

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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The following is the local educational agency's (LEA's) analysis of its 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
Facilities cleaning and maintenance aligned to county health guidelines	\$56,253	\$56,253	No
Personal Protective Equipment (PPE) (Plexiglass, masks, gloves, thermometers, etc.)	\$70,784	\$130,391	No
Additional support personnel to facilitate COVID screenings and regulate access to campus facilities	\$ 6,700	\$ 40,665	No

Additional personnel if needed to support instructional needs (additional faculty/tutors/bilingual aides/Sped aides)	\$95,949	\$95,949	No
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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 were no substantive differences between the planned actions / budgeted expenditures for in-person instruction and what was implemented/expended for the actions.

Analysis of In-Person Instructional Offerings

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

During the 20-21 school year, we only offered in-person instruction to special populations of students in our high need subgroups: English Learners and Students with Disabilities. The primary challenge in implementing in-person instruction was the delicate and constantly changing nature of the Covid-19 crisis. In most cases, prior to the widespread availability of a vaccine, both students and faculty were reluctant to return to in-person instruction. While we did have some students return, like other schools in California, we had to ensure all safety precautions were in place and effectively communicate those measures to our students, families and faculty. Upon offering the in-person instruction, few students attended in person, rather, they continued learning at home. We still maintained all components of our on-campus safety protocols, including additional staffing hours and equipment to manage cleaning of common areas, bathrooms and high traffic areas with increased frequency.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology hardware for students (Chromebooks)	\$585,602	\$585,602	Yes
Technology hardware for teachers	\$180,146	\$180,146	Yes

Instructional Technology support accessories for teachers	\$ 12,150	\$9,730	Yes
Communication and Operations support software (Google Voice, ParentSquare, Zoom, Office 365)	\$ 48,426	\$ 48,246	Yes
School wide software licenses (Nearpod, Kami, Remind, Hapara, etc.)	\$160,902	\$160,902	Yes
E-texts and digital access codes for course content (Digital texts and codes)	\$297,876	\$297,876	Yes
Individual learning materials for student distribution (Visual Arts/ Science lab materials)	\$ 10,040	\$8,399	Yes
Learning support accessories (headsets, hotspots etc)	\$310,527	\$310,527	Yes
Outside Technology contracted support (professional development, training)	\$ 46,987	\$ 46,987	Yes

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.

There were no substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Analysis of the Distance Learning Program

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

The impact of the COVID-19 pandemic on Birmingham and its community has been significant and complex. During the past 15 months, BCCHS implemented a distance learning program in which students continued progress toward graduation. It is a testament to our strong and responsive community that in spite of these challenges, BCCHS maintained high attendance rate during the past year. This reflects the school's success in maintaining high levels of student engagement while delivering a standards-based academic program that incorporated SEL curriculum and support.

Continuity of Instruction - During 2020-21 our instruction continued without interruption. We made some adjustments to our schedule: reduced course load from 8-period schedule to a 6-period schedule, began each semester with a soft start week of light curriculum and SEL training and engagement activities for students to ensure accessibility and comfort with the transition to online instruction, google classroom, zoom, and other software. A success was the high levels of engagement. Some of the challenges were the steep learning curve for teachers to manage instruction via zoom or MS Teams, the time it took to master new software and establish clear expectations about the online classroom. In some cases, technology problems or internet accessibility were temporary barriers for students to access learning on a given day until they were able to bring their device to school for repair or replacement. While fall semester had more challenges with the new learning environment, the spring semester was much smoother, with both teachers and students managing learning online well.

Access to Devices and Connectivity - BCCHS is fortunate to have been in a position as a 1:1 Chromebook school prior to the Covid-19 crisis. Access to devices and connectivity were already established with strong systems in place for managing the IT infrastructure for students in order to address any hardware or software issues that may have arisen. A new challenge that we addressed immediately was the need for hot spots so students could access wifi at home. Prior to the start of fall semester, we made sure all students had devices and internet access in order to mitigate interruptions in learning. Throughout the year, we also provided headsets for students if needed. Faculty also needed some assistance with devices and internet access in some cases. BCCHS Provided laptops, hotspots and other ancillary instructional devices such as electronic tablets, monitors for a dual-monitor set up, and headsets for all faculty. This was a great success and allowed us to manage strong, uninterrupted instruction.

Pupil Participation and Progress - Throughout the 20-21 school year, it came to light that many students are facing high levels of stress and emotional challenges. We monitored student academic progress through grades, progress reports, engagement and attendance, and by referrals. It was a challenge to balance understanding of the difficult situation many students and faculty were experiencing, but also to ensure equal equitable policies for learning and engagement. It took time to create school wide expectations for student engagement in live zoom meeting, how to discuss and require student presence on camera during live instruction and how to manage and support students with home environments that were less conducive to learning. In response to these challenges, we made sure to establish clear and regular communication and to provide increased support personnel, counseling and referrals for students facing difficult circumstances.

Distance Learning Professional Development - While we have had a successful and strong IT department and a dedicated Instructional Technology coordinator, there was still a steep learning curve for the entire faculty and staff in the transition to distance learning. We provided training with software and technology in the summer in preparation for fall. We established a technology support team comprised of a member of each department to provide added support and instruction for department members who needed help using different available tools. We also communicated ideas and modeled them in school wide department meetings and in daily

messages from our principal. Overall, the professional development and access to technology and training throughout this year was a success and our faculty are well-equipped now to integrate a wide variety of technology tools in their classrooms going forward.

Staff Roles and Responsibilities - Roles shifted somewhat during the 20-21 school year. A success was the adaptability of our staff to shift roles and responsibilities as needed. In some cases, where we needed less support or services due to the limited in person programs, we shifted roles to online or support positions in the distance learning program. All out-of-classroom personnel who provided schoolwide supports (deans, instructional coaches, coordinators), all taught at least one class to help reduce class size overall throughout the school. Additionally, we established advisories and all faculty had a class that they taught in advisory to help provide needed supports and information for students. One of the biggest challenges was ensuring clear communication throughout the year, and we adopted procedures and tools to help improve messaging and communication.

Support for Pupils with Unique Needs - We maintained our faculty and support staff who worked directly with pupils with unique needs. Supports included daily tutoring and bilingual support for English Learners, translation for families of English Learners, and small group and one on one supports or individualized instruction during flexible learning time each afternoon. Our instructional schedule took into account the need for added support. Therefore, live instruction took place daily from 8:30am to 1pm with the afternoon hours from 1pm to 3:30pm maintaining a flexible schedule in which faculty would have office hours, provide tutoring, meet with parents or students via zoom or families could come to campus for specialized instruction or technical support for computers and internet access. We also provided mentoring for students with high risk markers and training for faculty work directly with these students to provide needed support or referrals to community resources.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development training and materials to promote social-emotional learning and increased awareness of student/family/personnel needs	\$ 63,117	\$ 68,097	Yes
Intervention supports and personnel (Bilingual Aides, Sped Assistants, Clerks to increase parent contact)	\$ 33,840	\$ 352,560	Yes

Lowered class size with additional personnel teaching sections	\$290,326	\$814,508	Yes
Additional counseling hours and intervention planning time	\$ 79,598	\$ 513,127	Yes

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

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

At the beginning of the 2020-2021 school year, our MTSS committee began working with student data to monitor student academic progress and put in place mechanisms for intervention in order to proactively address pupil learning loss. For each child, a comprehensive view of student academic and social-emotional factors were collected and evaluated. Students with multiple risk factors were identified. Data reviewed included: low or decreasing attendance, low or decreasing GPA, multiple Ds or Fs, designation for special populations (English Learner, Foster, Low Income, Special Education, etc), lexile reading level, and current or prior interventions.

Grade level teams comprised of administrators, deans, teacher-leaders, counselors and psychiatric social workers met 1-2x/month to examine student data and identify students in need of immediate intervention. Ideas and information was shared in each academic department in order to implement a unified approach to providing academic support. Committee members selected students to interview, mentor and refer to existing interventions including tutoring, counseling, and additional practice with available software tools such as Achieve 3000 for reading improvement or Dreambox for math support. Students in the EL or SWD special populations were referred for individual and small group tutoring with bilingual tutors or those with acute understanding of SWD learning differences and needs. We also communicated with parents and families about available academic resources to support students in distance learning. Our instructional schedule allowed for tutoring, interventions and meetings with teachers during office hours daily between 1pm and 3:30pm. Many teachers held this time and some portion of class time open through live online video (Zoom/MS Teams) for students to complete work with supervised support and assistance. All of these support structures helped us mitigate pupil learning loss.

Despite the many successes of students doing well through the fall and spring semesters of distance learning, there were still students who demonstrated low engagement and participation during distance learning. In most cases, these students had been chronically

low-performing prior to the Covid-19 shutdown, and efforts to engage them – including increased parent-student-school contact, availability and variety of resources, referrals to support resources such as counseling and other interventions, home visits by administration – were unsuccessful. We continued to focus our efforts on maintaining strong Tier 1 instructional practices school-wide, supporting faculty by providing training and access to online tools and needed technology, and providing targeted interventions to the extent possible for Tier 2 and Tier 3 students with higher levels of need.

We continue to address pupil learning loss by providing summer school sessions – both online and in person. At the time of this writing, over 90% of students attending the first session of summer school in person were passing their summer school courses. The next session of summer school will take place exclusively in person to allow for students to transition back to in-person learning for the fall.

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.

During the 20-21 school year, Birmingham implemented a multi-pronged and multi-tiered support system to monitor and support the mental health and social and emotional well-being of students and families. The core of the school's plan is the MTSS committee and grade-level MTSS teams that meet twice monthly to assess data including attendance rates, grades, and RCI scores (Resiliency Check-In) to identify those students who require additional and immediate support. The MTSS committee is composed of representative teachers and administration and BCCHS' comprehensive team of specialized support personnel including counselors, PSWs, attendance counselors, and deans dedicated to monitoring the welfare of specific populations of students in grade levels and in program subgroups. In addition to the response to data, the MTSS Committee's efforts are supplemented through referrals from within the community and input developed in weekly meetings of the counseling team during which they discuss and identify trends emerging from their daily interactions with students. The monitoring process has facilitated Birmingham to create streamlined systems and procedures/policies to proactively prevent and address specific school-wide mental health and social/emotional needs.

As a direct result of our efforts to increase and improve communication during the pandemic, BCCHS was able to better understand the immediate needs of our students and families and was able to quickly address them and communicate responses effectively. The RCI was administered with a total response of 2263 students, or 73% of total enrollment. The data from the RCI was supplemented with home visits and a schoolwide phone campaign to reach those students most at-risk. Within a two-week period, all students who generated a score of 18 or higher on the RCI were validated by our counseling staff. At that time, each of those students were referred to appropriate services.

In addition to our monitoring efforts, Birmingham emphasized PD relating to SEL techniques and trauma informed practices to combat student feelings of isolation and anxiety. Birmingham's faculty received training to embed SEL into the daily curriculum and help students process their feelings and manage uncomfortable emotions. Teachers also received a menu of SEL activities of varying lengths to provide students a sense of comfort and safety and encourage re-engagement. Both the Fall and Spring semesters began with a "soft-start" including SEL activities for every grade level facilitated in classes with a focus on community building. BCCHS' consistently high attendance rate of 96.7% during the past year of remote learning reflects the school's success in maintaining high levels of student engagement while delivering a standards-based academic program that incorporates SEL curriculum and supports.

Analysis of Pupil and Family Engagement and Outreach

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

The effort to ensure strong 2-way home-school communication began in the spring semester of 2020 at the beginning of the Covid-19 shutdown. Immediately, our principal began sending twice daily email updates to all faculty and staff. The practice continued throughout the year in daily morning updates to keep all personnel informed about the quickly changing landscape. By the end of the spring 2020 semester, we had reviewed a number of tools to support strong organizational communication and ensure all stakeholders had up-to-date information about the instructional program. In May 2020, we adopted ParentSquare as our main communication platform. This tool has been extremely effective at engaging families by sending school-wide or targeted individual/class/grade messages to specific groups of students/parents directly to their email or phones via text. Additionally, the platform translates all messages into a family's identified home language, so there are fewer barriers for non-English speaking families. School leadership can send messages to the over 5000 members of our school community (students, parents, faculty and staff), while teachers can message an individual student or an entire class about relevant information or events. Families can respond directly to the school or their child's teacher by using the app on their phone. The tool allows us to see which students/parents received a message, who opened it, and which students have incorrect contact information. It also allows us to manage attendance and engagement analytic data.

Another way we have been successful in engagement families this year is by providing access to meetings and information online via Zoom. All of our committee and board meetings were recorded and translated so that any family who couldn't attend the meeting live could go back and watch the meeting at another time and in their own language. We also recruited several parents to participate on our Parent Family Engagement Team to identify challenges or concerns and ways to address them with tangible solutions. This resulted in the highest response rate for our parent LCAP survey with nearly 50% of our families responding, and of those, half in English and half in Spanish.

Lastly, we prioritized positive engagement practices for students and families through external messaging with recognition banners along the perimeter of our school and by hosting several drive-through celebratory events to recognize students doing well, graduating seniors, and staff and teachers' hard work. These tangible reminders to our community and our students helped them persevere through the long and challenging school year of distance learning. The in-person events were conducted safely and provided positive support for our school community to show them they were being seen and heard.

Overall, the challenges in maintaining high levels of pupil and family engagement were minimal compared to our successes. Like every school, it was a challenge to engage students and maintain strong communication virtually, but we quickly implemented practices that allowed us to keep families and students engaged and informed about the instructional program. As we prepare to transition back to in-person learning, we will maintain a number of practices such as keeping some meetings accessible via zoom recordings, ParentSquare and parent committees such as PFET. We will also continue to monitor pupil engagement via attendance and participation in extracurricular or elective activity to proactively respond to any decrease in pupil engagement.

Analysis of School Nutrition

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

During the 20-21 school year, Birmingham provided nutritionally adequate meals for all pupils including those students who are eligible for free or reduced-priced meals by participating in multiple USDA COVID-19 flexibility waivers. Breakfast and Lunch was served at no cost to anyone under the age of 18. The campus served as a meal distribution location where students or parents/guardians picked-up student meals in a grab-and-go manner. Birmingham served 170,017 meals to the community with an average daily meal count of approximately 700 meals while observing all social distancing requirements mandated by the Los Angeles County Department of Public Health.

Additional actions that contributed to the success of the school nutrition program included the migration online of the meal application process. This resulted in an increase to a 95% return rate for family engagement in the meal application process compared to a 93% return rate in the previous year of 19-20 when paper applications were used. The program also offered a full menu of promotions to increase meal participation during the Halloween, Thanksgiving, and December holiday periods. Each promotion resulted in an increase of 300 meals served during those weeks.

The greatest challenge during the pandemic was the wait for the Child Nutrition COVID waivers to be extended. Before the waiver was extended, it presented a challenge to parents who traveled to various schools to pick up meals for their children. Once the waiver was extended, Birmingham was able to serve all students 18 or under regardless of their enrollment status at Birmingham.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-person instructional offerings	Additional personnel for increased cleaning and campus supervision including facilities, safety and security	\$1,180,253	\$227,947	Yes
In-person instructional offerings AND Pupil Learning Loss and Learning Loss Strategies	Additional personnel for on-campus instruction including certificated and classified staff (bilingual aides, SpEd paraprofessionals). This serves to address assessed learning loss, particularly amongst high risk groups including low income students, Foster Youth and English Learners.	\$ 590,127	\$163,827	Yes
Pupil Learning Loss and Learning Loss Strategies	Supplemental instructional materials and resources	\$ 236,051	\$289,456	Yes
Continuity of Learning	Additional ongoing hardware and software to address cybersecurity, access and distance learning demands	\$354,076	\$331,925	Yes

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

The difference between planned and actual activities resulted from fewer-than-anticipated students and staff coming on campus for in person support and learning. We were very conservative in our planning to accommodate as many students as possible who may have returned to in-person learning or intervention opportunities, however, the return to campus occurred later than originally anticipated, and there were fewer students, which resulted in less need for more frequent cleaning and fewer cleaning and maintenance personnel.

Because of the fewer number of students, we required less staffing, resulting in lower actual costs for those planned activities. Finally, we had strong cybersecurity and IT infrastructure already in place prior to the shutdown. While the transition to virtual learning required some added hardware, software and technical supports, the need was less than originally anticipated.

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.

While the 2020-2021 school year of distance learning presented a number of challenges, we celebrate our many successes. All of our faculty and staff received enhanced training to implement instructional technology and high-engagement strategies to facilitate online learning. This will allow continued variety and strength in our instructional delivery methods going forward. Students with barriers to regular attendance can access curriculum and receive updated information through the online portals and communication tools we will maintain: paperless classrooms via Google Classroom and online recordings of lessons are now possible and another available tool faculty can use to provide review materials for students who need additional support.

Furthermore, faculty, staff and students are now adept at pivoting their learning and addressing their instructional needs with a multitude of tools and resources available online and in-person. If anything, all of us recognize that learning and content delivery has many options; just as students are not one-size, our instructional delivery can be customized to meeting specific needs of our students.

We know that students thrive and do well in person. We also recognize that our time with them is limited and it is incumbent upon us to ensure that in-person learning time implements the most effective instructional practices to engage students and support them toward content mastery. Going forward, our instructional program will reflect the flexibility and strong tools we have adopted and adapted over the past year. We expect great things for our students and our educational program overall.

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

As referenced above, student progress will be monitored regularly with data points collected frequently each grading period; students in need of support will be identified and referred to targeted interventions aligned with their needs. We are investing in ongoing training, support personnel, increased staffing and implementing best practices for uniform procedures to establish clear benchmarks for student progress and common outcomes for all grade levels. The grade level academy model will continue to anchor our approaches to intervention to best serve students' individual needs based on their grade level academic and social-emotional needs.

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

The primary differences between the above budgeted additional actions and services and the actual expenditures resulted from fewer than anticipated students receiving in-person instruction and support services. Therefore, there was less need for in-person staff, less need for increased cleaning and maintenance staffing to ensure safety protocols and guidelines were followed.

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 19-20 LCAP Annual Update reflects some measures of student outcomes, however, most testing and benchmark assessments were suspended during the pandemic. As a result, the most recent standardized testing data is from the 2018-19 school year. Major developments in our educational program reflected in the new actions for the 2021-22 through 23-24 LCAP demonstrate an ongoing commitment to shared ownership and collaborative leadership, data-based decision making that prioritizes the greatest needs for our high risk student subgroups (EL, SWD, Low-Income), an investment in high quality training for teachers, increased opportunities for students and straightforward budget alignment to programs in strong organizational management. We continue to invest in the primary goals to increase academic proficiency, college and career readiness for all students as well as encourage and maintain a positive school climate where student wellness and welfare are primary concerns. In the interest in providing strong mental health supports for students, we continue our investment in grade level academies and adequate support staff to ensure students are in the best position for learning. We maintain our strong fiscal practices to ensure we can provide abundant resources for students as a 1:1 chromebook school and with robust programs with advanced technology and skills to prepare students for 21st century jobs and higher education. We also recognize the ongoing challenge of developing proficiency and mastery for our EL and SWD subgroups. As a school community, it is incumbent upon Birmingham to continue in depth analysis of the root causes for low performance and proficiency in math for all students, in particular the EL and SWD student subgroups. While we will continue to implement additional training and strong instructional practices, another strategy we must incorporate is SEL and its direct correlation with student achievement in content areas such as math. It is evident that emotional resiliency is crucial for these most vulnerable students in order for them to achieve academic success in challenging areas.

Birmingham has continued to show growth in identified areas. Collaboration and systematic structures to support student growth are hallmarks of our educational improvement strategies. We will continue to work on increasing student achievement through leveraged

structures such as our GLAs, committees and specialist personnel. We are also adding personnel to provide subject-matter expertise in math and science and implement best practices to mentor developing teachers.

Our interdisciplinary work will develop appropriate common skills for students and grade-level norms. Our school wide focus on developing literacy and numeracy skills will prepare students for post-secondary college and careers. Birmingham recognizes that improvement is an ongoing cycle of self reflection. We undertake this work mindful of our ongoing impact and lasting investment in our students.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021