



# INTELLECTUAL VIRTUES ACADEMY

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

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

LEA Name	Contact Name and Title	Email and Phone
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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).

# 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
School supplies provided include art supplies, novels, class schedules, chromebooks and headphones for students to complete courses at home, and desks and chairs (upon request). This support includes the purchase of additional chromebooks.	30,000	51,650	Yes
There has been no change in the amount or quality of our course offerings, though there were three in-person electives that needed to be replaced. Two of our teachers created new electives that work well in an online setting, and which will be easily transitioned to an in-person setting. In addition, our physical education teachers completely rewrote their curriculums to provide flexible and individual-based unit instruction as a way to cope with group-led limitations experienced on zoom. All teachers are fully credentialed where required by our charter.	3,000	3,000	Yes
IVA is consulting the California Conference for Equality and Justice (CCEJ) - a local non-profit. The purpose is to receive training in Restorative Justice, online engagement and connection, Trauma-Informed Approaches and ongoing coaching support. The goal is to establish a culture of interaction and collaboration in the current online setting and social climate. All IVA teachers and staff received 8 hours of training before school began, and will continue to receive that support as a way to foster and grow IVA's infrastructure.	5,000	15,863	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
IVA's training in basic trauma theory and the embodied effects of traumagenetic experiences is meant to support teachers so that they may provide a social and emotional balance to the academic rigor and expectations of online learning. IVA believes this will help create opportunities for students to connect with others by utilizing personal and collective resiliency practices.			
A full suite of virtual instructional resources are provided to each teacher to allow for distance learning, including Google classrooms (which have been utilized for every classroom since our inception), PearDeck, Kami, and Zoom (which serves as the foundation to our full offerings).	5,000	15,791	Yes
IVA provided teachers with additional monitors and technology, as well as a technology stipend as they use their home internet and electronics for school purposes. IVA is providing \$500 to each teacher this fall and will offer another stipend should distance learning continue into the spring.	25,000	25,000	Yes
			Yes
			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.

IVA underestimated the amount required to provide students with school supplies and teachers with the virtual instructional resources needed to provide a rigorous and supportive instructional program. What was first estimated as a temporary fix became a need for an extended one-to-one IVA Chromebook program with stock to replace broken chromebooks. The \$20,000 difference between the proposed non-capitalized equipment purchase and the actual purchases also take into account registering the devices and other costs associated. In addition, IVA teachers explored and found excellent online support programs and instructional tools such as PearDeck and Padlet that have revolutionized teachers ability to connect with students in distance-learning. The increased costs demonstrate an almost full year of distance-learning and the technology necessary to transition to a hybrid model of learning where teachers serve students on zoom and in the classroom at the same time. Additional technology purchase for the classroom hybrid and online model have created substantive differences in the planned actions and expenditures.

## Analysis of In-Person Instructional Offerings

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

### In Person Instructional Offerings

IVA began the school year through a distance learning model. In accordance with its Chartering District, Long Beach Unified, IVA continuously monitored guidelines throughout the Fall 2020 regarding returning to in person instruction. IVA regularly sought guidance from Long Beach Unified, LA County Department of Public Health, Long Beach Department of Public Health, and the Center for Disease Control.

IVA planned for the most conservative and safe reopening plan.

### Timeline

In January 2021, IVA announced that distance learning would continue until further notice. IVA staff were surveyed at the beginning of March. Preferences from families were collected in late March. IVA's Covid Prevention Plan was submitted in late March and IVA received approval to open. IVA opened doors for in person instruction on April 21, 2021.

### Family Communication

Ongoing family communication was a priority for IVA. Regular updates were provided to families at Fireside chats, where families were invited to join administration for updates and ask questions. All communication was recorded and made accessible through IVA's website as well as youTube page.

### Personal Protective Equipment

Cloth and disposable masks for children and adults, face shields, disposable gloves, gowns for selected staff, hand sanitizer, cleaning wipes, and thermometers are available at the school site.

### Handwashing

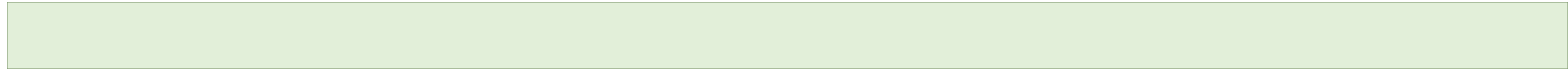
Handwashing is encouraged, staggered breaks are implemented to encourage hand washing by cohorts, electronic hand sanitizers are made available in highly trafficked areas. Entry and exit pathways are clearly identified.

### Custodial Support

IVA increases disinfecting of high touched and horizontal surfaces daily. IVA's outsourced janitorial services provided cleaning and disinfecting daily.

### Planning and Preparation for School Openings

IVA facilities were prepared to adjust to social distancing, maximum room capacity, sanitizing supply availability, and other needs following public health guidelines. Staff and students completed a Covid-19 asymptomatic test prior to their return and are encouraged to take Covid-19 test if they experience any flu-like symptoms. Students are maintained in cohorts by grade level to avoid cross contamination.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Note - actions related to the Distance Learning Program qualified as supports in the previous section and were listed there.			

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.

## 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.

### Devices and Connectivity

IVA ensured that every student had access to a chromebook prior to distance learning. These were distributed in the weeks leading up to the start of distance learning. IVA followed all covid guidelines to clean and disinfect supplies prior to distribution of chromebooks. 100% of IVA students had received a chromebook by the end of August 2020.

In the initial weeks, parent surveys and conversations with families helped IVA gauge the need for hotspots. Families in need of connectivity issues were connected to hotspots. The 7% of IVA's student population had received a hotspot by the end of October 2020.

### Pupil Participation and Progress

IVA staff planned to help troubleshoot with families the first week of distance learning by being responsive through phone calls and emails. Each classroom teacher was assigned a support staff to help contact students not in attendance for the first two weeks of school. Support staff members helped families troubleshoot technology, scheduling requests, and gauge the challenges for families in transitioning to distance learning.

IVA's office staff filled an important role in ensuring high attendance rates were maintained and students were ganged. Attendance notifications were sent out to families for students missing. Furthermore, office staff conducted daily engagement calls when teachers

noticed that students were missing and/or had dropped off a zoom call. These engagement calls gauged the needs of Tier 1 students and was a helpful touchpoint for working parents.

IVA's average attendance rate for 2020-2021 is 97%. Weekly participation was tracked by teachers.

#### Continuity of Instruction

IVA's already established technology friendly platform and supportive staff facilitated a smooth transition towards distance learning. Students were already familiar with the use of google classroom and quickly learned to use interactive programs such as peardeck and zoom.

Weekly Week at A Glance notifications provided information for families and students about upcoming assignments, zoom links, and asynchronous learning.

#### Professional Development

Professional development continued throughout the year as teachers and periodically, support staff engaged in supportive and ongoing professional development on a weekly basis. Time was used to learn about new interactive platforms and collaborate on best practices. Furthermore topics such as equity and trauma informed practices provided an opportunity for staff to think of ways to continue engaging and supporting students well during distance learning.

While IVA made every effort to engage all students- there was a portion of students who did not respond. IVA has identified the need for added socio emotional support as students transition back to in person instruction and will make staffing additions in order to support these needs next year. Despite the continued resources, the participation in the meal program declined during the distance learning model. Since returning to in person instruction this Spring, participation rates in the meal program have improved. IVA expects that rates will continue to increase into next year.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Baseline student assignments and assessments within teachers curriculum in each subject. This work is done during professional development and will not incur additional costs.			Yes
Train Advisors and adapt Advisory Curriculum to support social-emotional health and mental wellness checks. This will include conversations about trauma and resiliency. The cost for Coaching Hours and training support from CCEJ has been identified previously.	5,000	5,000	Yes
Training and support to adapt instructional aide and RSP push in interventions for ELD and academic risk during class. Internal ongoing costs through current leaders on campus as well as teacher stipends to create new protocols and to consult with instructional aides outside of class.	2,000	2,000	Yes
Training and support to provide academic risk and ELD tutoring support for small group and one-on-one interventions for our instructional aides. These additional trainings and program development will add additional professional development hours.	2,000	2,000	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 is no substantive difference between the planned actions and or/budgeted expenditures

## 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.

IVA's office staff quickly transitioned to support and re-engage any student who teachers reported was disconnected or disengaged during class.

In order to provide additional support, IVA hired three new instructional aides who were trained to call home, connected students, and engage with parents to support students access to the classroom.



IVA's highly present model of during the school day intervention on behalf of the office and instructional staff not only resulted in higher attendance rates but in higher grades than in the previous spring distance-learning. IVA hired a teacher-leader to create a Monday tutoring program. This teacher leader worked closely with IVA's intervention coordinator to identify students at academic risk and connect with those students and families for a personal invitation to tutoring. Not only did the Intervention Coordinator continue to send out quarterly updates for how students were doing academically, but they reached out to parents through ParentSquare and spoke individually to each family that did not view the notifications for tutoring until it was clear that every student or family that was requesting tutoring received it on a weekly basis.

The Tutoring Program Teacher Leader also conducted weekly trainings with hired tutors and instructional aides to support the training and check ins for the 40 Student Peer Tutors who applied and were selected to support the program. Any student requesting or struggling academically were provided with adult or peer tutors.

## 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.

IVA's special education services continued through the partnership with LBUSD. IVA's full time counselor and part-time intern were accessible to students throughout the year.

IVA's partnership with the California Conference for Equality and Justice (CCEJ) continued throughout the year. In an effort to support the social and emotional well-being of students the organization led professional development for IVA's Faculty Staff. Topics included Trauma Informed Practices, Restorative Circles, and Developing an Anti-Racist Identity. These ongoing learning opportunities challenged our staff to think of support through a lens of equity. These development opportunities also provided strategies for teachers to validate student experiences and focus on their overall mental health wellness.

Furthermore, teachers continued incorporating socio-emotional check-ins with students through distance learning. Mental health breaks and coping strategies were shared by teachers as they cared for students' socio-emotional wellbeing.

While counselor and interns were available, some students were hard to reach or disengaged. Studies show a consistent drop in mental health across the nation among school-aged children. This trend was consistent with data gathered at IVA. In the student's annual survey, students requested more socio-emotional support to overcome the struggles of a challenging year and helped transition back to in-person instruction. IVA will be proactive in meeting these needs and has incorporated new goals as they relate to the socio-emotional wellness of students including increasing the number of more connection opportunities as well as resources for mental health support. These include building partnerships with agencies that will continue developing staff and can be resources for families.

## 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.

IVA regularly encouraged participation in the classroom. Teachers, office support, and administration spoke on the importance of daily participation and engagement on zoom.

Key actions included:

- Sending out notices to disengaged families
- Following chronic absenteeism procedures to provide notice to families
- Ongoing communication from principal encouraging involvement, engagement, and input
- Calls from office staff to reach out to all families, focusing efforts on new students
- Creating a supportive and welcoming environment in all classrooms to encourage student participation despite the online learning platform

Made communication available through multiple platforms including website, parent square, newsletters, and youtube page

IVA teachers tracked weekly engagement through an additional posting in their gradebook to identify whether a student was engaged. When students had low engagement scores they were sought out by the Intervention Coordinator, Counselor, and teacher team either through a ParentSquare two-way message, an SST meeting, or other methods of connecting students, parents, and teachers together.

IVA continued ongoing and open two-way communication with families throughout distance learning. ParentSquare is a two-way communication tool that was an addition to this year's communication methods and allowed for convenient schoolwide updates, messages from teachers, and texting between teachers and parents. Newsletters and emails continued to be a focus in efforts to reach every family member. In addition to these regular adapted events supporting family engagement, IVA's office provided "Fireside Chats" for regular updates about the distance-learning program, transition to in-person. These Fireside Chats provided IVA families with information about the transition to in-person and invited input and feedback. The questions brought to those meeting with parents were collected and answered, posted both on IVA's website and in our weekly family newsletters. Fireside chats were available for families to join and receive ongoing communication about school. All communication regarding distance learning was made accessible through IVA's website and recorded meetings were made accessible through IVA's YouTube page posted to IVA's newsletter.

IVA provided their families with quarterly PTA General Meetings in addition to 5 Parent Academy sessions co-hosted with the PTA with topics ranging from student socio-emotional support, specific math support and intervention from home, the impact of technology on students brain development and what parents can do to support, and multiple Stakeholder Engagement Council meetings to review school data and collect feedback for the implementation of decision-making. IVA's teachers and staff adapted all events for a zoom engaged participation and each of the events were well attended by over 100 participants.

IVA's teachers conducted their annual Student-Parent-Teacher Character Conferences with over 95% attendance by families. In addition to the many family engagement outreach events, IVA's PTA provided bi-weekly Game Nights to give students an open opportunity to engage socially.

IVA's recruitment and outreach season begins each year in October. Previously, IVA has planned the following interest events for outreach season:

- New Student/Parent Orientation
- Two Informational Nights
- Open House
- Three Parent Academies

This year, IVA hosted these interest events through an online format. All interest events helped ensure families felt a connection to the school.

## Analysis of School Nutrition

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

At the start of the 2020-21 school year offered free nutritionally balanced breakfast and lunches to all local children ages 1-18 regardless of their enrollment with the district. Meal distribution took place at IVA's partner high school located in a high need area. The components of meal bundles included 5 breakfast and 5 frozen lunches to cover the school week. Families were provided the opportunity to pick up during a meal window on Asynchronous Mondays between 1pm- 3pm or throughout the week Thursday-Friday, as long as they contacted the office to schedule a time for pick up.

Meals have been free of charge throughout the year. Families received notice through parent square, newsletters, and emails.

During Winter Break and Spring Break, IVA's meal vendor offered meal boxes which consisted of fruit, giants, and proteins. IVA distributed over 50 meal boxes during this time.

As IVA transitioned to in person instruction in the Spring, it adapted new meal regulations. Serving locations are now provided both at the middle school and high school. Students who chose to remain in distance learning, were given the option to pick up meal bundles throughout the week. Students who chose to return to campus are provided breakfast and lunch to go options, sufficient numbers to satisfy the weeklong requirement.

The overall participation of the meal program declined during the school closures but IVA is seeing a steady incline in participation since returning to in person. IVA expects to see a consistent and steady number of students participating in the meal program throughout the end of the school year and into next year.

# Additional Actions and Plan Requirements

## Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Adjusted roles to have a dedicated Nutrition Coordinator and staffing to provide meals for students during Distance Learning.	10,000	16,100	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Meal service was accessible for a time during the transition to distance learning. A dedicated staff member, Nutrition Services Coordinator, engaged in new guidelines and worked to ensure families were connected to resources. Unforeseen covid related expenses included lunchroom equipment, increasing sanitation, and personnel hours allocated to serving meal bundles.

## 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.

IVA’s model encourages our community to operate in Intellectual Humility. There have been many lessons learned over the past year that informs our upcoming LCAP. The descriptions below provide a general overview of how IVA will address challenges next year, increase support, and incorporate family, student, and staff feedback to inform it’s goals. Based on feedback from stakeholders, the main areas for improvement in the upcoming year are in academics, socio emotional support, and parent engagement.

### Academic Support

IVA’s goals are to provide an equitable and challenging yet supportive academic environment for all learners. In doing so, IVA has made an effort to provide additional support for students who struggle academically. An intervention Math Lab class is accessible for students who are identified as academically at risk. Next year, the hope is to increase the number of supports in these Math Lab classes to provide students with small group or one on one support. An after school program will provide more academic support for students struggling. Furthermore, students who are identified as needing more support will have an opportunity to engage in a summer bridges program.

### Socio- Emotional Supports

An area for growth identified by both staff and students was the socio emotional supports available at the school. In the upcoming year, IVA’s goals include incorporating more community building events, affinity groups, and partnering with outside vendors to

provide an after school enrichment program. Student accessibility to a counselor will increase as IVA hires an additional .5 FTE counselor position and continues to build partnerships with USC's Master of Social Work Internship Program.

#### Family Engagement

Parent surveys communicated a desire for more connection opportunities for parents and resources on IVA's restorative justice practices and model. To build connection, IVA proposes PTA hosted parent academies and coordination of affinity groups. IVA will aim to make meetings more accessible to working families.

#### Technology Supports

The transition from in person to distance learning and to a hybrid model shed light on the teacher supports in regards to technology. For the upcoming year, IVA's LCAP includes increasing support and training specifically for ways to use technology in a form of intervention and connection with students.

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

In the upcoming school year teachers continue to track weekly engagement and encourage participation. IVA's Intervention Coordinator continues to identify students who are at risk. The Director of Counseling and Culture continues managing 504 meetings, SST's, and attending IEP meetings. Students who are falling behind are identified by teachers and a meeting is set up with teachers and parents.

#### English Language Development

Students continue with English Language Proficiency Assessments for California (ELPAC) summative assessments compliant with CDE guidelines. New English Learners complete an initial ELPAC to determine placement. Teachers continue using interventions such as graphic organizers to help students achieve.

#### Students with 504/IEP

Initial and follow up meetings are coordinated by the schools Director of Culture and Counseling. Follow up and communication with families and teachers is prioritized.

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

The only difference between IVA's plans to contribute toward meeting the increased or improved services requirement is the depth to which IVA implemented these services with additional instructional aide hiring, additional training, and additional opportunities for engagement. Each of these details are noted in the previous sections.

# 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.

This year IVA implemented new intervention services to students in order to address the ease with which students could disconnect from learning due to distance-learning. IVA implemented a tutoring program with a peer tutoring component and hired instructional aides to support teachers in engaging students during class. Due to these additions to the program in addition to the flexible new learning teachers implemented in an online instructional program, student learning outcomes have never been higher at IVA. IVA has learned new methods to reach out and connect with disengaged students and these new methods will now be incorporated into the 2021-2022 LCAP school goals. The way that IVA utilized ParentSquare and streamlined communication was able to connect and check in on families who would not have otherwise been connected. IVA's office support staff has played a pivotal role in connecting with families and providing follow up. IVA's Intervention Coordinator has adjusted the data and follow up processes that they use to identify students who are at-risk and provide regular updates and resources for families. In addition to these new programs, IVA is seeking an after school care program that will continue to provide opportunities for families that need supervision after the school day. Reflection on student outcomes includes frequent communication and feedback from families that helps inform the possibilities and times when intervention support is offered. You can see each of these goals and action items included in the 21-22 LCAP.



## 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.

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		

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

<b>Total Expenditures by Object Type</b>		
<b>Object Type</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types		

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

<b>Total Expenditures by Object Type and Funding Source</b>			
<b>Object Type</b>	<b>Funding Source</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>
All Expenditure Types	All Funding Sources		

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



<b>Total Expenditures by Goal</b>		
<b>Goal</b>	<b>2019-20 Annual Update Budgeted</b>	<b>2019-20 Annual Update Actual</b>

\* 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	\$68,000.00	\$111,304.00
Distance Learning Program		
Pupil Learning Loss	\$9,000.00	\$9,000.00
Additional Actions and Plan Requirements	\$10,000.00	\$16,100.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$87,000.00</b>	<b>\$136,404.00</b>

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
<b>All Expenditures in Learning Continuity and Attendance Plan</b>		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$68,000.00	\$111,304.00
Distance Learning Program		
Pupil Learning Loss	\$9,000.00	\$9,000.00
Additional Actions and Plan Requirements	\$10,000.00	\$16,100.00
<b>All Expenditures in Learning Continuity and Attendance Plan</b>	<b>\$87,000.00</b>	<b>\$136,404.00</b>