged by 1%</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b> 94.68%</p>	<p>Goal Met.</p>														

Expected	Actual
<p><b>Metric/Indicator</b> Decrease the suspension rate by 2%</p> <p><b>19-20</b> 97%</p> <p><b>Baseline</b> 5.1%</p>	<p>Not met. There were 16 suspensions reported for 2019-20 school year.</p>
<p><b>Metric/Indicator</b> Maintain an expulsion rate of 1% or less</p> <p><b>19-20</b> 1% or less</p> <p><b>Baseline</b> 1%</p>	<p>Goal met. There was one stipulated expulsion. The learner met the Nea Governing Board agreed upon expectations.</p>
<p><b>Metric/Indicator</b> Decrease chronic truancy rate by 1%</p> <p><b>19-20</b> 1% or less</p> <p><b>Baseline</b> 13%</p>	<p>Consistently met state truancy requirements.</p>
<p><b>Metric/Indicator</b> Increase by 1% student connectedness to school as measured by schoolwide survey</p> <p><b>19-20</b> 1% or less</p> <p><b>Baseline</b> 90%</p>	<p>The school survey showed an increase in positive responses and that they 97% said they feel safe at school.</p>

### Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Maintain 4 year plans for every high school student and provide college/career preparedness programming</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel</p>	<p>1000-2915, 4000 series, 5000 series Certificated Personnel</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• PSAT</li> <li>• PSAT Prep</li> <li>• SAT Prep</li> <li>• SAT</li> <li>• College workshop</li> <li>• Internships</li> <li>• A-G Course Development</li> <li>• Career Fair</li> </ul>	Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software \$84,440	Salaries, Professional Development, Instructional Materials, Educational Software \$45,971
Parent education workshops and information sessions <ul style="list-style-type: none"> <li>• Financial Aid Night</li> <li>• College Application Night</li> <li>• Jupiter Grades Orientation</li> </ul>	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$168,888	1000-2915, 4000 series, 5000 series Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers \$45,029
Increase translation services <ul style="list-style-type: none"> <li>• Specifically Spanish and Arabic</li> </ul>	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Contracts \$84,440	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Contracts \$44,921
Collaboration with community and business leaders to forge additional partnerships that support the improvement of student learning and workforce readiness <ul style="list-style-type: none"> <li>• Senior Internship</li> <li>• Engineers Alliance for the Arts</li> <li>• Great America Physics/Math Day</li> <li>• Boys and Girls Club</li> <li>• Alameda Family Services</li> </ul>	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$173,153	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$19,959
Maximize site communication tools <ul style="list-style-type: none"> <li>• Jupiter Grades</li> <li>• PowerSchool</li> <li>• SchoolMint</li> <li>• ENotify</li> <li>• Robo Call</li> <li>• Landline phones/fax</li> </ul>	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Educational Software, Technology Services, Utilities \$253,320	1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Educational Software, Technology Services, Utilities \$259,823

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Internet</li> <li>• Websites/Newsletters</li> <li>• Tech Support</li> </ul>		
<p>Implement opportunities for increased student engagement and global awareness</p> <ul style="list-style-type: none"> <li>• United Counsel (Representative from each grade)</li> <li>• Social Justice class</li> <li>• Global Awareness class</li> <li>• Judicial Committee-revamped</li> <li>• MS Intro Culture/Language Classes</li> <li>• Ethnic Studies Course</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials \$422,200</p>	<p>1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials \$455,208</p>
<p>Increase student engagement, positive student behavior, citizenship, and school climate</p> <ul style="list-style-type: none"> <li>• BoaMe &amp; Akoma</li> <li>• PBIS</li> <li>• Restorative Justice</li> <li>• Mindfulness</li> <li>• Achievement breakfast</li> <li>• Greater Kindness Challenge</li> <li>• Dean of Students</li> <li>• Digital Citizenship</li> <li>• Middle School and High School Leadership</li> <li>• Con Con</li> <li>• JC</li> <li>• CCC</li> <li>• Diversity Day</li> <li>• Humanities Fair</li> <li>• W.E.B. (Where Everybody Belongs)</li> <li>• Social Emotional Learning Curriculum</li> <li>• School-wide reactive behavior process</li> </ul>	<p>1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$506,649</p>	<p>1000-2915, 4000 series, 5000 series Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts \$515,774</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.

There were several areas where funds were reallocated to meet the needs that COVID presented and is seen here impacting any in-person events.

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

One of the greatest challenges was supporting internships for our seniors for two years. It is a graduation requirement that they are part of an in-person internship to expose them to the outside work opportunities so that they are better prepared for college and career. We did find success in online translation that assisted our communication with families and did not have as big of a fiscal impact.

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

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

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol.	\$2,000	\$2000	No
HVAC filters: Sites will replace HVAC filters 2-3 times per year as recommended rather than once a year as has been past practice.	\$2,997	\$2,997	No
Plexiglass to provide barriers when close contact is likely and does not allow for physical distancing of 6 feet such as the front desk.	\$7,000	\$7,000	No
Individual Supplies: Additional supplies to limit the number of individuals using shared objects.	\$6,000	\$6,000	No
Custodians: Maintain staffing at site so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas.	\$80,352	\$113,443	
Health Materials: Additional Thermometers to screen student temperature and additional supplies to respond to students who display any signs of illness.	\$200	\$200	No
Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks.	\$1,000	\$1,000	No
Signage, Posters, and Floor Decals: Visual cues throughout school sites to maximize social distancing. Cues will help to direct traffic flow, minimize interactions between families, and identify specific entry/exit	\$500	\$500	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
points. Visuals will also reinforce face covering and hand washing protocols.			
Tents: purchased for use for Camp Connect and outdoor instruction	\$1,400	\$1,400	No
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$8,000	\$105,210	Yes

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

There were two area of substantive differences in in this action and we spent more on teacher trainings and collaboration time (focused on SEL, on-line instruction, and department meetings) as well as bringing on more custodial staff and maintenance.

### Analysis of In-Person Instructional Offerings

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

In-person instruction happened as planned through Camp Connect. Camp opened in September for a targeted group of learners who fell within a metric of concern ranging from Free and Reduced Lunch, ELL students, McKinney Vento students, learners struggling with mental health challenges, and poor attendance. Families and older learners were sent surveys to check in about their needs so we could offer supports to help the students engage in school. We included these responses as we prepared our list of invitees.

Camp classrooms were prepared for 12 student cohorts. Learners would log into their virtual classes from school. We set up safety protocols per our plan and held a successful camp. Having the camp over many months helped us fine-tune our reopening plan. We added an app for parents to be able to pre-certify their learners prior to coming to school. Custodial and maintenance prepared all classrooms with updated ventilation systems, we purchased more computers and increased our bandwidth to be able to accommodate all learners when they return.

We had several family testimonials sharing their gratitude for camp and the opportunity it gave their child to be engaged in school and to slow the mental health signs of anxiety and depression that many of our learners were showing signs of. The social isolation was emotionally detrimental to most.

While attendance has improved, UV Camp attendees are struggling with their grades. The camp counselor is working with the counselor and facilitators to best support their academic progress. Several parents and guardians reached out directly about space in the camp, unanimously making the call because they found their child suffering from apathy, anxiety, and depression due to Distance Learning. Parents are grateful for the opportunity to have academic, social, and emotional support. Learners continue to be added if there are pods with space and have been through a three-week period to stabilize.

This time also gave us the chance to consider how we were going to offer the same level of in-person instruction engagement for the learners who were opting to stay in full distanced learning. It really became an equity issue for our most vulnerable families because they do not feel safe returning to school. Many were concerned with becoming detached from the school and classroom communities and the effect that would have on their learner's mental health. Our community reached out directly and responded to surveys making it very clear that they did not want their child to be a part of an alternative online schooling program in lieu of being part of their school and classroom community in all distance learning as well as that being the option if they opted to not return in hybrid mode. We purchased and equipped each classroom with new technology that will enable the facilitators to teach the learners in class and the learners from home via Zoom at the same time.

Additional PD time has been provided to staff to learn how to use the new technology and to get classrooms set up to be the safest while being effective to engage in the in-person instruction. We have taken many of the lessons we learned from camp and applied them to our reopening.

Our elementary school has opened with 67% of learners returning in a hybrid model. We have 62% of our Upper Village learners returning in a hybrid model. Phone calls home to each learner and family continue to make the contact and know what kind of information the family needs to know about reopening and what supports they may need.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Devices: Chromebooks made available for all students who need a device to access distance learning at home.	\$47,323	\$97,052	Yes
Additional Technology to Support Distance Learning: Wifi hotspots, headsets, and laptops/devices for staff.	\$4,816	\$34,684	No
Crisis Service Manager: Hired a Crisis Service Manager to support all aspects of COVID including communications with stakeholders, safety logistics, etc.	\$14,379	\$15,737	Yes
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$4,981	\$105,210	Yes
Curriculum: Nea recently purchased Lexia and IXL online licenses to support ELL students as well as any students identified as struggling.	\$7,000	\$6,000	No
Juvo: Nea has contracted with Juvo to support "Camp YGT"	\$9,600	\$10,361	Yes
Special Education Instructional Assistants and Psychologists: Continue providing appropriate staffing for both position types and adapt delivery of services and supports to distance learning context.	\$2,000	\$13,624	No
Camp Connect Coordinator: Provide overall structure for camp and provide support for students who have been identified as disengaged and or academically struggling.	\$20,800	\$10,456	No
Edgenuity: Nea has contracted with Edgenuity to provide a full remote option for students.	\$2,613	\$2,613	No
Accelerate: Nea has contracted with Accelerate to provide a full remote option for students.	\$2,613	\$2,613	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Camp Connect Counselors: provide support for students who have been identified as disengaged and or academically struggling	\$56,972.5	\$97,218	No
Fiscal support for teacher internet: Nea provided funds to the union to support teachers who need help with the cost of internet.	\$3,600	\$3,600	No

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

Our planned expenditures had some adjustments and reallocations. There are three areas that stand out, technology, collaboration time, and Camp Connect. The decision was made to move to a 1:1 computer model. With the number of families who checked out machines for distanced learning, more machines were needed and then preparing for learner return to hybrid groupings on site and computer carts are needed in the room. The decision for reallocation of funds was made. We allocated more money for professional development. With added technology to provide streamed lessons and collaboration time to train and share in best practices. Additionally, we added two more Camp Connect classes and the cost of staff for that added to our budget line. We did take money from Camp Coordinator line to accommodate some of this shift.

## 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 start date of the 2020-21 school year was pushed back by one week. This was to offer facilitators time to prepare for all distance learning for the foreseeable future with a focus on continuity of instruction. Staff was offered time to collaborate as departments as well as by grade levels. The goals were to focus on cornerstone standards and a backward plan for the semester and trimester. Facilitators' focus had to shift to balance the online model and how to reasonably meet standards. Additionally, added responsibilities for facilitators to have contact with all learners each week were added. This proved to be overwhelming and to keep up with quality online instruction and learner participation and progress.

Our Deans of Students were in charge of collaborating with teachers regarding learners of concerns. Attendance was tracked and teams would meet to discuss learners who were not attending class. A point person was identified to reach out to the family directly to see how they are doing and what supports the school could offer. Families were receptive, many opted into Camp Connect, but again our most vulnerable learners and families became hard to reach at all. Some home visits occurred.

Nea contracted with Juvo to provide an onsite camp for our learners with special needs. The elementary grade 'You Got This' camp gave learners with IEPs a chance to work on-site with a specialist and to stay engaged with their classrooms' distance learning



program. The goal was to have social interactions and to have guided support with academics and social interfacing. Targeted reading groups for our EL learners occurred with our reading intervention facilitator and our ELD facilitator.

Nea moved to 1:1 computer for all learners and offered a hotspot for all families that needed them to be able to log into school. Facilitators used many new programs and platforms to engage learners in distance learning. Programs like Jamboard, Screencastomatic, and Pear Deck to create fun lessons for kids. IXL and Lexia are both online adaptive programs that were purchased to assess a learner's level and then offer specific lessons to advance the child to grade-level work.

Learners were provided with many opportunities to engage in several clubs, friendship groups, and lunch bunches. We found higher attendance in these provided social groups with the younger learners.

Even with facilitator, Dean of Students, Counselor, and Office Staff vigilance and follow up with learners, we had a drop in our ADA.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Camp Connect Coordinator: Camp Coordinator will coordinate all aspects of camp 4 days/week. The Camp Coordinator will hire and train Camp Counselors to support about 60 of the most struggling learners by creating a safe and supportive Distance Learning environment on campus 2 days/week and by providing enrichment activities to these learners to keep them engaged with school.	\$20,800	\$10,456	No
Camp Staff: Staff will provide students with extra academic support to help alleviate learning loss.	\$28,486.25	\$64,812	No
Collaboration Time: Continue weekly hour of time for teachers to collaborate with peers on approaches to improving student achievement. While in distance learning and/or a hybrid model, collaboration further focused on assessing and addressing learning loss and responding to identified needs of students, particularly those who are most vulnerable to disproportionate impacts as a result of COVID.	\$4,000	\$105,210	Yes
Homeless Services: Maintain existing staffing and supports specific to Homeless Youth. Expand efforts to provide access to devices and connectivity, particularly during any transitions between living situations.	\$6,000	\$4,883	Yes
Purchase of specialized curriculum (i.e. Lexia, IXL). This curriculum directly supports ELL and struggling students.	\$7,000	\$3,000	No

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

Our planned expenditures had some adjustments and reallocations in this area as well. There are two areas that stand out, collaboration time, and Camp Connect. We allocated more money for professional development. With added technology to provide streamed lessons and collaboration time to train and share in best practices. Additionally, we added two more Camp Connect classes and the cost of staff for that added to our budget line. We did take money from Camp Coordinator line to accommodate some of this shift.

## 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.

Beginning in late September we opened an onsite program called Camp Connect to address pupil learning loss. There were multiple metrics used to identify the learners who were invited: Free and Reduced Lunch, McKinney Vento, English Language Learners, learners with attendance struggles, and learners scoring well below grade level on the IXL and Lexia learning platforms, and facilitator recommendation. 143 learners across the K-8 program were invited. We opened with only 26 learners. Many families did not feel safe sending their children to school at the time, even in small cohorts. As months went on, the program grew to 46 K-5 attendees, four days a week, and eight middle school learners. Attendance rates went up for these groups and the learning loss slowed. Attendance improved for the identified learners in the middle school from 78% to 90% for attendees and 88% to 95% for Lower Village attendees.

We had 16 high school learners who had scheduled times for in-person support with their facilitators. All sixteen learners had quickly slipping grades and most were failing. Most of these learners came two times a week and all sixteen showed improved grades and online attendance. Additionally, learners with concerning levels of learning loss or at risk for not having enough passing credits to graduate worked with the counselor to take some classes through Edgenuity.

Pupil learning loss was on our minds from the moment of the first shelter in place at the end of the 2019-20 school year. We began to make some adjustments immediately. We moved to a modified year-round calendar knowing that we would not be able to have summer school to mitigate learning loss. We added two, two-week intersessions, one in the fall and one in the spring. We used data from our IXL math and Lexia reading to identify the learners who needed academic support. Both intersessions were done remotely due to the limited mixed cohorts we could have. We wanted to make sure to offer intersession to as many learners as possible.

Our Wednesday staff meeting schedule was adjusted to allow for more collaboration time for staff. Our staff requested the time and we adjusted to support in the professional growth and collaboration. Staff had designated time to discuss best practices and share challenges and successes.

We faced many challenges that ranged from comfort with the safety for onsite camps to video learning fatigue that spurred families to not accept invites to the intersession.

Even with the challenges with attendance and online engagement, the effort to address learning loss kept most kids from showing further academic loss and in most cases, our learners were able to stay at grade level. The outreach of facilitators to families directly sharing the way we could support proved to be the best engagement tool to mitigate the learning loss.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Through learner and family surveys, we were informed of those that needed support. Additionally, the classroom facilitator's input on a child's engagement gave direction on the need to connect with the school through group or individual counseling. Our Deans of students ran groups and clubs. Outreach was made via texts, robocalls, community messages being emailed and mail merged. Our counselor held open office hours as well as lunch bunches. We contracted with a counselor to meet with learners who were showing the need and that we had parent approval. Facilitators held focused SEL lessons in Lower Village using Second Step and L2L curriculum included inclusion activities and mindfulness strategies.

Data from our learner of concern list that was a collection of survey results, personal outreach from a family, facilitator outreach, tracking attendance, and more was the main tool we used to monitor learner need. This document gave us direction for the next steps to support. Home visits were made by facilitators and the Upper Village Dean. These visits were difficult because of COVID and this was an area that would have kept our most vulnerable learners in touch with the school.

## 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.

Being in distance learning highlighted the importance of schools as a community hub as a point of engagement. When we are not in person, the connection is challenging. Some ways that we reached our families were through surveys and phone calls. The surveys varied from informational to check-ins for supports needed. Administration also held family info sessions and monthly morning coffees through zoom to keep families informed on what to expect and to answer questions. We were able to learn who needed a computer, who needed a hot spot, who needed for or other basic supports.

Our deans and office teams ran weekly attendance checks and learners that were not coming to school were added to our learners of concern list. These lists were brought to intervention meetings where facilitators and the counselor were also brought in so that together we could offer full wrap around services through the different relationships that learners have with the adults on campus. Phone calls home for each absence was not sufficient. Learners and families also received information and engagement through Monday messages, emails, L2L meetings, and home visits.

We had multiple community events in partnership with All Good Living and our school community. We had large donations from the community of shelf stable food items and full pantry boxes that were available for families to pick. We had a large Season of Giving this year that was targeted through a survey to families for specific needs. We packed food, clothing, and gift cards to support close to fifty families. Lastly, we 'opened' the Nea Community Store that offered free, new clothing, shoes and jackets for families. We held the store three times in the Fall and in early Winter.

## Analysis of School Nutrition

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

Nea Community Learning Center contracts with Alameda Unified School District for food service. Meals were available to all families at central grab-and-go pick-up locations in Alameda three days a week. Two days' worth of breakfasts and lunches could be picked up at one time. Families received community newsletters with reminders for locations and times. Over the course of the school year, contact got more and more difficult with our truant learners. Concerns that they may be food unstable was a factor. Facilitator, office staff, and counselor checks-ins also happened to high-risk families to ensure they had food as well as seeing what we could do as a school site to help the learners stay engaged in school. Food was available to learners at our onsite camp and this helped support the engagement.

Additionally, we held a food drive for families every two months. Donations included boxes of shelf-stable pantry items, perishable foods, and gift cards.

For the remainder of the school year, all families will have the option of a free grab-and-go meal each day.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	School Psychologists: Maintain existing staffing and supports to assess, screen, and identify learning disabilities and to recommend appropriate interventions/modifications for students.	\$3,000	\$24,934	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.

We allocated more funds for mental health services. There were many learners with vast changes in attendance and engagement. We hired an additional counselor to support by running groups and individual sessions.

## 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 lift for engaging online learning was met by our facilitators and they went above and beyond keep in touch with their students. It was a huge job! We found that when our learners were able to come to school and log in we had increase in attendance, work completion, and engagement. It still was not enough for us to see loss of learning in our data local benchmark returns. The impact was greatest on our marginalized communities. With this in mind, the goals were created for the next LCAP cycle.

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

There are many ways that we will continue to monitor learning loss and address in in the 2021-24 LCAP. In building our four goals we included staff development, curriculum, and family engagement as cornerstones of learner achievement. Through our online academic platforms, local benchmark assessments, and learner and family surveys, data will be reviewed to inform of academic needs. Training for staff in MTSS Tier 1 and Tier 2 interventions for all GenEd and SpEd staff so that we will be able to identify needs and support in the GenEd setting quickly and effectively. Additional focus on home to school relationship and engagement so that trust is built as we all come back together as school community with a shared traumatic experience.

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.

Our initial description of mental health services was increased to meet the need of support we needed to implement for our EL, homeless, and socioeconomically disadvantaged communities.

# 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.

Through our academic data analysis of attendance, family survey responses, and home visits/phone calls home we offered supports to our unduplicated learners and others to primarily keep them engaged and connected with school. For our learners who were struggling the most, we saw an increase in attendance and in work completion when they were able to come to school for our Camp Connect. That said, all our students, and especially our marginalized communities, showed an overall drop in attendance, proficiency, work completion, and engagement. Considering this impact when returning to full onsite capacity, we need to be prepared to receive our learners emotionally, academically, and socially. This was the lens with which the 21-22 through the 23-24 LCAP goal creation is to address student growth through staff training in these areas, investment in the curriculum to support intervention, as well as adding programming to address the achievement gap discrepancy.



## Instructions: Introduction

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

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

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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

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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,951,512.00	5,172,495.00
Certificated Personnel Salaries , Classified Salary, Educational Software	107,111.00	0.00
Certificated Personnel Salaries, Classified Personnel Salaries, Computers, Technology	435,412.00	0.00
Certificated personnel salaries, Classified personnel salaries, Contracts	84,440.00	44,921.00
Certificated personnel salaries, Classified personnel salaries, Educational Software, Technology Services, Utilities	253,320.00	259,823.00
Certificated personnel salaries, Classified personnel salaries, Materials	422,200.00	455,208.00
Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts	679,802.00	535,733.00
Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software	767,697.00	474,685.00
Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books	1,194,933.00	1,323,899.00
Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Materials	217,706.00	70,893.00
Certificated Personnel Salaries, Classified Salary, Books, materials and supplies, Professional Development	402,704.00	90,831.00
Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers	406,510.00	757,463.00
Certificated Personnel Salaries, Professional Development, Instructional Materials, Educational Software	544,265.00	1,075,364.00
Contracts, Classified Personnel Salaries, Certificated Salary, Materials, Facilities	435,412.00	83,675.00

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	5,951,512.00	5,172,495.00
1000-2915, 4000 series, 5000 series	5,951,512.00	5,172,495.00
	5,844,401.00	3,617,718.00

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources	5,951,512.00	5,172,495.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries , Classified Salary, Educational Software	107,111.00	0.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Personnel Salaries, Computers, Technology	435,412.00	0.00
1000-2915, 4000 series, 5000 series	Certificated personnel salaries, Classified personnel salaries, Contracts	84,440.00	44,921.00
1000-2915, 4000 series, 5000 series	Certificated personnel salaries, Classified personnel salaries, Educational Software, Technology Services, Utilities	253,320.00	259,823.00
1000-2915, 4000 series, 5000 series	Certificated personnel salaries, Classified personnel salaries, Materials	422,200.00	455,208.00
1000-2915, 4000 series, 5000 series	Certificated personnel salaries, Classified personnel salaries, Materials and supplies, Instructional, Contracts	679,802.00	535,733.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Computers, Educational Software	767,697.00	474,685.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Instructional Materials, Educational Software , Text Books	1,194,933.00	1,323,899.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Personnel Salaries, Professional Development, Materials	217,706.00	70,893.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Salary, Books, materials and supplies, Professional Development	402,704.00	90,831.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Classified Salary, Instructional Materials, Educational Software, Computers	406,510.00	757,463.00
1000-2915, 4000 series, 5000 series	Certificated Personnel Salaries, Professional Development, Instructional Materials, Educational Software	544,265.00	1,075,364.00
1000-2915, 4000 series, 5000 series	Contracts, Classified Personnel Salaries, Certificated Salary, Materials, Facilities	435,412.00	83,675.00



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

<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
<b>Goal 1</b>	2,081,362.00	2,165,616.00
<b>Goal 2</b>	2,177,060.00	1,620,194.00
<b>Goal 3</b>	1,693,090.00	1,386,685.00

\* 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	\$109,449.00	\$239,750.00
Distance Learning Program	\$176,697.50	\$399,168.00
Pupil Learning Loss	\$66,286.25	\$188,361.00
Additional Actions and Plan Requirements	\$3,000.00	\$24,934.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$355,432.75</b>	<b>\$852,213.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$101,449.00	\$134,540.00
Distance Learning Program	\$100,414.50	\$170,808.00
Pupil Learning Loss	\$56,286.25	\$78,268.00
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$177,797.75</b>	<b>\$270,173.00</b>

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,000.00	\$105,210.00
Distance Learning Program	\$76,283.00	\$228,360.00
Pupil Learning Loss	\$10,000.00	\$110,093.00
Additional Actions and Plan Requirements	\$3,000.00	\$24,934.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$97,283.00</b>	<b>\$468,597.00</b>