



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

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

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Implement curriculum, instruction, and assessment reflective of Common Core State Standards, College and Career Readiness, a Pre-professional Standard of Performing Arts, and 21st Century Skills.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Rigor and Relevance

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Metric - Program attendance rate: 100% of SPA teachers and administration will participate in the two-week, on-site, pre-opening professional development</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of teachers and administrators participated in the pre-opening professional development.</p>
<p>Metric/Indicator Local Metric - Performance on standardized tests: SPA will increase NWEA MAP growth percentage by 5% annually.</p> <p>19-20 ELA = 57%, Math = 61%</p> <p>Baseline ELA = 49%, Math = 32%</p>	<p>SPA achieved an average of one point of school wide RIT score growth in both ELA and math.</p>

Expected	Actual
<p>Metric/Indicator State Metric - Performance on standardized tests: SPA will be at or above the average performance in the District on CAASPP</p> <p>19-20 At or above district average</p> <p>Baseline ELA: SPA = 50% proficient, MDUSD = 49% Math: SPA = 23% proficient, MDUSD = 39%</p>	<p>The requirement to administer CAASPP was waived due to COVID-19. SPA elected to use the MAP assessment to measure academic growth.</p>
<p>Metric/Indicator State Metric - Share of students that are college and career ready: 100% of SPA students will be enrolled in a schedule that is aligned to meeting UC/CSU a-g requirements</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of SPA students were enrolled in schedules aligned to meeting a-g requirements for 19-20.</p>
<p>Metric/Indicator State Metric - Share of students that pass Advanced Placement exams with 3 or higher: SPA will increase 2% annually</p> <p>19-20 +2% or more</p> <p>Baseline 50%</p>	<p>SPA maintained a 50% rate of AP exam passage with a score of 3 or higher.</p>
<p>Metric/Indicator State Metric - Share of students determined prepared for college by the Early Assessment Program: SPA will increase 2% annually</p> <p>19-20 +2% or more</p> <p>Baseline ELA = 30%, Math = 0%</p>	<p>The EAP was suspended due to COVID-19.</p>

Expected	Actual
<p>Metric/Indicator State Metric - Student access to standards-aligned instructional materials: SPA will adopt and implement new CCSS English and math instructional materials</p> <p>19-20 Adopted and implemented</p> <p>Baseline Adopted and implemented</p>	<p>SPA has adopted and implemented instructional materials in math and English aligned with Common Core State Standards.</p>
<p>Metric/Indicator State Metric - Implementation of SBE academic and performance content standards for all students, including EL: SPA will implement curriculum and benchmark assessments based on the CCSS as well as ELD standards for EL students</p> <p>19-20 Implemented</p> <p>Baseline Implemented</p>	<p>SPA has adopted and implemented benchmark assessments based on the Common Core State Standards and English Learner standards.</p>
<p>Metric/Indicator State Metric - Student access and enrollment in all required areas of study: All SPA students will meet with academic advisers to create a seven-year learning plan</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>100% of SPA students met with advisors to monitor their learning plans.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement the NWEA MAP Benchmark assessments for math and English.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>NWEA MAP 5000-5999: Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration 15,000	Expenditures LCFF Supplemental and Concentration \$6,240
Provide/procure training on using data to inform high risk student interventions	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 20,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$30,000

Goal Analysis

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

SPA was able to execute on planned actions and services. While the expenditures were adjusted slightly based on cost savings with the NWEA assessment, we absorbed those expenditures with internal personnel costs focused on data driven intervention training and systems building.

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

This being our broadest goal, SPA will always have room for improvement. SPA continues to have success with strong participation rates in NWEA MAP assessment which provides for meaningful school wide data points in Math and ELA status and growth. We have succeeded in integrating these important benchmark assessment into the academic culture of our school community. The ongoing work that staff was focused on and must continue to be is leveraging the data that comes out of MAP to inform the creation and sustainment of targeted intervention systems. SPA made significant process in this regard during the 19-20 school year and has also laid plans for continued growth and improvement.

Goal 2

Serve all student populations through a personalized learning program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Rigor and Relevance

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Metric – Program attendance rate: 90% of SPA academic teachers will participate in Basecamp summer training</p> <p>19-20 90% or better</p> <p>Baseline 90%</p>	<p>100% of new SPA academic teachers participated in the Summit Summer training.</p>
<p>Metric/Indicator State Metric - Share of English learners that become English proficient: SPA will establish a baseline English Learners RFEP rate</p> <p>19-20 2% increase</p> <p>Baseline 0%</p>	<p>The ELPAC was waived due to COVID-19 resulting in a 0% RFEP rate for 19-20</p>
<p>Metric/Indicator</p>	<p>The ELPAC was waived due to COVID-19 resulting in a 0% reclassification rate for 19-20.</p>

Expected	Actual
<p>State Metric - English learner reclassification rate: SPA will establish a baseline English learner reclassification rate</p> <p>19-20 2% increase</p> <p>Baseline 0%</p>	
<p>Metric/Indicator State Metric - High school graduation rate – 90% or more of SPA students will be on track for high school graduation</p> <p>19-20 100%</p> <p>Baseline 88.9%</p>	<p>SPA had a 90% graduation rate for 19-20.</p>
<p>Metric/Indicator State Metric - High school dropout rate - SPA will maintain a HS dropout rate of 4% or lower</p> <p>19-20 <4%</p> <p>Baseline 0%</p>	<p>SPA maintained a 0% HS dropout rate for 19-20.</p>
<p>Metric/Indicator State Metric - Middle school dropout rate – SPA will maintain a MS dropout rate of 2% or lower</p> <p>19-20 <2%</p> <p>Baseline 0%</p>	<p>SPA maintained a 0% MS dropout rate for 19-20.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Send SPA academic teachers to Basecamp training for the LMS (Learning Management System)	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,000	Summit Training 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 10,000
Purchase Chromebooks for all students and provide tech support	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$100,000	Chromebooks and related equipment 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$44,208 IT Support 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$57,964.11
Provide/procure staff training for EL outreach and programming	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	Administration Training and Support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$10,000 Rosetta Stone Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,169
Design and implement a personalized math and ELA intervention program	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$30,000	Staffing 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000

Goal Analysis

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

SPA exceeded original projections in expenditures related to the actions and services for this goal.

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

The work of supporting our English Learners by evolving our nascent EL programming to be much more robust and comprehensive was a critically important goal for our school community. We have intentionally put effort and resources into growing this subgroup of our school population to more accurately reflect the surrounding communities and this work has paid off as demonstrated by the last two years of student enrollment. The ongoing creation and maintenance of a personalized learning program remains core to our vision and requires attention to fostering a shared understanding with all stakeholders. We made progress in this regard but still have work to do with the entire school community in future years as well as with new families annually.

Goal 3

Develop and implement a character education program focused on citizenship and social justice.

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 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Relationships

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Metric - Program attendance rate: 100% of SPA teachers and administrators will attend the professional development through “Facing History and Ourselves”</p> <p>19-20 100%</p> <p>Baseline 100%</p>	<p>This year SPA did not work with FHAO. Instead we chose to work with a new organization called CircleUp that addressed similar themes and met the same instructional and school culture objectives. In addition we had our new Principal, who has a background in DEI and Restorative Justice work, design and lead professional development. 100% of our teachers and administrators participated.</p>
<p>Metric/Indicator State Metric - Other local measures: SPA will demonstrate an average of 75% positive feedback on stakeholder climate surveys</p> <p>19-20 75% or better</p> <p>Baseline 85.6%</p>	<p>SPA utilized the California Healthy Kids Survey for the first time during the 19-20 school year. Sample size for parents and staff was insufficient for this pilot year, but student data revealed strong satisfaction. 77% of students surveyed reported that they had caring adults in the school that they were connected to and 86% of students surveyed reported that the school had high expectations.</p>
<p>Metric/Indicator State Metric - Student suspension rate: SPA will maintain a 5% or less suspension rate</p>	<p>SPA had a 1.4% suspension rate for 19-20.</p>

Expected	Actual
<p>19-20 Less than 5%</p> <p>Baseline 3.67%</p>	
<p>Metric/Indicator State Metric - Student expulsion rate: SPA will maintain a 0% expulsion rate</p> <p>19-20 0%</p> <p>Baseline 0%</p>	<p>SPA had a 0% expulsion rate for 19-20.</p>
<p>Metric/Indicator State Metric - Facilities maintained in good repair: SPA will pass site inspections and any issues will be addressed in a timely fashion</p> <p>19-20 pass</p> <p>Baseline pass</p>	<p>SPA maintained our campus in excellent condition and passed all inspections.</p>
<p>Metric/Indicator State Metric - School attendance rate: SPA will maintain a 95% or higher ADA rate</p> <p>19-20 95%</p> <p>Baseline 93%</p>	<p>SPA had a 96% attendance rate for 19-20.</p>
<p>Metric/Indicator State Metric - Chronic absenteeism rate: SPA will decrease chronic absenteeism to be on par or better than the County average.</p> <p>19-20</p>	<p>SPA had a 7.3% chronic absenteeism rate for 19-20.</p>

Expected	Actual
12% Baseline n/a	
Metric/Indicator State Metric - Efforts to seek parent input: SPA will send out regular parent newsletters and encourage return communication 19-20 Refine Baseline n/a	SPA maintained weekly family newsletters to promote parent/guardian engagement. SPA also held regular live and virtual forums for parents and guardians to meet with members of administration.
Metric/Indicator State Metric - Promotion of parental participation: SPA will create a parent leadership organization 19-20 Increase membership Baseline Established	SPA has maintained engagement through "Ensemble" which is the parent/guardian organization and successfully grown the membership and participation rates.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Procure or provide internal staff professional development and follow-up curriculum development focused on social justice.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	CircleUp Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$7,120
Provide for additional character education initiatives	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	Student Services Team 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$15,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement restorative practices on a school-wide basis	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$15,000	Dean of Students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$50,000

Goal Analysis

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

SPA was able to execute on planned actions and services. While the expenditures were adjusted slightly based on cost savings with the procurement of professional develop, we absorbed those expenditures with internal personnel costs focused on school wide restorative practices systems creation and management.

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

This goal represents some of the strongest successes in the 19-20 school year as evidenced by the CA school dashboard indicators related to school climate and culture. Our investments in staffing, training, and programming had meaningful impacts on our student experience as well as our cultural identity in the broader community. This has subsequently led to further commitment to social justice, restorative practices, and diversity, equity, and inclusion work.

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
Acquisition of personal protection equipment and supplies.	\$10,000	\$6,340	No
Acquisition of new campus cleaning and sanitization system.	\$1,500	\$0	No
Allocation of time and resources related to reopening planning as managed by leadership.	\$30,000	\$30,000	Yes

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

The only substantive difference between projections and actuals was realized costs savings associated with PPE and cleaning. SPA still acquired the cleaning system and the requisite PPE, but found support through vendor partnerships and State subsidized resources that allowed for less up front spending. SPA successfully implemented all actions.

Analysis of In-Person Instructional Offerings

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

Since March 16th 2020, Contra Costa School of Performing Arts (COCOSPA) has gone from shelter-in-place with complete distance learning, to the implementation of a multi-scenario reopening plan as-follows:

- August-September 2020: Full Distance Learning
- October 2020: facilitating campus-based learning for students with unique learning needs, including:
 - *Students w/IEPs/SDC
 - *Students w/504-Plans
 - *English Language Learners
 - *Socio-emotional and Wellness Support

*Students LSE/Homeless/Temporarily Displaced

*WiFi/Connectivity Issues

- November–December 2020: facilitating campus-based community building and socio-emotional support for youngest students (6th and 7th Grades)
- January 2021: reopening paused due to COVID-19 spike.
- February 2021: resumption of all campus-based activities begun in the fall, and addition of 12th Grade for two-days per week.
- March 2021: addition of 6th Grade and 7th Grade for one-day per week of campus-based activities, and facilitating of campus-based community building and socio-emotional support (8th through 11th Grade).
- April 2021: extension of 2-3 days of campus-based activities for all grades (6th-12th Grade) through to the end of the school year.

As part of the 2020-2021 education program, responsive instructional culture has been a central topic of weekly professional development and educator practice broadly. Driven by our Principal (as instructional leader), the Director of Curriculum and Instruction, key teacher leaders, and industry partners, COCOSPA implemented programming which included:

- Locally produced culturally responsive education (CRE), differentiated instruction, and diversity-equity-inclusion (DEI) professional development for all teaching staff that prioritized teacher-to-teacher learning, teacher practice modeling, and the sharing of ideas and resources
- The New Teacher Project (TNTP) produced scope and sequence maps, lesson planning support, and ongoing training for administration and math teachers
- Weekly staff-wide professional learning communities (PLCs)
- Weekly grade level team, department team, and interdisciplinary team collaborative planning
- One-on-one instruction planning support for all teachers as-needed
- Weekly technology training and support for teachers on the integration of new and pre-existing tools, including: Zoom, Powerschool, Summit, Google Enterprise Suite, Desmos, Nearpod, and other supplemental web-based platforms
- Weekly one-on-one academic mentoring for all students
- Access to campus-based academic supports for students since October 2020
- Daily instruction embedded checks-for-understanding, regular formative assessments, diverse summative assessments (projects, exams, performances), and twice-annual benchmarking (progress monitoring) using NWEA MAP

The aspects of implementing distance learning that did pose a significant challenge is in the timely identification and appropriate response to the learning needs of a very diverse student population during a global public health crisis. While currently the safest form of instruction delivery during the ongoing pandemic, distance learning has proven to be an additionally problematic factor, with recent studies pointing to the modality being considerably less than optimal for engagement and learning generally.

The robust learning engagement of some students in their Zoom classes was severely impacted by an experienced inability to feel sufficiently connected via a digital platform. Even where participation was consistent, camera use and “unmuting,” was predictably limited. To support students, we afforded alternative means for learning engagement, including:

- A Daily Artist Scholar Log

- Use of non-verbal checks-for-understanding (CFUs)
- Strategic use of the chat, reactions, and polling features
- Multiple alternative methods for learning engagement and to display learning
- Regular campus-based supports
- A robust MTSS for Academic Reengagement

Understanding that many of the same concerns -along with others- will exist in the 2021-2022 school year, best practices in responsive instructional programming will be continued. Along with the modes already established above, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are english language learners (ELD).

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of additional device inventory (e.g. Laptops, Chromebooks, and Ipads).	\$50,000	72,900.82	No
Acquisition of school wide technology and communication systems to facilitate improved programmatic functionality (e.g. Zoom, Nearpod, OverDrive, Pearson, Edgenuity, Overgrad, etc.).	\$22,000	\$32,482.03	No
Allocation of time and resources to support distance learning intervention systems.	\$150,000	\$150,000	Yes
Allocation of time and resources to support pre-opening professional development program.	\$110,000	\$110,000	Yes
Allocation of time and resources to create and implement student and family orientation programs.	\$10,000	\$10,000	No
IT support services related specifically to Distance Learning.	\$30,000	\$30,000	No
Allocation of time and resources for the Wellness Coordinator and Tech Coordinator duties.	\$35,000	\$35,000	No
Allocation of time and resources for the Food Service Manager duties.	\$10,000	\$10,000	No

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

While there were additional needs in technology devices and platforms which created slightly higher expenditures in these areas, there were no substantive differences between projections and actuals. SPA successfully implemented all actions.

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.

Support for Pupils with Unique Needs

Since March 16th 2020, Contra Costa School of Performing Arts (COCOSPA) has gone from shelter-in-place with complete distance learning, to the implementation of a multi-scenario reopening plan as-follows:

- August-September 2020: Full Distance Learning
- October 2020: facilitating campus-based learning for students with unique learning needs, including:

*Students w/IEPs/SDC

*Students w/504-Plans

*English Language Learners

*Socio-emotional and Wellness Support

*Students LSE/Homeless/Temporarily Displaced

*WiFi/Connectivity Issues

- November-December 2020: facilitating campus-based community building and socio-emotional support for youngest students (6th and 7th Grades)
- January 2021: reopening paused due to COVID-19 spike.
- February 2021: resumption of all campus-based activities begun in the fall, and addition of 12th Grade for two-days per week.
- March 2021: addition of 6th Grade and 7th Grade for one-day per week of campus-based activities, and facilitating of campus-based community building and socio-emotional support (8th through 11th Grade).
- April 2021: extension of 2-3 days of campus-based activities for all grades (6th-12th Grade) through to the end of the school year.

Distance Learning Professional Development, Staff Roles and Responsibilities, Continuity of Instruction

As part of the 2020-2021 education program, responsive instructional culture has been a central topic of weekly professional development and educator practice broadly. Driven by our Principal (as instructional leader), the Director of Curriculum and Instruction, key teacher leaders, and industry partners, COCOSPA implemented programming which included:

- Locally produced culturally responsive education (CRE), differentiated instruction, and diversity-equity-inclusion (DEI) professional development for all teaching staff that prioritized teacher-to-teacher learning, teacher practice modeling, and the sharing of ideas and resources
- The New Teacher Project (TNTP) produced scope and sequence maps, lesson planning support, and ongoing training for administration and math teachers
- Weekly staff-wide professional learning communities (PLCs)
- Weekly grade level team, department team, and interdisciplinary team collaborative planning
- One-on-one instruction planning support for all teachers as-needed

- Weekly technology training and support for teachers on the integration of new and pre-existing tools, including: Zoom, Powerschool, Summit, Google Enterprise Suite, Desmos, Nearpod, and other supplemental web-based platforms
- Weekly one-on-one academic mentoring for all students
- Access to campus-based academic supports for students since October 2020
- Daily instruction embedded checks-for-understanding, regular formative assessments, diverse summative assessments (projects, exams, performances), and twice-annual benchmarking (progress monitoring) using NWEA MAP

Access to Devices- All students were provided a personal Chromebook. In the rare occurrences of students having intermittent or unreliable internet access, supports were provided in the form of free internet accounts or hotspots use.

Pupil Participation and Progress

The aspects of implementing distance learning that did pose a significant challenge is in the timely identification and appropriate response to the learning needs of a very diverse student population during a global public health crisis. While currently the safest form of instruction delivery during the ongoing pandemic, distance learning has proven to be an additionally problematic factor, with recent studies pointing to the modality being considerably less than optimal for engagement and learning generally.

The robust learning engagement of some students in their Zoom classes was severely impacted by an experienced inability to feel sufficiently connected via a digital platform. Even where participation was consistent, camera use and “unmuting,” was predictably limited. To support students, we afforded alternative means for learning engagement, including:

- A Daily Artist Scholar Log
- Use of non-verbal checks-for-understanding (CFUs)
- Strategic use of the chat, reactions, and polling features
- Multiple alternative methods for learning engagement and to display learning
- Regular campus-based supports
- A robust MTSS for Academic Reengagement

Understanding that many of the same concerns -along with others- will exist in the 2021-2022 school year, best practices in responsive instructional programming will be continued. Along with the modes already established above, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are english language learners (ELD).

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of NWEA Measure of Academic Performance ("MAP") assessment to assess learning loss and support learning acceleration plans.	\$10,000	\$6,240.00	No
Acquisition of Healthy Kids Survey.	\$2,000	\$629.60	No
Allocation of time and resources to support advisory lab model.	\$317,610	\$317,610	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.

There were no substantive differences between the projections and actuals, only minor cost savings. SPA successfully implemented all actions.

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.

Since March 16th 2020, Contra Costa School of Performing Arts (COCOSPA) has gone from shelter-in-place with complete distance learning, to the implementation of a multi-scenario reopening plan as-follows:

- August-September 2020: Full Distance Learning
- October 2020: facilitating campus-based learning for students with unique learning needs, including:
 - Students w/IEPs/SDC
 - Students w/504-Plans
 - English Language Learners
 - Socio-emotional and Wellness Support
 - Students LSE/Homeless/Temporarily Displaced
 - WiFi/Connectivity Issues
- November-December 2020: facilitating campus-based community building and socio-emotional support for youngest students (6th and 7th Grades)
- January 2021: reopening paused due to COVID-19 spike.

- February 2021: resumption of all campus-based activities begun in the fall, and addition of 12th Grade for two-days per week.
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- The New Teacher Project (TNTP) produced scope and sequence maps, lesson planning support, and ongoing training for administration and math teachers
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- One-on-one instruction planning support for all teachers as-needed
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- Weekly one-on-one academic mentoring for all students
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Generally, students have exhibited a great projection of resilience -socio-emotionally and academically. In 1st semester, our metrics for number of students "On-Track" remained constant to the same point in the previous year. Using the NWEA MAP Assessment we found that the majority of students showed growth in math, which is a promising endorsement of our multi-year partnership with TNTP.

The aspects of mitigating student learning loss that did pose a significant challenge is in the timely identification and appropriate response to the learning needs of a very diverse student population during a global public health crisis. While currently the safest form of instruction delivery during the ongoing pandemic, distance learning has proven to be an additionally problematic factor, with recent studies pointing to the modality being considerably less than optimal for engagement and learning generally.

The robust learning engagement of some students in their Zoom classes was severely impacted by an experienced inability to feel sufficiently connected via a digital platform. Even where participation was consistent, camera use and "unmuting," was predictably limited. To support students, we afforded alternative means for learning engagement, including:

- A Daily Artist Scholar Log
- Use of non-verbal checks-for-understanding (CFUs)

- Strategic use of the chat, reactions, and polling features
- Multiple alternative methods for learning engagement and to display learning
- Regular campus-based supports
- A robust MTSS for Academic Reengagement

Understanding that many of the same concerns -along with others- will exist in the 2021-2022 school year, best practices in responsive instructional programming will be continued. Along with the modes already established above, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are English language learners (ELD).

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.

Since March 16th 2020, Contra Costa School of Performing Arts (COCOSPA) has gone from shelter-in-place with complete distance learning, to the implementation of a multi-scenario reopening plan as-follows:

- August-September 2020: Full Distance Learning
- October 2020: facilitating campus-based learning for students with unique learning needs, including:

*Students w/IEPs/SDC

*Students w/504-Plans

*English Language Learners

*Socio-emotional and Wellness Support

*Students LSE/Homeless/Temporarily Displaced

*WiFi/Connectivity Issues

- November-December 2020: facilitating campus-based community building and socio-emotional support for youngest students (6th and 7th Grades)
- January 2021: reopening paused due to COVID-19 spike.
- February 2021: resumption of all campus-based activities begun in the fall, and addition of 12th Grade for two-days per week.
- March 2021: addition of 6th Grade and 7th Grade for one-day per week of campus-based activities, and facilitating of campus-based community building and socio-emotional support (8th through 11th Grade).
- April 2021: extension of 2-3 days of campus-based activities for all grades (6th-12th Grade) through to the end of the school year.

As part of the 2020-2021 education program mental health and social and emotional well-being were made an embedded, Tier 1 schoolwide priority. Supported by a our school psychologist, a site-based ERMHS counselor, student services team, and health and wellness teacher COCOSPA implemented a year-long student success and wellness program which included:

- Locally produced SEL curriculum
- Weekly small group community meetings in Advisory Lab
- Weekly one-on-one mentoring sessions with their advisors
- Weekly student interest clubs and student organizations activities
- Once-per-semester school-wide wellness surveillance screening
- Quarterly school-wide community wellness assemblies facilitated by the Diversity, Equity, and Inclusion Committee
- Individual, small-group, and school-wide trauma response support.

To support effective implementation, the COCOSPA staff has built targeted capacity in culturally responsive education, restorative practices, and diversity-equity-inclusion strategies. Understanding that staff and parents/guardians are also subject to high amounts of stress and trauma associated with the pandemic, we have created parallel community meeting structures for staff on Wednesday mornings, and for parents/guardians on Wednesday evenings.

By and large, our students have exhibited tremendous resilience, supported by COCOSPA's robust mental health and social and emotional programming. At the writing of this update, we are administering the California Healthy Kids Survey and will utilize the findings to inform programming for the 2021-2022 school year.

The realm of student wellness that did pose a significant challenge is in the uniqueness of COCOSPA's arts programming. The comprehensive and immersive arts program that we afford to students is foundationed on being able to create a sufficiently safe ensemble/group learning environment to support gradually increased levels of the vulnerability necessary to activate authentic artistic expression. We are all in an extended period of time where the ability for anyone to feel safe continues to be undermined by the ever-evolving dynamics of the COVID-19 Pandemic. Distance Learning has also proven to be an additionally exacerbating factor, with recent studies pointing to the modality being considerably less than optimal for students' wellbeing.

The robust participation of students in their arts classes was severely impacted by an experienced inability to feel sufficiently connected via a digital platform. Where participation was consistent, camera use and "unmuting," was predictably limited. To support students, we afforded alternative means for engagement, including:

- A Daily Artist Scholar Log
- Use of non-verbal checks-for-understanding (CFUs)
- Strategic use of the chat, reactions, and polling features
- Multiple alternative methods to display learning
- Campus-Based supports

Understanding that many of the same concerns -along with others- will exist in the 2021-2022 school year, best practices in mental health and social and emotional wellbeing programming will be continued. With the impending hire of a Coordinator of School Wellness, Climate, and Culture, a central goal of school-wide programming in the next school year is to embed mental health and social and emotional wellbeing practices in some portion of every single hour of each school day.

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.

Since March 16th 2020, Contra Costa School of Performing Arts (COCOSPA) has gone from shelter-in-place with complete distance learning, to the implementation of a multi-scenario reopening plan as-follows:

- August-September 2020: Full Distance Learning
- October 2020: facilitating campus-based learning for students with unique learning needs, including:

*Students w/IEPs/SDC

*Students w/504-Plans

*English Language Learners

*Socio-emotional and Wellness Support

*Students LSE/Homeless/Temporarily Displaced

*WiFi/Connectivity Issues

- November-December 2020: facilitating campus-based community building and socio-emotional support for youngest students (6th and 7th Grades)
- January 2021: reopening paused due to COVID-19 spike.
- February 2021: resumption of all campus-based activities begun in the fall, and addition of 12th Grade for two-days per week.
- March 2021: addition of 6th Grade and 7th Grade for one-day per week of campus-based activities, and facilitating of campus-based community building and socio-emotional support (8th through 11th Grade).
- April 2021: extension of 2-3 days of campus-based activities for all grades (6th-12th Grade) through to the end of the school year.

The robust stakeholder (student, parent/family, staff) engagement process that supported the development, implementation, ongoing communication flows include the following:

- March-May 2020:

*Weekly and Special Issue (as-needed) SPA Family Newsletters

*Schoolwide Pre-recorded message broadcast phone calls

*Targeted engagement through the Ensemble parent organization

*Individual and small group engagement by teachers with students and families

*One-on-one engagement by members of the leadership team with students and families

*Multi-stakeholder Arts Council meetings

*Regular engagements with new families for outreach, onboarding, and orientation

- June-July 2020:

Weekly meetings School Reopening Meetings to afford information sharing and input gathering on scheduled agenda items, as follows:

*Friday June 5th @ 6:30pm Topics to include: Health & Hygiene Systems; Campus Based vs Distance Learning Models; Arrival & Dismissal Times; Grade Cohorts/Class Sizes

*Friday June 12th @ 6:30pm Topics to include: Curriculum & Volume of Content; Socio Emotional Support; Student Success Support Framework; School Discipline & Culture

*Friday June 19th @ 6:30pm Topics to include: Special Education; Arts Education & COVID 19; Parent & Family Engagement; Teacher Appreciation; Contingency Planning

*Friday June 26th @ 6:30pm Understanding New Developments in Country, State, and Federal Health, Safety, and School Reopening Guidance

*Tuesday June 30th @ 6:30pm Presentation of 2020/2021 SPA School Education Program Relaunch

Summer Special Edition SPA Family Newsletters

August 2020-June 2021

- Weekly and Special Issue (as-needed) SPA Family Newsletters in spanish and english
- Schoolwide Pre-recorded message broadcast phone calls in spanish and english
- Targeted engagement through the Ensemble parent organization
- Individual and small group engagement by teachers with students and families
- One-on-one engagement by members of the leadership team with students and families
- Multi-stakeholder Arts Council meetings

As part of the 2020-2021 education program, stakeholder engagement and holistic wellness were made an additional Tier 1 schoolwide priority. Supported by a our school student services team and the entire staff COCOSPA, we implemented a year-long pupil and family engagement program which included:

- Locally produced SEL curriculum
- Weekly small group student community meetings in Advisory Lab
- Weekly one-on-one mentoring sessions with their advisors
- Weekly student interest clubs and student organizations activities
- Weekly parent/guardian community meetings w/ the principal via Zoom
- Weekly nutrition support for enrolled families, through the ChoiceLunch Program
- Once-per-semester school-wide wellness surveillance screening
- Regular School Reopening COVID-19 updates w/ relevant data
- Recurrently administered Reopening Readiness Surveys
- Quarterly school-wide community wellness assemblies facilitated by the
- Diversity, Equity, and Inclusion Committee
- Quarterly student performance reports
- Individual, small-group, and school-wide trauma response support.
- Tier 2 family support with weekly engagement meetings
- Tier 3 family support through the ERMHS program
- MTSS for student reengagement (as-needed)
- Regular engagements with new families for outreach, enrolment, and orientation

To support effective implementation of pupil and family engagement practices, the COCOSPA staff has built targeted capacity in culturally responsive education, restorative practices, and diversity-equity-inclusion strategies. Understanding that staff and parents/guardians are also subject to high amounts of stress and trauma associated with the pandemic, we have created parallel community meeting structures for staff on Wednesday mornings, and for parents/guardians on Wednesday evenings. The approach facilitated a multilevel structure of engagement and support, and the modeling of engagement and support practices to be turn-keyed by staff, parents, and students with their peers.

The realm of pupil and family engagement that did pose a significant challenge is in the varying degrees of restriction to in-person

activities required by public health guidance. While currently the safest form of engagement, distance learning has proven to be an additionally problematic factor, with recent studies pointing to the modality being considerably less than optimal for engagement and learning generally. While parents consistently evidenced to be open to the available modes of engagement (ie: phone calls, email, Zoom etc), a number of students struggled in the absence of in-person engagement.

The robust engagement of some students in their classes was severely impacted by an experienced inability to feel sufficiently connected via a digital platform. Even where participation was consistent, camera use and “unmuting,” was predictably limited. To support students, we afforded alternative means for engagement, including:

- A Daily Artist Scholar Log
- Use of non-verbal checks-for-understanding (CFUs)
- Strategic use of the chat, reactions, and polling features
- Multiple alternative methods to display learning
- Regular campus-based supports

Understanding that many of the same concerns -along with others- will exist in the 2021-2022 school year, best practices in pupil and family engagement and outreach programming will be continued. Along with continued engagement and outreach via the modes already established above, summer engagement with families will be key. Parent/guardian volunteerism will be robustly cultivated to support all aspects of education programming. Additionally, the creation of the Executive Director’s Student Council and the Executive Directors Parent/Guardian Council will afford even greater strategic engagement and outreach forums. With the hire of a School Social Worker, a central goal of school-wide programming in the next school year is continued capacity-building in pupil and family engagement and outreach -staff-wide- Thereby, ensuring that students and families are being optimally engaged with through every diverse staff interaction.

Analysis of School Nutrition

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

With state guidance directing all LEAs to begin the 2020-2021 school year in Distance Learning, along with the activities already shared, COCOSPA also transitioned to a single-time weekly 5 meal pick up through the Choice Lunch Program.

The Choice Lunch Program provides a week’s worth of scheduled meals, which includes all of the required elements to meet national nutrition standards. The “meal pattern,” as the standards are also referred to as, require schools to offer students the right balance of fruits, vegetables, low-fat or fat-free milk, whole grains and lean protein with every meal. The Choice Lunch also provides vegan, non-dairy, hypo-allergenic and other diverse nutritional options to families each week through the family friendly website. Families can adjust their order as needed.

Initially, we offered a no-touch option where meals would be placed into a family's trunk. With the easing of many COVID-19 restrictions, families are able to collect meals right at the door. The box of pre-packaged meals are available for pickup no later than 11:30am on Mondays, and include a printed menu, providing families guidance on the order meals should be eaten for optimal freshness and to ensure food safety. Families are encouraged to pick up their meals on either Monday or Tuesday. The provision of reliable weekly nutrition support to our families has been essential in ensuring that there are structures in place to mitigate disruption in students' nutritional wellbeing during the pandemic.

The realm of school nutrition that did pose a significant challenge is in the wide demographic and geographic spread that COCOSPA serves. Our students and families come from all over Contra Costa County, and in some instances beyond. Some families who live further afield found it more difficult to travel to Walnut Creek and utilize closer options for nutrition support. A number of neighboring districts began the school year offering free curbside meal pickups for all students with no requirement to show identification. While we know that these alternative options exist, the Choice Lunch Program continues to be advertised each week in the SPA Family Newsletter, recurrently in Special Issue Newsletters, and through phone calls home as well.

Though the number of participating families remains low, relative to a non-pandemic school year, the families who rely on the availability of the weekly meal service provided are consistent with their pickups and immensely grateful.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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 goals and actions of the 2021-24 LCAP are significantly informed by identifying opportunities to lean more meaningfully into the promise of SPA's Charter, our WASC action plan, our ELOG plan, and the qualitative, quantitative, and anecdotal evidence collected.

Understanding that lessons learned will have relevance and application in the 21-24 LCAP, best practices in responsive instructional programming will be continued. Along with the modes already established above, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are english language learners (ELD).

Understanding that lessons learned will have relevance and application in the 21-24 LCAP, best practices in pupil and family engagement and outreach programming will be continued. Along with continued engagement and outreach via the modes already established above, summer engagement with families will be key. Parent/guardian volunteerism will be robustly cultivated to support all aspects of education programming. Additionally, the creation of the Executive Director's Student Council and the Executive Directors Parent/Guardian Council will afford even greater strategic engagement and outreach forums. With the hire of a School Social Worker, a central goal of school-wide programming moving forward, is continued capacity-building in pupil and family engagement and

outreach -staff-wide- thereby, ensuring that students and families are being optimally engaged with through every diverse staff interaction.

Understanding that lessons learned will have relevance and application in the 21-24 LCAP, best practices in stakeholder and community engagement, outreach, and communication will be continued, and enhanced to meet the evolving needs of the SPA community.

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 via daily instruction embedded checks-for-understanding, weekly academic mentoring, regular formative assessments, diverse summative assessments (projects, exams, performances), and twice-annual benchmarking (progress monitoring) using NWEA MAP

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 substantive differences with regard to implementation and expenditure for actions and services contributing towards meeting the increased or improved services requirement.

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.

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 as follows:

Best practices in responsive instructional programming will be continued. Along with the modes already established in earlier sections, expanded response to intervention (RTI) data driven (DDI) strategies will be key. Schedule embedded weekly intervention and learning support blocks will be provided to all students in Learning Labs. Additionally, with the purchase of a school-wide license to access Edgenuity content, which affords integration with NWEA MAP, we will be able to provide expanded individualization of learning for all students. With the hire of a Director of Special Education & Student Services, a TESOL credentialed ELD Teacher, and a BCLAD authorized Multi-Subject Teacher, a central goal of programming is continued growth in our capacity to meet the diverse needs of our students with individualized learning plans (IEPs), 504-Plans, and those who are english language learners (ELD).

Best practices in pupil and family engagement and outreach programming will be continued. Along with continued engagement and outreach via the modes already established in earlier sections, summer engagement with families will be key. Parent/guardian volunteerism will be robustly cultivated to support all aspects of education programming. Additionally, the creation of the Executive Director's Student Council and the Executive Directors Parent/Guardian Council will afford even greater strategic engagement and outreach forums. With the hire of a School Social Worker, a central goal of school-wide programming moving forward, is continued capacity-building in pupil and family engagement and outreach -staff-wide- thereby, ensuring that students and families are being optimally engaged with through every diverse staff interaction.

Best practices in MTSS in Attendance, Behavior, Teaching & Learning, and Stakeholder Engagement will be continued.

Best practices in stakeholder and community engagement, outreach, and communication will be continued, and enhanced to meet the evolving needs of the SPA community.

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	235,000.00	281,701.11

* 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		
	10,000.00	165,000.00
	100,000.00	45,377.00
	35,000.00	64,204.11
	90,000.00	7,120.00

* 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		
		10,000.00	165,000.00
		100,000.00	45,377.00
		35,000.00	64,204.11
		90,000.00	7,120.00

* 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	35,000.00	36,240.00
Goal 2	155,000.00	173,341.11
Goal 3	45,000.00	72,120.00

* 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	\$41,500.00	\$36,340.00
Distance Learning Program	\$417,000.00	\$450,382.85
Pupil Learning Loss	\$329,610.00	\$324,479.60
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$788,110.00	\$811,202.45

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,500.00	\$6,340.00
Distance Learning Program	\$157,000.00	\$190,382.85
Pupil Learning Loss	\$12,000.00	\$6,869.60
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$180,500.00	\$203,592.45

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$30,000.00	\$30,000.00
Distance Learning Program	\$260,000.00	\$260,000.00
Pupil Learning Loss	\$317,610.00	\$317,610.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$607,610.00	\$607,610.00