

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Architecture, Construction & Engineering Charter High School (ACE)
CDS Code:	56725460120634
LEA Contact Information:	Name: Joseph Clausi Position: Principal/Director Email: jclausi@acecharterhigh.org Phone: 805-437-1411
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$2,424,373
LCFF Supplemental & Concentration Grants	\$206,445
All Other State Funds	\$103,548
All Local Funds	\$27,531
All federal funds	\$232,697
Total Projected Revenue	\$2,788,149

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,882,828
Total Budgeted Expenditures in the LCAP	\$192,221
Total Budgeted Expenditures for High Needs Students in the LCAP	\$82,979
Expenditures not in the LCAP	\$2,690,607

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the LCAP	\$217,623
Actual Expenditures for High Needs Students in LCAP	\$247,253

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-123,466
2020-21 Difference in Budgeted and Actual Expenditures	\$29,630

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	<p>Architectural, Construction & Engineering Charter High School is operated as a not-for profit public benefit charter school. Therefore, the school accounts for its general fund activities under Fund 62. The projected general fund expenditures not reported on the Learning Continuity Plan represent the following general categories:</p> <ol style="list-style-type: none"> 1. Salaries and benefits for certificated and classified employees 2. Instructional and administrative supplies 3. Non-capitalized equipment under \$5,000

	<ol style="list-style-type: none"> 4. Staff Development 5. General Liability Insurance 6. Facility and Utility costs 7. Contracted instructional and administrative services 8. Depreciation 9. Other outgoing costs including indirect costs charges
<p>The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.</p>	<p>In addition to the expenditures highlighted on the Learning Continuity plan, ACE Charter High School has budgeted the following costs for High Needs students:</p> <ol style="list-style-type: none"> 1. Additional Teachers to maintain smaller class sizes - \$225,423 2. Transportation costs to shuttle students to Oxnard College for supplemental education - \$11,486 3. Additional Counselor hours to support students - \$21,419

LCFF Budget Overview for Parents

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CDS Code: 56725460120634

School Year: 2021-22

LEA contact information:

Joseph Clausi

Principal/Director

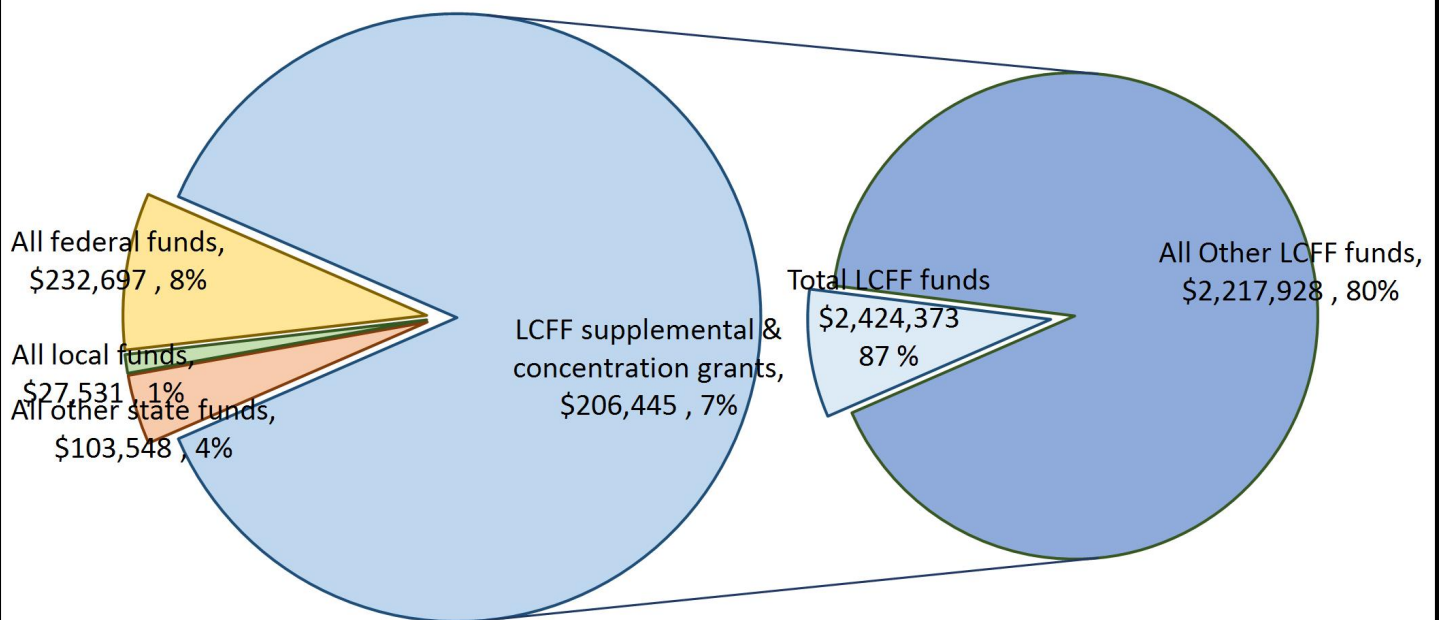
jclausi@acecharterhigh.org

805-437-1411

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



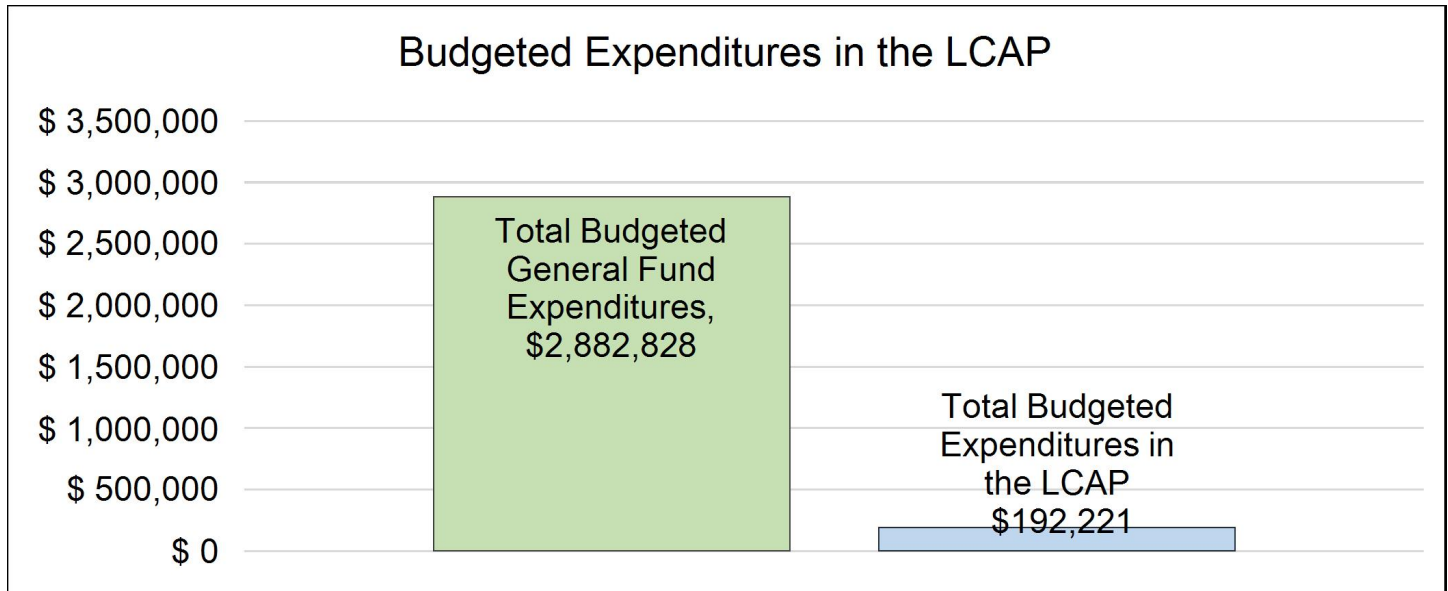
This chart shows the total general purpose revenue Architecture, Construction & Engineering Charter High School (ACE) expects to receive in the coming year from all sources.

The total revenue projected for Architecture, Construction & Engineering Charter High School (ACE) is \$2,788,149, of which \$2,424,373 is Local Control Funding Formula (LCFF), \$103,548 is other state funds,

\$27,531 is local funds, and \$232,697 is federal funds. Of the \$2,424,373 in LCFF Funds, \$206,445 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Architecture, Construction & Engineering Charter High School (ACE) plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Architecture, Construction & Engineering Charter High School (ACE) plans to spend \$2,882,828 for the 2021-22 school year. Of that amount, \$192,221 is tied to actions/services in the LCAP and \$2,690,607 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Architectural, Construction & Engineering Charter High School is operated as a not-for profit public benefit charter school. Therefore, the school accounts for its general fund activities under Fund 62. The projected general fund expenditures not reported on the Learning Continuity Plan represent the following general categories:

1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under \$5,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgoing costs including indirect costs charges

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Architecture, Construction & Engineering Charter High School (ACE) is projecting it will receive \$206,445 based on the enrollment of foster youth, English learner, and low-income students.

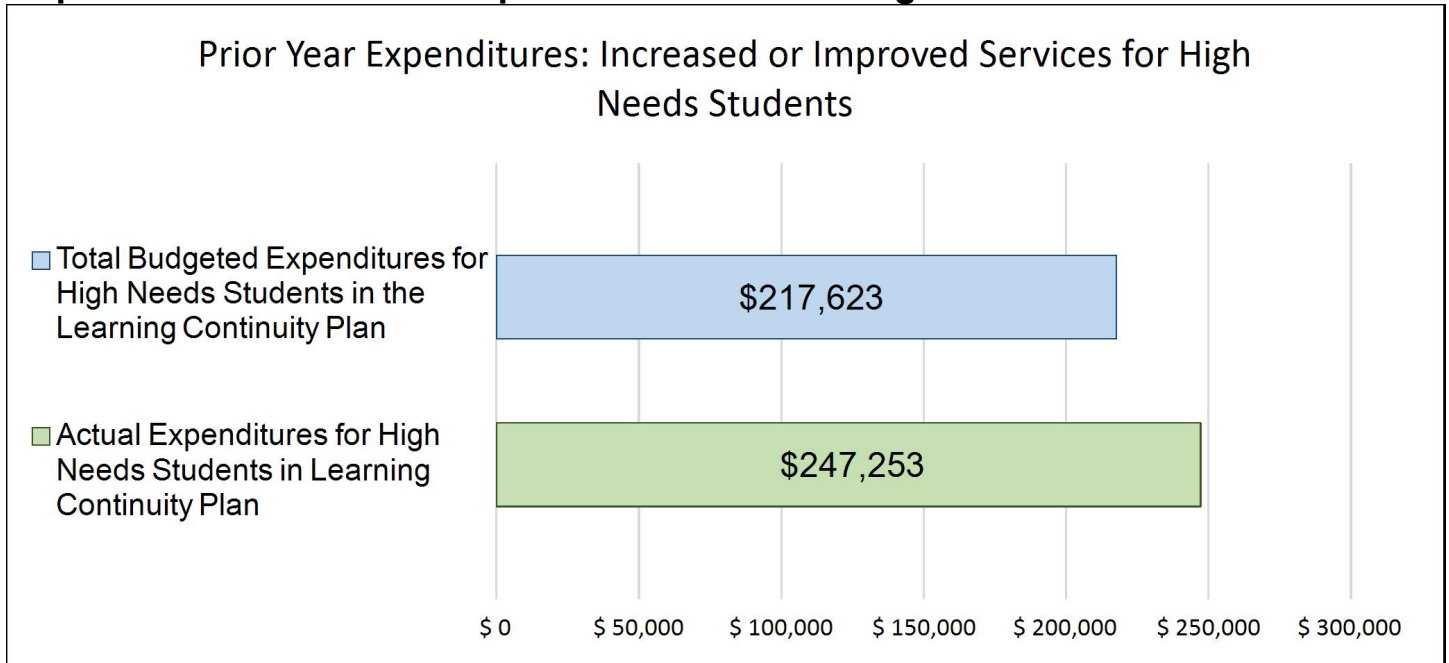
Architecture, Construction & Engineering Charter High School (ACE) must describe how it intends to increase or improve services for high needs students in the LCAP. Architecture, Construction & Engineering Charter High School (ACE) plans to spend \$82,979 towards meeting this requirement, as described in the LCAP.

In addition to the expenditures highlighted on the Learning Continuity plan, ACE Charter High School has budgeted the following costs for High Needs students:

1. Additional Teachers to maintain smaller class sizes - \$225,423
2. Transportation costs to shuttle students to Oxnard College for supplemental education - \$11,486
3. Additional Counselor hours to support students - \$21,419

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Architecture, Construction & Engineering Charter High School (ACE) budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Architecture, Construction & Engineering Charter High School (ACE) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Architecture, Construction & Engineering Charter High School (ACE)'s Learning Continuity Plan budgeted \$217,623 for planned actions to increase or improve services for high needs students. Architecture, Construction & Engineering Charter High School (ACE) actually spent \$247,253 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Architecture, Construction & Engineering Charter High School (ACE)	Joseph Clausi Principal	jclausi@acecharterhigh.org 805-437-1411

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

To ensure that all students experience a safe, rigorous, and culturally responsive learning environment, and graduate demonstrating "college and career ready" knowledge and skills through full implementation of the Common Core State Standards.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ACE will increase the school’s overall graduation percentage by 5% over the prior year.</p> <p>ACE students will demonstrate a 7% growth in Math and ELA CAASPP scores</p> <p>19-20 Every student who attends ACE will have an electronic portfolio which will span across all grades and for all students.</p> <p>Baseline ACE reports an 80% overall graduation rate for the 2015/16 year.</p> <p>ACE reports CAASPP scores of “standard met” or above for 37% of all students in Math and 48.7% below “standard met” in ELA.</p>	<p>ACE decreased the graduation rate to 80% in 2020, with 6 students not eligible for graduation.</p> <p>ACE students in 11th * 12th grades were registered for eportfolios, however, IB requirements changed throughout the year, and this was not completed for grades 9th and 10th.</p> <p>ACE was able to improve the CAASPP scores in 2019, but did not register scores in 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 The guidance counselor will work with all students to ensure that they are on track to graduate and enable college awareness.	Edlio Cost - Service costs for this action item is included in action item 1.2 below. \$0	Edlio Cost - Service costs for this action item is included in action item 1.2 below. \$0
1.2 During the fall and spring, ACE will conduct a week long seminar covering careers both related and non- related to our school's mission	Refreshments for week long seminar and printing. Books And Supplies Unrestricted \$350 Social Media contract with Edlio. Services And Other Operating Expenditures Unrestricted \$3,240	ACE did not implement this action item during 2019-20 Books And Supplies Unrestricted \$0 Social Media contract with Edlio. Services And Other Operating Expenditures Unrestricted \$3,240
1.3 Teachers will seek out and take part in PD relevant to the mission and direction of the school.	Project Lead the Way Services And Other Operating Expenditures Unrestricted \$4,000 International Baccalaureate Career Program Services And Other Operating Expenditures Unrestricted \$9,500 Common Core/CAASPP Services And Other Operating Expenditures Unrestricted \$4,175 Professional Development geared toward Common Core/CAASPP Services And Other Operating Expenditures Unrestricted \$1,500	Project Lead the Way Services And Other Operating Expenditures Unrestricted \$3,000 International Baccalaureate Career Program Services And Other Operating Expenditures Unrestricted \$13,853 Common Core/CAASPP Services And Other Operating Expenditures Unrestricted \$5,194 Other Professional Development Services And Other Operating Expenditures Unrestricted \$8,150
1.4 Hire additional teachers to maintain smaller class sizes	Teacher 2.25 FTE Certificated Personnel Salaries Supplemental \$233,348 Transportation cost to Oxnard College for students to attend college classes. Services And Other Operating Expenditures Supplemental \$18,693	Teacher 2.25 FTE Certificated Personnel Salaries Supplemental \$219,735 Transportation cost to Oxnard College for students to attend college classes. Services And Other Operating Expenditures Supplemental \$6,015

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.5 Additional counseling hours to serve student growth	Counselor .175 FTE Certificated Personnel Salaries Supplemental \$21,621	Counselor .175 FTE Certificated Personnel Salaries Supplemental \$21,466

Goal Analysis

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

ACE Charter High School utilize funds for this goal in accordance with the original LCAP. The school did not experience a material difference of more than 10% between budgeted expenditures and actual expenditures.

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

Overall, ACE was able to achieve an increase in CAASPP scores varied as they increased in 2018, decreased in 2019, and we have no further metrics for learning since.

Goal 2

To make certain that all students have access to appropriate facility, resources, equipment and technology for the purposes of demonstrating competency within the CCLS, Project Lead the Way, 21st Century Skills, and potentially obtain IB - CP diplomas.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator ACE will replace 93 Chromebooks prior to the 2017/18 school year.</p> <p>19-20 All students will have chromebooks in the school.</p> <p>Baseline ACE owns 230 Chromebooks at the end of the 2016/17 school year, allowing all ACE students to access one-to-one computers.</p>	<p>ACE was able to replace all chromebooks as scheduled.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Funding for the maker space and expansion of the computer science pathways will be allocated as needed.</p>	<p>Facility upgrades - Two additional classrooms will be rented to accommodate student demand. Services And Other Operating</p>	<p>Facility upgrades - 2019-20 student enrollment did not generate the need to rent two additional classrooms. Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Unrestricted \$30,000 Consumables for CTE classes. Books And Supplies Unrestricted \$30,000	And Other Operating Expenditures Unrestricted \$0 Consumables for CTE classes. Books And Supplies Unrestricted and Restricted State \$67,850
2.2 Articulation of additional pathway courses or the establishment of industry sponsored courses will be established as necessary.	Furniture for Computer Lab Books And Supplies Unrestricted \$1,000	Furniture for Computer Lab Books And Supplies Restricted \$1,507
2.3 Ensure that the one to one ratio of technology to student remains by purchasing updated chromebooks.	Chromebook Purchase Books And Supplies Supplemental \$11,000	Chromebook Purchase Books And Supplies Supplemental \$4,778

Goal Analysis

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

ACE Charter High School utilized funds for this goal in accordance with the original LCAP. The school did not experience a material difference of more than 10% between budgeted expenditures and actual expenditures.

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

ACE has been able to maintain a status quo for technology offerings with our students and staff. All technology has been updated and facility changes made.

Goal 3

To empower parents to be actively engaged in their students' education and decision making processes by providing timely information, and encouraging parents to demonstrate their support for student learning and for the importance of graduating "college & career ready."

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Increase parent participation by 5% over the prior year in all school supported college and career ready events.</p> <p>ACE annual LCAP survey will demonstrate a 10% increase in completion rate by key stakeholders</p> <p>19-20 Hold college and career information nights, as well as FAFSA information nights as well. We will be attempting a college tour with parents for the first time as well.</p> <p>Baseline 7 parents participated in the 2016/2017 Parent FAFSA workshop.</p> <p>20 parents completed the 2016/2017 ACE Parent Questionnaire.</p>	<p>Our parent involvement survey showed an increase from 2018 to 2019 by 30%, as administration implemented changes to outreach efforts. All workshops were held annually with the exception for 9019-20, however, informational nights were still conducted virtually.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Conduct an annual parent survey to assess parent satisfaction, evaluate parent education programs, assess impact on student learning and identify future needs; and establish baseline data. Share this data at monthly meetings.	This action item will not generate any monetary costs to school. \$0	This action item will not generate any monetary costs to school. \$0
3.2 Conduct a fall and spring CTE class for students and their parent/guardian.	Consumables & Printing Books And Supplies Unrestricted \$200 Dinner for attendees Books And Supplies Unrestricted \$400	ACE did not implement this action item during 2019-20 Books And Supplies Unrestricted \$0 ACE did not implement this action item during 2019-20 Books And Supplies Unrestricted \$0
3.3 Either covering college or career opportunities, parents will be invited to attend these events with their student.	Snacks & Printing for event Books And Supplies Unrestricted \$300	ACE did not implement this action item during 2019-20 Books And Supplies Unrestricted \$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.

ACE still spent the amount allotted for outreach and networking to parents. However, the school experienced a material difference of more than 10% between budgeted expenditures and actual expenditures in the amount of \$900.

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

We did not implement the same schedule of offerings in 2019-2020 due to closing school in March.

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
Outside desks and tables for outside learning	\$24,000.00	\$81,920	No
Personal Protective Equipment (PPE)	\$1,300	\$7,070	No
Benches, tools, signage and paint for directionals on campus	\$20,000	\$8,518	No
HEPA Units per classroom, thermometers, cleaning and disinfecting supplies	\$15,000	\$5,817	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.

The original Learning Continuity & Attendance Plan (LCP), approved in September 2020, highlighted CARES Act funding allocated to the School at the beginning of 2020-21 (Learning Loss Mitigation and Elementary & Secondary School emergency Relief (ESSER). However, ACE received additional funds to help support the goals targeted on the LCP. For this reason, the school was able to spend 71% (\$43,025) more on In-Person Instructional Offerings for our students.

Analysis of In-Person Instructional Offerings

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

Besides the labor, we did not experience any complications with this and all was successful. ACE has been able to reopen prior to the timeline for eligibility for state funding safely.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology – Chromebooks for students	\$76,005	\$93,392	Yes
Hot spots	\$6,304	\$13,086	No
Additional Principal time to initiate distance learning plan for Spring 2020	\$13,037	\$13,037	No
Summer salaries to implement distance learning for Fall 2020	19,239	\$19,239	No
Staff development (Sage wellness, Aventri Event and internal staff development conducted by administration)	\$6,040	\$17,420	No
Laptops and chromebook repairs and cleaning	\$4,321	\$14,034	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.

The original Learning Continuity & Attendance Plan (LCP), approved in September 2020, highlighted CARES Act funding allocated to the School at the beginning of 2020-21 (Learning Loss Mitigation and Elementary & Secondary School emergency Relief (ESSER). However, ACE received additional funds to help support the goals targeted on the LCP. For this reason, the school was able to spend 36% (\$45,262) more on Distance Learning for our students.

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 plan is predicted to be effective as the results will demand the amount of support and condition that the plan considers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
APEX credit recovery program	\$6,975	\$6,975	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.

APEX credit recovery has been widely used for students in all grades and has been contracted for another year. ACE Charter High School did not experience a material difference of more than 10% between budgeted expenditures and estimated actual expenditures.

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.

We have not had any challenges with this addition to the learning loss plan.

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.

We have dedicated every Wednesday throughout the course of the entire school year, enabling check in's weekly with administration, the guidance counselor, and teachers. Daily students can check in with advisors per grade level, and this has proven successful. Bi-weekly, staff professional development includes Social & Emotional Wellness Training, and has also proven effective.

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.

ACE increased our efforts for successfully reaching our spanish speaking families by translating 100% of our written communication and virtual meetings. ACE holds weekly meetings for both English and Spanish speaking families as well. Administration has written updates, podcasted using multimedia, youtubed, and regularly updated our school website.

Analysis of School Nutrition

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

ACE had an agreement with our authorizing district where our students could be served food at their zone school site at no cost. Our school does not have a neighborhood in close proximity as we are located at the airport, and therefore zone schools were more conveniently located to ACE families. We are currently providing food and are paying for this cost for the remainder of the year for all students.

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 (Staff Roles and Responsibilities)	school nurse	\$5,000.00	0	No

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

We have yet to spend this money, but anticipate this being the high end of the range we would spend on a school nurse to oversee COVID testing and student/staff illnesses. For this reason, ACE Charter High School experienced a material difference of more than 10% between budgeted expenditures and estimated actual expenditures.

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.

We are incorporating learning loss into the picture for our goals. We are going to address social and emotional wellness into the regular schedule. We are working on capturing students in the 5th year, to increase graduation rates and college and career readiness results.

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

Each sub group will serve as the basis for inquiry into progression, attendance, and formative assessments. Bi-weekly staff meet to discuss students and plans to address student needs, and daily staff collaborate to conduct student inquiry. The subgroups will become the focus to address change within these efforts moving forward. We will be considering college and career readiness as our metric of success.

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.

We do not know the outcome of the disruption of learning and how it impacted the students overall at ACE Charter. We did have very low success rates from the spring, and changed our entire schedule and grading policy to adhere to the change in environment. We have yet to figure out how to address this moving forward.

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.

As of April 2020, we do feel as though the allocation of funding and the plans in place that are currently operable, have been safe, effective, and addressed all students since our ADA has been near our regular year percentages. Our students are showing great successes with passing percentages and all students have been accounted for in each grade leaving no student behind.

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		
	0.00	0.00
	0.00	1,507.00
	284,662.00	251,994.00
	84,665.00	33,437.00
	0.00	67,850.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	0.00	0.00
	43,250.00	74,135.00
	254,969.00	241,201.00
	71,108.00	39,452.00
	71,108.00	39,452.00

* 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		
		0.00	0.00
		0.00	1,507.00
		11,000.00	4,778.00
		32,250.00	0.00
		0.00	67,850.00
		254,969.00	241,201.00
		18,693.00	6,015.00
		52,415.00	33,437.00
		52,415.00	33,437.00

* 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	296,427.00	280,653.00
Goal 2	72,000.00	74,135.00
Goal 3	900.00	0.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$60,300.00	\$103,325.00
Distance Learning Program	\$124,946.00	\$170,208.00
Pupil Learning Loss	\$6,975.00	\$6,975.00
Additional Actions and Plan Requirements	\$5,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$197,221.00	\$280,508.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$60,300.00	\$103,325.00
Distance Learning Program	\$48,941.00	\$76,816.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$5,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$114,241.00	\$180,141.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$76,005.00	\$93,392.00
Pupil Learning Loss	\$6,975.00	\$6,975.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$82,980.00	\$100,367.00