

# 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
Camino Nuevo High School	Marisol Pineda Conde, Principal	<a href="mailto:Marisol.pinedaconde@caminonuevo.org">Marisol.pinedaconde@caminonuevo.org</a>

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

By the end of the 2019-2020 school year, students will demonstrate greater academic attainment on college readiness indicators as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 2. Implementation of State Standards; 4. Pupil achievement; 5. Pupil engagement; 7. Course access; 8. Other pupil outcomes Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Percentage of Students who are reading at or above grade level as measured by Lexile Assessment (45% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who are at or above the standard in ELA as measured by the SBAC (55% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.

Expected	Actual
Percentage of students who are at or above the standard in Math as measured by the SBAC (15% by 19-20)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Percentage of students who have reclassified (15%)	17.10%



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

<ul style="list-style-type: none"> <li>• Purchase NGSS aligned textbooks for all science courses</li> <li>• Purchase Achieve 3000 licenses for all students</li> <li>• Hire Teaching Assistants to support students in the classroom</li> <li>• Provide CCR Implementation</li> <li>• Training for Teachers and Instructional Leaders</li> <li>• Hire English Language Development Teacher</li> <li>• Purchase EL Achieve Curricular Units</li> </ul>	<p>\$17,825 LCFF 4000-4999 Books and Supplies; Achieve 3000 \$15,000 LCFF 2000-2999 Classified Salaries; Teacher Assistant \$3,750 LCFF 3000-3999 Employee Benefits; Benefits - Teacher Assistant \$60,996 LCFF 1000-1999 Certificated Salaries; ELD Teacher \$15,249 LCFF 3000-3999 Employee Benefits; Benefits - ELD Teacher \$15,000 LCFF 5000-5999 Services and Other Operating Expenses; PD - Teacher Release Days - Substitutes \$18,000 LCFF</p>	<p>\$ 697,915.38</p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------

	1000-1999 Certificated Salaries; Teacher Stipends - Leadership, CADRE, BCLAD, Dept Chairs \$169,500 LCFF	
	1000-1999 Certificated Salaries; Assistant Principals - #1 & #2 \$42,375 LCFF	
	3000-3999 Employee Benefits; Benefits - Assistant Principal #1 & #2 \$10,275 LCFF	
	5000-5999 Services and Other Operating Expenses; Study Smart Tutor - SAT Prep \$5,000 LCFF	
	4000-4999 Books and Supplies; Textbooks \$10,000 LCFF	
	5000-5999 Services and Other Operating Expenses;	

	Professional Development	
	\$27,000	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Software	
	\$9,660	
	LCFF	
	1000-1999 Certificated Salaries; Summer School	
	\$0	
	LCFF	
	3000-3999 Employee Benefits; Benefits - Summer School	
	\$900	
	LCFF	
	4000-4999 Books and Supplies; Books	
	\$161,679	
	Federal Revenues - Title I	
	1000-1999 Certificated Salaries; Intervention Instruction	
	\$15,247	
	Federal Revenues - Title II	
	5000-5999 Services and Other Operating Expenses;	

	Professional Development \$5,040 Federal Revenues - Title III 2000-2999 Classified Salaries; Intervention Instruction \$0 LCFF 3000-3999 Employee Benefits; EL Teacher Benefits \$0 Federal Revenues - Title IV 4000-4999 Books and Supplies; Title IV - Purchasing PPlan \$69,410 LCFF 1000-1999 Certificated Salaries; Music Teacher \$17,325 LCFF 3000-3999 Employee Benefits; Music Teacher – Benefits \$47,090 LCFF 1000-1999 Certificated Salaries; Art Teacher	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



	<p>\$11,772</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Art Teacher - Benefits</p> <p>\$36,834</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Ethnic Studies Teacher</p> <p>\$9,209</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Ethnic Studies - Benefits</p> <p>\$2,000</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses;</p> <p><b>WASC - Accreditation</b></p> <p>\$1,500</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; Equipment</p> <p>\$10,000</p> <p>LCFF</p> <p>4000-4999 Books and Supplies; APEX Curriculum</p> <p>\$30,824</p> <p>LCFF</p>	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	1000-1999 Certificated Salaries; Math Teacher - 50% \$7,706 LCFF 3000-3999 Employee Benefits; Math Teacher 50% - Benefits	
--	------------------------------------------------------------------------------------------------------------------------------------------------	--

## 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 that were not implemented in the planned action/services above were utilized in support expenditures related to distance learning including training, hardware, and student support.

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

All of the planned actions and services were executed except the hiring of the designated ELD teachers and the purchase of EL Achieve Curricular Units. The greatest success was achieved in offering supports that were aligned to a multi-year vision. For example, our investment in Achieve has proved fruitful in that we have conducted a multi-year roll out. Similarly, the purchasing of the NGSS curricular materials came as a result of multi-year piloting process that incorporated a great deal of teacher buy in and also incorporated technology that adapted well in light of school closure. The greatest challenges emerged with expenditures that were associated with materials that were not supportive of distance learning. For example, there was a greater need for teacher and instructional leader training. However, there was less of a need for materials like the curriculum units that did not offer a technology platform and thus were deprioritized this school year.

## Goal 2

By the end of the 2018-2019 school year, students will demonstrate greater student engagement as compared to the previous school year.

State and/or Local Priorities addressed by this goal:

State Priorities: 1. Basic; 4. Pupil achievement; 5. Pupil engagement; 6. School climate Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Percentage of students who are graduating (95%)	Due to COVID-19, we will not be able to collect final 19-20 data for this metric.
Reducing the percentage of students who are designated as chronically absent (10%)	21.7% (63 of 290)
Percentage of students who are on-track to graduate (90%)	96% (259 of 270) students on track to graduate
Percentage of students who participate in CIF sports program (15%)	18.89%



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

<ul style="list-style-type: none"> <li>• Create an after school credit recovery program.</li> <li>• licenses for APEX credit recovery</li> <li>• Provide wrap around services</li> <li>• Provide teachers with intervention training</li> <li>• Continue CIF sports program</li> </ul>	<p>\$69,360</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; College Counselor</p> <p>\$17,340 (repeat expenditure)</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - College Counselor</p> <p>\$0</p> <p>LCFF</p> <p>1000-1999 Certificated Salaries; Dean of Culture</p> <p>\$0</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Dean of Culture</p> <p>\$89,570</p> <p>LCFF</p> <p>5000-5999 Services and Other Operating Expenses; Mental Health Program Fee</p> <p>\$0</p> <p>LCFF</p> <p>3000-3999 Employee Benefits; Benefits - Mental Health Counselor</p>	<p>\$ 152,380.50</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------

	\$20,000	
	LCFF	
	2000-2999 Classified Salaries; Campus Aides	
	\$5,000	
	LCFF	
	3000-3999 Employee Benefits; Benefits - Campus Aides	
	\$0	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Sophomore Camping Trip	
	\$10,000	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	College Trips	
	\$5,000	
	LCFF	
	1000-1999 Certificated Salaries; Teacher Stipend - Athletics	
	\$3,500	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Athletics Transportation	

	\$1,500	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	CIF Fees	
	\$0	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	LOUD Music Afterschool Program	
	\$5,000	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Athletics - Uniforms	
	\$6,000	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Athletics - Transportation	
	\$6,600	
	LCFF	
	5000-5999 Services and Other Operating Expenses;	
	Graduation	



## 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 that were not implemented were used to enhance the existing actions planned. For example, fewer expenditures in sports contributed to being able to have greater expenditures in wrap around services for our most vulnerable students.

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

We experienced a great deal of success in our after-school credit recovery program. The model that was developed here was also used to support students with credit recovery and remediation in response to increasing F rates associated with distance learning. Additionally, we have been able to utilize our APEX program to ensure that students are on track to graduate. This process has allowed us to increase our graduation rate and has also supported the rate to which students are on track to graduate. Lastly, during the pandemic and with school closure, we have experienced success in being able to provide wrap around services for our students. We were able to continue offering counseling services to our students, offered a food and hygiene pantry for students and families as well as providing students with “Learning Kits” of essential learning materials during distance learning.

## Goal 3

By the end of the 2019-2020 school year, parent will demonstrate greater engagement as compared to the previous year.

State and/or Local Priorities addressed by this goal:

State Priorities 3. Parent Involvement

## Annual Measurable Outcomes

Expected	Actual
Percentage of parents who complete end of year survey (75%)	As of 4/13, 21 surveys collected
Percentage of parents who participate in one or more school activity (85%)	96.67% of parents who have participated in one or more school activities.
Percentage of parents who participate in a college preparatory workshop or educational event (75%)	70%

Expected	Actual

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> <li>• Development of Parent after school clubs</li> <li>• Student and Family Services Coordinator</li> <li>• College Readiness Parent Education Curriculum</li> <li>• Staff hours for weekend programming for parents</li> <li>• Buses for parent college field trips Snacks for Parent Meetings</li> </ul>	\$0 LCFF 2000-2999 Classified Salaries; Student & Family Services Coordinator \$0 LCFF 3000-3999 Employee Benefits; Benefits - Student & Family Services Coordinator \$2,000 LCFF 4000-4999 Books and Supplies; Other Supplies - Parent Meetings & Workshops	\$2000

## Goal Analysis

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

Budgeted items that were not implemented were used to enhance our support of our parent program in the spring during distance learning.

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

Many of the planned actions and services were contingent on in-person activities. With the school closure, these actions were not implemented. However, we did experience success with targeting parent capacity building around distance learning. As a result, you will notice lower expenditures than planned.

## **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
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop a health & safety plan that meets county public health requirements for school reopening.	\$55,904 Object Code 4371, 4399 LLMF CR \$88,259 Object Code 2200, 2900, 5531 LCFF Supplemental/Concentration	\$ 142,787.00	Y
Survey teachers to identify which certificated and classified team members will come to camp	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop an in-person work schedule for all necessary employees to implement in-person instructional and health and safety plans.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Determine learning loss due to school closures by administering beginning-of-year diagnostic assessments in reading, writing, math, and ELD	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Collect and analyze participation data from Spring of 2020.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Collect and analyze participation data from Fall of 2020 (prior to re-opening).	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y

Use the above data points, as well as additional indicators of risk factors for learning loss, such as being an emerging English Learner, having multiple disabilities, and/or being identified as homeless or foster youth, to identify the 25-30% of students who receive invitations to come to school for in-person instruction; develop a waitlist of additional students to invite in place of families who opt out.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Communicate with families to invite them for in-person instruction and inform them of our educational and health and safety plans; develop a protocol for invitation acceptance or opting out.	\$53,553 Object Code 1300 LCFF Supplemental/Concentration	\$ 53,553.00	Y
Implement an in-person learning schedule that mimics the distance learning schedule, allowing students who are at greater risk of experiencing learning loss to transition seamlessly between in-person and distance learning, should future school closures be required.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration  \$29,638 Object Code 2400 LCFF Supplemental/Concentration  \$39,798 Object Code 1000, 2000, & 3000 Series ESSER	\$ 6,979.00	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.

In preparation for in-person instruction, we compiled data from students, families, and teachers. We developed a COVID safety team and plan to ensure public health requirements would be met. We created a re-opening planning committee, which drafted a hybrid learning plan for TK-12th and determined which students were most at risk and needed to return to campus. We also invested in our data systems to better gauge learning progress during and after the pandemic. Due to the LA County and community COVID case rates, we did not pursue in-person instruction. In February 2021, COVID case rates started slightly declining in the McArthur Park community, so we pivoted to create plans for in-person support pods for all grades. The in-person support pods will target students with the highest needs, those who have not been able to consistently connect to distance learning, and

those that have technology barriers at home. The pods served students with disabilities, English learners, and homeless students without technology access.

## **Analysis of In-Person Instructional Offerings**

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

Planning for in-person instruction was challenging, however ultimately it was a success because it combined the voices of multiple stakeholders, including students, parents, teachers, classified staff, school leaders, and district administrators. The collective group designed in-person learning plans, safety and health procedures, and analysis of risk factors. We were also successful in rapidly purchasing and stocking up on the necessary protective gear for staff and students. The implementation of in-person instruction was limited by the community case and death rates of COVID, the lack of health care access for our communities, and the hesitation of staff and families to return.

**Distance Learning Program**

**Actions Related to the Distance Learning Program**



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Create a learning schedule that ensures equity between in-person and distance learning populations, as well as meets state requirements for minimum instructional minutes.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Develop a remote work schedule for all necessary employees to implement distance learning program.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y
Research, purchase, and implement training for adaptive learning software (Achieve3000, ST Math, Rosetta Stone).	\$12,207 Object Code 4311 LLMF CR	\$ 27,661.00	Y
Purchase and implement training for additional tech-based learning solutions (e.g., Google Classroom & G Suite).	\$18,696 Object Code 5861 LLMF CR	\$ 7,800.00	Y
Plan and implement professional development for distance learning pedagogy, including calibration of time value of assignments and implementation of supports for ELs, students with disabilities, and homeless and foster youth.	\$15,000 Object Code 5852 TITLE II  \$6,453 Object Code 5852 LLMF CR  \$16,488 Object Code 4110, 4311, 4411, 5311 LLMF CR  \$14,260 Object Code 4311, 5852 LLMF GEER	\$60,638.00	Y
Develop and implement assessment calendar, including training for staff in how to administer assessments remotely.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y

Provide access to devices and connectivity.	\$26,949 Object Code 4411 LLMF GF	\$135,489.00	Y
	\$154,986 Object Code 4411, 5631, 5999 LLMF CR		
	\$14,538 Object Code 4411, 5999 ESSER		

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 were no substantive differences between the planning actions and our implementation. We created academic and remote work schedules for distance learning for all grade spans through collaboration with a committee of network leaders, school leaders, and teachers. After thorough research and consultation with this committee, we purchased the following online learning platforms to support our instructional model: Achieve3000, Smarty Ants, Achieve Actively Learn, ST Math, Rosetta Stone Foundations, and Rosetta Stone English. Through the work of our Assistant Principals, we implemented regular professional development for teachers and staff on our distance learning model, including three full days of staff development at the start of the school year and seven additional staff development days throughout the year. Our distance learning program has included the use of assessments through the Illuminate and CAASPP platforms, which the Assistant Principals have been instrumental in implementing through PD and coaching of teachers. To support the mass use of remote platforms, we also invested in our data security and remote management capabilities for Google Suite and Office 365. To support our schools' switch to remote work and distance learning, we heavily invested in student Chromebooks, staff laptops, hotspots, and work-from-home accessories.

## 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: Our biggest success has been the complete transformation of our instructional model to remote learning, which includes instruction in all core subject areas and access to enrichment. Additionally, observational and student achievement data has shown improvements in student learning, especially over the course of the second semester. One of our biggest challenges is pacing, as we have fewer minutes of synchronous instruction as compared to in-person schooling. In addition, navigating technology with students from afar requires that lessons move

much slower than in-person. As such, teachers' instruction of grade-level standards is significantly behind where we would expect them to be in a normal school year.

- **Access to Devices and Connectivity:** We were also successful in purchasing and distributing technology devices (laptops, Chromebooks, and hotspots) to all students and staff members who participated in distance learning and remote work. The challenges for technology and connectivity included manufacturing and shipping delays for devices, and the inconsistent internet towers in our students' communities.
- **Pupil Participation and Progress:** Our network-wide ADA is 91.1%, which is down nearly four percentage points compared to this time last year. In addition, our percentage of chronically absent students network wide is 25.5%, which is an increase of 10.4% compared to this time last year. These numbers are concerning, and yet do not accurately reflect the challenges with ensuring participation of all students. We are also challenged by students who are present for some synchronous sessions but not others in a given day, as well as by students who are present for synchronous sessions but are not completing work asynchronously. This translates into a high percentage of students failing courses.
- **Distance Learning Professional Development:** This has been one of our greatest areas of success this year, as we have been able to maximize students' asynchronous learning time for additional hours of professional development for staff. In addition, we have taken advantage of our remote setting to be able to connect more easily with educators across our network, engaging in more collaboration to strengthen the quality of our professional development offerings. The challenge in this category is the sheer amount of professional learning required to transform our instructional program; there aren't enough hours in a day for educators to learn everything required to return to pre-pandemic levels of expertise. We have benefitted from our partnership with ANet, which has increased principal expertise in leading for accelerated learning.

### Staff Roles and Responsibilities

In light of the pandemic, CNCA adopted a rolling return to work by first recalling those employees who could not perform their duties remotely or whose on-site presence is essential or critical to the safe operation of our schools, while allowing the remainder of the employees to continue to work remotely. This approach allowed us to slowly and safely re-open as we adhered to the guidelines by the Los Angeles Health department by limiting the number of employees who are on campus at one time. This approach also allowed us to train and administer our new safety precautions and practice social distancing requirements with a smaller group of employees and make appropriate adjustments if needed.

- **Support for Pupils with Unique Needs:** Our distance learning schedule allowed us to maintain most pre-pandemic supports for students with unique needs, including ELD courses, small group instruction, all required special education services, mental health services, and the implementation of our co-teaching model to serve students with disabilities. However, many of our English Learners and Students with Disabilities are struggling to learn in a remote setting, without the proximity of an educator or peer for support. We are working directly with some teachers of English Learners to improve their facilitation of language practice in a distance learning setting and we are seeing increases in their students' oral language participation as a result. These teachers are helping us codify best practices for serving ELs, which we will be able to scale to more classrooms in the future.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Research, identify, and purchase assessments and data visualization platforms (Illuminate, SchoolZilla, Tableau, Rosetta Stone, ANet item bank, Achieve3000).	\$12,207 Object Code 4311 LCFF Supplemental/Concentration	\$ 2,448.00	Y
Outsource any needed data collection templates and visualization. Train teacher leaders to facilitate data analysis and intellectual preparation cycles.	\$13,202 Object Code 5849 LLMF CR	\$ 8,180.00	Y
Implement assessments and data analysis/intellectual preparation cycles.	\$6,979 Object Code 1300 LCFF Supplemental/Concentration	\$ 6,979.00	Y

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

We completed three out of the four planned actions above. We invested in our data analysis and visualization tools and capabilities. We also scheduled regular assessment and data review cycles. We shifted away from the third item: train teacher leaders to facilitate data analysis and intellectual preparation cycles. While we did this for some subjects (e.g., science, STEM, English Learners, art, world languages, and PE), we shifted to investing in our school leaders (principal and APs) instead. We realized that we needed to align our data analysis and intellectual preparation practices as leaders first before being able to onboard teachers to co-lead this work.

### Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We have successfully implemented the following strategies to address pupil learning loss: (1) the articulation of our core beliefs as related to accelerated learning; (2) implemented a learning acceleration approach, characterized by a focus on grade-level standards with just-in-time interventions; and (3) Regular implementation of a cycle of “understanding, diagnose, take action.” We also implemented all planned strategies for subgroups, including platforms and small group instruction for English Learners and co-teaching supports for Students with Disabilities. Despite these efforts, it is clear that we have much more to do. Standards-based assessments of student learning demonstrate that less than half of students are meeting grade level expectations. We need to continue to develop educator capacity to implement just-in-time interventions and learning accelerator strategies, as well as ensure that all curricular materials are high-quality and standards-aligned.

## **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.

During the 2020-21 school year, we successfully implemented a virtual, HIPAA compliant, mental health program for students. Our mental health program includes a Licensed Clinical Supervisor and mental health interns/trainees that provide individual and group counseling support for student and families. We also leveraged community partnerships to refer families for additional services. Some of the challenges included the delay in access to technology and engagement from students while learning remotely.

## **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.

In order to effectively engage our students and families, we built capacity and access for families to use online platforms like Zoom, Facebook, and maximized usage of Parent Square, our family communication platform. We used these platforms to communicate and to host family meetings, parent workshops and enrichment activities. Families were able to communicate with school leaders and teachers by sending direct messages using Parent Square. Although there was a learning curve, we were able to increase participation from families that were rarely able to attend in-person meetings. We also sent surveys online to gather feedback about distance learning and school reopening models to plan accordingly. Parent-teacher conferences were redesigned and took place virtually. Traditional office hours turned into virtual open spaces where parents could log-in and have one-on-one conversations. Some challenges included access to technology and teaching parents to navigate and feel comfortable with platforms. We also experienced ongoing challenges with tracking attendance and engagement. We setup a process, but because of the uniqueness of tracking both engagement and attendance, we continue to make process improvements.

## Analysis of School Nutrition

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

Once the school year was underway, the CDE allowed greater flexibility in the meal program administration. Waivers were made available that reduced the administrative burden on the meal program staff. The only negative impact was the delay in making the waiver available. Since it was not made available until late September, the school had to change the procedures when school started in August then pivot back in September. The waivers allowed greater convenience for families and allowed our schools to serve more children. In addition, our school received grant funding specifically for the meal program which has allowed us to provide a food pantry to our needy families.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
D. Mental Health and Social Emotional Well-being	School Based Mental Health Team – described above	\$50,423 Object Code 5849 ESSER	\$ 49,900.20	Y
(F) Pupil Engagement and Outreach	Student & Family Services Team – described above	\$500 Object Code 5859 LLMF CR \$59,415 Object Code 2200 LCFF Supplemental/Concentration	\$ 67,235.00	Y
(G) School Nutrition	Additional meal program supplies, emergency pantry shelf stable food, and freezer equipment rental.	\$6,000 Object Code 4399, 5621 LLMF CR	\$ 6,055.00	Y

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
A. In-Person Instructional Learnings B. Distance Learning Program C. Pupil Learning Loss D. Mental Health and Social Emotional Well-being E. Professional Development F. Pupil Engagement and Outreach G. School Nutrition	Intra-agency fees are targeted to ensure appropriate support for the school through a comprehensive structure for providing guidance, support, and administrative oversight to school leaders. Through a Content Team, Talent Team, Programs Team and Operations Team, schools receive support, guidance, and oversight in each content area, in school culture practices, in parent involvement practices, business and compliance administration and in raising student achievement. This support is in the form of ongoing back office operational support, coaching and professional development and training	\$480,786 Object Code 5881 LCFF Supplemental/Concentration	\$464,971.00	Y
Professional Development	Roll-back 3 furlough days Between Sept 2020 – December 2020 to be reassigned as PD Days – All Staff	\$24,828 Object Code 1000, 2000 & 3000 Series LLMF CR	\$ 24,828.00	Y

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.

- Mental Health and Social Emotional Well-being – There were no substantive difference between the planned and implemented actions.
- Pupil Engagement and Outreach - There was no substantive difference between the planned and implemented actions.
- School Nutrition - The additional funds provided by the No Kid Hungry grant allowed us to purchase additional meal program supplies as well as the ability to operate and stock a pantry for families. The school-based meal program operated as planned.
- In-Person Instructional Learnings; Distance Learning Program; Pupil Learning Loss; Mental Health and Social Emotional Well-being; Professional Development; Pupil Engagement and Outreach; School Nutrition - There were no substantive difference between the planned and implemented actions.

- Professional Development -- There were no substantive differences between the planned and implemented actions. We rolled back three furlough days in the first semester and used them as professional development days. This time was spent on capacity building in: distance learning pedagogy, data analysis and intellectual preparation to address learning loss, and wellness strategies to address educator sustainability and emotional resilience.

## 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 data show that we have pockets of success, but significant areas where we need to accelerate learning and engagement in school. Our 2021-24 LCAP goals focus on providing a high quality academic program that use our federal funding to embed classroom supports and provides our students with a joyful, engaging experience through elective courses. This year, we have deepened our understanding of the importance of a meaningful partnership with families. Our LCAP goals and actions prioritize the continuation of this relationship through parent education to help them understand state assessments and students' proficiency in ELA and math. We have also learned a great deal about the trauma that students and families have experienced during this pandemic, which have furthered our commitment to foster a positive school climate and culture that values physical and emotional safety, family, community and the development of diverse cultural experiences and critical social perspectives.

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

Our 2021-24 LCAP prioritizes instructional leadership staffing and teacher professional development a integral parts of our learning loss assessment and response plan. Instructional leaders, such as APs, lead this work through the implementation of instructional coaching, teacher PLCs, data analysis sessions with teachers, and our multi-tiered systems of support (MTSS) approach. Our MTSS plan promotes high quality classroom instruction (Tier 1) that meets the needs of pupils with unique needs through explicit language instruction, mindfulness strategies, and the use of visuals and scaffolds. Students with unique needs who require additional support through Tier 2 and Tier 3 interventions will receive additional time with adaptive learning software, small group instruction with intervention and RSP teachers, and individualized plans developed through COST, SSTs, and IEPs as applicable.

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



We did not have any substantive differences between the actions or services identified as contributing towards meeting the increased or improve services requirement and those that we actually implemented.

## **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.

N/A

## 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](mailto: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:

- 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.

## **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