



Escuela Popular

Educates to Transform Lives

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

Increase engagement and retention of students and families by providing students and families with a system to understand and track their academic progress toward mastery of learning goals, measured by formative and summative performance-based assessments.

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator PowerSchool Information System</p> <p>19-20 The ratio of credits earned to credits attempted increases from base year.</p> <p>Baseline 9th-12th students earned 82% of total credits attempted.</p>	<p>The ratio of credits earned to credits attempted for school year 19-20 from quarter 1 to quarter 4 is 73%</p>
<p>Metric/Indicator PowerSchool Information System</p> <p>19-20 Increase number of continuously enrolled/long-term students to 85%</p> <p>Baseline 6% increase in number of long-term students at the TK-8th grade continuously enrolled.</p>	<p>The number of continuously enrolled/long-term students is 82%</p>
<p>Metric/Indicator</p>	<p>50% of all courses use rubrics to evaluate student performance.</p>

Expected	Actual
<p>Course Descriptions</p> <p>19-20 Rubrics designed to evaluate performance based tasks in all courses.</p> <p>Baseline Lack of performance task used to measure established learning goals</p>	
<p>Metric/Indicator Power School</p> <p>19-20 Increase number of seniors to 15</p> <p>Baseline Five high school seniors</p>	<p>The number of graduates in the 2019-20 school year is 5</p>
<p>Metric/Indicator Power School</p> <p>19-20 60% of students will access the online academic achievement tracking system</p> <p>Baseline Limited to no student access to online academic achievement tracking system</p>	<p>5% of students have access to PowerTeacher Pro gradebook</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Review and refine student learning goals in all courses.</p>	<p>No direct cost 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>	<p>No direct cost 5000-5999: Services And Other Operating Expenditures LCFF \$0</p>
<p>Identify and establish performance based tasks in all courses</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$938,967</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$498,578.57</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Design rubrics for selected	Included in Goal 1, Action 2 total 1000-1999: Certificated Personnel Salaries LCFF \$0	Included in Goal 1, Action 2 total 1000-1999: Certificated Personnel Salaries LCFF \$0
Provide professional development to teachers on administering and assessing performance tasks	5863 Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$32,000	5863 Professional development 5000-5999: Services And Other Operating Expenditures LCFF \$42,187.89
Implement and monitor use of rubrics for summative performance tasks in all courses	No Direct Cost \$0	No Direct Cost \$0
Assess PowerTeacher capabilities to house and track selected student learning goals	5878/5881 student assessment & student information system 5000- 5999: Services And Other Operating Expenditures LCFF \$36,000	5878/5881 student assessment & student information system 5000- 5999: Services And Other Operating Expenditures LCFF \$32,352.12
Customize and prepare PowerTeacher or selected online tracking system	included in Goal 1, action 6 5878/5881 student assessment & information system 5000-5999: Services And Other Operating Expenditures LCFF \$0	included in Goal 1, action 6 5878/5881 student assessment & information system 5000-5999: Services And Other Operating Expenditures LCFF \$0
Implement the use of PowerTeacher or the selected online tracking system	Accounted for in goal 1, action 6 5878/5881 5000-5999: Services And Other Operating Expenditures LCFF \$0	Accounted for in goal 1, action 6 5878/5881 5000-5999: Services And Other Operating Expenditures LCFF \$0
Monitor the use of PowerTeacher or the selected online tracking system	accounted for in goal 1, action 6 5000-5999: Services And Other Operating Expenditures LCFF \$0	accounted for in goal 1, action 6 5000-5999: Services And Other Operating Expenditures LCFF \$0
Provide training to teachers, students, and families on use of PowerTeacher or selected online tracking system	included in Action 1 of Goal 1, professional development costs, as well as Action 6, student assessment/information system 5000-5999: Services And Other Operating Expenditures \$0	included in Action 1 of Goal 1, professional development costs, as well as Action 6, student assessment/information system 5000-5999: Services And Other Operating Expenditures \$0
Provide student and families online access PowerTeacher Gradebook	No Direct Cost LCFF \$0	No Direct Cost LCFF \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers utilize and consistently update the PowerTeacher gradebook	No Direct Cost LCFF \$0	No Direct Cost LCFF \$0

Goal Analysis

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

Goal 1: Due to the closure of schools in March of 2019, the school switched to remote learning through Google Classroom. Google Classroom and GSuite for Education was purchased to support instruction, monitoring of student progress and access for families to track student progress.

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

Successes: The school and staff have made significant progress in reviewing and refining learning goals, creating and identifying performance tasks and rubrics, and implementing summative performance tasks in over 55% of the courses offered at Escuela Popular. Some departments have already designed and implemented performance tasks for all of their courses. Over 90% of the instructional staff was using PowerTeacher Pro gradebook as the official tool to track student progress prior to COVID.

Challenges: Due to the sudden shift to virtual learning, Escuela Popular adopted Google Classroom as the official platform for online instruction. Google Classroom integrated gradebook has been used as a tool to track student progress. The instructional team will continue exploring both PowerTeacher Pro and Google Classroom gradebooks to determine which platform can be adopted as the official online tracking system for students and teachers to monitor mastery of learning goals as well as the revision and identification of learning objectives will be an ongoing task to ensure that all courses are aligned to the CCSS, and students are able to understand and monitor their progress towards the learning objectives.

Goal 2

Increase student achievement toward meeting 21st Century Skills and College and Career Readiness through aligned and clearly articulated instructional objectives with the appropriate progression relevant to student needs.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator PowerSchool Student Information System TEN Teaching Excellence Network NWEA MAP assessment</p> <p>19-20 Earn a 9.0 rating on the Relevance Domain of the TEN Feedback Loop.</p> <p>Baseline TK-8th grade earned 8.8 overall TEN feedback loop score and 9th-12th grade earned 8.9 overall TEN feedback loop score.</p>	<p>During this period, we created 3 surveys (beginning, middle and end of school year) an average of 230 parents provided feedback from TK-12th grade. This is equal to about 73% participation.</p>
<p>Metric/Indicator Professional Dev. Calendar and Sign-in sheets</p> <p>19-20 90% of teachers attend professional development sessions offered by school.</p> <p>Baseline 90% of teachers attend professional development sessions offered by school.</p>	<p>90% of teachers attend professional development sessions offered by the school.</p>

Expected	Actual
<p>Metric/Indicator Professional Dev. Calendar and Mentor Logs</p> <p>19-20 90% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD</p> <p>Baseline 50% of instructional leaders (administrators, instructional mentors, and department heads) will teach and support teachers in developing lessons based on the UBD</p>	<p>50% of instructional leaders (administrators, instructional mentors, and department heads) will train and support teachers in developing lessons based on the UBD approach to teaching.</p>
<p>Metric/Indicator Professional Dev. Calendar & Mentor Logs</p> <p>19-20 80% of teachers will be proficient in developing lessons using UbD approach to teaching.</p> <p>Baseline 43% of teachers will be proficient in developing lessons using UbD approach to teaching.</p>	<p>50 % of teachers will be proficient in developing lessons using UbD approach to teaching</p>
<p>Metric/Indicator NWEA Map Assessment</p> <p>19-20 55% of DL students and 65% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).</p> <p>Baseline 32% of DL students and 49% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).</p>	<p>44% of DL students met their math growth target, as established by Measures of Academic Progress (MAP). *Note: Only 3-6 tested during fall and winter.</p> <p>High school students only took the test once during the 2019-20 school year. We are unable to calculate growth.</p>
<p>19-20 60% of DL students and 60% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).</p> <p>Baseline</p>	<p>42% of DL students met their Reading growth target, as established by Measures of Academic Progress (MAP). *Note: Only 3-6 tested during fall and winter.</p> <p>High school students only took the test once during the 2019-20 school year. We are unable to calculate growth.</p>

Expected	Actual
<p>38% of DL students and 47% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).</p>	
<p>Metric/Indicator NWEA Map Assessment</p> <p>19-20 80% of DL and 60% of under 19 students showed a positive growth on their Fall to Spring Lexile score.</p> <p>Baseline 60% of DL and 61% of under 19 students showed a positive growth on their Fall to Spring Lexile score.</p>	<p>68% of our 3rd-8th grade students showed a positive growth on their Fall to Spring Lexile score. *Note: Only 3-6 tested during fall and winter.</p> <p>High school students only took the test once during the 2019-20 school year. We are unable to calculate growth.</p>
<p>Metric/Indicator SBAC Assessment</p> <p>19-20 50% of 5th graders are meeting or exceeding standard in ELA and 40% in Math based on SBAC</p> <p>Baseline 30% of 5th graders are meeting or exceeding standard in ELA and 4% in Math based on SBAC</p>	<p>No SBAC was administered during 2019-20 school year due to the COVID-19 pandemic</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Evaluate existing student assessment tools to ensure alignment to, and high quality measurement of, English Language Development (ELD), Common Core, and Next Generation Science Standards</p>	<p>included in goal 1, action 2 certificated teacher 1000-1999: Certificated Personnel Salaries LCFF \$0</p>	<p>included in goal 1, action 2 certificated teacher 1000-1999: Certificated Personnel Salaries LCFF \$0</p>
<p>Evaluate existing curriculum and instructional practices to ensure alignment to English Language Development (ELD), Common Core, Physical Fitness Standards, and Next Generation Science Standards</p>	<p>included in Goal 1, Action 2 certificated teacher 1000-1999: Certificated Personnel Salaries LCFF \$0</p>	<p>included in goal 1, action 2 certificated teacher 1000-1999: Certificated Personnel Salaries LCFF \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish student learning outcomes by grade level and course	included in goal 1, action 2 certificated teacher salaries 1000- 1999: Certificated Personnel Salaries LCFF \$0	included in goal 1, action 2 certificated teacher 1000-1999: Certificated Personnel Salaries LCFF \$0
Develop College and Career Pathways within the schools curriculum and assessment framework	No Direct Cost \$0	No Direct Cost \$0
Design a diagram that communicates clearly to all stakeholders the school's curriculum and assessment framework	No Direct Cost \$0	No Direct Cost \$0
Select instructional resources for each specific grade level and discipline	4325 instructional materials 4000- 4999: Books And Supplies LCFF \$17,000	4325 instructional materials 4000- 4999: Books And Supplies LCFF \$20,660.13
Examine the current state of resources and instructional programs to identify gaps and surplus	included in Goal 2, Action 6 included in goal 2, action 6 instructional materials 4000-4999: Books And Supplies LCFF \$0	included in Goal 2, Action 6 included in goal 2, action 6 instructional materials 4000-4999: Books And Supplies LCFF \$0
Coordinate and implement professional growth for classified and certificated staff to meet 21st century skills, including integration of technology into instruction	Classified instructors 2103 2000- 2999: Classified Personnel Salaries LCFF \$176,791	Classified instructors 2103 2000- 2999: Classified Personnel Salaries LCFF \$112,203.69
Coordinate Professional Development opportunities to support new curriculum framework	included in Goal 1, Action 4 PD 5000-5999: Services And Other Operating Expenditures LCFF \$0	included in Goal 1, Action 4 PD 5000-5999: Services And Other Operating Expenditures LCFF \$0
Select, develop, and implement professional development for school leaders and teachers on use of adopted resources	included in Goal 1, Action 4 professional development 5000- 5999: Services And Other Operating Expenditures LCFF \$0	Included in Goal 1, Action 4 professional development 5000- 5999: Services And Other Operating Expenditures LCFF \$0
Human and financial resources are allocated to successfully implement the curriculum and assessment framework	No Direct Cost \$0	No Direct Cost \$0
The school incorporates community building activities to build relationships amongst students, staff, and families.	5000-5999: Services And Other Operating Expenditures LCFF \$11,000	5000-5999: Services And Other Operating Expenditures LCFF \$8,049.12

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School will provide professional development to support the implementation of the Common Core and ELD Standards, including the integration of technology with an emphasis on English Language Learners and dual language instruction.	included in Goal 1, Action 4 professional development 5000-5999: Services And Other Operating Expenditures LCFF \$0	included in Goal 1, Action 4 professional development 5000-5999: Services And Other Operating Expenditures LCFF \$0
School will offer pre-service preparations, to continue developing the improvement of content knowledge and pedagogical content practices.	included in Goal 1, Action 2 part of certificated teacher salaries 1000-1999: Certificated Personnel Salaries LCFF \$0	included in Goal 1, Action 2 part of certificated teacher salaries 1000-1999: Certificated Personnel Salaries LCFF \$0

Goal Analysis

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

Goal 2: All actions and services continued to be implemented via virtual embedded professional development focused on supporting teachers on their understanding of the standards and frameworks they teach. The instructional team has plans to continue working on the articulated curriculum, assessment, and college and career readiness.

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

Successes: Starting in January of 2019, our embedded professional development focused on supporting teachers on their understanding of the standards and frameworks they teach. In the TK-8th grade, teachers spent time familiarizing themselves with the adopted resources which are aligned to 21st Century Skills. For 9-12th grade, professional development time was spent revising student outcomes by discipline so that they are better aligned and integrating Google Classroom into courses. Additionally, NWEA has taken on as a large focus area within our professional development with a root cause analysis and determining what the professional development and its analysis to guide instruction.

Challenges: Some departments have made more progress, but newer departments are diligently working on completing the scope & sequences, performance tasks and rubric, curriculum selection and course descriptions. K-6th will be targeting a deeper understanding of Benchmark curriculum. AFLC and CTC will continue to learn more about NWEA and how to best utilize its data to accelerate student learning.

Due to the COVID-19 pandemic and the state stay home order, we were not able to test students for the NWEA post administration. Despite the fact that we transitioned to online learning after the stay home order was implemented, we were unable to test students as recommended by the NWEA support team since students could have faced technical difficulties while taking the test and no

assistance would have been given. This fact did not allow us to compare the pre and post scores to track students' progress during the 2019-2020 school year. The Smarter Balanced Assessment was also canceled due to the pandemic.

Goal 3

Provide students and families with the necessary academic and social and emotional resources to support academic achievement and retention.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</p> <p>19-20 All teachers have an instructional mentor to work with.</p> <p>Baseline 50% of principal time is spent on instruction.</p>	<p>All teachers have an assigned mentor. The goal has been to have mentors communicate with their mentees twice a month. New teachers had a higher degree of support, based on their needs, at a minimum met once a week with their mentor. Veteran teachers had a coaching session at a minimum once a month. Access to mentors was readily available as needed.</p>
<p>Metric/Indicator Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</p> <p>19-20 100% of instructional leaders will attend professional development session offered by the school.</p> <p>Baseline</p>	<p>100% of all Instructional Leaders attended professional development offered to them.</p>

Expected	Actual
<p>100% of instructional leaders will attend professional development session offered by the school.</p>	
<p>Metric/Indicator Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</p> <p>19-20 Aligned school-wide communication process is consistent on a weekly, monthly, and quarterly bases.</p> <p>Baseline School-wide communication process is fragmented.</p>	<p>Fall of 2019 we started using ParentSquare to be the comprehensive communication platform. ParentSquare is used to communicate with AFLC families and CTC students. The Teacher Weekly Newsletter is shared via email.</p>
<p>Metric/Indicator Professional Development Calendar Professional Development Sign-in Sheets Curriculum Framework</p> <p>19-20 Support services for immigrant families are continued such as, intensive ELD, childcare, transportation, student resource advocate and academic counselors.</p> <p>Baseline Alignment of resources is fragmented.</p>	<p>All services to support families and students to support attendance and achievement continue to be available. Virtually we were able to keep 90% of school wide events/services. We did continue engaging families from Child Care Program</p> <p>New collaborations with Kaiser Permanente, SJPD, UC Davis, SCC Mental Health Department, Heard Alliance, Palo Alto University Counseling, Stanford Pediatric Department, Immigrant presentation and referrals to local lawyers.</p>
<p>Metric/Indicator TEN Feedback Loop Survey</p> <p>19-20 Earn a 9.0 overall rating on the TEN Feedback Loop.</p> <p>Baseline Overall rating 8.5 from the TEN Feedback Loop</p>	<p>During this period, we created 3 surveys (beginning, middle and end of school year) an average of 230 parents provided feedback from TK-12th grade. This is equal to about 73% participation</p>
<p>Metric/Indicator Power School</p>	<p>AFLC TK 8th had 60% of continuously enrolled/long-term students. AFLC 9-12th grade had 72% of continuously enrolled/long-term students.</p>

Expected	Actual
<p>19-20 Increase number of continuously enrolled/long-term students to 85%</p> <p>Metric/Indicator NWEA MAP Assessment</p> <p>19-20 55% of DL students and 65% of under 19 meet their Math growth target, as established by Measures of Academic Progress (MAP).</p> <p>Baseline See Goal 2</p>	<p>44% of DL students met their math growth target, as established by Measures of Academic Progress (MAP). *Note: Only 3-6 tested during fall and winter.</p> <p>High school students only took the test once during the 2019-20 school year. We are unable to calculate growth.</p>
<p>Metric/Indicator NWEA MAP Assessment</p> <p>19-20 60% of DL students and 60% of under 19 met their Reading growth target, as established by Measures of Academic Progress (MAP).</p> <p>Baseline See Goal 2</p>	<p>42% of DL students met their Reading growth target, as established by Measures of Academic Progress (MAP). *Note: Only 3-6 tested during fall and winter.</p> <p>High school students only took the test once during the 2019-20 school year. We are unable to calculate growth.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>All students who are experiencing truancy, personal needs, or academic concerns will receive a face-to-face contact by Principals and/or Teachers (9-12)</p>	<p>See Goal 1, Action 1</p>	<p>See Goal 1, Action 1</p>
<p>Monitor and track number of participants in Escuela Popular's Parent Conference to support parenting students</p>	<p>See Goal 1, Action 1</p>	<p>See Goal 1, Action 1</p>
<p>The school continues to use support services, such as a Waldorf-inspired childcare program and transportation, to keep students in school</p>	<p>5821 Boys & Girls Club 5000-5999: Services And Other Operating Expenditures LCFF \$151,178</p>	<p>5821 Boys & Girls Club 5000-5999: Services And Other Operating Expenditures LCFF \$19,299.22</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Offer professional development of culturally and linguistically relevant instructional practices with an emphasis on immigrant students	included in Goal 1, Action 4, professional development 5000-5999: Services And Other Operating Expenditures LCFF \$0	included in Goal 1, Action 4, professional development 5000-5999: Services And Other Operating Expenditures LCFF \$0
Coordinate a sustainable tutoring program to support academics	included in goal 3, action 3, action 3 boys & girls club 5000-5999: Services And Other Operating Expenditures LCFF \$0	included in goal 3, action 3, action 3 boys & girls club 5000-5999: Services And Other Operating Expenditures LCFF \$0
Increase outreach of programs/resources offered from the Student Resource Advocate Office and Office of Student Services	5851 marketing & student recruiting; 5877 Student activities 5000-5999: Services And Other Operating Expenditures LCFF \$15,000	5851 marketing & student recruiting; 5877 Student activities 5000-5999: Services And Other Operating Expenditures LCFF \$9,025.27
Increase awareness of Escuela Populares Sanctuary School Policy	No Direct Cost \$0	No Direct Cost \$0
Expand recognition of student achievement, including perfect attendance, Honor Roll, Language Development, Lexile growth, Seal of Biliteracy, etc.	No Direct Cost \$0	No Direct Cost \$0
Students have access to Student Learning Center and technology	No Direct Cost \$0	No Direct Cost \$0
Provide extracurricular activities to support well-being/self-care	5877 Student Activities; 5821 Boys & Girls Club 5000-5999: Services And Other Operating Expenditures LCFF \$0	5877 Student Activities; 5821 Boys & Girls Club 5000-5999: Services And Other Operating Expenditures LCFF \$0
Develop a communication plan to communicate with school community	No Direct Cost \$0	No Direct Cost \$0
Communicate with staff the projects and timelines used and implemented by the Academic Counseling Department to support post-secondary education	1148 SPED teacher salaries 1000-1999: Certificated Personnel Salaries LCFF \$97,112	1148 SPED teacher salaries 1000-1999: Certificated Personnel Salaries LCFF \$33,989.53
Expand opportunities for field trips to colleges and universities for PM students	Field Trip Expenses 5830 5000-5999: Services And Other Operating Expenditures LCFF \$7,800	Field Trip Expenses 5830 5000-5999: Services And Other Operating Expenditures LCFF \$10,688.80

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Obtain A-G course approval for World History, U.S. History, American Government, Economics, Biology, Physical Science, Chemistry, Art, and Spanish 2, Integrated Math 2 and 3	No Direct Cost \$0	No Direct Cost \$0
Coordinate EPHS alumni and staff enrolled in colleges to connect with Seniors entering college	No Direct Cost \$0	No Direct Cost \$0
Organize and expand Career and College Day for P.M. students	included in field trip expenses, Goal 3, Action 13 LCFF \$0	included in field trip expenses, Goal 3, Action 13 LCFF \$0
Staff explore ways to establish systematic tracking of the academic progress of graduating seniors to evaluate the success of the current program and inform academic future decisions to adjust and modify the program.	No Direct Cost \$0	No Direct Cost \$0
In partnership with the County of Santa Clara, the school will continue to offer students and families free medical services through the medical van.	Student transportation; reduction of school bus contract and replacement with ticket vouchers 5000-5999: Services And Other Operating Expenditures LCFF \$11,000	Student transportation; reduction of school bus contract and replacement with ticket vouchers 5000-5999: Services And Other Operating Expenditures LCFF \$8,373.33
The school provides the student body with bilingual, bicultural staff.	No Direct Cost \$0	No Direct Cost \$0
Family learning environment where parents, youth, and children attend school together.	No Direct Cost \$0	No Direct Cost \$0
Create student retention and outreach task force to perform a deep analysis of enrollment and retention data and make recommendations on how to increase student retention.	Included in Goal 3, Action 6, 5877 & 5851 (student activity & student recruiting & marketing) 5000-5999: Services And Other Operating Expenditures LCFF \$0	Included in Goal 3, Action 6, 5877 & 5851 (student activity & student recruiting & marketing) 5000-5999: Services And Other Operating Expenditures LCFF \$0

Goal Analysis

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

Goal 3: All support services continued to be offered virtually. On-site childcare services were not continued. Funds typically used to provide on-site services such as childcare were used to provide additional teacher assistants for our TK-12 classrooms. Additional staff was also used to make phone calls, collect feedback and provide information to families. Additional Chromebooks, hotspots, and other technology equipment and software was purchased to support remote learning.

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

Successes:

A 24-hour hotline with two numbers available was offered to students and parents to get any information or share any need of services. We were able to provide Chromebook devices (for all students that requested), and hotspots for a high number of students (almost 98% of requests were granted).

Workshops on areas such as: Socio-Emotional, Cyberbullying, Basic Technological Knowledge, immigration services, Mental Health were provided to keep the community engaged.

On-going events such as Cesar Chavez, Monthly Awards Attendance/Academics Assemblies, Founders Celebration, Virtual graduation were accomplished to honor our students' efforts. Food services and financial support was developed during pandemic in collaboration with local churches, PEACE funding and Sacred Heart.

We were able to accommodate adult student's needs for virtual learning in the morning and in the evening program. We offered a class on Sunday as well.

Challenges:

We learned that adult students and families faced many challenges such as financial, health, employment, and housing. Students also had challenges with basic technology skills and lack of devices. The Support team was able to reach out to families and provide tech support.

For some high school students, family needs due to COVID made it difficult for them to attend school regularly and stay engaged in learning. Some students had to move out of the town due to lack of residence. All these socio-emotional stressors have had an impact in their ability to remain engaged in school.

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
Additional PPE and cleaning supplies were purchased for all students and staff	\$15,000	\$5,596.00	Yes
Developed and implemented health screening protocols that include health screening stations	\$117,936	\$33,533.46	Yes
Option to remain 100% remote for families that choose to stay home. No additional cost	\$0	\$28,289.42	Yes
Personnel to support In-Person learning, supporting instruction	\$147,875	\$146,051.82	Yes
Educational applications for continued remote learning	\$10,000	\$6,520.64	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.

Substantive differences between planned action and implemented actions impacting are below:

- SCCOE provided PPE to the school and in-person instruction started in November of 2020
- Initially budgeted for four health stations, but we only had one until April 2021. As of April 2021 we have two health stations.
- When transitioning into hybrid we decided to purchase equipment (Hybrid Classroom PolyStudio Bundles), to better serve our students. Which was not initially planned for.
- After receiving feedback, we decided to go with only one educational licensing application that had more features and seemed more efficient and effective and less costly.

Analysis of In-Person Instructional Offerings

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

Implementation of in-person instruction was done in phases. For phase 1.5 a stakeholder group consisting of teachers, administrators came together to develop a plan for providing in-person support for small cohorts of students with high needs such as special education students, students struggling with technology, disengaged students, and students who lacked adult supervision at home. The start of Phase 1.5 was organized for two short periods beginning in November and ending in February 2021. Lessons learned from this experience were used to improve our services and outreach to families. The results we observed was that students improved their academic knowledge, participation, attendance and emotional wellbeing.

Phase 2 Hybrid Model for TK-8th grade allowed all students who were ready to return to campus and students who opted to continue learning remotely to do so. Due to capacity limitation per county guidelines, on campus class sizes were 14 students.

Enhancements include daily live instruction with teachers and TAs for instructional support.

DL:

Successes:

- Engaged students with increased active participation
- Increased academic achievement
- Assignment submission increased
- Student interaction improved
- Overall ADA improved

Challenges:

- Limited opportunities for students to attend in person
- Challenging for teachers to teach students in-person and online simultaneously
- Students often arrived to school unprepared and missing technology equipment
- Inconsistent pick up of materials by families
- Inconsistent use of school email/communication

HS:

Phase 1.5:

High school families were given the opportunity to opt in to in-person on campus intervention/support. Students' participation in Phase 1.5 was based on teachers' reports: emails to the Instructional Leader and the Student and Family Engagement Coordinator or concerns shared with Instructional Leader during collaboration/check-in meetings. The Instructional Leader and the Student and Family Engagement Coordinator checked attendance on PowerSchool and the Instructional Leader observed classes focusing on student engagement.

Reason for referrals:

- Not attending more than two classes since the beginning of Q2
- Not engaged (joining classes but not submitting assignments)

- Struggling with technology and needs tech assistance
- Lack of adult supervision at home
- Need of an appropriate learning environment

Phase 1.5 started in November with a small cohort. In January an additional cohort was created. One of the ELD teachers started teaching on campus once a week. The class was a hybrid model.

Phase 2:

During Phase the three ELD teachers started delivering lessons on campus in April. The ELD 1 teacher was scheduled to be on campus four times a week since this is the group that was mostly disengaged. The ELD 2 and 3 teachers offered in-person instruction twice a week. Over 60% of the ELD students returned to campus. ELD teachers adopted a hybrid model to continue serving the students who stayed in virtual instruction.

A third heterogeneous cohort (English 1-English 3 students) was also established to provide students with space to take their online classes on campus. A TA was assigned to supervise and support these students.

Successes:

- Phase 2 allowed ELD students to receive in-person instruction. Students had the opportunity to take two hours of ELD courses twice a week.
- Attendance in other classes increased. Students had more supervision and were reminded to join their classes and participate actively throughout live lessons.
- The number of students participating in Phase 2 increased. Families felt more comfortable sending their children to school.
- Teachers reported students who returned to campus were more engaged and were submitting more assignments.
- ELD 2 students who needed academic support were assisted by a TA. The TA provided one-on-one support to students who were referred by the teacher.
- More Technology support was available for students.
- ELD 1 students had the opportunity to be on campus four times a week. The level of engagement for this group significantly increased.
- Students had a space that allowed them to focus on their classes.

Challenges:

- There was a lack of consistency attending classes on campus. A significant number of families would opt in to have their children on campus; however, students did not attend classes regularly.
- Even though students participating in Phases 1.5 and 2 demonstrated a higher level of engagement, teachers reported students were still failing to submit assignments on Google Classroom.

- Students who were the most disengaged would not participate in Phases 1.5 and 2. Families were not responsive and did not collaborate with school to ensure these students received the socio-emotional and academic support they needed to succeed in school.
- Teachers had challenges with the hybrid model. It was difficult for them to become accustomed to using the Poly Cameras. Sometimes they would forget they needed to call on students who stayed at home.
- Students tried to socialize with other cohorts.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Fund personnel to provide smaller group instruction	\$147,875	\$146,051.82	Yes
Remain 100% remote for families that choose to stay home. No additional cost	No additional cost	\$28,289.42	Yes
Fund devices and wireless Hotspots for 1:1 Flexible Learning	\$100,000	\$134,360.08	Yes
Purchase licensing for educational applications	\$10,000	\$12,205.14	Yes
Continued Special Education services	\$350,000	\$429,601.05	No
Additional professional development time to allow teachers to become versed in the new platforms	\$30,000	\$46,545.00	Yes
ParentSquare communication	\$1,200	\$1,762.25	Yes
Consistent Flexible Learning committee meetings to gather feedback and troubleshoot	\$2,500	\$6,000.00	Yes
Hotline for students/families who need additional support	\$25,000	\$26,687.70	Yes

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

<p>Substantive differences between planned action and implemented actions impacting are below:</p> <ul style="list-style-type: none"> • When transitioning into hybrid we decided to purchase equipment (Hybrid Classroom PolyStudio Bundles), to better serve our students. Which was not initially planned for. • A high percentage of devices were damaged/not returned and we needed to replace them. • Because of the challenges of Covid-19 with hiring/recruitment of Special Education Teachers, we ended up contracting an external service provider, which turned out to be more costly. • Technical challenges that arose from Covid-19 exceeded our expectations and therefore required additional professional development. • The duration of the planning for Flexible learning was extended due to the continued need to stay in Distance Learning.

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.

Successes:

- Smooth transition to distance learning online without disruption to continuity of instruction
- All students have access to a chromebook/iPad/Hotspot
- Creation of flexible learning committee consisting of teachers and administrators to monitor progress
- Technology training for parents and students
- Adopted school wide distance learning platform such as Google Classroom
- Increase collaboration among teachers
- Provide additional teacher assistants to support instruction
- Additional intervention support
- Provided behavioral support in an inclusion model

Challenges:

- Lack of prior knowledge in use of technology equipment and/or distance learning platforms.
- Lack of access to quality internet connection
- Unreliable Hotspot services
- Delivery of technology devices hindered distribution to students
- Inability for teachers to monitor engagement during delivery of virtual instruction
- Teachers adapting to a new teaching model
- Lack of students' participation and assignment completion
- Unresponsive families
- Families dealing with health issues, financial, employment, housing, and food concerns
- Lack of adult supervision for students
- Overcrowded households with lack of quiet learning environment

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Regular Assessment to be administered either at home or on campus with an appointment	\$34,560	\$66,807.23	Yes
Assessments to be administered are NWEA Mathematics, NWEA English, ELPAC, Benchmark Adelante (Spanish), and Engage NY Math	\$6,000	\$4,137.00	Yes
Weekly Flexible Learning Feedback meetings with Teachers and Instructional Leaders. No additional cost	No additional cost		Yes
Review and monitoring of weekly engagement records by Instructional Leaders. No additional cost	No additional cost		Yes
Calls or visits students' home for those whose engagement is low to support families	\$1,000	\$2,304.00	Yes
Learning support services provided as needed such as devices, hotspots, meals, books, packets, etc.	See above		Yes
Additional counseling services for students	\$20,000	\$12,616.67	Yes
Additional teacher assistants to support one-on-one instruction and tutoring	See above		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.

Substantive differences between planned action and implemented actions impacting are below:

- Due to the lack of technology skill that our students currently had we needed to provide one-on-one support.
- There were a lot of calls from students who needed support in different aspects of how they were impacted by Covid-19
- For counseling services students were referred to external organizations.
- Most students needed to come on to campus to participate in local assessment exams rather than to do it from home, requiring additional proctors.

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.

Dual Language:

The successes obtained are the following:

- Developed protocols to ensure the safety of our students and staff
- Maintained high quality teaching and learning by teachers
- Staff quickly became responsive to community needs
- Provided the necessary interventions to address learning loss
- Supported the socio-emotional needs of students
- Additional staff was assigned to provide supervision and support to students

Common challenges that impacted student learning:

- Need to support students with technology challenges and skill development
- Families with impacted COVID 19
- Lack of suitable learning environments at home
- Lack of adult supervision at home
- Students who had poor attendance in classes

HS:

Successes:

- Smooth transition to distance learning online without disruption to continuity of instruction
- All students had access to a chromebook/iPad/Hotspot
- Creation of flexible learning committee consisting of teachers and administrators to monitor progress and identify areas of support
- CTC engagement increased as students became more familiar with the distance learning program
- Technology training for parents and students
- Adoption of school-wide distance learning platform such as Google Classroom
- Increase collaboration among teachers for planning and use of new online platforms
- Additional teacher assistants to support instruction (youth)
- Students had access to more one-on-one support on campus when they were offered in-person instruction

- Phase 2 allowed ELD students to receive in-person instruction. Students had the opportunity to take two hours of ELD courses on campus twice a week
- Attendance in other classes increased. Students had more supervision and were reminded to join their classes and participate actively throughout live lessons
- The number of students participating in Phase 2 increased. Families felt more comfortable sending their children to school.
- Teachers reported students who returned to campus were more engaged and were submitting more assignments.
- ELD 2 students who needed academic support were assisted by a TA. The TA provided one-on-one support to students who were referred by the teacher.
- More Technology support was available for students on campus
- ELD 1 students had the opportunity to be on campus four times a week. The level of engagement for this group significantly increased.
- Students had a space that allowed them to focus on their classes.

Challenges:

- Lack of prior knowledge in use of technology equipment and/or distance learning platforms.
- Lack of access to quality internet connection
- Unreliable Hotspot services
- Delivery of technology devices hindered distribution to students
- Inability for teachers to monitor engagement during delivery of virtual instruction
- Adapting to a new teaching model
- Lack of students' participation and assignment completion
- Unresponsive families
- Families dealing with health issues, financial, employment, housing, food concerns
- Lack of adult supervision for students
- Overcrowded households with lack of quiet learning environment
- Lack of interest in participating in Phase 1.5. Families did not feel ready to have their children on campus.
- There was a lack of consistency attending classes on campus. A significant number of families would opt in to have their children on campus; however, students did not attend classes regularly.
- Even though students participating in Phases 1.5 and 2 demonstrated a higher level of engagement, teachers reported students were still failing to submit assignments on Google Classroom.
- Students who were the most disengaged would not participate in Phases 1.5 and 2. Families were not responsive and did not collaborate with school to ensure these students received the socio-emotional and academic support they needed to succeed in school.
- Teachers had challenges with the hybrid model. It was difficult for them to become accustomed to using the Poly Cameras. Sometimes they would forget they needed to call on students who stayed at home.
- Students tried to socialize with other cohorts when they were on campus.

Resource

Successes:

- Implementation of phase 1.5 in the resource room to provide intervention and a structured, quiet environment for students qualifying for SpEd services
- Alternative/work with accommodations provided directly to students in Resource Room for Phase 1.5/during Phase 2 (using the 1.5 model)
- More opportunities for hands-on activities during Phase 1.5
- Substantial amount of paraprofessional/education specialist/behaviorist support provided to address some of the goals and services and in person
- Ability to assess students on-site in the resource room for IEP goal updates
- Ability to access services virtually for students who may not have always attended and/or who may have had a noisy home environment
- Incentives implemented often providing students with opportunities to feel successful and accomplished
- Strengthened relationships between students and Resource Staff
- Use of paraprofessional's google classroom to make communication and meetings easier with students
- Teachers adding paraprofessionals as co-teachers to classrooms
- Speech students able to work 1:1 via Zoom when unable to be in small group on campus
- Flexible scheduling for speech service (day, evening and weekend times available.
- The increased number of parents who stepped up to the plate for their child's success
- A solid Special Education Team, who successfully brought something to the table through uncharted territory
- This stage allowed us to be more in contact with the parents and to get to know our students
- Be aware of each of the students' assignments and tasks because the teachers joined staff as a co-teachers to their google class and monitor if students were turning in their assignments or not
- Improve the ability to use the technology and some technological skills
- The use of document cameras to offer better support to students

Challenges:

- Student "buy-in" and desire to participate consistently through virtual learning even at school
- Lack of student knowledge/understanding of their grades and missed academics—believing that the only work they need to do is the current homework. Students seem to be unaware of almost an entire school year's worth of missing assignments
- Lack of parent "buy-in" around schooling
- Lack of parent support on academics
- Lack of parent responsiveness
- Students/parents not picking up materials from school
- Students taking care of their hard copy materials

- Students not bringing materials to school
- No extra materials available for some classes
- Students work in a noisy environment
- Students do not attend scheduled sessions.
- Students do not have supplies and devices ready for class.
- Lack of parents technical skills
- Difficult adjusting online learning

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.

Successes:

Students, parents, and teachers from Escuela Popular are a resilient community that has been adapting and adjusting in many ways to continue operating in their everyday life activities during the pandemic. We were able to continue connecting and offering sustainable programs that had been planned for a couple of years and continue the collaboration virtually with organizations that we have been in partnership with; such as Stanford, SJPD, Kaiser Permanente, Planned Parenthood, UC California, Family Giving Tree, YP from Berkeley University, local immigration attorneys and service providers.

75% of 9 -12th-grade students participated in monthly assemblies. For our TK - 8th we had 70 % participation during assemblies. In addition, even during the pandemic, we were able to start new collaborative partnerships with UC Davis, Palo Alto University, Santa Clara Mental Health Department, and Hear Alliance. We opened a forum school and community-wide for presentations on Mental Health, Cyberbullying, Legal workshops, among others.

100 % of students borrowed a Chromebook from school, about 90% borrowed a Hotspot and we also provided basic technology workshops. This means that the school was diligently providing students with devices to connect to their classes.

During the pandemic the school campus remained open, students were able to pick up school devices, Hotspots, books, school supplies, in a safe manner. We continued providing food for families and students, and a new collaboration with a local church allowed us to provide weekly and biweekly groceries for about 300 families (students and open to the community). EP worked with Sacred Heart and ESJ Peace Partnership to distribute funds to families from the community with special financial needs. For high school students, using virtual parent/teacher conferences created a learning experience of increased engagement that will continue by offering this approach to parents that are not able to come to school due to employment responsibilities.

Challenges:

Students face different challenges with virtual learning, such as:

- Physical and mental health
- Parents' change of work schedule
- Parents' job loss
- Housing issues
- Lack of privacy at home to study
- Technology knowledge, and more.

These challenges prevented parents' participation in family nights, instruction, participation in workshops, and school-wide events. For some students, minors, and adults, virtual learning has been a challenge. Some of them got discouraged and impatient. This situation

had a negative impact on their engagement. At the beginning of the pandemic, it was a challenge for teachers and administrators to develop a system of support for students and parents to make sure everyone had what was needed in regards to technological devices and knowledge. We had to implement and use different areas to create an outreach process to contact students and reintegrate them into their virtual learning classrooms.

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.

Successes:

A 24 hours hotline with two numbers available was offered to students and parents to get any information or share any need of services. Workshops on areas such as: Socio-Emotional, Cyberbullying, Basic Technological Knowledge, Scoliosis Screening, immigration services, were provided to keep the community engaged. Sustainable events such as Family nights, parents conference, Dia del Nino, Mother's day, Cesar Chavez, Spelling Bee, Monthly Awards Attendance/Academics Assemblies, Founders Celebration, Virtual graduation continue to happen during the pandemic. Even though we could not meet and go out to do outreach in-person, we continue providing orientation to prospective families virtually on a weekly basis on Wednesdays at 10 am and 6 pm via Google Meet. We post flyers on facebook and Parent Square, promoting our school academies. An email to local Head Start Programs was shared to inform about our open enrollment, and flyers were placed at the groceries bag donated to the community. We offered a class on Sunday as well.

Challenges:

Minors were not able to connect to virtual learning due to a crowded environment or lack of adult supervision, lack of devices or internet. The student support team was able to reach out to families and provide services needed. Some families had to move out of the town due to lack of residence. All these socio-emotional stressors have had an impact in their learning. Due to the pandemic, outreach events in the community were not allowed. We advertise out academics using EP's facebook, and Parent Square.

Analysis of School Nutrition

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

Successes:

- We were able to increase the number of meals being distributed.
- We were able to continue to provide daily cooked meals and served warm and fresh food.

Challenges:

- Develop new ways to package and distribute food while maintaining high quality meals.
- Determining how many meals to prepare when we first started to distribute to-go meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Referral process shared with staff regarding any mental, emotional, economical, housing, immigration, etc. issues. No additional cost	No additional cost		Yes
Mental Health and Social and Emotional Well-Being	Continue to provide workshops to foster social and emotional support and awareness.	\$8,000	\$662.91	Yes
Mental Health and Social and Emotional Well-Being	School wide events that promote student and family resiliency to thrive.	\$3,500	\$1,668.07	Yes
Pupil Engagement and Outreach	Outreach referral process for calls and home visits to be made when students are not connecting to classes	See above		Yes
Pupil Engagement and Outreach	24-hour hotline for parents or students to call for assistance	See above		Yes
Pupil Engagement and Outreach	Partnership with community agencies to provide additional resources to families	See above		Yes
School Nutrition	Added support staff to help with distribution of meals.	\$34,560	\$14,520.88	Yes
School Nutrition	Searched and purchased appropriate containers for packaging of meals.	\$ 20,000	\$8,550.35	Yes
School Nutrition	Adjusted the menu to accommodate for the fluctuation of meals distributed/picked up.	No additional cost		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.

- External organizations provided workshops to foster social and emotional support and awareness free of charge during our Annual Parent Conference.
- Most of the school wide events were virtual.
- Had the necessary resources and capacity within our current food service staff.
- We were serving less meals than we used to when we were in-person learning.

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.

Lessons learned from implementing in person and distance learning program in 20-21 are:

- The use of a school-wide educational learning system that facilitated teachers, students and families monitoring academic progress while students were learning remotely but this system worked well and the school team decided that after much feedback this platform would continue to be used by teachers to share and engage students/families in their academic progress.
- The use of local assessments and interpretation of the data they provided were fundamental in guiding professional development and supporting teachers through their differentiation efforts. This is something that as a team, EP would like to continue developing.
- The need to continue with the increase in the integration of digital literacy for instruction in all classes. For many students this helped provide them with tools to access the academic program and for others it was the first time they had to use technology, therefore propelling them into new learning.
- Students will use acquired technological skills and technology to promote 21st century skills in an innovative and creative approach. Whether for students who were familiar or new to technology they were able to further develop their skills and work towards EP's goal of ensuring every student has access to developing 21st century skills.
- Continue support services to address holistically the social emotional wellbeing of students to thrive. This demonstrated to be key in providing students with direct access to the student support team. The 24 hour hotline and building a bridge with local support services in the neighborhood.

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

Pupil learning loss will continue to be assessed and addressed in the following ways:

- Instructional team will review and analyze NWEA scores, ELPAC, SBAC, Benchmark Adelante and teachers' performance task rubrics quarterly.
- Additional teachers assistants will be available to support teachers in the classroom
- After school tutoring programs will be available for students who need additional support
- Continue with SST meetings to provide individualized interventions.
- Provide professional development opportunities for teachers on using student achievement data to guide differentiated instruction
- Continue to provide accommodations for students with special needs in the classroom
- Professional development for teachers on differentiated instruction and English Learner strategies.
- Professional development for teachers on addressing early literacy needs in the lower grades of K-3

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 school primarily serves low-income students and English Learners there are no substantive differences. Additional support and resources are provided as universal access. Students with IEPs have additional resources and accommodations per requirements on their IEP.

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.

Cohorts were created by teachers and administrators to analyze students' achievement data, monitor student progress and recommend actions for the development of 21-22 LCAP. This entailed the following:

The instructional team presented previous LCP and received feedback from the flexible learning committee on what could contribute to student growth as the instructional team continued to formulate the proposals for the upcoming plan. Later the instructional team presented the draft proposal with expected rate of completion of the previous LCAP and LCP during the various flexible learning committee subgroups and whole-staff meetings. During the whole-staff meeting the proposed goals and areas of focus were presented and the instructional team gathered feedback, held a question and answer session for all TK-12th grade teachers. Given that TK-12th grade teachers have a department or grade-level representative with the flexible learning committee most instructional staff members had already been kept informed about the feedback that was previously given, adjustments that were made, additional recommendations, and task rate completion. Additionally, all academic teams reviewed their respective NWEA results with a focus on the progress being made or lack of progress being made by their students. The instructional staff held two sessions within the school site council meeting to present, review, obtain feedback, and share updated progress reports on the LCAP and LCP.

With the various meetings, analysis for all departments, various adjustments, and review of the previous plan it was determined that while significant progress had been made the team felt that it was appropriate to continue with the same goals but change some of the tasks that were already completed, and adjust those that no longer were relevant. Students had many challenges during the pandemic and unfortunately all learning goals were not met. The team believes it is important to continue the work that has been already done and with the additional time and on-going effort student outcomes will continue to improve.

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	1,493,848.00	795,407.67
	0.00	0.00
LCFF	1,493,848.00	795,407.67

* 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	1,493,848.00	795,407.67
	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,036,079.00	532,568.10
2000-2999: Classified Personnel Salaries	176,791.00	112,203.69
4000-4999: Books And Supplies	17,000.00	20,660.13
5000-5999: Services And Other Operating Expenditures	263,978.00	129,975.75

* 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	1,493,848.00	795,407.67
		0.00	0.00
	LCFF	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	1,036,079.00	532,568.10
2000-2999: Classified Personnel Salaries	LCFF	176,791.00	112,203.69
4000-4999: Books And Supplies	LCFF	17,000.00	20,660.13
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	263,978.00	129,975.75

* 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	1,006,967.00	573,118.58
Goal 2	204,791.00	140,912.94
Goal 3	282,090.00	81,376.15

* 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	\$290,811.00	\$219,991.34
Distance Learning Program	\$666,575.00	\$831,502.46
Pupil Learning Loss	\$61,560.00	\$85,864.90
Additional Actions and Plan Requirements	\$66,060.00	\$25,402.21
All Expenditures in Learning Continuity and Attendance Plan	\$1,085,006.00	\$1,162,760.91

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$350,000.00	\$429,601.05
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$350,000.00	\$429,601.05

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$290,811.00	\$219,991.34
Distance Learning Program	\$316,575.00	\$401,901.41
Pupil Learning Loss	\$61,560.00	\$85,864.90
Additional Actions and Plan Requirements	\$66,060.00	\$25,402.21
All Expenditures in Learning Continuity and Attendance Plan	\$735,006.00	\$733,159.86