

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).

Instructions: 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.**

Goal 1

All students will receive High Quality instruction and curriculum

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: Basic services, Academic standards

Annual Measurable Outcomes

Expected	Actual
<p>Instructions: 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.</p>	<p>Instructions: 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.</p>
Credits by grade level: 10% Increase	10 th grade: 23/37 (62.2%) = 7.2% Decrease 11 th grade: 45/72 (62.5%) = 5.2% Decrease 12 th grade: 75/11 (75% = 18.7% Increase
EL Redesignation: 50% Increase	0 students redesignated
SBAC: 10% Increase	SBAC was cancelled due to COVID-19 Pandemic
a-g grades and non-a-g grades: 10% Increase	a-g grades: 81.25% =2.15% Decrease non a-g grades: 74.91% = 1.09% Decrease
Graduation rate: 5% Increase	Class of 2019: 93.5% = 19.9% Increase Hispanic student rate: 94.6% = 27.9% Increase

Actions / Services

Instructions:

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.

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.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Develop Literacy Program and Curriculum</p> <ul style="list-style-type: none"> • Release time for up to 5-person Literacy Focus Group to research and develop schoolwide literacy curriculum including purchase curriculum and materials • Develop schoolwide literacy Performance tasks and data collection mechanism 	\$15,000	\$24,671
<p>Refine and Enrich Instruction and Curriculum:</p> <ul style="list-style-type: none"> • Determine essential standards/skills across all content areas • Determine critical components of the Framework of High Quality Instruction (FHQI) to incorporate into ISP and direct-instruction model of learning. • Compensate teachers to develop college and career ready courses • Compensate teachers to develop/purchase and implement alternative course offerings including curriculum and supplemental materials • Provide teacher training per each newly developed course. • Develop course analysis process to determine most credit deficient courses by grade level and sub-group with a focus on barriers to Hispanic student deficiency data trends as it relates to graduation rate and college and career readiness. 	\$25,000	\$ 43,502
<p>Develop and Implement Math Intervention Program:</p> <ul style="list-style-type: none"> • Evaluate and Revise scope and sequence of EGCS math course requirements and develop mechanism to accelerate deficient student's skills • Create and implement additional math courses and workshop offerings focusing on acceleration options. • Develop and implement diagnostic and intervention program by grade level and address deficiencies by Hispanic sub-group in order to address 	\$25,000	\$ 2,388

<p>low graduation rate and college and career readiness target through data collection and analysis.</p> <ul style="list-style-type: none"> Maintain math workshops and labs in the school's master schedule <p>Research and purchase math intervention curriculum and supplemental materials including on-line learning tools (Edgenuity)</p>		
<p>Improve Programs to Improve English Learner Performance:</p> <ul style="list-style-type: none"> Provide English workshop for all identified English Learners Provide release time for data tracking and analysis of EL students and to determine if there is a link between EL status and other subgroups such as Hispanic Provide training of staff through trainer-of-trainer model on EL process, procedures, and best practices: Utilize four staff meetings for 25 staff members for training. Send team of 5 teachers/staff to attend EL specific conference. Purchase supplemental curriculum and materials for identified English Learners and provide teacher training Develop additional EL courses to implement in direct-instruction and independent study 	\$7,630	\$ 5,722
<p>Maintain Staffing Levels:</p> <ul style="list-style-type: none"> Maintain current teacher to student ratio Develop alternative staffing models Increase supervisory oversight 	\$2,025,979	\$ 2,010,913
<p>Summer School:</p> <ul style="list-style-type: none"> 4-week summer school program with both ISP and workshop courses for credit recovery and grade correction. Targeted promotion to Hispanic and at-risk subgroups. Data collection and promotion to lowest performing grade levels and subgroups including Hispanic population. 	\$35,000	\$ 13,165

Goal Analysis

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

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

At the end of the 2019-20 school year, budgeted funds that were planned for the above actions and services were diverted to give teachers time to convert traditional ISP/direct-instruction course materials to a virtual/distance environment using Google Classroom. In addition, teachers were given additional time to build their knowledge capacity in the use of technology tools including: zoom, textbook publisher's on-line portals and peripheral equipment. In addition, funds were used for teachers to create assessments that could be delivered through virtual means.

Instructions: 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.

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

The overall success of the actions and services developed in this goal can be seen in the school's overall graduation rate increase. EGCS's graduation rate increased over the past 3 years, with the largest increase in the class of 2019 (20% increase). The school's Hispanic subgroup of students realized even a larger increase with a 27% increase. This can be attributed to increased focus on transcript evaluations at the administration and counseling levels, greater teacher training and focus on course grade correction and better understanding and communication of student options after high school. In addition, the school's summer school offering provides students in grades 9-12 to earn deficient credits and for 12th graders to complete any remaining credits prior to the start of the new school year so they can graduate with an age appropriate diploma date. Also, Hispanic students were targeted for summer school and credit acceleration opportunities to address potential deficiencies from previous school years and schools.

As well, the school saw great success in administering quarterly literacy formative assessments and content area teachers working together to create, score, and communicate student results with the staff and students. During this LCAP cycle, additional curriculum and courses were created and implemented into the school's course catalog. Created courses included: college prep, alternative education, and CTE courses. Within the school's math program, teachers had greater access to district support through curriculum coaches and developed a new course sequence for students who are at, above and below grade level.

Challenges for this strategic goal are visible through the overall decrease in credits and grades earned by students in grades 9-11 in a-g and non-a-g courses. As well, no EL students were redesignated as the school's EL workshop proved to be ineffective due to low attendance rates and the varying levels of English proficiency between identified EL students. However, the redesignation process was interrupted by the elimination of state testing and the challenges unique to English Learners who had to transition to a distance learning environment due to health restrictions. Other challenges included, the cancelation and restrictions associated with conferences. Teachers initially struggled to navigate virtual meetings needed

for collaboration. The school's literacy project and math diagnostic were not completed due to the timing and spacing of tasks that were impacted by the pandemic at the end of the school year. These tasks were being assigned to teacher/staff PLC groups and were slated to be completed during the 4th quarter of 2020 and the school closure and shift to distance learning required these tasks to be pushed back. Overall, the following actions were started but not finalized during the 2019-20 school year due to the pandemic: Literacy performance tasks, math diagnostic program, EL conference and EL curriculum purchase/development.

Instructions: 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.

Goal 2

All students will benefit from the adjustment of instruction based on formative, interim, and common assessments that promote authentic, timely feedback of student performance and by programs improved through continuous evaluation

State and/or Local Priorities addressed by this goal:

State Priorities: 2,4,8

Local Priorities: Basic services, Academic standards

Annual Measurable Outcomes

Expected	Actual
<p>Instructions: 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.</p>	<p>Instructions: 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.</p>
<p>SBAC: 5% Increase</p>	<p>SBAC was cancelled due to the COVID-19 pandemic</p>

Performance Tasks: Baseline Data Collection

Creation of course performance tasks was eliminated due to the pandemic and the need to transition to distance learning.

Actions / Services

Instructions:

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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.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Create and Implement Schoolwide Assessment Program:</p> <ul style="list-style-type: none">• Create and implement assessment roadmap for EGCS formative/summative/ cumulative assessments• Purchase/develop mechanism to capture course specific performance data• Purchase/develop schoolwide formative assessment program• PLC release time and weekly PLC meetings during the instructional day for all teachers to develop formative assessments and to analyze content specific data• Administer quarterly SBAC practice assessments and analyze data to make curriculum changes based on quarterly SBAC practice assessments in ELA/math courses• Teacher release time for professional development and peer observations as it relates to the assessment process.• Develop SBAC and Performance Task Data tracking and analysis program for PLCs to analyze performance by sub-groups including Hispanic students and make program recommendations to address needs.	\$25,500	\$ 197

- Conduct needs assessment to build teacher capacity and provide teacher training specific to SBAC administration and content, conference attendance, and on- and off-site training events.

Goal Analysis

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

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

All of the expended outcomes in this goal were canceled for the 2019-20 school year due to COVID-19. However, prior to the school closure the actions and services were worked on by several groups at the school level. Once the school was shut down and then reopened, many of the actions and services were suspended/diverted in order for teachers/staff to address the needs created by the COVID pandemic. More specifically, funds and teacher time (in/out of regular work hours) were diverted to technology training and curriculum/lesson conversion to a digital format for distance learning.

Instructions: 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.

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

Successes in this strategic goal included an established format for benchmark assessments and schoolwide math assessments. This included establishing a need for greater data collection and best practices on how to use data in both direct- and independent-study. Teachers were given release time to work in professional learning communities within their content areas to establish norms, collaboration, and the identification of areas of greatest need and potential. The math PLC established new math course sequence to better support student progress, and the need for additional math courses to address the needs of all students including those below, at, and above grade level.

Challenges for this strategic goal included the cancelation of the SBAC assessment due to the COVID-19 pandemic and the difficulty in implementing SBAC practice assessments into the school's direct/independent study delivery model. In addition, developing relevant data points in an asynchronous learning environment where the students' transcript drives instruction. As well, the small size of the school's PLC groups and departments is a challenge when developing an assessment program. With small departments it is difficult (if not impossible) for teachers to collaborate and compare data across teachers and courses. Despite the challenges, EGCS is committed to continue with the development of an assessment program that not only administers a variety of assessments, but gives teachers both in the traditional classroom environment and the school's independent study environment a clear direction and procedure on how to better implement the data into the school's instruction delivery model.

Instructions: 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.

Goal 3

All students will realize their greatest potential in a culturally responsive, physically and emotionally safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 5,6

Local Priorities: Basic services, Parent engagement, Local climate

Annual Measurable Outcomes

Expected	Actual
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Truancy Rate: 4% Increase	93.65% = 2.65% Increase
Suspensions: 50% Decrease	10 incidents = 66% Increase
Persistence: 10% Increase	137/200 (68.5%) = 4.2% Increase
12 th -grade college and career plans: 5% increase	55 Plans (no data from previous year)

Actions / Services

Instructions:

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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.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Improve and implement truancy prevention program:</p> <ul style="list-style-type: none"> • Continue to implement and improve the T.I.P. program • Truancy data collection and disaggregation by sub-group (Hispanic focus to determine readiness) • Student rewards and ceremonies for perfect attendance • Conduct teacher needs assessment and provide release time for training opportunities both on/off site • Implement Monthly grade level meetings into the school's master schedule to analyze truancy data and implement student interventions • T.I.P coordinator stipend/timesheet hours 	\$8,000	\$5,352
<p>Improve and implement discipline prevention program:</p> <ul style="list-style-type: none"> • Analyze PBIS program and develop/implement improvements to reach next PBIS tier • Research, develop, purchase, and implement character education program • Conduct needs assessment of restorative practices and determine capacity of staff. 	\$16,000	\$ 1,076

<ul style="list-style-type: none"> • Provide release time for team to attend Restorative Justice Conference (team of 5 staff members) • Develop discipline data collection mechanism and procedure to determine impact on all sub-groups (Include impact on Hispanic students graduation rate and college/career readiness) 		
<p>Expand college and career readiness program:</p> <ul style="list-style-type: none"> • Provide release time (2 days) for work team (5 members) to analyze grade level projects and develop/implement updates adopt additional college and career focused courses • 4 field trips to local universities and colleges – promotion campaign to Hispanic students and subgroups with low college going rate • Promotion campaign for college entrance exams • Teacher professional development on college entrance exams importance and impact on student/schoolwide achievement • Purchase college entrance exams to administer on campus (ex. PSAT/NMSQT, SAT/ACT, etc...) • Develop college entrance exam preparedness curriculum and support program 	<p>\$35,000</p>	<p>\$ 8,535</p>

Goal Analysis

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

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

Budgeted funds not implemented for these actions and services were diverted to teacher preparation for the transition to on-line and distance learning. Teachers converted traditional course documents, lessons, and assessments to a digital format and teachers were given additional time and training on technological equipment and applications needed for distance/virtual learning.

Instructions: 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.

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

For the first ¼ of the school year, the school employed a parent liaison who worked with administration and office staff to track student attendance, contact parents, discuss attendance with students through the school's TIP program, and conduct monthly parent engagement nights. In addition, this position worked with administration to implement the school's PBIS program through the weekly Falcon Feather drawings and recognitions. Revisions to the school's PBIS and college and career programs was another success prior to the school closure. The school's PBIS and college and Career content are delivered through the school's advocacy classes and the modules were updated and refined by a small group of teachers. As stated in one of the overlapping actions and services, EGCS also made great progress on developing more courses to add to the school's course catalog. PLCs and individual teachers worked with administration to identify courses that met a wide variety of student needs and interests including college prep, electives, and CTE courses.

A challenge at EGCS is addressing the mindset of students, parents/guardians and teachers regarding students' post-secondary pathways. Many students don't think college is an option and opt not to attempt (or even apply) to a 4-year university. Often students and families comment that going to school is too expensive, or they don't know they can qualify because of poor grades early in their high school career. Teachers also play a part in not fully understanding the variety of post-education options for students. As well, they often misjudge a student's path based on prior performance rather than working with the student and family to correct poor performance from the past. EGCS also has had roadblocks in developing and implementing college career courses and workshops due to the school's delivery model, limited facility, and limited teacher capacity. Attendance and discipline can be difficult to analyze due to the low number of incidents and varied attendance methods in a hybrid program. The following actions and services were suspended due to COVID-19: Attendance program was suspended partway through the school year, Restorative practice conference, Spring College field trips.

Instructions: 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.

Goal 4

All students will benefit from programs and services designed to inform and involve parents, families, and community partners.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5

Annual Measurable Outcomes

Expected	Actual
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Advisory Council Attendance: 10% increase	6 attendees per meeting = Maintained average
Schoolwide Activities: 8 School Activities	16/20 = 25% Increase
CTE, Advanced Ed., Community Service Enrollment: 10% increase	Total CTE, Advanced Ed, Community Service 88/105 = 19% Increase
Formal Partnerships: Maintain baseline partnerships	Maintained 2 formal partnerships
Activities Attendance: 5% increase	668/625 est. = 6% decrease

Actions / Services

Instructions:

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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.

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Expand parent and student involvement program:</p> <ul style="list-style-type: none"> • Employ .8 FTE Parent liaison • Monthly parent engagement meetings • Increase field trips across all content areas with at least 1 field trip per workshop class and 1 grade level field trip per year • Maintain student leadership elective course in the master schedule • Stipend/timesheet teachers to develop CTE curriculum • Develop and implement CTE, Advanced Education, Community Service promotion campaign • Annual community service award and recognition event • Branding/marketing campaign to increase community awareness of EGCS and target program • Contract Outreach Specialist to inform community of school programs and services to promote EGCS to target population and increase enrollment 	\$85,000	\$ 20,047
<p>Increase formal community partnerships:</p> <ul style="list-style-type: none"> • Conduct focus group meetings with representative stakeholders from the school and community to determine additional partnerships and analyze/maintain current partnerships • Develop preferred community service partners • Develop partnership with local community college to create courses for: dual, articulated, and advanced education courses • Stipend/timesheet community service coordinator 	\$26,874	\$ 18,000

Goal Analysis

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

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

Budgeted funds that were not expended for actions and services were diverted to increased teacher prep time and training in preparation for the facilitation of distance learning caused by the COVID-19 pandemic. Branding and marketing were shifted to the next school year and the outreach specialist that was originally planned was shifted to a before school program designed to attract students to EGCS's flexible format and provide students with a physical and social outlet outside of the school's hybrid independent study program.

Instructions: 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.

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

The greatest successes in this strategic goal can be seen in the school's before school program and community outreach, leadership elective class, and the development of the school's first CTE pathway course. The before school program gave the school a platform to communicate the school's benefits to one of the school's targeted student group. This not only increased enrollment, but helped EGCS guide community understanding of the program. Along with increased visibility and enrollment, EGCS implemented a student leadership course based on requests from the community and identified a CTE pathway and developed and implemented the first CTE course in the pathway. As the school worked with stakeholders, they identified the Sports Entertainment Marketing field as an area of interest. The school developed and implemented the EGUSD board approved General Business course as one of the three pathway courses. Administration and staff continued to work with district personnel to refine and develop the remaining pathway courses in preparation to provide students with the full pathway. EGCS continued to maintain its partnership with the Sacramento Republic Football Club as their official academic partner and increased SRFC academy student enrollment. The school continued to identify areas of need and the potential to develop a stronger integrated partnership in the future and build more capacity for increased enrollment.

COVID -19 was the biggest challenge and had the biggest impact on this strategic goal. Health regulations not only effected the school, but also the school's partners as local community groups were required to halt services. This put families and students in flux as they tried to participate in both academic and extracurricular activities. The school had fewer overall participants in school events because all events were cancelled at the end of the school year. Because of the distancing required of the school, the social-emotional engagement of students and staff decreased dramatically. As well, many tasks in this strategic goal were either completed at the beginning of the school year (ex. Before school program and community information meetings) or were slated to be completed during the 4th quarter of the school year in preparation for the 2020-21 school year. Actions and services planned for later in the school year were halted due to the pandemic and the shift to 100% distance learning environment.

Instructions: 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.

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).

Instructions: 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.

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Instructions: 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.

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Employ credentialed teachers to facilitate support workshops and open support labs in ELA/Math/Science	\$ 8,000.00	\$ 8,000.00	N
Purchase adopted curriculum in science and social science that includes both print and an on-line platform	\$ 60,000.00	\$ 60,000.00	N
Provide teachers with compensation (stipends/timesheet) to develop schoolwide assessments across curricular areas and purchase assessment programs that provide formative and summative assessments (ex. PSAT, NMSQT, NWEA, Achieve 3000)	\$ 4,500.00	\$ 4,500.00	N
Provide teachers with release time for teacher professional development and materials on instructional best practices focusing on questioning, checking for understand, and assessment.	\$ 2,500.00	\$ 2,500.00	N

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.

Not applicable

Instructions: 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

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

In-person instruction was not offered until later in the school year, but the successes the school realized stemmed from increased capacity of teachers to use additional teaching tools as part of their instruction. For examples, all teachers at EGCS began using Google classroom during the school year and many have been Google Certified. The use of additional teaching tools and platforms improved in-person instruction as students returned to classes. In addition, teachers reported that access to training was more readily available and easier to implement. Also, the adoption, purchase, training, and implementation of new curriculum in social science and science courses was a success.

Teachers commented that students who chose to attend in-person were easier to engage with and support from their distance learning classmates. Teachers worked together to identify intervention protocols for struggling students and to provide early morning ELA/math support labs. Teachers were able to work in small departments to address schoolwide and student needs. Furthermore, EGCS was able to implement a new EGUSD approved assessment tool for both formative and summative assessments (Illuminate). EGCS teachers received district training and one of EGCS's staff members was the school's Trainer-of-Trainer and received a stipend to work in this capacity.

As for challenges, there was low student interest and attendance for in-person learning. Less than 16% of EGCS students participated in "in-person" learning once it was available. Many families and students stated that they preferred to remain in the school's distance learning environment due to the timing and format of the school's in-person format. The majority of families informed the school that they would prefer to remain in distance learning until the next school year and a return to full in-person learning. Teachers also commented on the difficulty of engaging students who were in-person as they were split working with students both physically in class and on-line. Lastly, several students who initially chose to return to school for in-person instruction, eventually chose to return to in-person based on the low numbers in classrooms. For some students and teachers, it was awkward in class as often they would have only 1 student physically in the class.

Instructions: 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.

Distance Learning Program

Actions Related to the Distance Learning Program

Instructions: 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.**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide release time and stipends for teacher professional development (technology, certification, distance learning best practices)	\$ 2,500.00	\$ 2,500.00	N
Purchase Technology devices, peripherals, software and services	\$ 20,000.00	\$ 20,000.00	N
Provide stipends for ISP course development and conversion of current textbook based ISP courses to digital delivery platform	\$ 5,000.00	\$ 0.00	N
Purchase virtual labs software/service for science classes	\$ 1,500.00	\$ 1,500.00	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.

Due to the increased workload of developing distance and concurrent learning, teacher stipends were converted to additional timesheet hours. Teachers were able to work with administration and coworkers on determining the appropriate workload for identified projects.

Instructions: 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

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 adoption of Google Classroom and the use of technology in the classroom was the biggest success of the 2020-21 school year. Almost 100% of EGCS classes (workshop and ISP) were converted to Google Classroom for easier distance learning delivery and teachers expanded their

capacity in the use of technology including 3rd party platforms, applications, and peripheral equipment. Also, EGCS purchased and implemented a fully on-line curriculum through a 3rd party vendor (Edgenuity) that allows students greater flexibility in credit recovery and courses that EGCS does not have the capacity to offer on campus. Lastly, EGCS teachers commented on the increased professional learning opportunities available to them through the district's on-line platform that created much needed flexibility in how to enroll and complete PL courses within their crowded and limited schedules.

The school's small staff size means teachers/staff have multiple job/adjunct responsibilities. The digital divide between teachers, students, parents, and 3rd party technology don't always integrate fluidly. Student and staff access to technology services is often a struggle. Students frequently need passwords reset and staff comment that the multiple locations to store information (hard drives, school network, Google Classroom, etc...) can make recovery difficult.

Instructions:

- 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.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Instructions: 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.**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer school program for credit recovery and enrichment for students who may have had impacted schedules or scheduling conflicts.	\$ 20,000.00	\$ 20,000.00	N
EGCS will offer seniors who are not able to complete graduation requirements during the school year or during summer school with the opportunity to enroll in the school's extended year program. Students are able to extend summer school during June and July in order to complete graduation requirements.	\$ 2,000.00	\$ 2,000.00	N
Implementation of morning ELA/Math/Science open labs into the school's master schedule and staff with credentialed teacher. (Duplicate action from in-person instruction).	\$ 8,000.00	\$ 8,000.00	N
Develop and integrate an on-line credit recovery learning platform as an educational option for EGCS students. EGCS will contract with Edgenuity, a 3 rd party curriculum provider, to purchase access to curriculum and delivery platform. Edgenuity courses will be adapted to EGCS's delivery protocols and teachers will receive training on the program.	\$7,500.00	\$7,500.00	N

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.

Not Applicable

Instructions: 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

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.

One of EGCS's greatest successes has always been its ability to facilitate credit recovery programs. During the 20-21 school year, EGCS increased its capacity to facilitate credit recovery and offer additional courses even more. EGCS adopted and purchased Edgenuity, an online curriculum provider, and implemented its courses into the schools course catalog. As well, EGCS is offering a 5-week summer school for both credit recovery and learning recovery. Students in all grades will be able to take courses that they are credit deficient in or take foundation courses to assist them in the future. As well, seniors who were not able to complete all the required classes by the end of the school year will be able to finish during summer school and still receive a 2021 diploma. Currently, 8 seniors are enrolled in summer school and should be able to complete their graduation requirements during the 5-week program. Other successes include: increased teacher/student outreach and contact through both in-person and distance means, addition math courses and supports, and intervention systems including assigned math/ELA support classes.

Challenges for this school year included the time/energy required by students, teachers, and parents/guardians to adapt to a distance learning delivery model. Most long-time EGCS students and families are already familiar with the skills needed to be successful in ISP, but being 100% distance learning posed other challenges. Teachers had to learn new technology to not only meet with students, but to also engage, deliver lessons, assess, and motivate them. As well, fewer students than expected and who were recommended by teachers enrolled in summer school. EGCS stakeholders, informed us that they needed a break for school and distance learning and are looking forward to the next school year and the school's return to its hybrid model. Teachers also report that student progress in on-line Edgenuity classes was not as strong as hoped and many students began classes, but did not keep up with the pacing established by the program.

Instructions: 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

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.

Successes: Teacher referral process to counselor was easy- made via email or drop-ins and being that we are a small site; counselor, admin, teachers were able to stay looped in and monitor students together. EGCS also had several supports for students available through MHT referrals, SAFE referrals, Care Solace referrals, GSPs, and other resources. EGCS created and developed a Community Wellness webpage to add to our school website for additional student/family supports for self-care, coping, and community resources. Students, families, and teachers are all able to contact the school counselor via Synergy messaging, direct email, phone-call, or Google Voice texts. EGCS's counselor presented at staff meetings and interfaced with staff in order to better meet the needs of the school's community. More so than in prior year, the school's counselor and teachers commented that Text messaging was used more frequently as a student preference for on-going support. Supports included weekly check ins, reminders, schedule changes, and content support.

Even though connectivity was listed as a success in the previous section, it was also a challenge as new skills, programs, and mechanisms had to be developed and learned. Some of the neediest families and students were not readily reachable and without having students on campus there was no easy way to interact and intervene when issues were identified. Teacher and staff commented that even though they were more connected overall, they felt more disconnected with a small percentage of students and felt powerless to engage with them. In addition, staff time was occupied with documentation and tracking multiple attempts to communicate. For some of the most difficult students to reach, EGCS staff began making porch visits. This was a challenge as they occurred outside of the traditional work day and required staff to go into unfamiliar neighborhoods to reach students. Lastly, the digital divide created by video conferencing was a challenge all year long. Many students struggled with connectivity requirements or with understanding the technology controls. As well, most students were reluctant to turn on their video which made it difficult for teachers to assess engagement and connection with the class lessons and activities. Teacher and students both commented that the “black boxes” of the zoom screen contributed to feelings of isolation from their class and peers.

Instructions: 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

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes: Throughout the school year, EGCS staff were better equipped to communicate with its community through a variety of media. As commented previously, the school’s increased capacity in communication and outreach was amazing. Teachers were able to meet with students and classes in ways previously unheard of. EGCS was able to continue with its PBIS student recognition program with weekly Falcon Feather teacher nominations. Winners were announced during the principal’s weekly announcements and recognition given through the school’s award ceremony. The use of multiple communication tools including text, Google Voice, Google Translate and Talking Points, allowed greater communication and engagement schoolwide. The school continued with outreach efforts with the quarterly Luncheon program where students and families were able to meet and hear from professionals and industry experts. The school continued to interact with families with regular drive-thru events for textbook, technology, and paperwork signing events. Administration recorded weekly announcements that were presented in workshops, ISP and sent via Synergy Mail to all EGCS stakeholders. EGCS also increased its club offerings this school year with a new Anime club and Principal’s Student Advisory Council.

Challenges for this school year included difficulties in assessing student progress and engagement in ISP/Workshop classes. Most students were reluctant to turn on their video cameras during weekly ISP and daily workshop classes. Teachers were often teaching to rows of black boxes on their monitor. Teachers had to learn new ways to engage and formatively assess during classes. In addition, formal assessments were difficult to administer and analyze as accurate representations of student knowledge. Teachers were required to learn no assessment software and had to rewrite assessments in order for them to be delivered through distance-learning. Parent, student and teacher mindset was another challenge as aligning expectations was not always easy. Often, stakeholders have varying expectations and being able to meet to communicate and establish baseline expectations was difficult. In the past, all parents/guardians were required to attend the first ISP meeting, but with distance learning many parents/guardians were not present for the initial meetings and therefore were not able to receive information from the teacher regarding school/teacher expectations. In addition, EGCS held multiple parent engagement nights, Advisory Council, back-to-school nights, and information

nights with very low participation. When EGCS began to prepare for a return to in-person instruction, multiple information nights were held with low input and those parents who were engaged often commented that they were already looking forward to the next school year and a return to EGCS's "normal" program.

Instructions: 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

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

Throughout the 2020-21 school year, EGCS students had access to EGUSD prepared meals through designated distribution sites. Meals were provided to all students free of charge and include both lunch and breakfast. Many EGCS students participated in meal distribution and commented how retrieving meals was part of their daily routine. Once schools were permitted to return to in-person instruction, EGUSD delivered daily meals to the school from the district's central kitchen. An additional refrigeration was installed and meals arrived every morning. Meals were available to all students on campus and those who opted to remain in the school's distance-learning model continued to have access to meals from designated distribution sites.

Challenges in this area mainly centered on low numbers of participants and the difficulty in planning for who would want meals each day. EGCS staff communicated with students/families each week to obtain their meal "order" and would then coordinate with EGUSD Nutritional Services. Some families commented on the "inconvenience" of going to the meal distribution centers to acquire meals.

Instructions: 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.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Instructions: 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.

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social Wellbeing	EGCS students will benefit from lessons and content focused on social-emotional well-being and character education. EGCS will purchase content that is developed by experts in these fields.	\$ 2,000.00	\$ 2,000.00	N
Mental Health and Social Wellbeing	EGCS will provide stipends for teachers and staff to convert purchased SEL materials to the school's on-line platform.	\$ 2,000.00	\$ 2,000.00	N

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.

Not Applicable

Instructions: 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 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.

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

The analysis of the 2020-21 LCP has informed the development of the 2021-24 LCAP in the following ways and actions: EGCS will continue to explore ways for students and families to have flexible learning environment options that include both in-person and distance learning. In addition, EGCS will explore additional technologies and tools to facilitate the school's flexible and hybrid learning model and purchase software and services from 3rd party vendors. Communication and assessment will need to be addressed as the school delivers quality programs and prepares for the long-term impact of the pandemic. Lastly, EGCS will continue to develop more course offerings for students as the analysis of the previous plan shows that students need options as their post-graduate plans may change abruptly. Having additional courses and pathways to support EGCS students' direction after graduation will increase their likelihood of success. Additional course offerings will be developed for delivery through a variety of learning environments including direct- and independent-study instruction and on-line courses.

Instructions: 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.

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

Learning loss of students will be addressed through greater access to content experts especially in core academic courses. EGCS will work to provide all students summer school opportunities and credit-recovery options through the school's ISP program or through the school's Edgenuity on-line platform. As new courses are developed and implemented into the school's master schedule and course catalog, EGCS will work to meet the needs of students who are below, at, and above grade level. Courses will focus on both recovery, acceleration, and support.

Assessment tools will be used to capture performance data that has been lost through the pandemic or is not statistically significant for small school sites. EGCS will develop diagnostic assessments and protocols/programs that are focused on meeting the needs of students based on the data. As well, EGCS will work toward building a schoolwide assessment roadmap that clarifies and directs all stakeholders in the administration and use of assessment information.

Instructions: 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).

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.

Not Applicable

Instructions: 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

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 overall analysis of both the 2019-20 and 2020-21 LCAP/LCP have directed EGCS into several key areas for inclusion in the 2021-24 LCAP. Data from these school years, shows a decrease in grade/credit accrual and attendance tracking reveals discrepancy between student attendance and performance. Teachers report that student engagement, participation, and connectedness with the school were key areas of deficiency. As well the lack of state standardized testing data and the overall perception of the validity of state testing data in a school program the size of EGCS raises concerns. In addition, the impact the pandemic and full distance learning had on the school's assessment program created doubts on the validity of course summative and formative assessments as measures of student progress and knowledge. The analysis of both the LCAP and LCP have driven the actions/services aligned to the schools four strategic goals.

In addition, concerns about the level and need for learning recovery have developed plans to identify students in need and provide them with experts in the field and programs that will support them on their pathway.

Instructions: 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.

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