

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dual Language Immersion North County	Mallory Wirth Executive Director/Principal	mwirth@dlinorthcounty.org 760.203.5140

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

NUA-DLI students will reach high academic standards in English and Spanish.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Achievement

Local Priorities: Implementation of State Academic Standards

Annual Measurable Outcomes

Expected	Actual
SBAC growth: Baseline ELA and Math set in 2019, 4% growth in 2020	Due to COVID19 pandemic, no SBAC administered in 2020

Expected	Actual
CSA growth: Baseline set in 2019, 4% growth in 2020	Due to COVID 19 pandemic, no CSA administered in 2020

Actions / Services

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will send 4 teachers to the Needs Assessment workshop given by the Dept. of Assessment, Accountability and Evaluation at SDCOE (\$4K)	Due to the COVID19 pandemic, this did not take place.	\$4000.00	0.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will send 4 teachers to CABE 2020 (\$8K)	Due to the COVID19 pandemic, CABE was cancelled.	\$8000	0.00

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will use the School Evaluation service provided by	Due to the COVID19 pandemic, this did not take place.	\$10,000.00	0.00

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
SDCOE's Dept. of Assessment, Accountability and Evaluation. (\$10k)			

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will implement a school lunch program for all students which will be free to students who live in homes of qualifying income.(\$62,400)	This goal was fully met.	\$62,400.00	\$27,778.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The COVID19 pandemic altered our ability to implement most of the actions embodied in this goal. However, we were able to provide free and reduced lunches to qualifying families throughout the pandemic, even while school was closed.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The action we were able to complete, which is the provision of Free and Reduced lunches, was effective in providing students with nutrition they need in order to participate in school.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Differences are a result of the COVID19 pandemic.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The COVID19 pandemic altered our ability to implement most of the actions embodied in this goal.

Goal 2

DLI students, staff and families communicate and collaborate using multiple means of expression, languages and digital media.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement, School Climate, Course Access

Local Priorities: Local Climate Survey, Access to a Broad Course of Study

Annual Measurable Outcomes

Expected	Actual
ELA proficiency: Baseline score from '18-'19 + 2 %	No SBAC ELA due to COVID
Satisfaction Survey: parent communications Target: 95% Satisfaction	92% Satisfaction
CAST: grades 5-8 Target: <4% growth from 2019 Baseline English Learner Reclassification Target: <5% growth for 2019 Baseline	No CAST testing due to COVID19 0%

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
a) NUA-DLI will replace School Messenger with Parent Square, a more comprehensive mass communications platform (\$4500)	This goal was fully achieved.	\$4500.00	\$3,000.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
b) NUA-DLI will purchase all NGSS-aligned upgrades for TCI Science curriculum including interactive notebooks and 4 new microscopes	This goal was achieved.	\$12,000.00	\$14,683.16

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
c) NUA-DLI will purchase on line access to the Houghton Mifflin Journeys/Senderos curriculum (\$20K)	This goal was achieved.	\$20,000.00	\$25,212.00

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
d) NUA-DLI will purchase TCI curricula for both Science and Social Studies for the third grades (\$15K)	This goal was achieved.	\$15,000.00	\$3831.00- Third Grade \$11,222.70 Grades 4-8

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
e) NUA-DLI will purchase 50 new laptop computers for middle school students. (\$25K)	This goal was achieved.	\$25,000	\$25,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
f) NUA-DLI will employ a support staff member whose sole purpose will be to work with ELL students (\$30k)	This staff member was employed in March, April and May of 2020. She was needed as a Special Education support teacher.	\$30,000	\$3000.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

On-line Houghton Mifflin curriculum and new computers were purchased and used even more than anticipated due to COVID19. The budget did not allow for a full time ELL teacher; however, when schools closed in March of 2020

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The pivot to distance learning in the spring of 2020 as well as the need for flexibility between distance and in person learning in the 2020-2021 school year both demonstrated the effectiveness of student access to high quality materials.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The difference between budgeted expenditures and actual expenditures reflects our inability to hire a full-time instructor of English Learners.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

No changes were made to this goal.

Goal 3

NUA-DLI students develop their biliteracy to become engaged and compassionate global citizens.

State and/or Local Priorities addressed by this goal:

State Priorities: Pupil Engagement, Parent Engagement, School Climate

Local Priorities: Local Climate Survey

Annual Measurable Outcomes

Expected	Actual
Student participation in Field Trips	Only third and fifth grades participated in Field Trips.
Parent Participation in Spanish class	Initial interest was high in a Spanish class for parents, but when it came time to schedule classes, very few were able to make it to the proposed times.
Parent Participation in English class	Initial interest was high in an English class for parents, but when it came time to schedule classes, very few were able to make it to the proposed times.
Student Participation in Enrichment Spanish class	Enrichment Spanish class was changed to a Reading clinic.
Student Participation in Enrichment Math class	Two groups of students participated in a six week session of Math enrichment.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will fund a field trip to Medieval Times for seventh graders (\$1550)	Due to the COVID19 Pandemic, this did not happen.	\$1550.00	0

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will fund a field trip to the Museum of Tolerance for eighth graders (\$1550)	Due to the COVID19 Pandemic, this did not happen.	\$1550.00	0

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI pay a stipend to a currently employed teacher to offer a Spanish class for parents (\$10,000)	Due to lack of interest, this was replaced with an After School Reading Clinic.	\$10,000	\$5,000

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer English tutoring or an English class for parents depending on demand (\$10,000)	Due to lack of interest, this was replaced with an After School Reading Clinic.	\$10,000	\$5,000

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer an	This was replaced with an After School Reading Clinic.	\$10,000	\$2500

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
after school Spanish enrichment class (\$10,000)			

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
NUA-DLI will pay a stipend to a currently employed teacher to offer an after school enrichment Math class for grades 3-5 (\$10,000)	This goal was fully achieved.	\$10,000	\$6,000

Analysis

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Language Enrichment classes for both parents and students were changed to an after school reading clinic.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The Reading Clinic was met with great feedback. According to pre and post test data, the reading clinic would have almost certainly raised test scores.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Middle School Field trips indicated among these actions were scheduled for the spring of 2020 at which time the nation was shut down due to COVID 19.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

As previously mentioned, language enrichment classes for both parents and students were changed to an after school reading clinic. No other changes were made.

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
1.01 Health Screening materials: Thermometers	\$700	\$246	Y
1.02 Hand cleaning supplies: Hand Sanitizer Dispensers, Handwashing Stations	\$1000	\$1092	Y
1.03 HVAC/Clean air supplies: Air Duct Cleaning/Maintenance	\$5000	\$6133	Y
1.04 Custodial staff: Overnight crew, daytime	\$20,000	\$20,062	Y
1.05 Sanitization supplies	\$1500	\$2370	Y
1.06 PPE: masks, desk shields	\$7000	\$5984	Y
1.07 Entrance/Dismissal Coordination: Support Staff, subscription to Curbside app	\$15000	\$1148	Y

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

There are no substantive differences between the planned actions and budgeted expenditures. These expenditures benefitted the entire student body who selected in-person, on site learning.

Analysis of In-Person Instructional Offerings

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

Successes with In-Person Instruction:

Students received instruction for four full school days per week. Regular curriculum was implemented and students were able to be in the company of their peers and enjoy a somewhat normal social life.

Challenges with In-Person Instruction:

Students received divided attention from their teachers, as teachers were faced with the challenge of teaching two groups simultaneously- the in-person group and the online group. This was very taxing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
2.01 Support for ELs: part time teacher for small group instruction based on English level of proficiency	\$5000	\$1328	Y
2.02 IT Service provider	\$52800	\$49428	Y
2.03 Technology: Webcams, microphones, iPads, Chromebooks, internet hotspots	\$15000	\$16135	Y
2.05 Enrichment Spanish Class	\$2500	\$2500	Y
2.06 Purchase of online platforms: corporate Zoom account with webinar feature, SeeSaw, Google Classroom	\$2500	\$1335	Y
2.07 Purchase of on-line curricula: Senderos, Journeys, Go Math	\$20,000	\$27,056	Y
2.08 Free/Reduced Grab and Go Lunch Service	\$20,000	\$14937	Y
2.09 Testing Coordinator: NWEA MAP, ELPAC, local benchmark assessments	\$5000	\$5000	Y

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

Unanticipated costs for technology needed in order to conduct Special Education testing. Also, greater need for free and reduced lunches than anticipated. Greater participation in the program than in 2020.

Analysis of the Distance Learning Program

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

Continuity of Instruction: this was an area of strength in our program. No instructional time was lost in the pandemic.

Access to Devices and Connectivity: about 2/3 of our students used school computers and approximately 5 families used hotspots.

Pupil Participation and Progress: We saw lagging participation in the winter due to families with COVID in their homes.

Distance Learning Professional Development: staff collaborated to train on SeeSaw and Google Classroom as well as Equity (SDCOE: Planting the Seeds of Equity) Staff also received training and information on the California Health Education Framework.

Support for Pupils with Unique Needs: Teachers held after school and Friday office hours for struggling students. They provided after hours small group instruction as needed. A support staff teacher assessed upper elementary and middle school students in math and then provided support instruction.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
3.01 Literacy reading curricula: Leveled readers and specialized ELD curricula	\$750	\$108	Y
3.02 NWEA MAP testing	\$4148	\$4418	Y
3.03 Support staff to tutor students	\$5000	\$886	Y
3.04 Support for IEP students	\$25000	\$19501	Y

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

There are no substantive differences between the planned actions and budgeted expenditures for these actions. The materials and services provided in this section benefitted English Learners and Students with Disabilities in particular.

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.

Our successes in addressing Pupil Learning Loss were our implementation of Office Hours, small group instruction and overall support to students who were struggling. Our challenges were navigating dual platform instruction and standardized testing. In the Fall and Winter, virtual students tested from home. Therefore, the scores were less accurate than they would be had the students tested in a standardized environment as intended. We asked virtual students to test on site in the Spring and scores were significantly lower than those in Fall and Winter.

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.

At least six students were able to meet with a counselor. Our fourth-grade classes also met with a counselor. Restorative practices were implemented when necessary. Teachers did daily check-ins with students and held discussions with them about things taking place in their lives.

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.

This was a charter renewal year and families were asked to e-mail comments in support of our school to the board of directors of SDCOE. At the public Hearing for our renewal, there were over 50 comments made. At the meeting at which the vote for renewal was taken there were approximately 20 comments. This indicates high levels on engagement despite the inability to meet in person.

Analysis of School Nutrition

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

We continued to partner with Ki's, a local restaurant/catering company that specializes in using high quality, unprocessed ingredients. There was greater participation in the program in this second year. We provided lunches for both on site and virtual students.

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 Emotional Well-Being	4.01 Counselor: to meet with students who have been identified as struggling, to run Restorative Circles	\$12,500	\$12, 559	Y
School Nutrition	4.02 Ki's Restaurant: lunch catering, both Grab and Go and on site	\$12,500	\$12,500	Y
Pupil and Family Engagement and Outreach	4.03 ParentSquare, Powerschool: communications platforms for attendance, outreach	\$7500	\$5400	Y

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

There are no substantive differences between the planned actions and budgeted expenditures. The Additional Actions listed here benefitted Socioeconomically Disadvantaged students in particular.

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.

What we have learned is that students do much better when they are at school, on site, in a regular school setting. With this in mind, we have set goals for student/family engagement and attendance. We can also see that learning loss has occurred, with certain grade levels in particular. Therefore, our LCAP includes funding for online intervention programs and sufficient support and teaching staff.

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

We will continue to use NWEA MAP assessments as well as summative and formative assessments to gauge learning loss and make instructional decisions. Students with unique needs will be monitored closely and support staff will continue to work in small groups with English learners, students with disabilities and low-income students, as they have in the past.

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

There are no substantive differences in this area.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The 2019-2020 LCAP was written in the first year of our school's existence. This was the first time our school had an LCAP of its own and we were simultaneously seeking WASC accreditation. Our goals were the same as our schoolwide learner outcomes which had already been established. With 16 total actions associated with the three goals, eight were taken. The eight actions that were not taken were clearly linked to the COVID19 pandemic; for example, there were no field trips offered or available in the spring of 2020 and professional development conferences were cancelled. One of the actions we are most proud of is the implementation of a school lunch program which we maintained throughout the pandemic. We had also set ambitious curriculum and technology goals. All actions associated with those were taken; thankfully, those actions served us greatly during the pandemic.

What we see now is that the three goals were all broad goals with limited measurability. We have been educated on the types of goals that should be present in the LCAP and the LCAP 21-24 reflects a greater number and variety of goals.

The 2020-2021 Learning Continuity Plan was based on best pandemic practices at that time as dictated by CDC and the CDE. It was also based on anticipated needs during a pandemic scenario that was not well understood. Of the 23 actions in the LCP, nearly all were taken but some of the things we anticipated needing ended up being unnecessary. For example, we ended up not needing an application to support drop off and pick up. Additionally, we did not purchase I-pads for the same reason.

The goals were centered around a safe, healthy and equitable learning environment. For the most part we were successful in providing that environment as is evidenced by full time in-person instruction with simultaneous full time distance learning instruction and no COVID outbreaks in our school community. Our local testing data shows, however, that students do best with full time, in-person instruction.

Since these goals were developed, more information has emerged and the LCAP 2021 goals have been tailored accordingly.

The 2021-2022 LCAP centers around family engagement and attendance as a means of mitigating learning loss and increasing student achievement. The goals are more detailed and the metrics are more specific. We cast a wider net to stakeholder groups and as a result we have a clearer picture of what is important to our school community.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education
January 2021