

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 will experience an accelerated College Preparatory program with two years of Latin and the full inclusion of music theory and performance in a safe and supportive school environment with small class sizes and a strong supportive school climate.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: As a school we want to improve the Advanced Placement test pass rate.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator P1: All students have access to standards materials</p> <p>19-20 Met</p> <p>Baseline 100%</p>	<p>All UHS students have access to materials, books, and supplies. Goal met.</p>
<p>Metric/Indicator P1: Facilities in Good Repair</p> <p>19-20 Met</p> <p>Baseline 100%</p>	<p>The UHS facility is repaired as needed. A complete walk through is done twice annually; once in the summer to make a list of repairs and once with a representative from UHS' risk management group. Goal met.</p>
<p>Metric/Indicator</p>	<p>Due to the suspension of State Testing in 2020 due to COVID-19, there is no emperical data to prove this point.</p>

Expected	Actual
<p>P2: Implementation of State Standards/ School chooses to use state assessments to track progress of students in this area. For the last two years ALL students have been very successful.</p> <p>19-20 >160 ELA; >80 Math</p> <p>Baseline ELA>150; Math>80 points above 'met standard' via dashboard</p>	
<p>Metric/Indicator P3: Parent Involvement: UHS uses a Parent Survey and Parent Forum to solicit parent input.</p> <p>19-20 >40%</p> <p>Baseline 40% of parents responding to Annual Parent Survey</p>	<p>UHS continues to use parent surveys to gain parent information and voice, along with weekly parent emails. UHS Parent Survey response in 2019-20 was 40%, goal met.</p>
<p>Metric/Indicator P4: Completed courses college or career bound/college career report</p> <p>19-20 >85% for all students >65% for socially disadvantaged if available</p> <p>Baseline >85%</p>	<p>Since there was no State testing in the spring of 2020, we did not receive a report with the Early Assessment Program results.</p>
<p>Metric/Indicator P4: Percentage of students that meet the standard on the Smarter Balanced assessment in Math and Language Arts</p> <p>19-20 ELA>97% Math>85%</p>	<p>Due to the suspension of State Testing in 2020 due to COVID-19, there is no data to prove this point.</p>

Expected	Actual
<p>Baseline ELA >95% Math>80%</p>	
<p>Metric/Indicator P5: Cohort graduation rates: Four-Year Adjusted Cohort Graduation Rate (Dataquest)</p> <p>19-20 >95%</p> <p>Baseline 17-2018 cohort was 111 with 100% graduation</p>	<p>2019-20= was 99.1% cohort graduation (1 student was a foreign exchange student and will graduate with the class of 2021); goal met.</p>
<p>Metric/Indicator P5: Chronic Absenteeism (Dataquest)</p> <p>19-20 2%</p> <p>Baseline <3%</p>	<p>2019-20= Chronic absenteeism rate was .4% (2 students), goal met.</p>
<p>Metric/Indicator P6: Attendance Rate</p> <p>19-20 >98%</p> <p>Baseline >97%</p>	<p>2019-20= Attendance Rate was 98%, goal met.</p>
<p>Metric/Indicator P6: Pupil Suspension rates:</p> <p>19-20 <1% and Blue level</p> <p>Baseline .8%</p>	<p>2019-20= 0%, goal met.</p>

Expected	Actual
<p>Metric/Indicator P7&8: Course Access is best measured at UHS by the percent of ALL (including SPED, low-income, EL, foster youth) students enrolled in an A-G approved course of study.</p> <p>19-20 >98%</p> <p>Baseline 100%</p>	<p>For 2019-20, all UHS students were enrolled in an A-G approved course pattern.</p>
<p>Metric/Indicator Local Priority: Improve the Advanced Placement pass rate</p> <p>19-20 >65%</p> <p>Baseline >60% pass rate on AP Tests</p>	<p>For 2019-20, due to the pandemic, AP Tests were given online and students were allowed to opt out of AP tests. Passage rate was 62% and the number of tests was 483, a drop of about 100 tests from the previous year.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>This upcoming year, the school will continue to use all our unrestricted funds to run our program as dictated by the school's charter. In doing so, it will support basic instruction services, pay for facilities and personnel and other professional services. The school will accomplish all of this through its school operations. The school will continue to try to improve our operations but we do not see a need to fundamentally change our goal because of our student success. While there are always things to change, our student's performance is at the highest level. For nearly 20 years we have worked to perfect our school program as outlined in our charter and that is the continued goal this year.</p>	<p>Unrestricted Budget LCFF 4,990,007</p>	<p>LCFF 4,820,321</p>
<p>This year we shifted more funds to our Academic Support Center. For our Foster Youth and Low-income students, we want to provide the services they are sometimes denied because they lack the resources. We will fund an Academic Support center and create a foundation to subsidized traditional student and family related school costs, so all low-</p>	<p>Unrestricted Budget LCFF Supplemental 136,977</p>	<p>LCFF Supplemental 125,578</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
income and foster youth can attend extra-curricular school activities such as dances, buy yearbooks, provide tickets for their parents to attend school performances, etc. With the money left over we will continue to support class size reduction and low student-counselor levels.		

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 were not needed for our low income students for activities such as dances, school performances, etc. due to the pandemic and distance learning. However, we continued to offer our full educational program, including music performing classes via zoom in small ensemble groups, which means additional music coaches were hired to help teach and work with students. We also continued to provide supplemental services such as tutorial and co-curricular activities like Academic Decathlon, Speech and Debate, and Science Olympiad. Numerous technology software programs and more laptop computers were also purchased to help with access for students.

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

Low income students were the focus of the 2019-20 school year, especially with the school shutting down due to the pandemic. Any student that needed a laptop in order to be able to access online instruction, was given a laptop for the remainder of the spring semester. We were able to accommodate all students' technology needs. Challenges include working with students that live far out in the country that have bad internet connectivity.

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
Speech Services	\$7,200	\$4,680	No
Tutoring Services	\$10,000	\$8,120	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.

Both of these services, speech and tutorial, changed to be online services for students due to the pandemic and the switch to online instruction in March, 2020.

Analysis of In-Person Instructional Offerings

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

University High offered online instruction only in the fall semester, 2020. In the spring of 2021, students did return to hybrid in-person instruction beginning in April, 2021, for those that chose to return (about 30% of the school population). Before this hybrid schedule was offered, cohorts of students were allowed to attend; students with academic or mental health needs were allowed on campus to work in the computer lab, and followed all safety protocols. The students that returned to campus report that they are happy to be back and appreciate the safeguards that UHS has set up.

The major challenges have been dealing with the ups and downs of the high numbers of COVID-19 in the Fresno area. Our area dealt with very high numbers of COVID during the winter months and returning to campus as previously planned was just not an option. In dealing with these issues, we have had to try to keep up the morale of students and staff, while also trying to keep students engaged and continue to offer the quality education that UHS is known for.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Stipend for Instructional Technology Coach	\$2,000	\$4,000	No
New laptop cart (45 station iMac Pro laptops)	\$70,000	\$70,938.89	No
Technology supplies for teachers (monitors, headsets, webcams, etc.)	\$10,000	\$14,714.25	No
Software Programs	\$15,000	\$20,213.23	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.

Due to the extended time on distance learning and the numerous programs needed to run our academic program effectively, UHS had to purchase different and additional technology programs in order to fully implement our classes and instruction. Additionally, every teacher needed at least an extra monitor, and most also needed at least one software program in order to be effective instructional teachers.

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.

- Continuity of Instruction: UHS has continued with its regular daily schedule, even though most of the year has been through distance learning. UHS students in grades 10-12 take Fresno State college classes as part of their high school curriculum (dual enrollment). UHS students have continued to connect with their college professors through distance learning; some classes are asynchronous and some classes are synchronous. That was why keeping our daily schedule the same as in a "normal" year was imperative to our program. Students with an IEP or 504 Plan continued to receive services through an online format (tutoring, meetings, etc.) and are given their accommodations from their teachers that are relevant in distance learning.
- Access to Devices and Connectivity: UHS loaned out 108 laptops to students, which is about 23% of our population. We have also given out 10 hotspots to help with connectivity. Any student that needed a laptop, was loaned one from UHS.

- Pupil Participation and Progress: UHS teachers gave live, synchronous lessons Monday through Thursday, and gave asynchronous assignments on Fridays. Daily attendance was taken, as well as a weekly participation chart filled out and signed by teachers, as required by the State. Teachers often used breakout rooms, zoom polling, and other methods of personalizing instruction so as to encourage student participation and check for understanding.
- Distance Learning Professional Development: Teachers were given every Friday as an asynchronous day of instruction beginning in mid-September. This allowed for a full day of preparation every week for the teachers, which helped enormously with their stress, mental health, and work load. Staff were also asked what training they needed; whatever they needed, they were provided. A full day inservice was also provided in January, which was helpful to recalibrate before the spring semester began.
- Staff Roles and Responsibilities: The teacher given the new role as Instructional Technology Coach has worked with every teacher on campus in regards to technology and instruction. Her experience, patience, and creativity has been invaluable to the staff. Our Information Technology specialist has also been very helpful with teachers and staff by ordering all of the new technology this year (webcams, laptops, hotspots, etc.)
- Supports for Pupils with Unique Needs: While UHS has few students in this area, we take special care to make sure that all of our students are well cared for and have individual attention. Students with IEP's, 504 Plans, and/or Foster Care students meet with their counselor on a regular basis, as well as have their annual meeting with UHS staff. We have taken special care to make sure that our students with unique needs have all that they need (technology, mental health care, etc.) in order to be successful during online instruction.

The successes of this year can be attributed to teamwork from students, teachers, parents, and staff of University High. Due to our small size, we are able to work together towards the common goal of educating students and taking care of one another. But the challenges we have faced due to the pandemic have been real and the lasting effect will be something that we think we will face for a few years to come. Learning loss will not only be an issue, but engagement, attention span, and school culture will be real issues that our school is preparing to face in the future.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Tutorial Services (See In-Person Instructional Offerings, page 3)	\$10,000	\$8,120	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.

For the past few years, we have spent about \$13,000+ on tutors for our Tutor Center. This year, due to the Tutor Center being online, we do not have the same amount of students attending the center for help as in the past. We would often have students in the center that were waiting for their ride and needed a quiet place to do homework. Also, since every teacher is required to have two hours of office hours every week on Friday, students have been going to their teacher directly for assistance. Being online has cut the amount of money paid out to our student tutors in half.

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.

University High has taken a detailed look at the grades of all students and plans to create different summer school programs for the summer of 2021 and 2022. UHS traditionally does not offer summer school; students have to attend Crescent View or another school for credit recovery. Because UHS is small with under 500 students, we are able to reach out to every student and provide an individual plan for grade improvement. We also plan to use our Spring Intersession (Elective Session) for credit recovery and subject review before summer school.

The biggest challenges in learning loss for UHS students are motivation and pandemic fatigue. Students that attend UHS usually have good study habits, positive attitudes, do well on exams, and have good grades. The students of this year are worn out and tired, not only of being online all day, but of being at home. They miss participating in school activities, seeing their friends, and having a sense of normalcy in their lives. The pandemic has left them anxious and stressed out.

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.

Students: Some of the major successes during the 2020-21 school year was the ability to stay connected with our students and closely monitor their emotional and mental health during virtual learning. With the support of All4Youth and telehealth we were able to connect some of our most struggling students with the mental health support and therapy they needed. Our counselors maintained consistent accessibility to students by running daily zooms, individual mental health check-ins via remind and email, and providing mental health curriculum in the virtual classroom setting. Additionally, the counselors created a virtual calming room (google site) for students that provided mental health resources, apps, meditation, and stress/anxiety management as well as an Instagram page that provided daily Motivational Quotes. Our counselors created mental health care boxes that included calming items such as a stress ball, lotion, sleep mask, etc. and delivered those boxes to students that needed the personal touch that UHS provides. Our counselors, administration and staff also provided parent workshops and resources on topics such as monitoring students mental health during online learning and we conducted home visits to encourage a supportive environment for our students. Our staff also worked together during the fall break/Thanksgiving week to deliver a succulent plant to every student at UHS. This was a huge endeavor since students travel to UHS from over 40 different zip codes and many different Central Valley cities and towns.

Some of the challenges during the 2020-21 school year were the inability to provide in-person services and quicker identification of students struggling with their emotional-mental health. With increased screen time and social isolation, many students lost their motivation and had difficulty building social connections with their peers. With the social constraints of the pandemic, we were unable to provide the normal social interactions and school activities that promote positive relationships and boost emotional/mental well-being.

Staff: The mental health of the staff has also been a focus for this year. The change to asynchronous Fridays in September helped tremendously with the workload and stress level. Additionally, in the spring, the principal allowed the teachers to take one "mental health day" off per month and push out an asynchronous assignment. These mental health days did not affect their sick leave, and they did not need to ask for permission, just notify one of the administrators. While not all of the teachers took advantage of these days, about half of them did, and appreciated the days immensely. The administration and teachers also worked together to create a new Board Policy regarding COVID leave; if a teacher had COVID-like symptoms, they were to stay home and zoom, without having to take a sick day. This generous policy promotes honest communication between teachers and admin, and encourages safe and healthy workplace practices. Because UHS has a small staff (21 teachers, 10 staff) it is relatively easy for the staff to keep an eye out for each other, and have no one sink through the cracks. When one staff member might be having trouble/issues, it is quickly noticed by others and an administrator can step in to help.

Staff challenges include dealing with the death of parents for five of our staff members in the fall semester and one staff member whose husband died. Our staff rallied together to help one another with assignments and the support for each other was incredible, but the emotional toll these deaths along with pandemic fatigue was very tough for our staff to face.

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 on 100% distance learning for most of the school year, student engagement has been disappointing in the opinion of most teachers at UHS. In normal times, student engagement is interactive and fun. Even though UHS asks for students to keep their monitors on, connecting through a screen is just not the same as connecting in person. Teachers have come up with creative methods for engagement (break out rooms, self tracking, ice breakers, etc.) which has helped keep students committed to the lesson.

Attendance is taken daily and by period so as to keep track of all students all the time. Parents are called if their son/daughter misses class, and all absences are required to be cleared with a valid excuse or it is marked as unexcused. Administration and counselors have made home visits to students that have missed classes, had mental health issues, and/or needed some other form of support. Counselors have continued to have their individual meetings with students (and their parents) for grades 10-12 regarding high school completion and college preparation. Parents receive a weekly email from the principal that includes accolades, information, and upcoming events. The PeachJar flyer system and school bulletin is also used to disseminate information. Every activity for students and parents was change to be virtual (e.g., Back to School Night, College Information Night, club meetings, etc.). Lastly, numerous surveys have been given to students and parents to gain feedback regarding distance learning and before returning to in-person instruction.

Analysis of School Nutrition

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

University High continued to provide meals daily even though students were not on campus for instruction. No students came to claim these meals so they were donated to the Fresno State Student Pantry, but they were available daily just in case students needed meals. When students returned to campus for our hybrid schedule, we reached out to all of our students that qualified for free/reduced lunch to see if any students want lunch on a 'grab and go' system. We raised our lunch count number when students returned, to have more lunches available for students to stop by to pick one up.

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 (Supports for Pupils with Unique Needs)	Increased Apportionment Based on the Enrollment of Foster Youth, English Learners, and Low-Income Students	\$153,674	0	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.

The expenditures listed in the LCP were intended to be paid with unrestricted funds for technology and additional tutors for unduplicated students. These expenditures were paid with Federal COVID relief funds and were not paid from unrestricted funds.

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.

Due to the worldwide pandemic lasting over two school years (spring 2020 through spring 2021), UHS understands that in addition to academic learning losses, there will also be serious mental health issues to address. Due to this schoolwide crisis facing our students, we need to specifically focus some of our attention and funding to help address these deficits and issues.

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

UHS does not have a large population of students with IEP's and usually only a small amount of English Learner (E.L.) students, foster students, and homeless students. Students with unique needs have a case manager, counselor, or administrator that specifically examines and supervises their case on an ongoing basis. Supervision will continue with our students with unique needs, taking special care to assure these students do not fall through the cracks due to the pandemic.

Students come to UHS from 40 different zip codes and numerous different school districts. School districts have chosen to teach in varying degrees over the past year due to the pandemic so we know that students will come into UHS with different levels of grade level knowledge and standards of achievement. UHS will also do a full assessment of all students in their math class to ascertain their

current levels so that we can determine learning loss needs for all students. The area of math will be a good subject for UHS to have concrete, objective data as a place to have baseline data in which to begin our learning loss strategies.

During the summer of 2021, teachers and departments plan to meet and assess their curriculum. Many teachers will re-write and adjust their curriculum to add an "Honors" distinction to those classes that are not Advanced Placement. Teachers will also concentrate on the breadth of their curriculum and add depth wherever possible. UHS already has the toughest graduation requirements in all of Fresno County and the entire San Joaquin Valley. We know that our school has a very rigorous curriculum, but we will need to make adjustments to keep up with the needs of our students.

UHS also plans to strategically plan and implement school spirit and positive school culture events for the students when we return to full time instruction in August, 2021. By the time we start school again in August, the senior class of 2022 will be the only class that has been on the UHS campus for an entire year. UHS has a very positive, synergistic campus culture. The UHS staff and administration worries that the stresses and negative emotions that the pandemic caused and the time away from campus will have caused students to forget the positivity once enjoyed by all UHS students.

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.

The expenditures listed in the LCP were intended to be paid with unrestricted funds for technology and additional tutors for unduplicated students. These expenditures were paid with Federal COVID relief funds and were not paid from unrestricted funds.

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.

University High School is very fortunate to have hard working students that are dedicated to the school's mission of excellence. There are no achievement gaps between subgroups so there are no specific changes or adjustments that need to be made to the school's academic program or mission and vision. The first goal of the new LCAP has been slightly adjusted, and new actions have been added that specify and breakdown the different areas of the goals. A second goal was added, which was created completely due to a reaction to the pandemic. After 18 months of mostly distance learning, UHS needs specific plans in order to rebuild its culture and be strategic with student engagement.

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		
	4,990,007.00	4,820,321.00
	136,977.00	125,578.00

* 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	5,126,984.00	4,945,899.00

* 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		
		4,990,007.00	4,820,321.00
		136,977.00	125,578.00

* 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	5,126,984.00	4,945,899.00

* 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	\$17,200.00	\$12,800.00
Distance Learning Program	\$97,000.00	\$109,866.37
Pupil Learning Loss	\$10,000.00	\$8,120.00
Additional Actions and Plan Requirements	\$153,674.00	
All Expenditures in Learning Continuity and Attendance Plan	\$277,874.00	\$130,786.37

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,200.00	\$4,680.00
Distance Learning Program	\$97,000.00	\$109,866.37
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$104,200.00	\$114,546.37

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$10,000.00	\$8,120.00
Distance Learning Program		
Pupil Learning Loss	\$10,000.00	\$8,120.00
Additional Actions and Plan Requirements	\$153,674.00	
All Expenditures in Learning Continuity and Attendance Plan	\$173,674.00	\$16,240.00