California Department of Education
January 2021

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

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
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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

Scholarship Prep teachers are appropriately assigned and fully credentialed. Every pupil at Scholarship Prep has sufficient access to standards-aligned instructional materials. Scholarship Prep facilities are maintained in good repair.

State and/or Local Priorities addressed by this goal:

State Priorities: 1 (Basic)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| 100% of staff appropriately assigned and fully-credentialed | 100% of staff appropriately assigned and fully-credentialed |

| | |
|---|---|
| 80% of teachers scoring a cumulative 3.0 or higher on evaluation rubric | 90% of teachers scoring a cumulative 3.0 or higher on evaluation rubric |
| 100% of students receiving standards-based instructional materials | 100% of students receiving standards-based instructional materials |
| Facility in GOOD repair | Facility in GOOD repair |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Attract and retain qualified staff to meet goals. | $4,500 | $2,684 |
| Ensure that all teachers are appropriately assigned and fully credentialed, ensuring targeted pupils are fully served. | $648,773 | $643,291 |
| Standards-aligned instructional materials will be available to targeted pupils. (All SPCS students will have access) | $112,500 | $93,000 |
| Upgrade facilities to support the school's educational philosophy and provide equal access for all unduplicated pupils | $50,000 | $28,265 |

## 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 funds budgeted for Actions/Services were implemented except for a portion of the budget for upgrading facilities. The COVID-19 pandemic occurred and planned facilities upgrades were not needed.

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

Scholarship Prep administration were able to effectively recruit qualified staff through the updated interview process. The interview process was refined to include thorough paper screening of candidates, multiple interviews with varied stakeholders including model lessons and performance tasks (translation, data analysis, etc.) as applicable, and input from various levels of current employees.

Scholarship Prep continued using its new teacher evaluation system. The new evaluation system provides for advancement opportunities for current teachers and staff to take on additional roles and leadership positions, helping to maintain a high staff retention level.

Scholarship Prep executive administration ensured that all students had standards-aligned instructional materials for all subjects – both in-person as well as during Hybrid Learning. The Principal was instrumental in providing updated enrollment numbers at least weekly to allow for the correct number of print materials and digital licenses to be ordered.

Scholarship Prep administration conducted regular facilities walkthroughs to identify any issues that needed to be corrected as well as areas that could be improved to provide better service to students.

# Goal 2

Scholarship Prep students, including all significant subgroups, shall achieve at least equal to the academic performance of the comparison public schools as measured by progress on CAASPP, ELPAC, and other state mandated assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 (Implementation of State Standards), 4 (Pupil Achievement), 7 (Course Access), 8 (Other Pupil Outcomes)
Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
| --- | --- |
| CAASPP ELA % Standard Met/Exceeded – Baseline | No data available |
| CAASPP Math % Standard Met/Exceeded –Baseline | No data available |
| CAST % suggesting *considerable* understanding – Baseline | No data available |
| Percentage of ELs making progress toward EL proficiency as measured by the ELPAC – Baseline | No data available |

| Percentage of English Learners Who Reclassify as Fluent English Proficient (RFEP) – Baseline | No data available |
|---|---|
| ELAC meetings held – 8 | 8 ELAC meetings held |
| Chromebooks for all students in grades 3-8. | All students in all grades had access to Chromebooks daily. |
| Percentage of K-2 Students Meeting Early Literacy Benchmarks/ NWEA assessments – Baseline. | 28% of K-2 students met early literacy benchmarks. |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Refine State Standards professional development, curricular units, to include interdisciplinary cross-curricular themes. | $42,629 | $7,744 |
| Increase access to technology, utilizing standards to plan instruction for all students, including English Learners. | $48,750 | $71,394 |
| Engage staff in Professional Learning Community (PLC) meetings, grade level planning time, with a focus on how EL students will be enabled to gain academic content knowledge and English language proficiency. | No additional cost | $0 |
| Provide intervention sessions and tutoring as needed to students with exceptional needs. | $12,975 | $5,621 |
| Offer a variety of Non-Core classes to all students before, during and after school at no cost. | $93,701 | $104,451 |
| Prepare and administer appropriate assessments to monitor student progress in goal areas. | $4,132 | $8,008 |
| Provide intervention and support services to English Learners through the Intervention Lead/Resident Sub. | $32,387 | $0 |
| Promote accelerated English Language Development (ELD) by providing ELs with Integrated and Designated ELD utilizing the proficiency standards and proficiency scales. | $25,446 | $9,663 |

| | | |
|---|---|---|
| Prepare and administer NWEA Reading and Math assessments to students in grades K-2 to monitor student achievement and progress. | $2,500 | $1,305 |
| Administer the Naglieri Nonverbal Test of Ability to all students in 3<sup>rd</sup> grade to identify students qualifying for gifted education program. | No additional cost | $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.

Funds were budgeted for a resident substitute teacher on staff were instead used on outside contractors to provide services.

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

Scholarship Prep utilized additional pupil free professional development days to provide support to teachers in many areas, including the creation of interdisciplinary cross-curricular projects. The teaching staff of this campus collaborated with their grade alike peers from our other campuses to ensure that all teachers were having grade-level specific conversations around curriculum, State Standards, and unit planning.

Scholarship Prep provided Chromebooks for student use in all grade levels. Chromebooks were used on a daily basis to access standards based instructional resources from a variety of purchased vendors.

Scholarship Prep used the aforementioned pupil free professional development days to deep-dive into supporting English Learners at all grade levels. The Chief Academic Officer, Principal, and teacher leaders led multiple working sessions, at these pupil free days and other meetings, on integrated and designated ELD, writing ELD objectives, using graphic organizers and sentence stems to support English Learners, and how to use ELPAC scores to plan instruction.

Scholarship Prep continued the practice of offering intervention and tutoring as needed. An additional support this year was the Resident Sub, a position created to assist with running intervention programs for students not meeting grade level standards as well as English Learners.

Scholarship Prep continued the practice of offering a non-core elective classes to students at no cost.

Scholarship Prep continued to train teachers on the SBAC portal as well as the administration of Interim Assessments. Multiple professional development sessions were devoted to analyzing the data, adjusting instructional plans, and aligning resources to better prepare all subgroups and individual students to make progress.

We also provided intervention services to ELs specifically and improved our Integrated and Designated ELD programming.

## Goal 3

Scholarship Prep will increase parental involvement, including efforts to seek parent input for making decisions for the school, and how the school will promote parent participation.

State and/or Local Priorities addressed by this goal:

State Priorities: 3 (Parent Involvement)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Family participation in annual LCAP survey – 75% | 86% |
| Family participation in informational Parent Meetings (Coffee with Founders, Principal meetings, Pep Squad) – 50% | 43% |
| Parent participation in programs for unduplicated pupils – 50% | 46% |
| Parent participation in programs for individuals with exceptional needs – 50% | 73% |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|

| | | |
|---|---|---|
| Engage stakeholders to maintain educational program. | $3,750 | $3,433 |
| Scholarship Prep's educational philosophy, including meetings discussing cyber safety and social-emotional needs. | No additional cost | $0 |
| Conduct annual Parent Survey. | No additional cost | $0 |
| Schedule parent meetings based on specific issues pertinent to students with exceptional needs (GATE, students with disabilities, etc.). | No additional cost | $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 funds budgeted for Actions/Services were implemented.

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

Scholarship Prep engaged stakeholders, especially parents, in a number of new or improved ways. As part of our project-based learning pedagogy, teachers improved their outreach to and inclusion of community members in their project planning and presentations. Scholarship Prep continued partnering with *Raising Highly Capable Kids*, a local organization, to offer parenting classes in Spanish to our families.

Scholarship Prep held parent meetings on a number of issues including suicide prevention, supporting English Learners in the classroom and cyber-safety. Scholarship Prep amended the manner in which the annual Parent Survey was conducted, sending it home with students in their home language as a non-graded homework assignment and also via a virtual link.

Finally, we offered parent meetings targeting specific subgroups, including ELs, students with disabilities, homeless youth, and foster youth.

# Goal 4

Scholarship Prep will maintain a positive, safe school climate to ensure high levels of student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: 5 (Pupil Engagement), 6 (School Climate)

Local Priorities:

## Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| Safety/emergency drills held - 12 | 12 |
| Students receiving office referrals - 6 | 13 |
| Suspension rates - All 1.0% Students with Disabilities 1.0% | All 5.6% Students with Disabilities 3.1% |
| Expulsion rate – 0% | 0% |
| Attendance rate - All 97% Foster ≥ 97% Homeless ≥ 97% | All 96%, Foster 96%, Homeless, 96% |
| Chronic absenteeism rate – 3.5% | 5.8% |
| Middle school dropout rate – 0% | 0% |
| Special Education staff (full-time) participation in SELPA professional learning offerings – 100% | 100% |

## Actions / Services

| Planned Action/Service | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| Prioritize and track daily attendance with all students. | $41,488 | $37,080 |
| Emphasizing campus safety to all stakeholders through monthly practice drills. | No additional cost | $0 |

| | | |
|---|---|---|
| Maintain consistent communication with all stakeholders through the Web site, newsletter, and parent meetings. | No additional cost | $0 |
| Provide Professional Development in School Climate to support staff. | No additional cost | $0 |
| Provide services and supports to Foster and Homeless students to ensure timely enrollment, advocate for school stability, and provide supplemental services and resources as needed through the Homeless and Foster Youth Services Coordinator. | $22,500 | $16,938 |
| Design the After School Program personnel and offerings to provide a more rigorous and structured learning environment to ensure targeted students are receiving proper academic support and intervention immediately after school. | $44,226 | $31,490 |
| Engage in external and internal professional development on the Multi-Tiered System of Supports (MTSS) to target the needs of all students and especially those with specific needs such as Special Education, English Learner Provide Professional Development in School Climate to support staff. | No additional cost | $0 |
| Provide release time or professional development time for full time special education to engage in remote or in-person SELPA learning opportunities. | No additional cost | $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 funds budgeted for Actions/Services were implemented.

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

Scholarship Prep continued to promote the importance of prompt daily attendance at multiple meetings and in multiple modes of communication by teachers, staff, and administration. Office staff worked directly with school administrators to monitor absenteeism and student tardies. We continued this work during Distance Learning to ensure high levels of engagement.

Scholarship Prep updated its web page with more direct access to pertinent information, including one-click access to Board meeting materials. Teachers continued sending home weekly newsletters and the Principal monitored placement of newsletters on individual teacher webpages to allow for at least two avenues of access.

Scholarship Prep provided professional development in school climate to support staff as a whole, and follow-up meetings individually as needed.

We were intentional and successful in providing support services to our foster and homeless youth, including food, school supplies, and clothing items.

# 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 cleaning/sanitization | $3,000 | $554.50 | Y |
| Handwashing/hand sanitizing stations | $12,000 | $8,739.20 | Y |
| PPE for students and staff | $2,000 | $3,161.15 | Y |
| Thermometers | $1,000 | $852.60 | Y |
| Replace HVAC filters | $1,000 | $1,273.65 | Y |
| PPE signage | $500 | $0 | Y |
| Addition of ELD aides | $5,000 | $0 | Y |

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 only substantive difference was that Scholarship Prep did not add ELD aides.  We found that it was more effective to have our existing staff handle these responsibilities instead of adding additional personnel.

## Analysis of In-Person Instructional Offerings

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

Scholarship Prep was successful in providing a clean, safe, healthy environment for all students and staff. Every person entering the campus was temperature checked in addition to needing to verify that there were free of systems using a technology device. Any student or staff without PPE devices was provided one.

# Distance Learning Program

## Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| Addition of ELD and intervention teachers | $50,000 | $26,105.32 | Y |
| Increased curriculum purchasing | $8,000 | $9,018.00 | Y |
| Hotspots for families | $4,000 | $957.52 | Y |

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.

There was no substantive difference.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

*Continuity of Instruction*

Both the Hybrid and Distance Learning models had components of live instruction with a teacher as well as online, asynchronous learning activities. While in the Distance Learning model, all students accessed the live lesson at the same time in the morning, and engaged in the asynchronous learning in the afternoon, in the Hybrid Model, those components were just adjusted such that one cohort got the live lesson in person in the morning, and engaged in the asynchronous learning in the afternoon, and the other group got the live lesson in the afternoon and engaged with the asynchronous materials in the morning. In both models, students were grouped in self-contained classes and had one teacher and are with one cohort of students. This teacher and group of students remained consistent as SPS shifted from one model to the other.

*Access to Devices and Connectivity*

All students had Chromebooks to use. Hotspots were also available to families based on need. For Hotspots, McKinney Vento families were prioritized first, and were given out based on need to families after that.

*Pupil Participation and Progress*

To gauge student progress, teachers give all students at least 3 common benchmark assessments in both ELA and math. They also gave at least 1 formative math assessment and one formative ELA assessment a week, and entered the grade for said assessments in their gradebook. This data was used to drive instruction and determine supports/interventions, as well as a communication tool for students and families to inform them of their progress.

*Distance Learning Professional Development*

PD sessions and collaboration protocols were facilitated with adult social–emotional learning in mind, and incorporated some of the practices we wanted to see in our classrooms as well, such as welcoming rituals (ie: check ins or team building opportunities), effective engagement strategies, and optimistic closures that allow for reflection on learning.

*Staff Roles and Responsibilities*

As a result of COVID-19 and the changes to the way school must be operated, SPS adapted some roles and responsibilities of teachers and staff, including Teachers moving from a cored teaching model (teachers teach one subject to multiple groups) to a self-contained model (each teacher teaches all subjects to one group), and Electives teachers provide learning opportunities for all students, instead of a smaller group (students can now take all electives, instead of opting into one).

*Support for Pupils with Unique Needs.*

English Learners received language supports through both Designated and Integrated ELD. EL students received their core instruction with these EL supports, as well as getting designated instruction focused on language development as part of their regular daily school day. Students with IEPs received online (or in-person in the Hybrid Learning model) small-group instruction with additional teachers or aides, and additional teachers as aides were available daily for office hours to provide support that goes beyond the supports outlined in a student's IEP.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|---|---|---|
| N/A | $0 | $0 | N |

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.

No substantive differences.

## 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.

Both the Hybrid and Distance Learning models had components of live instruction with a teacher as well as online, asynchronous learning activities.  While in the Distance Learning model, all students accessed the live lesson at the same time in the morning, and engaged in the asynchronous learning in the afternoon, in the Hybrid Model, those components were just adjusted such that one cohort got the live lesson in person in the morning, and engaged in the asynchronous learning in the afternoon, and the other group got the live lesson in the afternoon and engaged with the asynchronous materials in the morning.  In both models, students were grouped in self-contained classes and had one teacher and are with one cohort of students.  This teacher and group of students remained consistent as SPS shifted from one model to the other.

To gauge student progress, teachers give all students at least 3 common benchmark assessments in both ELA and math.  They also gave at least 1 formative math assessment and one formative ELA assessment a week, and entered the grade for said assessments in their gradebook.  This data was used to drive instruction and determine supports/interventions, as well as a communication tool for students and families to inform them of their progress.

## 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.

SPS supported the mental health and social-emotional well-being of students.  As part of the daily schedule, all SPS teachers engaged in a "Morning Meeting" with students that emphasized community building, relationships, and social-emotional learning. Students also engaged in a weekly Social Emotional Learning lesson provided by the School Counselor.  Counselors provided individual and group counseling along with direct referrals to outside counseling.

Professional development was provided to staff including training on social emotional learning, trauma informed practices, and suicide prevention.  Teachers were trained not only on these topics overall, but dove into what each of these topics looked like in a digital/virtual world.

## 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.

SPS utilized several engagement and outreach activities for families in the time of Distance Learning.  SPS regularly communicated with families through weekly newsletters from the principal, regular updates on the school's website and social media, and daily access

to teachers through Class Dojo.  All communication was sent out in both English and Spanish and is available on multiple platforms to increase accessibility and participation.

SPS tracked daily participation and engagement of students to ensure that all students both had access to, and were actively engaged in, their learning and the school community.  When participation data indicates a student/family was not engaged, the school reached out to the family to assess need and offer resources and support to re-engage the student and family.

## Analysis of School Nutrition

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

During Distance Learning, meals were distributed in a Grab and Go style with all meals consumed offsite. Bagged meals (breakfast and lunch) for the entire week were available for pick up either three days per week or via bulk distribution on a single day. In addition, due to community need, the school was a Community Eligibility Provision school and will be providing meals to all students free of charge, regardless of their income level. Social distancing practices were followed by all meal distribution personnel by wearing gloves, masks, and staying six feet apart. In order to ensure that parents, guardians, and students are aware of the availability of meals, SPS communicated in multiple languages the availability of meals as widely as possible. Communication strategies included: email blasts, social media messages/posts. personal phone calls, automated phone calls, and website announcements.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------|-------------|---------------------|------------------------------|--------------|
| N/A | N/A | N/A | N/A | N/A |

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.

N/A

## 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 major lessons Scholarship Prep learned that will impact the 2021-24 LCAP are:

-The importance of continued technology integration into the classroom;

-The need to provide food and clothing resources to students in need; and

-The importance of effective PLC protocols for staff.

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 2021-24 LCAP through:

-ordering additional supplemental curriculum;

-adding additional special education staff;

-implementing extended learning through summer programming and an after school program; and

-providing specific supports for homeless and foster youth.

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.

None.

# 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 analysis and reflection guided LCAP development in a number of ways. Mainly, the review of data and successes showed us that we need to:

-Hire additional staff members to support at-risk students;

-Provide extended learning opportunities in a number of ways;

-Increase the wrap-around services for foster and homeless youth and their families; and

-More effectively support English Language Development through Designated ELD.

# 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.

### Annual Measurable Outcomes

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.

### Actions/Services

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.

### Analysis of In-Person Instructional Offerings

- 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.

### Analysis of the Distance Learning Program

- 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:
    - o Continuity of Instruction,
    - o Access to Devices and Connectivity,
    - o Pupil Participation and Progress,
    - o Distance Learning Professional Development,
    - o Staff Roles and Responsibilities, and
    - o 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.

### Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021