

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
Accelerated Achievement Academy	Selah Sawyer Principal	ssawyer@aaacademy.org 707-463-7080

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 number of students using CCSS, NGSS, and the new history framework aligned curriculum.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator NGSS aligned science curriculum</p> <p>19-20 100%</p> <p>Baseline 0%</p>	<p>100% of students have NGSS aligned science curriculum</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Ongoing purchase and replacement of standards aligned materials and equipment.</p>	<p>4000-4999: Books And Supplies General Fund, Lottery \$6,200</p>	<p>4000-4999: Books And Supplies General Fund, Lottery \$2,073</p>
<p>Replace or add technology as needed</p>	<p>4000-4999: Books And Supplies General Fund, Lottery \$1,000</p>	<p>4000-4999: Books And Supplies General Fund, Lottery \$4,522</p>
<p>Employ part-time literacy coordinator to provide professional development and support interim testing</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$0</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$7,496</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase science curriculum for grades 4--10 aligned with NGSS.	4000-4999: Books And Supplies General Fund \$1,000	4000-4999: Books And Supplies General Fund \$414

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 and services were implemented for this goal. There was a discrepancy in in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and more technology was purchased.

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

The goal has been fully implemented with all students having access to state adopted curriculum in all four core subjects.

Goal 2

Improve the average distance from standard in ELA and math as measured on the Dashboard

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Average distance from standard in ELA and math on CAASPP</p> <p>19-20 ELA 10 points below standard Math -60 points below standard</p> <p>Baseline ELA -14.2 points below standard (based on 2018 data) Math -63.5 points below standard (based on 2018 data)</p>	<p>ELA -1.8 points above standard (based on 2019 data) Math 75.3points below standard (based on 2019 data)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing purchase and replacement of standards aligned materials and equipment.	4000-4999: Books And Supplies General Fund, Lottery \$6,200	4000-4999: Books And Supplies General Fund, Lottery \$2,073
Replace and add technology as needed	4000-4999: Books And Supplies General Fund, Lottery \$1,000	4000-4999: Books And Supplies General Fund, Lottery \$4,522

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Employ part-time literacy coordinator to provide professional development and support interim testing.	1000-1999: Certificated Personnel Salaries General Fund \$0	1000-1999: Certificated Personnel Salaries General Fund \$7,496
Purchase science curriculum for grade 4-10 aligned to NGSS	4000-4999: Books And Supplies General Fund \$1,000	4000-4999: Books And Supplies General Fund \$414
Provide professional development during PLC meetings, collaboratives, and training as available.	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$8,490	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$9,984
Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)	4000-4999: Books And Supplies General Fund, Lottery \$13,331	4000-4999: Books And Supplies General Fund, Lottery \$9,201
Targeted academic counseling regarding grades and post-secondary options	1000-1999: Certificated Personnel Salaries General Fund \$55,803	1000-1999: Certificated Personnel Salaries General Fund \$57,567
ELD instruction in small group pull-out	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,952	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,056
ELD support within the English class	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$65,349	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$67,871
Provide math tutor for small group support during and after school	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$7,821	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$6,585
Provide ELA and math support software to the curriculum	4000-4999: Books And Supplies Title I, General Fund \$4,529	3000-3999: Employee Benefits Title I, General Fund \$5,872
Provided after school help hour conducted by the teachers	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$28,006	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$24,232
Provide after school tutorial	1100, 3000 series General Fund, Title I, Title IV \$28,006	1100 and 3000 series General Fund, Title I, Title IV \$4,388

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 and services were implemented for this goal. There was a discrepancy in in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and more technology was purchased. Additionally, with school less was spent on school activities. The discrepancy in the amount spent on after school tutorial was the result of an error in the initial budget number. It should not have been that high.

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

It is unclear how successful these actions were due to the lack of state testing in 2020. However, the biggest challenges for some of the actions is participation in the after school support programs.

Goal 3

Increase number of students with a post-secondary plan.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 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 Increased number of seniors with post-secondary plans as documented by the Academic Services Coordinator and the student surveys.</p> <p>19-20 80%</p> <p>Baseline 73%</p>	<p>93% of seniors had a post-secondary plan</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue Academic Services Coordinator position to provide instruction and exploration of on post-secondary options; provide support for financial aid applications, scholarship applications, college applications and certificate program applications.</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$43,383</p>	<p>1000-1999: Certificated Personnel Salaries General Fund \$40,900</p>
<p>Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)</p>	<p>4000-4999: Books And Supplies General Fund \$13,331</p>	<p>4000-4999: Books And Supplies General Fund \$9,201</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide evening event regarding financial aid options	1000-1999: Certificated Personnel Salaries General Fund \$509	1000-1999: Certificated Personnel Salaries General Fund \$114
Continue CTE and elective course offerings	1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$42,339	1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$48,353
Provide two dual enrollment courses on our campus and pay expenses associated with academic and CTE college courses taken at Mendocino College.	1000-1999: Certificated Personnel Salaries General Fund \$17,221	1000-1999: Certificated Personnel Salaries General Fund \$8,505
Targeted academic counseling regarding grades and post-secondary options	2000-2999: Classified Personnel Salaries General Fund \$55,803	2000-2999: Classified Personnel Salaries General Fund \$57,567
ELD instruction in small group pull-out	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,952	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,056
ELD support within the English class	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$65,349	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$67,817
Purchase career curriculum	4000-4999: Books And Supplies General Fund \$1,500	4000-4999: Books And Supplies General Fund 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.

All actions and services were implemented for this goal. There was a discrepancy in in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less was spent on community activities. Additionally, less was spent on college classes in the spring impacting the amount spent on the action. Nothing was spent on career curriculum because a free curriculum was implemented.

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

The largest challenge to the success of this goal was the pandemic. Many students chose to defer their plan until after the pandemic ended preventing them from receiving our usual support for applications to certificate programs and college.

Goal 4

Increase the rate of unconditional promotions to the next grade.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Promotion rates (modified from survey data) 19-20 70% Baseline 69% (2018)	71% (2019)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ongoing purchase and replacement of standards aligned materials and equipment.	4000-4999: Books And Supplies General Fund, Lottery \$6,200	4000-4999: Books And Supplies General Fund, Lottery \$2,073
Purchase science curriculum for grades 4- 10 aligned to NGSS	4000-4999: Books And Supplies General Fund \$1,000	4000-4999: Books And Supplies General Fund \$414
Continue Academic Service Coordinator to provide grade monitoring and lunch tutorial	1000-1999: Certificated Personnel Salaries General Fund \$18,076	1000-1999: Certificated Personnel Salaries General Fund \$16,667

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)	4000-4999: Books And Supplies General Fund \$13,331	4000-4999: Books And Supplies General Fund \$9,201
Provide after school tutorial	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$28,006	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$16,749
Provide professional development during PLC meetings, collaboratives, and trainings as available.	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$8,490	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$9,984
Targeted academic counseling regarding grades and post-secondary options.	2000-2999: Classified Personnel Salaries General Fund \$55,803	2000-2999: Classified Personnel Salaries General Fund \$57,567
ELD instruction in small group pull-out	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,731	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$14,056
ELD support within the English class	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$65,349	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$67,871
Provide math tutor for small group support during and after school	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$7,821	2000-2999: Classified Personnel Salaries General Fund, Title I, Title IV \$6,585
Provided after school help hour conducted by the teachers	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$28,006	1000-1999: Certificated Personnel Salaries General Fund, Title I, Title IV \$24,232

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 and services were implemented for this goal. There was a discrepancy in the amounts spent largely due to the implementation of distance learning for the last quarter of the year--less materials were used and less was spent on school activities.

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

Due to the pandemic it is unclear how successful these actions were to implementing the goal. The last quarter of the year resulted in students having uncharacteristic grades due to distance learning.

Goal 5

Foster a positive school climate

State and/or Local Priorities addressed by this goal:

State Priorities: 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
Metric/Indicator Student survey results 19-20 88% (actual 2018-2019 rate was 87%) Baseline 75%(2016)	78.9% (actual 2020 rate during COVID shutdown)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue Academic Service Coordinator to plan school events, field trips, etc.	1000-1999: Certificated Personnel Salaries General Fund \$43,383	1000-1999: Certificated Personnel Salaries General Fund \$11,667
Continue school activities that support a positive school climate (ex. Celebrations of Success, Field trips, speakers, etc.)	4000-4999: Books And Supplies General Fund \$13,331	4000-4999: Books And Supplies General Fund \$9,201
Provide anti-bully curriculum to grades 4-9	\$0	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.

All actions and services were implemented for this goal. There was a discrepancy in the amounts spent largely due to the implementation of distance learning for the last quarter of the year. All of the activities and field trips that occur in the spring were canceled resulting in less expenditures.

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

There appeared to be less success in this area based on survey data. However, it is unclear how the survey data may have been impacted by the school shutting down and students beginning distance learning.

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
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	\$16,019	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,750	\$5,263	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	\$4,100	No
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	\$950	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$5964	\$4,000	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	\$16,401	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$4000	\$6,071	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$21,900	\$19,373	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	\$7,047	No
Provide Tutorial time in person to all students daily to allow for math skill building.	\$12,750	\$12,664	Yes
Provide CTE courses to juniors and seniors	\$30,416	\$24,374	Yes
Provide ELD support within their English class and Advisement	\$66,982	\$72,829	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	\$2,988	Yes
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,999	Yes
Provide online tutoring hour five days a week.	\$12,750	\$4,434	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	\$530	No

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

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. Cleaning costs were less because only two classrooms were in use during the closure. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The budgeted amount for online tutoring was miscalculated to high. The cost of COVID-19 surveillance testing was minimal due to access to free testing.

Analysis of In-Person Instructional Offerings

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

Due to the continually changing COVID-19 safety measures, concerns, and restrictions, providing in-person instruction proved challenging in a number of ways, some of which was out of our control as we were required to wait until the county reached the red tier before we could officially open for hybrid learning for grades 7-12. While waiting, we did operate small cohorts of students in extra support groups on campus, and, with this, the greatest challenge was regular attendance by the students. Once eligible to open in March, one of the biggest challenges was to help staff and students feel safe about returning, which included making sure vaccinations were made available to all staff, setting up Covid-19 antigen testing for use on-campus, and, of course, ensuring staff had all necessary protective equipment as well as technological equipment needed to run a hybrid program. We did have a relatively smooth transition to our hybrid program overall in March using a tiered approach beginning with our grades 4-6, and later opening to our 7-12th grades. Ultimately, we were able to offer students the ability to attend school in person four days a week by the last week in April. Unfortunately, due to continuing fears over the virus, many students chose to stay on distance learning for the remainder of the year--with approximately 55% of students choosing to return on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	\$16,019	Yes
Provide technology for distance learning to all students as needed, including Chromebooks and Verizon hotspots.	\$13,500	\$16,989	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	\$37,173	No
Provide distance learning training opportunities for staff.	\$9,600	\$12,698	No
Provide administrative time to design full distance learning schedules and procedures.	\$4,000	\$6,071	No
Provide online tutoring hour five days a week.	\$14,250	\$4,434	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$6300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$21,900	\$19,374	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$6,200	\$7,047	No
Provide Tutorial time online to all students daily to allow for math skill building.	\$14,133	\$35,728	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,400	\$2,988	Yes
Provide CTE courses to juniors and seniors	\$30,416	\$24,374	Yes
Provide ELD support within their English class and Advisement	\$66,982	\$63,645	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,299	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.

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. With the extend time period replacement technology and tech support services became vital to implementation of the distance learning program. Cleaning costs were less because only two classrooms were in use during the closure. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The extended time also resulted in increased costs for online tutorial class and help hours. The budgeted amount for online tutoring was miscalculated to high.

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.

Our distance learning program was a dramatic departure from our previous instructional model, as we decided to implement four to five week intensive core courses instead of students taking all of their core courses simultaneously for a semester at a time in grades 7-12. The decision to do this was for the purpose of being able to provide stable cohorts once we could allow students back on campus as well as for the purpose of minimizing the number of core courses students had to manage largely on their own while on distance learning. Though this instructional model proved more successful for students overall than the distance learning provided the previous spring, it did prove challenging for teachers in that they had to redesign their curriculums not only to fit a distance learning model but also to fit this new compact curricular model. While teachers were provided with professional development opportunities prior to the beginning of the school year, those opportunities focused on distance learning instructional techniques as opposed to techniques or strategies for teaching intensive courses.

We successfully provided most of the necessary devices and connectivity to students prior to the beginning of the school year; however, we did experience a delay in obtaining some needed hotspots due to the devices being backordered. Any student experiencing connectivity issues was able to come and work on campus; however, many students and parents opted to continue to

struggle with bad connections at home as opposed to come to campus. These connectivity issues continued throughout the year, even with the availability of hotspots due to the location of some homes.

Perhaps the biggest challenge to distance learning was ensuring student engagement. While the majority of Accelerated Achievement Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling to offer extra help options both online and on campus, the number of students who failed classes on distance learning was considerably higher than in a normal year. As a result, we are extending the number of summer school hours provided and adding additional teachers to summer school to meet the course recovery needs of those students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7500	\$16,019	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$9,600	\$16,401	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$6,300	\$17,070	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$26,300	\$11,949	Yes
Provide Tutorial time to all students daily to allow for math skill building	\$12,750	\$35,728	Yes
Provide Tutorial (grades 4-7) and Advisement (grades 8-12) time on Friday to all students to allow for ELA skill building	\$24,000	\$24,999	
Provide online teacher extra help hours on Fridays for all students.	\$9,800	\$15,336	Yes
Provide online tutoring hour five days a week.	\$12,750	\$4,434	Yes
Administer and score interim CAASPP assessments.	\$14,000	0	No
Provide summer school (2021)	\$9250	\$17,742	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.

The majority of the substantive differences were caused by a greater time on distance learning than anticipated. On campus support groups were held several months longer. There was an increase in cost for teacher preparation days because the instructional model had to change multiple times to meet the changing public health guidance and the needs of the students. Due to the increased length of distance learning the Student Services Coordinator dedicated more time to student support. The extended time also resulted in increased costs for online tutorial class and help hours. The budgeted amount for online tutoring was miscalculated to high. Because

the school was still on distance learning, it choose not to administer the CAASPP interim assessments. Instead it opted to administer the STAR Reading and Math assessments that could more easily be administered at home. The costs for summer school are significantly hire due to the need for additional teachers to meet the social distancing requirements and increased volume of students who need summer school over previous years.

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.

While the vast majority of Accelerated Achievement Academy students logged on daily for live instruction with their teachers, we did have a significant increase in the number of students who were not passing their classes. Despite logging on to class, many students would not complete the work assigned. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling to offer additional support, the number of students who failed classes on distance learning was considerably higher than in a normal year. In an effort to mitigate some of the learning loss, students had support classes that provided additional practice in math and ELA. We also offered online tutoring in the afternoon 5 days a week to support students' academic success. In addition to the afternoon tutoring hour, teachers provided after class tutoring to students and an official help hour on Fridays. Our effort to mitigate learning loss will continue into the summer with an extension of the number of summer school hours provided and the addition of teachers to summer school to meet the course recovery needs. Finally, we administered the STAR Reading and STAR math benchmarks three times during the year as well as administering the CAASPP summative assessments in an effort to better ascertain students' learning needs in the wake of the Covid 19 pandemic.

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.

Teachers regularly assessed students social and emotional well being during live instruction and reported any noted concerns to the Student Services Coordinator or the principal for follow up. All staff received training in mental health warning signs and suicide prevention as well as mandated reporter training that addresses looking for possible signs of emotional or physical abuse. Additionally, teachers took time in their Advisement or Friday class meetings to focus on the class community and building connections within the class. Finally, students were actively encouraged to stay in close communication with school staff, especially their core class teachers and Advisement teachers. Due to Accelerated Achievement Academy's small size and the nature of the intensive core class design where teachers worked closely with one group four to five weeks at a time, students in need of mental health or emotional support were successfully identified and provided with resources as appropriate. However, due to the nature of distance learning, the staff was left feeling uncertain as to whether or not all students in need of mental health support were receiving it and suspected that more students were struggling in more ways than was apparent over Zoom.

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.

Outreach to parents and students began in early July and continued throughout the remainder of the year, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. All student contact information was verified by way of the submission of the 2020-21 registration card or direct parent contact. Any students who were absent from distance learning have their parents contacted by the office each day they are absent. Any student who was chronically absent or whose grade dropped below 60% in a core academic class had their parents contacted by the Principal or Student Services Coordinator to establish actions for reengagement which included but were not limited to sending a formal letter explaining the student's attendance/academic issues, assigning mandatory afterschool/additional online tutoring, recommending on campus extra support/instruction, referrals to health and social services, and requiring summer school. The outreach resulted in varying degrees of success. For example, student attendance rates for live instruction was high due to the timely phone calls made to parents when students were absent or late to class. Parents were generally very quick to contact their student and ensure that their student logged onto to class. However, there were a small number of chronic challenges that continued despite the efforts of staff to reengage the student.

Analysis of School Nutrition

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

Accelerated Achievement Academy participated in the Community Eligibility Program, and, as such, provided free breakfasts and lunches to all enrolled students. All meals met the nutrition requirements for the National School Lunch and Breakfast Program and were provided by our School Food Authority, Willits Charter School. This year, students ordered meals from their core class teacher and were provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Students on campus were able to order breakfast daily and eat it while outdoors and socially distanced prior to entering their classroom in the mornings. All other meals were for pick up only, as the school did not offer an on-campus lunch option during the 20-21 school year due to safety concerns. Likely as a result of the need to travel to pick up the meals, fewer students than normal ordered meals throughout the year. Additionally, the district expanded its meal service to all students residing in the area, which may have reduced the overall demand for meals from Accelerated Achievement Academy. Figuring out how to offer meals on campus safely might very well continue to be challenge as we enter into the 21-22 school year as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$19,277	\$20,319	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.

There were no substantive differences.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

The lessons learned from the 20-21 school year have informed the 2021-24 LCAP in that it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Accelerated Achievement Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years.

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 by way of closely tracking students' academic progress as well as continued implementation and analysis of benchmark testing and state testing, including the STAR Reaching and Math assessments, and the CAASPP interim and summative assessments. The 2021-24 LCAP will address learning loss by way of ensuring the necessary teacher training, student access to curriculum and course options, as well as supplying students with the necessary academic advising and supports such as after-school tutoring and summer school.

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.

There were no major substantive differences.

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 reflection on the student outcomes from both the 19-20 LCAP and the 20-21 LCP have informed the 2021-24 LCAP. From the LCP, it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Accelerated Achievement Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years. However, in looking at the 19-20 LCAP, it is apparent that many of our previous goals and actions were proving largely effective pre-pandemic and, in many cases, should be continued. There are also some slightly revised actions as well as added actions to allow for an expanded focus on both ensuring student academic success and social-emotional well being.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	0.00	0.00
	334,474.00	294,391.00
	33,931.00	24,464.00
	385,328.00	348,466.00
	4,529.00	5,872.00
	42,339.00	48,353.00
	28,006.00	0.00
	0.00	48,353.00

* 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		
	28,006.00	4,388.00
	534,388.00	512,924.00
	155,254.00	145,053.00
	0.00	5,872.00
	82,953.00	53,309.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		0.00	0.00
		28,006.00	4,388.00
		178,375.00	150,412.00
		313,674.00	314,159.00
		42,339.00	48,353.00
		111,606.00	115,134.00
		43,648.00	29,919.00
		0.00	5,872.00
		44,493.00	28,845.00
		33,931.00	24,464.00
		4,529.00	0.00
		4,529.00	0.00
		31,231.00	10,029.00
		13,331.00	22,391.00
		4,529.00	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	8,200.00	14,505.00
Goal 2	234,487.00	214,261.00
Goal 3	254,387.00	246,513.00
Goal 4	246,813.00	225,399.00
Goal 5	56,714.00	20,868.00

* 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	\$280,712.00	\$266,397.00
Distance Learning Program	\$273,281.00	\$315,194.00
Pupil Learning Loss	\$132,250.00	\$159,678.00
Additional Actions and Plan Requirements	\$19,277.00	\$20,319.00
All Expenditures in Learning Continuity and Attendance Plan	\$705,520.00	\$761,588.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$65,914.00	\$61,432.00
Distance Learning Program	\$42,100.00	\$80,059.00
Pupil Learning Loss	\$53,900.00	\$58,470.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$137,914.00	\$174,962.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$214,798.00	\$204,965.00
Distance Learning Program	\$231,181.00	\$235,135.00
Pupil Learning Loss	\$78,350.00	\$101,208.00
Additional Actions and Plan Requirements	\$19,277.00	\$20,319.00
All Expenditures in Learning Continuity and Attendance Plan	\$543,606.00	\$561,627.00