

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

Increase student academic achievement to ensure college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Basic Services - Highly Qualified/Credentialed teachers	93% teachers were appropriately credentialed and assigned

Expected	Actual												
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	<table border="1" data-bbox="1073 199 1463 531"> <thead> <tr> <th colspan="2" data-bbox="1073 199 1463 289">IMPLEMENTATION: ACADEMIC STANDARDS</th> </tr> </thead> <tbody> <tr> <td data-bbox="1073 289 1291 337">ELA</td> <td data-bbox="1291 289 1463 337">4</td> </tr> <tr> <td data-bbox="1073 337 1291 386">ELD</td> <td data-bbox="1291 337 1463 386">4</td> </tr> <tr> <td data-bbox="1073 386 1291 435">Math</td> <td data-bbox="1291 386 1463 435">3</td> </tr> <tr> <td data-bbox="1073 435 1291 483">NGSS</td> <td data-bbox="1291 435 1463 483">3</td> </tr> <tr> <td data-bbox="1073 483 1291 531">History</td> <td data-bbox="1291 483 1463 531">3</td> </tr> </tbody> </table>	IMPLEMENTATION: ACADEMIC STANDARDS		ELA	4	ELD	4	Math	3	NGSS	3	History	3
IMPLEMENTATION: ACADEMIC STANDARDS													
ELA	4												
ELD	4												
Math	3												
NGSS	3												
History	3												
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.												
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.												
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.												
Basic Services - Facilities	2019-20 FIT Score: Good												
Course Access	All students have access to courses needed for successful transition to high school. Students receive differentiated instruction and support in each subject area. In the area of math, students have the opportunity to take an extra math course in 8th grade so that they can accelerate once entering high school.												
Course of Study	See “Course access”												

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
1.1 (3) 100% of all teachers are fully credentialed and properly assigned.	A: \$3,740,000 B: \$85,000 C: \$1,255,000 D: \$ LCFF Funds Federal A: Certificated Wages B: Classified Wages C: Employee Benefits D:	A: \$2,394,578 B: \$0 C: \$499,359
1.2(3) Provide teachers with high quality core and supplemental resources and materials to support classroom instruction in all areas.	A: \$175,000 B: \$ C: \$ D: \$ LCFF Funds A: Books and Supplies B: C: D:	\$541,662
1.3(3) Provide materials and resources to support the success of students with disabilities including outside resources to provide for their individual needs. Maintain supplemental support specialists.	A: \$125,000 B: \$500,000 LCFF Funds A: Books and Supplies	SPED & S&C \$14,283 \$642,189

	B: Other Operating Costs	
1.4 (3) Provide high quality substitutes to support classroom instruction.	A: \$170,000 B: \$ LCFF Funds A: Other Operating Costs B:	\$0
1.5(3) Purchase materials and resources to support ELD programs at the school site and EL students who have been reclassified – software, textbooks, visual aids, etc.	A: \$40,000 B: \$50,000 C: \$ D: \$ E: \$ LCFF Funds Federal Funds A: Books and Supplies B: Other Operating Costs C: D: E:	\$19,371
1.6(3) Implement systems and provide opportunities to support nutritional, social/emotional, behavioral, and physical health of students.	A: \$70,000 B: \$12,000 LCFF Funds Federal A: Classified Wages B: Employee Benefits	A: \$188,683 B: \$43,397 C: Other Student Instructional Services (Professional Tutors) \$22,376

See 3.2	A: \$ B: \$ C: \$ D: \$ A: B: C: D:	\$0
1.8(3) School and district Administrative Leaders will participate in instructional and operational leadership professional development and collaboration.	A: \$445,000 B: \$560,000 C: \$225,000 D: \$ LCFF Funds A: Certificated Wages B: Classified Wages C: Employee Benefits D:	A: \$959,770 B: \$211,149

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 1:

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 2: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

- Action 3: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 4: The hiring of 3 substitutes did not take place, therefore there were no costs.
- Action 5: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 6: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 7: No action
- Action 8: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

The Accelerated School (TAS) purchased and provided its students with an extensive amount of supplemental ELA reading/literacy, Spanish and math intervention programs to support struggling students. Students are assessed using multiple types of assessments such as i-Ready, A2i, Illuminate to monitor student progress and identify learning gaps.

TAS has implemented a 1:1 student to device ratio which supported the transition to distance learning. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA and Math. Our school shifted to Project-based learning with a focus on feedback on cognitive skill development. Through PBL, learning was more relevant, engaging, and meaningful to students, resulting in higher participation and engagement. Academic supports and interventions were provided to students by teachers through Zoom sessions in small group and individual instruction; and via web-based programs. Teachers used cognitive skills rubric to measure student progress and identify gaps in learning.

Goal 2

Increase student engagement and whole child outcomes.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6, 8

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Pupil Engagement – school attendance rates	2019-20: 97.2%
School Climate – Suspension & Expulsion Rates	2019-20: Suspension Rate: 0% 2019-20: Expulsion Rate: 0%
Pupil Outcomes	As a result of Governor’s Executive Order N-30-20 suspending standardized testing for students in response to COVID-19 Outbreak, Physical Fitness Test (PFT) was not administered.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1(3) Implement college and career activities to support and promote a college-going culture.	A: \$ B: \$ C: \$ D: \$ See 1.01 A: B: C: D:	\$9,444 S&C

<p>2.2(3) Implement a Multi-Tiered system of student supports including but not limited to positive behavioral interventions and socio- emotional support.</p>	<p>A: \$ B: \$ C: \$ D: \$ See 1.06 A: B: C: D:</p>	<p>\$8,500 \$6,551</p>
<p>2.3(3) Maintain cyber-bullying and social media awareness prevention efforts at the school site and fully follow/implement the site discipline matrix/policy.</p>	<p>A: \$ B: \$ C: \$ D: \$ See 1.06 A: B: C: D:</p>	<p>\$0</p>
<p>2.4(3) Provide opportunities for students to participate in school events and activities such as but not limited to school dances, assemblies, movie nights, ice cream socials, pizza parties, cocoa and cram sessions, career day, etc.</p>	<p>A: \$50,000 B: \$ C: \$ LCFF Funds A: Other Operating Costs B: C:</p>	<p>\$0 See 2.2</p>

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 2:

- Actions 1-3: There were no budgeted expenditures, however there were actual expenditures
- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.

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

During school closure, Middle school students participated in College and Career Readiness during their Advisory course, that focused on UC A-G requirements, researching colleges, GROWL, and SEL lessons. Leadership enrichment opportunities were available to students to provide them with social awareness and community involvement as a precursor to college readiness. The goal is for all students to visit at least one college before the 8th grade.

Goal 3

Improve practices supporting effective student instruction.

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Implementation of State Standards/Pupil Achievement: SBAC – ELA Met/Exceeded	ELA CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SBAC – Math Met/Exceeded	Math CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: English Learner Progress in ELA on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.
Implementation of State Standards/Pupil Achievement: SWD Progress in ELA/Math on SBAC	CAASPP Assessments were not administered due to the Governor’s Executive Order N-26-20 resulting in school closure due to COVID-19 pandemic.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures

<p>3.1(3) Provide instructional staff with professional development to support classroom core and supplemental instruction including but not limited to the implementation of CCSS, NGSS, technology, and data analysis.</p>	<p>A: \$200,000 B: \$ C: \$ D: \$ LCFF Funds Federal Funds A: Other Operating Costs B: C: D:</p>	<p>\$29,234</p>
<p>3.2(3) Provide professional development to improve English Learner instructional practices in the classroom for all students, but in particular English learners, SWD, and struggling students.</p>	<p>A: \$ B: \$ C: \$ See 3.02 A: B: C:</p>	<p>\$0</p>
<p>3.3(3) Administrative staff will focus on the implementation of positive behavior supports in a Multi-Tiered system working through SSPT process to identify interventions and corrective measures.</p>	<p>A: \$ B: \$ C: \$ D: \$ See 1.06 and 3.01 A: B: C: D:</p>	<p>\$0</p>

<p>3.4(3) Extend the school day by providing targeted interventions before and after school through small group tutoring services using research-based practices and pre/post assessment data.</p>	<p>A: \$750000 B: \$ C: \$ D: \$ E: \$ LCFF Funds A: Certificated Wages B: C: D: E:</p>	<p>\$10,874 S&C</p>
<p>3.5(3) Provide additional instruction on Saturdays to support struggling students.</p>	<p>A: \$25,000 B: \$ C: \$ LCFF Funds A: Certificated Wages B: C:</p>	<p>\$0</p>
<p>3.6(3) Provide planning time for teachers to promote the academic and social/emotion success of students.</p>	<p>A: \$ B: \$ N/A A: B:</p>	<p>\$0</p>
<p>3.7(3) Provide field trips and classroom guest speakers.</p>	<p>A: \$18,000 B: \$ C: \$</p>	<p>\$0</p>

	D: \$ E: \$ LCFF Funds Federal A: Other Operating Costs B: C: D: E:	
3.8(3) Train and maintain safety and supervision staff, purchase and maintain safety/medical supplies and implement an emergency preparedness program.	A: \$20,000 B: \$ C: \$ D: \$ E: \$ LCFF Funds A: Other Operating Costs B: C: D: E:	S&C Total: \$131,146 \$121,177 \$2,347 \$7,622
3.9(3) Offer summer program to support the academic growth of all students.	A: \$85,000 B: \$ Federal A: Certificated Wages B:	Title I \$44,227

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 3:

- Action 1: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Actions 2-3: There were no budgeted expenditures, and therefore no actual expenditures
- Action 4: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Actions 5-7: There were no budgeted expenditures, however there were actual expenditures
- Action 8: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 9: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented

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

TAS provided all teachers with evidence based professional development and supported new teachers with induction costs to clear their credentials. Professional development focused on student's cognitive thinking, open-ended questions, and data analysis. Teachers were provided with planning days and coaching to support curriculum development and creation of structured routines. Teachers participate in 1 week of summer professional development, an additional week for new teachers, 5 non-instructional days during the academic year, weekly professional development; and Wednesday workshops (optional) were provided to support teachers with targeted support.

As a result of school closure in mid-March and the transition to distance learning the only modification made to program offerings was that all sport programs, and field trips were cancelled as a result of the governor's stay-at-home orders. No courses were eliminated but rather instruction shifted to distance learning. The 5th & 8th grade culmination was changed to a virtual Zoom meeting. [A letter was issued to students and parents](#) with instructions for participation. Many of the curricular resources our teachers had already implemented during the school year, continued during Distance Learning including i-Ready for ELA and Math. Our school shifted to Project-based learning with a focus on feedback

on cognitive skill development. Through PBL, learning was more relevant, engaging and meaningful to students, resulting in higher participation and engagement.

Goal 4

Increase parent engagement, involvement, and satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Parent Involvement	<p>Parents participated in SSC, ELAC/DELAC, schoolwide events, & Coffee with the Principal.</p> <p>2019-20: Outcome met.</p> <p>Overall Parent survey results – The Accelerated Schools Participation Rate 72.3%</p> <p>See survey results under “analysis” section</p>

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
4.1(3) Provide parents/guardians with oral and written translation and communication to increase access and involvement of parents/guardians.	<p>A: \$5,000</p> <p>B: \$</p> <p>C: \$</p> <p>D: \$</p> <p>LCFF Funds</p>	<p>S&C</p> <p>\$1,703</p>

	A: Other Operating Costs B: C: D:	
4.2(3) Provide parents with increased opportunities for school engagement, including opportunities to participate in stakeholder meetings, school communities, volunteerism, workshops, and school events.	A: \$5,000 B: \$ C: \$ Federal A: Other Operating Costs B: C:	S&C \$58,399
4.3(3) Provide school and classroom materials to parents of low-income and foster youth – e.g. backpacks, notebooks, folders, pens, pencils, paper, etc.	A: \$45,000 B: \$ C: \$ D: \$ LCFF Funds A: Books and Supplies B: C: D:	S&C \$15,006

Goal Analysis

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

The following are the material differences between budgeted expenditures and estimated actual expenditures for Goal 4:

- Action 1: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.
- Action 2: Actual expenditures far exceeded budgeted expenditures and the action was fully implemented.
- Action 3: Budgeted expenditures far exceeded Actual expenditures; however, the action was fully implemented.

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

There has been high parent attendance and participation at Parent Nights where discussion takes place on the LCAP goals, health & Wellness (Internet safety, vaping) and social-emotional support. TAS hosted 4 math focused nights and provided parents of TK-5 (elementary) with games and strategies to implement at home to support the math needs of their students. Translator services were provided for non-English speaking families for all events and upon request. Other workshops provided include cyber-bullying/bullying prevention; Opening Doors (Abriendo Puertas) program for Spanish speaking parents. Teachers and staff utilized google Voice, Class Dojo, Remind, to communicate with families and the school's website was updated regularly.

The following are the overall parent survey results:

- 84.7% of parents who took the survey indicated that the school is clean and is in good repair
- 89.1% of parents who took the survey indicated that the school is safe and has security procedures in place
- 85.4% of parents who took the survey indicated that there are high standards and sound instructional practices in place for students
- 79.3% of parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 93.3% of parents who took the survey indicated that the school provides additional support and resources for students and parents – (workshops, mental health, bullying prevention, etc.)

- 95.8% of parents who took the survey indicated that the school maintains a positive school climate and culture
- 95.1% of parents who took the survey indicated that the school involves all stakeholders as decision making partners
- 96.3% of parents who took the survey indicated that the school has strong school-family communication systems in place
- 91.4% of parents who took the survey indicated that they believe that students learn and benefit from the instructional practices provided at the school
- 89.7% of parents who took the survey indicated that students receive the support they need for academic and course planning
- 93.3% of the parents who took the survey indicated that the school provides adequate social-emotional counseling and support to students
- 91.5% of the parents who took the survey indicated that the school effectively addresses attendance and absenteeism
- 96.3% of parents who took the survey indicated that they would recommend someone to work at or to attend this school
- 97% of parents who took the survey indicated that the school is welcoming to parents and provides academic support and training for families to support student growth and achievement

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
Principal and Teachers: to provide in-person (hybrid)/distance learning platform	\$3,263,273	*\$	N
Procurement of PPE equipment, additional supplies, materials, partitions, janitorial services for personal protection, hygiene, health & safety and disinfecting classrooms, school equipment, etc.	\$184,338	\$	N
Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction	--	\$	

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 Accelerated School (TAS) provided a total of 180 Instructional days, including 300 daily instructional minutes for the Elementary; 310 daily instructional minutes for Middle School, and an additional 60 minutes daily for teacher office hours to provide all students with additional academic support, that exceeded SB98 requirements of 175 instructional days: and 180-240 of daily instructional minutes. All teachers participated in 1 week of intensive Summer Professional Development, an additional week for new teachers, and 5 non-instructional days during the academic school year for professional development to support teachers with the implementation of distance learning, including strategies to increase student engagement and participation in distance/virtual learning, including strategies to support English learners and Students with disabilities.

*As a result, 15% of salaries were funded with LCFF S&C funds (Contributing).

The following are the substantive differences between the planned actions and what was actually implemented:

- Substitute teachers were hired to assist with launching and providing hybrid/in-person instruction
- TAS purchased and/or acquired PPE equipment as required by the state and county Health Department to ensure a safe, and clean learning environment for staff and students.

Analysis of In-Person Instructional Offerings

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

On Monday April 12th TAS opened for in-person/hybrid instruction. Approximately 35% (~265 students) of its students (families) opted for in-person instruction, and 65% remained in distance learning. Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation. The School's leadership and support staff conducted significant parent outreach and home visits to communicate with disengaged families. In addition, school tours took place on Mondays to demonstrate to families the safety protocols that had been implemented and the Principal led several parent meetings for each grade level, including Town Halls and reiterated the requirements of COVID-19 testing for all students and staff.

Prior to offering hybrid instruction, TAS implemented (pods) cohorts of at-risk students who had been disengaged (chronically absent) and struggling with distance learning including English Learners, low-income, homeless, students with Disabilities in grades 3-5, that received support onsite. Instructional Assistants ensured students were logged on and were able to participate in synchronous lessons via distance learning while on-campus. This learning opportunity was extended to students in grades 6-8, and resulted in students completing coursework, completing courses and for all students increased engagement, and daily participation.

Challenges include having difficulty with having our teachers return onsite to provide hybrid instruction and therefore our school has had to hire substitute teachers. Another challenge is that 65% of students/families have opted to remain in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Assessments: Illuminate, NWEA MAP, A2i Assessment, iReady (Reading, Math)	\$20,400	\$	Y
Technology devices: Chromebooks, wi-fi hotspots, internet, headsets, IT Director, Go Guardian	\$76,899	\$	N
SPED Services and staffing	\$903,739	\$	N
Core Curriculum: McGraw-Hill ELA, Inspire Science K-5, Study Sync/ConnectEd, My Math, Summit Learning 6-8	\$25,000	\$	N
Technology-based supplemental instructional materials including but not limited to Google Classroom, Google Voice, Zoom, Kami, BrainPop, Raz Kids, Summit, NearPod, Kickboard, Clever	\$31,554	\$	Y
Professional Development: Literacy Coach that provides one-on-one coaching for teachers	\$55,350	\$0	Y
Intervention Specialist: Provides direct intervention support services to K-5 students based on student assessment data	\$92,213	\$	N
Professional Development for teachers (Funded with Title II)	\$41,264	\$	N
K-5 Science Curriculum: Inspire Science	--	\$	N
Vista Higher Learning Spanish curriculum	--	\$	N

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Professional Development Literacy Coach did not occur
- Intervention Specialist – was a duplicate action also identified under “Pupil Learning Loss” 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.

The following is an analysis of the distance learning program based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data that focus on the successes and challenges within the following elements encompassed in our school’s 2020-21 Learning Continuity & Attendance Plan:

Continuity of Instruction:

- Successes: TAS designed a daily instructional schedule that includes both synchronous (live) and asynchronous instruction.

For the 2020-21 school year, our staff designed a structured distance learning schedule that provided continuity of instruction for our students and families. For students in grades K-5, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform was Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses were offered online for all students regardless of if the student participated in in-person or distance learning. All students were assigned to a mentor who continued to support them in meeting their academic goals.

Our students participated in daily live (synchronous) instruction; and asynchronous instruction.

Our students utilized the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, TAS struggled with student attendance, participation and engagement.

Access to Devices & Connectivity:

- Successes: All Students in grades TK-1 were equipped with tablets; grades 2-8 with a Chromebook. Teachers were provided ThinkPads to support online learning instruction. Students who lacked connectivity at home were provided with a Wi-Fi hotspot; and our IT department shared resources for low-cost broadband internet services for low-income households.

- Challenges: Most families lacked high speed internet at home, and for some Wi-Fi hotspots worked intermittently because of the limited bandwidth issues.

Pupil Participation & Progress:

- Successes: With the transition to distance learning in Spring 2020, our school continued to struggle with daily attendance and participation but in this case, it was due to trauma and the impact of the pandemic on households in addition to distance learning. Significant planning took place during the summer to strengthen student attendance and participation by also focusing on social-emotional learning.

For the 2020-21 school year: Each teacher begins their day with 30 minutes of socioemotional learning. This instructional block was added specifically as a result of Distance Learning as the TAS administration and staff recognized the critical importance of socioemotional learning during distance learning where students are not able to interact as frequently with their peers as they would, Pre-COVID. This is a newly added instructional block, and the delivery will vary across grade levels, and will focus on:

- Mindfulness - students are learning new skills such as deep breathing or meditation and spending time practicing that skill. Students may also learn new physical exercises or activities to stimulate their brain or focus.

- Culture Building Activity – teachers are utilizing community circles, virtual journaling, world check-ins, story building

- Challenges: Despite numerous effort including implementing tiered reengagement strategies, TAS struggled with student attendance, participation and engagement.

Distance Learning Professional Development:

- Successes: The Accelerated Schools commitment to providing ongoing support, guidance and resources for all teachers to maintain high quality distance learning programs for students has been evident throughout the year. All teachers participated in 1-week of Summer Professional Development that focused on curriculum, online platforms including zoom, NearPod, Google suites, and how to effectively delivery engaging

and rigorous lessons via distance learning. All teachers also participated in training on the SB98 requirements with student attendance and participation; including assessing, designating and certifying student assignments for time value; and documentation on PowerSchool and any other relevant online program.

In addition to IEP snapshot professional development, Welligent and MTSS, the Special Education Administrator facilitated and led training for all general education teachers and support staff on trauma informed practices designed to meet the needs of all students during distance learning; and with the expanded roles of non-certificated staff, this was an essential training to ensure the needs of our students were met. The Social-emotional Counselors, School Psychologist/Special Education Administrator also facilitated professional development for the entire staff on how to address the mental health and social emotional needs of staff and students.

TAS also designated mentor teachers to provide support for other teachers who struggled with technology during distance learning.

- Challenges: There were no challenges with professional development

Staff Roles & Responsibilities:

- Successes: Our staff collaborated to address the needs of our students/families this past year. For some staff, roles were repurposed to address additional needs with distance learning and hybrid instruction.

- Challenges: there were no identified challenges.

Support for Pupils with Unique Needs including EL, SWD served across a full continuum of placements, Foster Youth, and Homeless:

- Successes: For English Learners: Our English Learners received integrated English Language Development (ELD) across all disciplines; and designated ELD daily using Wonders ELD curriculum for K-5; and Study Synch for grades 6-8 that included an online platform with differentiated language proficiency level resources aligned to the student's ELPAC level across the domains, which additionally supported long-term English Learners (LtELs). To continue to develop English learner language skills, teachers provided daily comprehensive English Language Development. Designated English Language Development "first teaching" was provided through synchronous instruction via small groups differentiated by proficiency level. The ELD curriculum was paired with online platforms that included but are not limited to: Flipgrid, NearPod, Kahoot, Padlet, to support high level student engagement, dialogue, academic discourse, and discussions by our students.

For ELD: Depending on the grade level, ELD included all students in the class or only students who are classified as English learners (ELs). Grade levels discussed which students might benefit from participating in ELD even if they were not ELs. All teachers across K-5 were trained, at varying levels, in Project GLAD strategies to support their ELs.

In their ELD block, teachers are focusing on specific ELD standards to work on with students depending on their ELD level. As with math and ELA, there is an established learning outcome and success criteria. Some teachers choose to use the Wonders ELD program, which compliments their ELA program, whereas others use self-designed lessons.

Usually, ELD will focus on writing, listening, and speaking, and again, provide opportunities for student dialogue in a small group. Teachers often have students make connections between what they are doing in ELD and what they are learning in ELA time. They might use a text that is connected in topic or from the same unit as their ELA.

For Students with Disabilities: Our Students with Disabilities received instruction through push-in and pull-out models. The pull-out program was a separate zoom meeting where students meet in small groups with their RSP teacher. The push in model is that of co-teaching where the RST and general education teacher worked together to plan lessons and provide accommodations for SWD. The co-teaching model utilized breakout rooms for more personalized support. In addition, Instructional Assistants and Behavioral Intervention Implementation (BII) Specialist continued to provide push in support for students. A focus for the year was to provide both IAs and general education teachers training on how to provide effective support online.

Our SPED team participated in co-teaching specifically with 4th grade. Approximately 50% of SWD participated in distance learning and the other half transitioned to hybrid instruction.

- Challenges: Despite our numerous outreach efforts led by the Principal and our educators with families especially those with children who were disengaged and/or not participating regularly in distance learning, and the impact on student achievement, approximately 65%, a significant percentage of families opted to continue with distance learning rather than in-person instruction despite knowing that their child was struggling with distance learning and experiencing isolation.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School for grades TK-6 (3-weeks) & Summit Learning LMS for gr 6-8, to further mitigate learning loss	\$70,018	\$	N
Instructional Assistant: provides intervention support to EL students only under the advisement of Intervention Specialist	\$27,747	\$	N
Elementary Director to provide support with teacher professional development; After-school Programs; and collaborate with the "support team"	\$79,950	\$	Y
After School Program (funded by ASES Grant): Academic & Social Enrichment	\$125,154	\$	N
Professional Tutors of America	\$30,000	\$0	N
Reading Intervention Teacher	\$92,213	\$	N
Assistant Principals (2) - SSPT meetings; support intervention programs; support afterschool program; coach teachers; provide PD	\$252,150	\$	Y
Stipends for staff: Spring Break Enrichment, Saturday School and Afterschool tutoring	--	\$	
ARC Contracted services to provide push-in support when launching hybrid instruction	--	\$	

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

The following are the substantive differences between the planned actions and what was actually implemented:

- Professional Tutors of America did not take place since students were in distance learning most of the school year
- Staff who worked additional hours for Spring Break enrichment, Saturday School and After school tutoring received stipends
- ARC was contracted to provide tutoring services during hybrid instruction Spring 2021

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.

The following is an analysis of the successes and challenges in addressing pupil learning loss based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, and the strategies implemented to accelerate student learning in the 2020-21 school year. In addition, the analysis of the effectiveness of the efforts to address pupil learning loss included Unduplicated Pupils (EL, Low-income, Foster youth), Students with Disabilities (SWD), and students experiencing homelessness.

- Successes include: TAS students engaged in daily synchronous instruction and asynchronous learning. Morning Community Circle meetings were designed to establish safe and supportive spaces to increase school connectedness and support students' social-emotional well-being. Students received asynchronous Physical Education, Science, and Social Studies. Embedded in the schedule were stretch breaks, mini lessons for English Language Arts and Math and reviewing class objectives and goal setting which were essential for all students.

For the 2020-21 school year, our staff designed a structured distance learning schedule to provide continuity for students and families. For students in grades K-5, the school day started with a Morning meeting/social emotional learning block; and then transitioned to English Language Arts, Math and PE, all taught via synchronous instruction. For students in grades 6-8, the learning platform provided was Summit Learning for all core instruction (ELA, Math, Science, Social Studies). Spanish courses were offered online for all students regardless of if the student is participating in in-person or distance learning. All students were assigned to a mentor who continued to support them in meeting their academic goals.

All students had access to participate in daily live (synchronous) instruction; and asynchronous instruction.

Our students also had access to and utilize the following online platforms: Wonders ELA, Study Sync, My Math, Inspire Science, Kami, BrainPop, NearPod, Raz Kids, Clever, Summit Learning.

For students in grades K-2, we added additional supplemental reading supports which resulted in an increase in student academic performance.

- Challenges include: during distance learning, students struggled to turn in projects and complete coursework despite flexibilities provided and ongoing communication with families. An additional Instructional assistant was hired to support students who were struggling academically. Teachers in K-2 also provided office hours for parent support.

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.

The following is an analysis of the successes and challenges in monitoring and supporting student and staff - mental health and social and emotional well-being based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data, in the 2020-21 school year:

- Successes with professional learning and resources provided to both students and staff include:

Distance Learning: For students in grades K-5 the first 20 minutes teachers focused on SEL through community circles; for grades 6-8, mentor teachers conducted check-ins every other week, in addition to weekly check-ins from teachers.

The Dean of Culture provided social-emotional support and restorative justice practices to address the behavioral and social emotional needs of our students. The Dean of Culture also contacted, monitored and provided appropriate services to students who were absent in an effort to improve student attendance, participation and engagement and prevent further learning loss and identification as chronically absent.

School-Based Mental Health: TAS continued to provide mental health support to students and staff through the use of our counselor as well as outside licensed therapists. Our counselor provided one-on-one and small group counseling services. Social-Emotional Learning (SEL) curriculum was incorporated at all grade levels. Following a Multi-Tiered System of Support (MTSS), school staff identified and referred using our Multi-tiered System of Supports struggling students, specifically English Learners, Homeless, and Foster Youth. Further, targeted outreach to disengaged and chronically absent students.

For students suffering from loss due to death in the family, our school has partnered with Our House, that provided grief counseling services for children.

Behavior Support Systems: To promote a positive school climate, on-ground or virtually, students were given a clear set of behavior expectations to keep them safe, engaged, and on task. Following a multi-tiered approach, Positive Behavior Interventions and Supports (PBIS) and Restorative Practices were implemented specifically at the middle school level, for prevention and targeted intervention to support students.

- Challenges include: despite a multitude of strategies implemented and staff involved, TAS struggled with reducing the number of students who were chronically absent. Many of students' families faced job, food and/or housing insecurity, family members who fell ill or died due to COVID-19, faced anxiety, stress, and/or depression. For our youngest students in distance learning, many lacked an adult who could assist them at home with connecting and participating in distance learning, others had to rely on siblings who were also participating in distance learning, and for families who were non-English speaking struggled with understanding distance learning, lacked technology skills, despite having bilingual staff to support 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.

The following is an analysis of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local/internal data:

- Successes with student engagement/outreach:

TAS continued to engage all stakeholders by maintaining consistent communication between school and home via email, social media, robocalls, and websites. TAS worked closely with our community partners to provide parent engagement opportunities through virtual training sessions on topics that supported mental health, online engagement, and diversity and inclusion.

- Ongoing family readiness surveys
- All stakeholders represented on Site Level Reentry Committees
- Created a centralized feedback system for families
- Provided education for families around supported children on non-physical learning days
- Established home duties and responsibilities
- Clear communication – Parent Town Hall Meetings, Remind APP, Letters & Notifications
- Ensured all families stayed “connected” to The Accelerated Schools

- Successes with parent engagement: parents provided positive feedback when surveyed and during Zoom meetings in regard to the plethora of services our school provided during distance learning and with the transition to hybrid instruction.

- Successes with the implementation of the tiered reengagement strategies for students were absent from distance learning and the steps that were taken with communicating with parents/guardians when students did not meet compulsory education requirements and/or were engaged in instruction.

The Administrative team also contacted families/students as part of the tiered reengagement strategies, to maximize student attendance during distance learning. The Administrative Team also prepared and analyzed student achievement data reports that was presented to teachers for review, reflection, analysis and to inform instruction.

Support Staff was used in various capacities. Our supervision staff supported our attendance policy, making daily phone calls for students who were absent from class. Supervision staff were trained in parent outreach including strategies to provide families with resources to participate in distance learning classes. Other non-certificated staff roles were modified to support the school with the attendance policy and with family and student outreach, provided tech support, and resources for families.

- Challenges include: Despite numerous efforts to communicate with families especially for those whose children were disengaged, this was an area for growth.

Analysis of School Nutrition

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

The following is an analysis of the successes and challenges in providing school nutrition in the 2020-21 school year based on feedback from our stakeholders (staff, teachers, parents, students) including local data:

- Successes include that meal distribution occurred daily via curbside in a non-congregate setting. During hybrid instruction meals were provided as grab and go during dismissal.

- Challenges include that TAS contracted meal services with a local vendor which incurred significant costs.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-being	Dean of Culture - provides intervention and behavioral support to students; restorative practices	\$110,700	\$	N
Mental Health and Social and Emotional Well-being	Social Emotional Learning Specialists (SELs) - make calls to families; check on emotional needs, provide resources to families in need of social/emotional support; provide counseling support to students with and without disabilities during asynchronous time; provide support to not only their assigned student during synchronous and non-synchronous times, but provide general instructional aide support to both SWDS and non-SWDS during synchronous times based on schedule created by RSP teacher and site administrators.	\$86,100	\$	Y
Pupil and Family Engagement and Outreach	Remind App	\$2,267	\$	Y
Pupil and Family Engagement and Outreach	Support Team (Supervision Team: calls to parents, mailers, instructional supplies inventory, temperature checks, home visits - Tech Support)	\$225,637	\$	Y
Pupil and Family Engagement and Outreach	School Nurses (2 split 1/3 to each school budget) & medical supplies	\$73,800	\$	Y

Mental Health and Social and Emotional Well-being	School Psychologist (split between 3 schools) 33% salary	\$32,595	\$	N
Pupil and Family Engagement and Outreach	Assistant Principal: Student Services & Intervention started in April 2021 to address chronic absenteeism and conduct home visits.	--	\$	
Mental Health and Social and Emotional Well-being	Second Step SEL Curriculum	--	\$	
School Nutrition	Costs for vended meals: Better for You	--	\$	

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.

The following are the substantive differences between the planned actions and what was actually implemented:

- Addition of an Assistant Principal that focused on student services and intervention that started in April 2021 to address student chronic absenteeism and conduct home visits.
- Purchase and implementation of SEL Curriculum – Second Step
- Costs for Vended meals Better for You

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.

Lessons learned over the past year from implementing in-person and distance learning have informed the development of the goals and actions for the 2021-24 LCAP in the following areas:

- Health & Safety: adherence to state and local county health department guidelines. TAS has expended a significant amount of funds to purchase PPE, maintain consistent facilities cleaning, classroom arrangement
- Distance Learning: the detrimental impacts distance learning has had on our students and their families with housing, job, and food insecurity, and accessibility to internet service,
- Monitoring and Supporting Mental Health and Social-emotional Well-Being: will continue daily SEL Community Circles for grades K-5; and support staff (Dean of Culture and Social Emotional Learning Specialists).
- Student Engagement: there is a need to ensure all students have access to a broad course of study that includes enrichment courses that integrate experiential learning opportunities,
- Family Engagement: Our educators and support staff in addition to the School Principal have developed strong relationships over the past year with ongoing and consistent communication using various platforms.

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

The Accelerated School has implemented the following cycle of assessments that will be incorporated in the school’s 2021-24 LCAP and used to assess and address learning loss in the upcoming school year. Internal/local assessments will be disaggregated by grade level, by numerically significant student group and the following student groups: low-income, English Learner, Foster youth, homeless, and students with Disabilities. Students performing below grade level will be provided additional academic support and interventions to accelerate student learning.

- A2i Reading Assessment: Grades K-2, 4 times/year
- Interim Comprehensive Assessments (ICA): Mid-Year
- i-Ready ELA: Gr. 3-5, 3 times/year

- i-Ready Math: Gr. K-5, 3 times/year
- NWEA MAP Reading and Math, Gr. 6-8, 3 times/year
- Heggerty Phonemic Awareness, Gr. K-2, 2 times/year
- Running records, Gr. K-2

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.

Descriptions of any substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement were addressed accordingly in the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update 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.

An analysis and reflection on student outcomes from the 2019-20 LCAP and 2020-21 Learning Continuity & Attendance Plan have informed the development of the 2021-24 LCAP as follows:

- Continue the use of technology applications adopted in different platforms
- Continue use of technology devices during instruction and other tools: NearPod, Google Classroom, Raz Kids, etc.
- Continue to utilize Zoom meeting platforms for parent meetings including townhalls which has resulted in higher parent involvement, engagement and participation.
- Continue Cycle of Assessments to measure and monitor student progress
- Continue to strengthen and systemize the school's Multi-tiered System of Supports (MTSS)
- Continue to expand academic supports for students
- Continue to expand social-emotional and mental health services for students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students,

families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

Analysis of the Distance Learning Program

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,
 - Pupil Participation and Progress,
 - Distance Learning Professional Development,
 - Staff Roles and Responsibilities, and
 - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent

practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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