



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
San Diego Cooperative Charter School	Sarah Saluta Executive Director	Sarah@sdccs.org (858) 496-1613

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

Increase student achievement for all students and reduce the achievement gap for underperforming students.

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 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 1A. EL performance on ELPAC</p> <p>19-20 Implement new growth metrics for ELPAC</p> <p>Baseline 2018 ELPAC Performance by Level Level 1: 17.9%, Level 2: 26.8%, Level 3: 34.8%, Level 4: 20.5%</p>	<p>Due to a global pandemic we were unable to administer the ELPAC. We will establish a new baseline in 2020-2021.</p>
<p>Metric/Indicator 1B. Continue implementing classroom supports utilizing the RTI model, maintaining a Special Education identification rate of less than 5%</p> <p>19-20 At or below 5% for newly identified Special Education students.</p> <p>Baseline 3.4% in 2016-2017. 13 newly identified.</p>	<p>We have implemented an RTI model and have and maintained a Special Education identification rate that was 1.3%.</p>
<p>Metric/Indicator 1C. California Assessment of Student Performance and Progress (CAASPP).</p>	<p>Due to a global pandemic we were unable to administer the CAASPP. We will establish a new baseline in 2020-2021.</p>

Expected	Actual
<p>Based on 2015-2017 CAASPP data.</p> <p>19-20 A new baseline was established after combining data from both schools. We aim to raise the organizational ELA scores 2% and the Math scores 3.5% All CAASPP data is based on preliminary results for 2019</p> <p>Baseline 47.9% of ELA Students Meet or Exceed 31.5% of Math Students Meet or Exceed</p> <p>All CAASPP data is based on preliminary results for 2019</p>	
<p>Metric/Indicator 1D. We will maintain a Middle School Dropout Rate of 0%</p> <p>19-20 Maintain 0% middle school drop out rate</p> <p>Baseline 0% in 2016-2017</p>	<p>We maintained a Middle School Dropout Rate of 0%.</p>
<p>Metric/Indicator 1E. We will aim for an attendance rate of 96% or higher.</p> <p>19-20 At or above 96% average daily attendance.</p> <p>Baseline 94.8% in 2018-19 combined campus ADA</p>	<p>We achieved our goal with an attendance rate of 96.77%.</p>
<p>Metric/Indicator 1F. We will maintain an 8th grade exit portfolio pass rate of 100%.</p> <p>19-20 At or above 100% passing rate.</p> <p>Baseline</p>	<p>We maintained an 8th grade exit portfolio pass rate of 100%.</p>

Expected	Actual
100% in 2016-2017	
19-20	
Baseline	
Baseline	
Baseline	
Baseline	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Base Program:	1000-1999: Certificated Personnel Salaries LCFF \$1,276,735	1000-1999: Certificated Personnel Salaries LCFF \$832,021

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Schoolwide focus on differentiated instruction that provides students with instruction at the point of need that includes the following strategies:</p> <p>a. Multiple measures used to monitor progress of all students.</p> <p>b. Teachers and support staff will monitor student progress and implement intervention strategies.</p> <p>c. Instructional & administrative staff will analyze student data to inform strategic decisions.</p> <p>d. Implement the co-created plan to enact higher level mathematical practices for teachers and students.</p> <p>e. Partner with math specialist or Southern CA Professional Development Federation (SCPDF) resource to help analyze achievement data, core instructional practices and address gaps in resources, teacher training, sufficient instructional time, support classes, and cohort learning with cross-discipline reinforcement.</p>	<p>LCFF 2000-2999: Classified Personnel Salaries LCFF \$115,323</p> <p>3000-3999: Employee Benefits LCFF \$690,228</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$67,565</p> <p>2000-2999: Classified Personnel Salaries Special Education \$389,266</p> <p>4000-4999: Books And Supplies LCFF \$50,000</p>	<p>2000-2999: Classified Personnel Salaries LCFF \$64,592</p> <p>3000-3999: Employee Benefits LCFF \$309,016</p> <p>1000-1999: Certificated Personnel Salaries Special Education \$48,454</p> <p>2000-2999: Classified Personnel Salaries Special Education \$294,019</p> <p>4000-4999: Books And Supplies LCFF \$23,666</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$206,783</p> <p>4000-4999: Books And Supplies Title IV \$10,000</p> <p>1000-1999: Certificated Personnel Salaries Title III \$12,308</p> <p>3000-3999: Employee Benefits Title III \$1,147</p>
<p>Supplemental:</p> <p>a. Provide differentiated professional development for instructional staff to support EL needs of students supported by an EL expert.</p> <p>b. EL coordinator will analyze the data to facilitate school wide and team level training focusing on Success for All (SFA) with a Structured English Immersion instructional plan in all classrooms.</p> <p>c. Teachers and support staff will provide targeted interventions to meet the needs of unduplicated pupils.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$316,657</p> <p>2000-2999: Classified Personnel Salaries Title I \$83,726</p> <p>3000-3999: Employee Benefits LCFF \$117,854</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$356,219</p> <p>2000-2999: Classified Personnel Salaries Title I \$80,483</p> <p>3000-3999: Employee Benefits LCFF \$64,590</p> <p>1000-1999: Certificated Personnel Salaries LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. EL coordinator will implement parent education program.</p> <p>e. Build mathematical academic vocabulary that is critical to performance tasks and other assessments requiring non-fiction comprehension to structure and solve mathematical equations.</p>	<p>Supplemental and Concentration \$396,255</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$35,000</p> <p>4000-4999: Books And Supplies LCFF \$5,000</p>	<p>Supplemental and Concentration \$347,769</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$35,000</p> <p>4000-4999: Books And Supplies LCFF \$5,000</p>
<p>English Learner Advisory Committee develops strategic plan to support family school engagement that is inclusive of both campuses.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$2,000</p>
<p>Math Coordinator will work with teacher and admin teams to identify needed professional development to strive for consistent and high level of math instruction across grade levels.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$4,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$4,000</p>
<p>To increase attendance for all students and specifically target those who are chronically absent, utilize protocol developed in 2017-2018 which includes identifying causes of chronic absenteeism, and continue to document use of strategies.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$34,541</p> <p>2000-2999: Classified Personnel Salaries LCFF \$48,000</p> <p>3000-3999: Employee Benefits LCFF \$10,694</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$5,670</p> <p>2000-2999: Classified Personnel Salaries LCFF \$48,000</p> <p>3000-3999: Employee Benefits LCFF \$9,622</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.

Due to global pandemic in March 2020, spring testing was not performed. Teachers focus was shifted to creating and providing student instructional via distance learning that was not planned in the LCAP.

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

Supporting all students during distance learning as well as hybrid has been a challenge, to say the least. We have had to increase our staff to support the needs of our students and teachers. Teacher mental health and work capacity has been a focus, supporting them and our teaching systems required additional staff, materials, and online systems of support. We have had to increase our technology and provide internet services for both families and staff when they were non-existent or insufficient.

Unlike previous years we have had an appropriate budget to meet our student's needs. Success from this year is that we had the funding to support a new math curriculum, Go Guardian, Mystery Science, Learnzillion, and other supporting programs.

Goal 2

Provide highly skilled teachers and support staff who are focused on student-centered learning to promote student growth and achievement.

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 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2A. All core teachers will meet the HQT standards</p> <p>19-20 maintain baseline</p> <p>Baseline All core teaching staff meet the HQT standards</p>	<p>All core teachers met the HQT standards.</p>
<p>Metric/Indicator 2B. Full time certificated staff will receive 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year</p> <p>19-20 2B. Full time certificated staff will receive 62 hours + 2.5 full days for a minimum of 82 hours of PD provided per year.</p> <p>Baseline 80 hours PD per year</p>	<p>Full time certificated staff did receive 60 hours + 2.5 full days = at minimum 80 hours of PD provided per year.</p>
<p>Metric/Indicator 2C. Classified IAs will receive 2 full days + 20 hours = minimum of 36 hours of PD provided per year</p>	<p>Due to a global pandemic our classified staff only received 2 full days and 10 hours of pd, a total of 26 hours</p>

Expected	Actual
<p>19-20 Classified IAs will receive 2 full days + 22 hours for a minimum of 38 hours of PD provided per year.</p> <p>Baseline 36 hours of PD per year</p>	
<p>Metric/Indicator 2D. EDP/Other support staff will receive a minimum of 16 hours PD provided per year</p> <p>19-20 maintain baseline</p> <p>Baseline 16 hours of PD per year</p>	<p>Support staff received 16 hours of PD.</p>
<p>Metric/Indicator 2E. Instructional staff will have a minimum of 3 hours of planning time per week during regular scheduled school weeks.</p> <p>19-20 maintain baseline</p> <p>Baseline 3-4 hours per week of planning time during regular scheduled school weeks.</p>	<p>Instructional staff maintained 3 or more hours of planning time per week.</p>
<p>Metric/Indicator 2F. We will provide on-going UDL training to all core teachers.</p> <p>19-20 Teachers will receive 16 hours or more of instruction for UDL training and integration into classrooms.</p> <p>Baseline Teachers will receive 15 hours or more of instruction for UDL training and integration into classrooms.</p>	<p>We provided training with a focus on how to appropriately meet all kids needs during distance learning to all core teachers through Mike Fynn training series.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Schoolwide focus on curriculum development and instructional materials that are aligned to the common core standards.</p> <p>a. Continue UDL lesson and unit design created collaboratively by multi-grade level teams with feedback provided by the leadership team.</p> <p>b. Identify and secure materials and resources for classroom instruction with an emphasis on mathematics.</p> <p>c. Identify and secure resources for classroom instruction with an emphasis on ELD research-based strategies.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$169,998</p> <p>4000-4999: Books And Supplies Lottery \$42,854</p> <p>3000-3999: Employee Benefits LCFF \$89,311</p> <p>4000-4999: Books And Supplies LCFF \$4,785</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$219,416</p> <p>4000-4999: Books And Supplies Lottery \$42,197</p> <p>3000-3999: Employee Benefits LCFF \$65,008</p> <p>4000-4999: Books And Supplies LCFF \$3,432</p>
<p>Teachers and support staff will be supported throughout their careers through professional development that meets them at their point of need.</p> <p>a. Provide support to beginning teachers through approved BTSA programs.</p> <p>b. Provide specialized support for intern teachers, special education teachers and counselors.</p> <p>c. Provide differentiated professional development for all teachers and principals to improve classroom practice.</p> <p>d. Principals collaborate with staff to provide instructional support to all teachers.</p> <p>e. Site and organization leaders will develop a bonus structure to retain highly skilled teachers.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$401,178</p> <p>2000-2999: Classified Personnel Salaries LCFF \$20,000</p> <p>3000-3999: Employee Benefits LCFF \$133,156</p> <p>5000-5999: Services And Other Operating Expenditures Title II \$15,155</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$348,047</p> <p>2000-2999: Classified Personnel Salaries LCFF \$20,000</p> <p>3000-3999: Employee Benefits LCFF \$103,175</p> <p>2000-2999: Classified Personnel Salaries Title II \$17,654</p> <p>5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
f. Identify expert resources from within and outside of the school community to lead professional development sessions.		
Expand specific professional development opportunities for employees who are in positions that serve unduplicated students at the sites (counselors, specialist staff, IA's etc.)	5000-5999: Services And Other Operating Expenditures LCFF \$8,619 2000-2999: Classified Personnel Salaries LCFF \$15,790 3000-3999: Employee Benefits LCFF \$3,843 Classified PD 5000-5999: Services And Other Operating Expenditures Other \$5,000 Low Performing Students Block Grant 2000-2999: Classified Personnel Salaries Other \$50,000	5000-5999: Services And Other Operating Expenditures LCFF \$10,138 2000-2999: Classified Personnel Salaries LCFF \$8,881 3000-3999: Employee Benefits LCFF \$4,136 Classified PD 5000-5999: Services And Other Operating Expenditures Other \$5,000 Low Performing Students Block Grant 2000-2999: Classified Personnel Salaries Other \$50,000

Goal Analysis

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

In March of 2020 schools were closed due to COVID-19. We transitioned into a distance learning model that required more time and planning on the staff's part. Some of the trainings that were planned were rescheduled to allow for more work time for the staff. We shifted our focus and funds to sufficiently support teachers in their move to distance learning.

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

In March of 2020 schools were closed due to COVID-19. The distance learning model was one that the staff moved to quickly. We very quickly realized that we needed additional training around this type of learning if we were going to be successful. We shifted our professional development plans to be responsive to the crisis and the needs of our staff. It seemed that there were challenges and obstacles presented in the spring of 2020 daily and the successes were that we continued to educate children, support families and be the leader our community needed us to be.

Goal 3

Provide meaningful opportunities for parents and families to be engaged and involved in student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 3A. Maintain a parent volunteer program with 10,000 volunteer hours logged per year.</p> <p>19-20 Maintain 15,000 volunteer hours logged by parents</p> <p>Baseline Currently 4,143 volunteer hours were logged by parents</p>	<p>Due to a global pandemic we did not track volunteer hours after February 2020. This was a very intentional decision as our focus was on the health of our students and families.</p>
<p>Metric/Indicator 3B. Report Card Data - 100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited to meet with instructional staff.</p> <p>19-20 Maintain baseline and provide translations to parents who indicate a need</p> <p>Baseline 100% of parents received a detailed and updated learning profile of student strengths and areas of growth in a narrative form and were invited to meet with instructional staff.</p>	<p>100% of parents receive a detailed and updated learning profile of student strengths and areas of growth in a narrative form and are invited and encouraged to meet with instructional staff</p>

Expected	Actual
<p>Metric/Indicator 3C. Minimum of 5 Parent trainings during and outside of the regular school day.</p> <p>19-20 Increase number parent trainings provided to 10 (organization-wide)</p> <p>Baseline 5 parent trainings were offered through the school year</p>	<p>Due to the pandemic we greatly increased the planned number of parent trainings to 11. The need was greater than an average year.</p>
<p>Metric/Indicator 3D. Teachers meet with 90% of parent/guardian for student conferences</p> <p>19-20 Meet or exceed baseline and evaluate ways to increase parent participation</p> <p>Baseline Unknown</p>	<p>Teachers meet with 90% of parent/guardian for student conferences and increased parent communication during distance learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>San Diego Cooperative Charter School was founded on the idea that parent & family involvement is an essential component for student achievement. The following strategies will be continued or enhanced to ensure meaningful parent/family involvement.</p> <p>a. Expand parent workshops to provide parents with learning opportunities that will allow them to be effective volunteers in the classroom.</p> <p>b. Provide opportunities for parents to participate in trainings (ie. Restorative practices and technology and mental health).</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$104,545</p> <p>2000-2999: Classified Personnel Salaries LCFF \$9,601</p> <p>3000-3999: Employee Benefits LCFF \$53,460</p> <p>4000-4999: Books And Supplies LCFF \$820</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$144,843</p> <p>2000-2999: Classified Personnel Salaries LCFF \$9,601</p> <p>3000-3999: Employee Benefits LCFF \$41,234</p> <p>4000-4999: Books And Supplies LCFF \$820</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
c. Provide translation services at trainings to increase access for all parents. d. Provide opportunities for parents to develop a sense of educational advocacy by way of Board meetings, PSA representation, etc. e. Identify and communicate a broad range of volunteer activities on and off campus, during and outside of school hours. f. Utilize technology to expand access to trainings.		

Goal Analysis

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

All Actions/Services were implemented.

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

We chose to not encourage parents to log their volunteer hours during the pandemic because we were sending out so much information we tried to edit it to only essential information. If we had actually had them log the hours that they were supporting their kids at home we believe the numbers would have been extraordinary as so many families were greatly involved in assisting their children during distance learning.

Goal 4

Support student engagement by promoting physical and emotional development of students within safe and well-maintained facilities.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 4A. We will maintain expulsion and suspension rates below the CA Statewide averages.</p> <p>19-20 Remain below the CA percentages</p> <p>Baseline CA Expulsions = 0.1% CA Suspensions = 3.8%</p>	<p>We maintained an expulsion and suspension rates below the CA Statewide averages. In the 2019-2020 we had a .90% while the state had a 2.5% suspension and expulsion rate.</p>
<p>Metric/Indicator 4B. Students feel safe and welcome as indicated by the CHKS.</p> <p>19-20 Meet or exceed baseline.</p> <p>Baseline 84% for 5th grade and 78% for 7th grade</p>	<p>Due to the global pandemic we did not conduct the CHKS. We did however create a middle school Vibe Check that surveyed the needs of the students.</p>
<p>Metric/Indicator 4C. Internal helpdesk work orders - # of work orders submitted and the % of work orders that are resolved.</p> <p>19-20</p>	<p>100% of work orders submitted to the helpdesk were resolved.</p>

Expected	Actual
<p>Based on baseline data collected in 2017-2018, maintain or exceed percentage of internal helpdesk work orders that are resolved.</p> <p>Baseline Establish baseline for internal helpdesk work orders (# of work orders submitted and the % of work orders that are resolved) in 2017-2018.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>a. Provide curriculum materials for social-emotional learning for every classroom TK-5.</p> <p>b. Provide training to teachers in the use of the adopted social emotional curriculum for middle school to permeate all aspects of the school culture.</p> <p>c. Provide counseling time for peer-counseling, conflict management and student assistance programs.</p> <p>d. Identify and secure additional counseling resources for specific student needs.</p> <p>e. Provide training for new teaching staff and all support staff to foster a common language and approach for conflict/resolution and strong emotions.</p> <p>f. Increase collaboration with community agencies to support specific student needs.</p> <p>g. Use the LCAP survey and the CHKS to inform our response to areas of growth regarding safety and connectedness.</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$196,327</p> <p>2000-2999: Classified Personnel Salaries LCFF \$3,300</p> <p>3000-3999: Employee Benefits LCFF \$47,291</p> <p>4000-4999: Books And Supplies LCFF \$2,000</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$214,036</p> <p>2000-2999: Classified Personnel Salaries LCFF \$3,300</p> <p>3000-3999: Employee Benefits LCFF \$35,479</p> <p>4000-4999: Books And Supplies LCFF \$2,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Identify facility needs. b. Update School Safety Plan. c. Implement the facility instructional use plan. d. Implement new parking plans.	1000-1999: Certificated Personnel Salaries LCFF \$23,270 2000-2999: Classified Personnel Salaries LCFF \$24,500 3000-3999: Employee Benefits LCFF \$19,332	1000-1999: Certificated Personnel Salaries LCFF \$21,973 2000-2999: Classified Personnel Salaries LCFF \$24,500 3000-3999: Employee Benefits LCFF \$14,105 COVID Funds 2000-2999: Classified Personnel Salaries Other \$8,200 COVID Funds 3000-3999: Employee Benefits Other \$4,582

Goal Analysis

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

All Actions/Services were implemented. When planning for a student return to on-site learning it was clear that we needed additional facilities to meet the needs of the 6 foot physical distancing requirements. We have had to use every inch of space on our campus to accommodate student safety needs.

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

Understanding the stress that our families were going through we actually increased our parent outreach with daily newsletters, counseling supports, and parenting classes that helped with distance learning. We had a greater demand on our helpdesk this year due to the technology needs regarding the move to distance learning during a global pandemic. The needs were great for both acquisition and repair.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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
Increased cleaning and sanitization services and materials	44,669	72,135	No
Learning platforms like Learnzillion, Mystery Science, Illustrative Math Materials and Newsela.	25,000	39,594	Yes
Additional staff to accomodate for physical distancing, different learning models and staff that were unsure about returning to on-campus learning.	25,000	33,082	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.

We spent more than anticipated for in-person instruction due to additional personnel costs for cleaning/sanitization and increased need for supplies. Additionally, as distance learning continued into the fall we realized the need for additional learning platforms to support student learning.

Analysis of In-Person Instructional Offerings

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

The challenge in offering in person instruction was all about safety. We had to ensure that we had put in place all measures to keep staff and students safe. We had staff that did not feel comfortable returning so we hired additional staff to supervise their students while they zoomed into the classroom. Other areas where we have had increased costs of the onsite program are the 5 additional staff for morning health screenings and one additional full time staff member for cleaning and sanitation. We went into this pandemic as a community and hope to end it as one as well, this means we need to respect the strong feelings of staff and do what we can to accommodate their needs. We need to encourage them to be the architects of our reopening plan and empower them to keep kids at the center of what we do.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased technology and internet services for families who do not have internet.	50,000	70,751	Yes
Additional staff to mitigating learning loss.	182,280	192,614	No
Additional professional development days focused on math and distance learning.	49,792	26,900	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.

Additional technology was needed, we did not recognize how many materials would be broken after being sent home. We had reduced costs for Professional Development by utilizing free resources from the CDE, SELPA, etc. Our professional development plan shifted as our plans for distance and on-site shifted. As far as our math training and development we invested last year in training the trainer and that investment payed off by reducing our professional development costs while maintaining a quality program.

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.

A challenge that our staff took on this year was to learn and adopt a new math program even during a pandemic. We carved out appropriate time for the teachers to conduct professional development before school began and two additional days during the school year. Building a distance learning program was not hard, building a good distance learning program required work. We used Mike Flynn for professional development for distance learning and his advice and feedback from our stakeholders empowered us to improve our program. Some of these improvements included sending out weekly outlines with the zoom links embedded to make it easier for students and parents to manage. We focused on streamlining our communication and altering our lessons to best fit a distance learning model.

As far as challenges with devices, we made the push for a one-to-one device for all students. There was a considerable backlog of Chromebooks in the fall of 2020 but thanks to our tech department we were able to manage with our existing machines. Although we were not surprised, we found that kids were rough on their laptops and many of them were requiring repair and replacement. As we

moved to a hybrid program we are needing more devices as we want to provide them with laptops at school so they do not have to take them back and forth.

We learned that internet connectivity was a significant issue, especially in families that had multiple kids and adults working from home and those that were homeless. We have been paying to provide hotspots to both families and staff for purposes of connectivity and equity.

We have utilized our front office staff in creative ways of getting students engaged in school. If teachers are seeing disconnection or a concerning number of days absent we would begin on our Re-engagement plan. Teachers and IA's close to the student would reach out and if unsuccessful we would have our front office staff reach out to both the student and the parent. Often walking the parent through the expectations and platforms was all that it took to get the students back on track. We did have a few families that continued to struggle some because parents did not want them on the computer or the family had decided not to participate at all in distance learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increased counseling to support students who are suffering from COVID related trauma.	19,476	17,768	Yes
Increased staff time to implement ELPAC in accordance with county recommendations and restrictions due to physical distancing requirements.	13,615	38,623	Yes
Summer Learning Series to mitigate learning loss.	4,200	4,200	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.

We had increased personnel needed to support our students. Our front office staff have worked extra hours for a multitude of reasons relating to COVID-19 such as county trainings, research, contact tracing classes and parent communication.

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 implemented the Summer Learning Loss series and soon found a challenge that some of the kids we had targeted in the program. We were really hoping to engage our students who are English Language students and they were not engaging in the ways we had hoped. We have been extremely successful in engaging our kids in our learning program. We have successfully re-engaged students who were not attending classes and found success as we continually reach out to both students and families.

We have discovered from our assessments that the learning loss was not what was originally predicted. What we have found is that our kids that are the most vulnerable were the ones who suffered the most during the pandemic. Our students with Special Needs and our English Learners are the ones that need the most support in mitigating learning loss.

We have plans for an enhanced Extended school year along with a summer camp to provide specialized, targeted learning interventions for students who are English Learners, Foster Youth, Low Socio-Economic Status, and Students of Color. These populations according to our assessments show that summer learning loss happens at a higher rate and they are more likely to be below grade level on standardized assessments. Offering a summer camp that incorporates Orton Gillingham reading instruction,

Illustrative Math review, fun learning games, cooking, and hands-on activities will benefit these students greatly and prepare them for the 2021-2022 school year.

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.

Student mental health needs have exceeded all others during this pandemic. We knew in the fall that the student needs were excessive as we saw reported rates of self-harm and thoughts of suicide in record numbers of our students. Through surveys in the summer parents reported higher rates of depression, anxiety, and isolation. We have increased our counseling availability and systems for support. We created a counseling Summer Learning Series that supported both students and parents. SDCCS has also worked along with the county to increase our ability to work with kids and families and created a universal screening process to identify students who need assistance.

We have:

- Educate staff, parents, and students on symptoms of and help for mental health problems
- Promote social and emotional competency and build resilience
- Help ensure a positive, safe school environment
- Teach and reinforce positive behaviors and decision-making
- Encourage helping others
- Encourage good physical health
- Help ensure access to school-based mental health supports

Our school received a grant that allowed for our counselors to attend different trainings offered at The County Office of Education and together we created lessons to support all of our students. Our counselors were integral in returning to on-site learning teaching lessons around social distancing, hygiene, mask-wearing, and expected / unexpected behaviors for on-site learning.

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.

What we have learned is that our community is great at engaging in our educational program. In our pandemic plan, we sent information newsletters daily. We increased parent zoom meetings and communications school-wide. We went into this pandemic as a community and will come out as a community. We have raised money as a community to support those in need and we have supported our families in meeting their rent obligations or helping them with food assistance. We have recognized that this pandemic affects our families in different and disproportional ways.

Below are strategies we have used to keep our families engaged during a pandemic:

Creating an Environment filled with Grace, Compassion, and Support

Building Families' Teaching Toolkits
More Inclusive Outreach with Increased Translation
Create Links Between School and Home With Common Expectations and Language
Ensure Effective Two-Way Communication
Use the School as a Community Center

The challenges the school faced were the missed conversations or moments to process with parents. A majority of the information we sent out was via email and parents who did not attend to email were difficult to reach. Pre-pandemic we could catch them in the drop-off zone or while they were on campus picking up their kids. We did engage our front office staff to reach out before important meetings to make sure that there is participation.

Analysis of School Nutrition

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

We have successfully partnered with San Diego Unified School District for our school nutrition program. SDUSD provided families with both breakfast and lunch to every student or family in need. Although meals were provided to families we did have some families that were in great need, we were able to support families in need through donations from our community. In addition, we partnered with La Jolla Country Day to provide gifts to our families most in need during the holidays.

In addition to the meals provided for families, we raised money to support those adversely affected by the pandemic. We gave money to the families who needed rent assistance, meals, and gifts during the holidays.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	<p>SDCCS has been working hard to create plans that meet the needs of all stakeholders due to restrictions around COVID-19. This includes building three different learning plans that include 100% Distance Learning, Hybrid Learning (2 days a week) and Hyflex Learning (4 days a week). We have had to staff appropriately so that all students are well supported while maintaining necessary precautions for safety.</p> <p>In addition to the above actions we have increased our teaching staff in order to appropriately meet the needs of students and families who have selected the distance learning option for the remainder of the school year.</p>	15,000.00	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.

SDCCS was successful in opening our program in November and in a full hybrid program in January, long before many other programs opened. We offered a comprehensive Distance Learning program to those who choose that model. Our Hybrid program offered kids who choose it two full days a week with on-site learning and moved to four days a week in May. We were not able to staff the Hyflex program as the staff was not behind the plan and it created staffing challenges for the school. The \$15k for additional actions was spent in other areas of the plan as all areas were overspent compared to the budget.

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.

COVID-19 has had a disproportional impact on Students of Color, Low Socioeconomic, Foster and Homeless Youth and English Learners. We recognized the need to provide an organized program to support our diverse program. We have created the goal below to address the lessons we have learned during the pandemic.

We recognize the need to developed a formal structure for Multi-Tiered System of Supports (MTSS) framework as part of a strategic effort to meet the academic needs of the SDCCS's diverse student population specifically our English Learners, Foster Youth, and students with Disabilities. MTSS isn't a particular "curriculum." It's a proactive approach that has several key elements:

Universal screening for all students early in each school year

Increasing levels of targeted support for those who are struggling

Integrated plans that address students' academic, behavioral, social, and emotional needs

The use of evidence-based strategies

A schoolwide approach to student support. Teachers, counselors, psychologists, and other specialists work as a team when they assess students and plan interventions.

Professional development so staff can deliver interventions and monitor progress effectively

Family involvement so parents can understand the interventions and provide support at home

Frequent monitoring of students' progress so educators can use this data to help decide if more interventions are needed

We are currently using and planning for goals that support a three tier system of support.

Tier 1: The whole class. All students are taught with methods that research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Kids may be broken into small groups that address different strengths and areas of need.

Tier 2: Small group interventions. Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up.

Tier 3: Intensive individualized support. A few students who move up to this most intensive level of support continue with Tier 1 activities. Their break-out groups are smaller than in Tier 2. And these sessions last longer and are more narrowly focused.

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

We were unable to take the CAASPP assessment in the spring however we have been able to assess the students in the fall with NWEA Maps. These assessments have guided our instructions and focus. We will be taking both CAASPP and NWEA Maps in the spring. In addition to these assessments, we completed our ELPAC assessments to inform us of the progress of our English Learners. Our students with special needs are assessed for their IEP every year and every three years are assessed for their Triennial IEP. The results of these assessments drive the goals that are created for these students on their Individual Education Plan.

Beyond the formal assessments, our teachers are continuously assessing students and their needs. We need both, as one compliments the other, in depicting accurate pictures of our students. We can use either type (depending on the intended purpose) to improve teaching and learning.

We have plans for an enhanced Extended school year along with a summer camp to provide specialized, targeted learning interventions for students who are English Learners and those who are Low Socio-Economic Status. These populations according to our assessments show that summer learning loss happens at a higher rate and they are more likely to be below grade level. Offering a summer camp that incorporates Orton Gillingham reading instruction, Illustrative Math review, fun learning games, cooking, and hands-on activities will benefit these students greatly and prepare them for the 2021-2022 school year.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

We staffed more than anticipated for our distance learning students. We did not understand while making the plans the amount of work it would take for teachers to meet the needs of students in the hybrid program. We had thought that we could use a teacher and instructional assistants to meet the needs of all of our students who were remaining in our distance program. We ended up staffing our distance program with four Certified Teachers and eight Instructional Assistants to support students.

We invested in technology that allowed the camera to track the teacher and made sure that all classrooms had at least one big-screen TV. Other investments that we made were to hire IA's to allow three staff members to stay home when we began distance learning as they were not comfortable yet with leaving the home. In addition, we had one teacher take a leave of absence to support her family due to challenging circumstances due to COVID.

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

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

The learning conditions have changed in so many ways between 2019 and 2021. Assessments have not been scheduled in typical intervals due to the pandemic. There was a void of formal data in the spring of 2020. The NWEA Maps data collection in the fall of 2020 was informative and has guided our program and LCAP goals. We will be focusing on creating a formal Multi-Tiered Systems of Support for our students as well as supporting a comprehensive English Learner program. SDCCS has identified the steps to address these areas of low performance and performance gaps.

Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

We are looking forward to more comprehensive data sets to help us inform our plans moving into the 2021-2022 school year. We will be participating in the 2021 CAASPP assessment as well as our year-end NWEA Maps assessment. We believe that the combination of data will greatly inform our programs in 2021-2022.

In addition to the LCAP and LCP, we have used our strategic planning to inform our LCAP goals. Creating this plan required collecting data from a variety of stakeholders and that worked helped to inform what they are interested in the years to come. It made me realize that we should update our LCAP survey in the years to come to ensure that we can collect that data as it was valuable.

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	5,096,979.00	4,192,116.00
LCFF	4,047,158.00	3,270,303.00
LCFF Supplemental and Concentration	396,255.00	347,769.00
Lottery	42,854.00	42,197.00
Other	55,000.00	67,782.00
Special Education	456,831.00	342,473.00
Title I	83,726.00	80,483.00
Title II	15,155.00	17,654.00
Title III	0.00	13,455.00
Title IV	0.00	10,000.00

* 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	5,096,979.00	4,192,116.00
1000-1999: Certificated Personnel Salaries	2,993,071.00	2,556,756.00
2000-2999: Classified Personnel Salaries	759,506.00	629,230.00
3000-3999: Employee Benefits	1,165,169.00	652,094.00
4000-4999: Books And Supplies	105,459.00	87,115.00
5000-5999: Services And Other Operating Expenditures	73,774.00	266,921.00

* 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	5,096,979.00	4,192,116.00
1000-1999: Certificated Personnel Salaries	LCFF	2,529,251.00	2,148,225.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	396,255.00	347,769.00
1000-1999: Certificated Personnel Salaries	Special Education	67,565.00	48,454.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	12,308.00
2000-2999: Classified Personnel Salaries	LCFF	236,514.00	178,874.00
2000-2999: Classified Personnel Salaries	Other	50,000.00	58,200.00
2000-2999: Classified Personnel Salaries	Special Education	389,266.00	294,019.00
2000-2999: Classified Personnel Salaries	Title I	83,726.00	80,483.00
2000-2999: Classified Personnel Salaries	Title II	0.00	17,654.00
3000-3999: Employee Benefits	LCFF	1,165,169.00	646,365.00
3000-3999: Employee Benefits	Other	0.00	4,582.00
3000-3999: Employee Benefits	Title III	0.00	1,147.00
4000-4999: Books And Supplies	LCFF	62,605.00	34,918.00
4000-4999: Books And Supplies	Lottery	42,854.00	42,197.00
4000-4999: Books And Supplies	Title IV	0.00	10,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	53,619.00	261,921.00
5000-5999: Services And Other Operating Expenditures	Other	5,000.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Title II	15,155.00	0.00

* 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	3,642,844.00	2,760,359.00
Goal 2	969,689.00	907,084.00
Goal 3	168,426.00	196,498.00
Goal 4	316,020.00	328,175.00

* 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	\$94,669.00	\$144,811.00
Distance Learning Program	\$282,072.00	\$290,265.00
Pupil Learning Loss	\$37,291.00	\$60,591.00
Additional Actions and Plan Requirements	\$15,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$429,032.00	\$495,667.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$69,669.00	\$105,217.00
Distance Learning Program	\$232,072.00	\$219,514.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$15,000.00	
All Expenditures in Learning Continuity and Attendance Plan	\$316,741.00	\$324,731.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$25,000.00	\$39,594.00
Distance Learning Program	\$50,000.00	\$70,751.00
Pupil Learning Loss	\$37,291.00	\$60,591.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$112,291.00	\$170,936.00