

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

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

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The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

### Goal 1

Provide a safe learning environment with access to standards aligned curriculum, highly qualified teachers, and 21st century learning tools.

State and/or Local Priorities addressed by this goal:

State Priorities: #1 - Basic Services and #2 - Implementation of Academic Standards

Local Priorities: Same as state priorities

## Annual Measurable Outcomes

Expected	Actual
1. 100% compliance with respect to highly qualified teachers	100% of certificated staff had valid California teaching credentials
2. 100% compliance with Williams Act	School was 100% in compliance with Williams Act
3. 100% compliant with the alignment of Common Core instructional materials for English Language Arts and Mathematics	School was 100% in compliance with Common Core aligned instructional materials
4. 100% of all students will have access to high quality digital resources	100% of all students had access to high quality digital resources
5. Train 100% of staff and students on digital citizenship and identify accurate and relevant resources	All staff and students were trained on digital citizenship and had access to relevant resources

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<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
A. Maintain appropriate credentials and assignments of teachers in the grade-levels they are servicing.	\$910,000 (LCFF Base)	\$910,672 (LCFF Base)
B. Provide all students with access to instructional materials aligned with CA Common Core Standards. Supplemental curriculum and materials supporting Common Core State Standards.	27,666 (LCFF Base)	\$82,122 (LCFF Base)
C. Conduct professional development of instructional staff to reflect the priorities and topics listed below that support the implementation of Common Core State Standards. Improving instructional capacity in all content areas Supplemental programs and resources Strategies for English learners Strategies for Students with Disabilities Response to Instruction and Intervention Effective use of technology in the classroom for teaching and learning Integration of Visual and Performing Arts Assessment of student progress	\$32,000 (LCFF Base and Supplemental)	\$29,692 (LCFF Base and Supplemental)
D. Maintain school facilities that are safe, clean, and in good repair.	\$45,000 (LCFF Base)	\$50,478 (LCFF Base)
E. Conduct test of the alarm system and comply with any requirements set forth by city agencies following an inspection.	\$0	\$0
F. Provide high speed internet access for online research and learning quests.	\$43,000 (LCFF Base)	\$45,074 (LCFF Base)
G. Ensure that all students become proficient in using presentations like PowerPoint, desktop publishing software, and Internet for research.	\$0	\$24,000 (LCFF Base)

H. Promote the use of instructional technology to deliver a rigorous and relevant curriculum, aligned to the core content standards. iPads desktops elmos	\$0	\$22,400 (LCFF Base)
I. Provide professional development for integrating 21 <sup>st</sup> Century tools and teaching strategies into classroom practice.	\$32,000 (LCFF Base and Supplemental) (See item # C above)	\$29,692 (LCFF Base and Supplemental) (See item # C above)

## Goal Analysis

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

All funds that were budgeted were implemented to support students, families, teachers, and staff. However, there were some differences between budgeted and actual expenditures.

To provide all students with access to common core standards-based instructional materials, the school purchased a new science curriculum that accounted for the increase of actual expenditures compared to budgeted amounts. The actual expenditures for professional development were slightly lower in 2019-2020 than budgeted because the CA Charter Schools Conference was canceled for the spring of 2020 due to the pandemic. This conference provides professional development opportunities for teachers, school leadership, and governing board members. The slight increases in facilities maintenance costs and internet were due to increases in contract and service fees.

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

The actions and services implemented were appropriate to meeting Goal #1. We provided a safe learning environment where students had access to the core curriculum. Teachers hired were fully credentialed and appropriately assigned. Ongoing professional development supported the teaching and learning across the school. Due to the pandemic, additional computing devices were ordered with hotspots for families who needed them most.

## Goal 2

All students will attain competency in the core content areas in CAASPP.

State and/or Local Priorities addressed by this goal:

State Priorities: #4 - Student Achievement; #7 - Course Access; and #8 - Other Student Outcomes

Local Priorities: Same as state priorities

### Annual Measurable Outcomes

Expected	Actual					
1. CAASPP/SBAC: ELA – 5% annual increase for all students meeting and exceeding		2017	2018	2019	Growth Level from 2018 to 2019	Goal Met
	3 <sup>rd</sup> Grade	56%	42%	38%	Decline	No
	4 <sup>th</sup> Grade	54%	49%	49%	No Change	No
	5 <sup>th</sup> grade	58%	56%	52%	Decline	No
	All Students	56%	47%	46%	Decline	No

Expected	Actual					
2. CAASPP/SBAC: Math -5% annual increase for all students meeting and exceeding		2017	2018	2019	<i>Growth Level from 2018 to 2019</i>	<i>Goal Met</i>
	3 <sup>rd</sup> Grade	64%	44%	50%	Increase	Yes
	4 <sup>th</sup> Grade	58%	55%	45%	Decline	No
	5 <sup>th</sup> grade	65%	54%	42%	Decline	No
	All Students	63%	51%	46%	Decline	No
3. CAST: Science -5% annual increase	<b>Math</b>					
		2017	2018	2019	<i>Growth Level from 2018 to 2019</i>	<i>Goal Met</i>
	5 <sup>th</sup> grade	N/A	Assessment Not Operational	21%	N/A	N/A

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<b>Planned Action/Service</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
A. Hire high quality teachers to meet the needs of all students.	\$910,000 (LCFF Base)	\$910,672 (LCFF Base)
B. Provide all students with access to instructional materials aligned with CA Common Core Standards. Supplemental curriculum and materials supporting Common Core State Standards.	\$27,666 (LCFF Base)	\$82,122 (LCFF Base)
C. Continue to provide professional development for CCSS implementation specifically in the ELA, Math, and ELD.	\$32,000 (LCFF Base and Supplemental)	\$29,692 (LCFF Base and Supplemental)
D. Teachers will use CAASPP data and SBAC interim assessments, along with local assessments to set goals for individual students and for their class and will develop action plans that outline how they will meet these goals in 2018-2019 school year.	\$0	\$0
E. Teachers will identify students who are not meeting ELA and Math Common Core Standards and will provide small group instruction and interventions for them.	\$0	\$0
F. Ensure students with disabilities have access to high quality academic support materials.	\$6,500 (STEPS Grant)	\$6,500 (STEPS Grant)
G. Classroom teachers will collaborate with special education staff.	\$0	\$0
H. Classroom teachers will attend professional development to increase their knowledge of how to support students with disabilities.	\$32,000 (LCFF Base and Supplemental)	\$29,692 (LCFF Base and Supplemental)
I. Ensure every EL student has access to high quality materials to support their language acquisition.	\$27,666 (LCFF Base)	\$82,122 (LCFF Base)
J. Teachers will continue to be trained to understand and implement the ELD standards and strategies.	\$32,000 (LCFF Base and Supplemental)	\$29,692 (LCFF Base and Supplemental)

## Goal Analysis

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

All budgeted funds were implemented to support students, families, teachers, and staff. However, there were some differences between budgeted and actual expenditures.

To provide all students with access to common core standards-based instructional materials, the school purchased a new science curriculum which accounted for the increase of actual expenditures compared to budgeted amounts. The actual expenditures for professional development were slightly lower in 2019-2020 than budgeted because the CA Charter Schools Conference was canceled for the spring of 2020 due to the pandemic. This conference provides professional development opportunities for teachers, school leadership, and governing board members.

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

There were challenges in meeting Goal #2. Student proficiency rates on the CAASPP (SBAC) did not increase by 5% as initially planned. Careful analysis revealed the following:

- 1) A valid and reliable internal assessment tool was needed to identify gaps in student learning accurately.
- 2) The precursor to setting appropriate student learning goals is having a valid and reliable assessment.
- 3) After-school intervention programs were not planned or implemented.
- 4) The collaboration between the Special Education teachers and General Education teachers needed strengthening.
- 5) Professional development on supporting teachers to support SWD was lacking.

### **Goal 3**

Maintain a positive school climate and improve parent participation through outreach.

State and/or Local Priorities addressed by this goal:

State Priorities: #3 - Parent Engagement; #5 - Student Engagement; and #6 - School Climate



Local Priorities: Same as state priorities

### Annual Measurable Outcomes

Expected	Actual
1. Increase parent participation in school events by 5% annually	This goal was met in 2019-2020. Parent engagement and participation increased significantly, as evidenced through sign-in sheets
2. At a minimum, 80% of parents will complete the School Experience Survey	This goal was not met because the survey was not distributed
3. Maintain school attendance rate to a minimum of 97%	This school maintained an attendance rate of 96.51%
4. Maintain less than 1% suspension and expulsion rate	The suspension and expulsion rates were 0.0

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
A. Provide parent training, learning opportunities, and workshops.	\$500 (LCFF Base)	\$278 (LCFF Base)
B. Encourage parents to attend Parent/Teacher conferences to support their children's academic and social/emotional growth.	\$0	\$0
C. Provide information on the purpose and importance of parents completing the School Experience Survey	\$0	\$0
D. Implement a safe school plan for student discipline and increase attendance incentive programs.	\$0	\$0
E. Provide incentives and recognitions to students for improvement in attendance	\$0	\$0
F. Continue positive behavior support plans and activities that have resulted in low suspension rates.	\$0	\$312 (LCFF Base)

### Goal Analysis

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

All budgeted funds were implemented to support students, families, teachers, and staff. However, there were some differences between budgeted and actual expenditures. There were less parent training and learning opportunities than previously planned. The school shut down in-person instruction on March 16, 2020 during the pandemic. The expenditures for positive behavior support plans increased from the initial plans.

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

Suspension and expulsion rates have historically been low because the school has strong restorative justice practices. Parents are involved and attend school meetings and functions. The School Experience Survey was not distributed.

APPROVED 05/20/20

## **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).

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**Total Instructional Offerings**

**Actions Related to Total Instructional Offerings**

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Description	Total Budgeted Funds from 2020-2021 LCP	Estimated Actual Expenditures from March 2021 General Ledger	Contributing
Certificated Salaries	\$ 1,257,300	\$ 929,651	Y
Classified Salaries	\$ 548,695	\$ 348,634	Y
Employee Benefits (Retirement, Health, Worker's Compensation, Unemployment)	\$ 723,757	\$ 423,298	N
Books and Supplies (Textbooks, Reference Materials, Instructional Materials, Office Supplies, Custodial Supplies)	\$ 290,141	\$ 332,869	Y
Non-Capitalized Items (iPads, Computers, Accessories, Projectors, Hotspots, Furniture, etc.)	\$ 158,100	\$ 236,089	Y
Student Food Services	\$ 48,750	\$ 0	Y
Dues and Memberships (Blackboard Connect, DropBox, Jamf, Asset Panda, Zoom, WASC, CCSA, Edjoin, Renaissance Learning, etc.).	\$ 18,377	\$ 42,914	Y
Insurance	\$ 45,091	\$ 45,091	N
Equipment Leases	\$ 21,600	\$ 21,602	Y
Prop 39 Related Costs	\$ 176,611	\$ 171,611	Y
Accounting and Business Services (Accounting, Banking, Back Office, Payroll, etc.)	\$ 107,442	\$ 68,372	N
District Oversight Fees	\$ 35,225	\$ 28,249	N
Repair & Maintenance (Custodial, Repairs, Maintenance)	\$ 51,488	\$ 40,028	Y

Legal Fees	\$ 45,000	\$ 17,272	N
Non-Instructional Consultants (Nursing Services, LACOE)	\$ 12,262	\$ 0	Y
Student Outreach and Recruitment	\$ 16,837	\$ 0	N
Professional Development (CPR, COVID-19 Related Trainings, Technology, Special Education, Diversity and Bias, English Learners, etc.)	\$ 18,700	\$ 13,048	Y
Special Education Service Providers	\$ 365,000	\$ 218,249	Y
Special Education Encroachment	\$ 53,691	\$ 43,126	N
Student Activities (Student Store, Classroom Awards, etc.)	\$ 15,000	\$ 70	Y
Student Information Systems (PowerSchool, CALPADS, Illuminate, NWEA Maps, etc.)	\$ 29,206	\$ 19,806	Y
Fundraising Expenses (Uniforms, Spirit wear, etc.)	\$ 25,147	\$ 6,430	N
Substitutes	\$ 27,590	\$ 65,220	Y
Technology Services (Computer Lab, IT)	\$ 39,909	\$ 17,217	Y
Communications (Internet, Phone, Cellphone)	\$ 35,944	\$ 30,995	Y
Other Expenses (Postage, Fingerprinting, Field Trips, Meetings, etc.)	\$ 14,814	\$ 3,474	N
Other instructional related expenses	\$ 80,000	\$ 0	Y
Depreciation	\$ 8,164	\$ 8,164	N
<b>Total Actions Related to Total Instructional Offerings</b>	<b>\$ 4,163,300</b>	<b>\$ 3,517,759</b>	

## In-Person Instructional Offerings

### Actions Related to the In-Person Learning Program

Description	Total Budgeted Funds from 2020-2021 LCP	Estimated Actual Expenditures from March 2021 General Ledger	Contributing
Actual Distance Instructional Offerings continued until April 2021. This timeline increased the estimated 44% (as projected on the LCP) of the total expenditures allocated to Virtual Learning to 80%.			
Total Actions Related to the In-Person Learning Program	2,331,448	832,660	Y

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

No one expected in-person instruction to start in April. Therefore, actual expenditures were far less than planned. During August through April, the school was open through distance learning only.

## **Analysis of In-Person Instructional Offerings**

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

### **Continuity of Instruction**

**Successes** In-person instruction commenced on April 19, 2021. Thus far, no school-related COVID-19 outbreak has occurred. This is a huge success and attests to us meticulously following our school's Pandemic Recovery Guide – The Road Ahead document that details the school's protocols and procedures for school re-opening. Furthermore, English learners, Students with Disabilities, and others in need of face-to-face instruction are experiencing in-person services to meet their particular needs. Classroom teachers and adult assistants are supporting students in core content areas. Students are resilient and are adapting well to the new rules and routines. Adult assistants plan games and activities during the break to ensure students are moving and having fun.

**Challenges** Technology needs have changed with the advent of hybrid instruction. Teachers are now using two devices to ensure that the teaching and learning in their classrooms, during simultaneous in-person and Zoom instruction, is engaging for all students. Moreover, after having been at home for a year during remote instruction, teachers needed to find ways to get back into commuting to school for in-person instruction. Although the school is offering in-person instruction, many families have opted out and are monitoring the status of COVID-19 through the end of the year.



## Distance Instructional Offerings

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds from 2020-2021 LCP	Estimated Actual Expenditures from March 2021 General Ledger	Contributing
Actual Distance Instructional Offerings continued until April 2021. This timeline increased the estimated 44% (as projected on the LCP) of the total expenditures allocated to Virtual Learning to 80%.			
Total Actions Related to the Distance Learning Program	\$ 1,831,852	3,330,640	Y

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

Actual Distance Instructional Offerings continued until April 2021. This timeline increased the estimated 44% (as projected on the LCP) of the total expenditures allocated to Virtual Learning to 80%.

## Analysis of the Distance Learning Program

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

### Continuity of Instruction

**Successes:** Distance learning was designed in one of two ways, synchronous and asynchronous. Virtual live instruction (synchronous learning) was provided every day through live, interactive methods by teachers and other appropriate staff through Zoom. Remote not-live instruction (asynchronous learning) took place during independent work time, when the students worked independently on a task, assignment, reading material, or assessment. All assignments were submitted through the Google Classroom platform.

**Challenges:** Technology related issues since the school did not have 1:1 ratio of computer to students at the onset of the pandemic. Parents' and students' lack of knowledge of how to use Google Classroom at the beginning.

### A Typical Virtual Day

#### Integrated English Language Arts and Math

The ACS virtual schedule includes 40-minutes of integrated English Language Arts. Teachers followed the 7-step lesson format which included the anticipatory set, objective of the lesson, teaching and modeling, guided practice, checking for understanding prior to having students to engage in independent work time. Following integrated ELA, students engaged in independent work time (IWT) for 40-minutes and uploaded their assignments in Google Classroom. Students then took a 20-minute break. Teachers encouraged them to have a healthy snack before resuming the scheduled Zoom session. Upon return, teachers reviewed the work uploaded and provided timely ELA feedback and reteach for 20-minutes. After ELA feedback and reteach session, teachers transitioned to Mathematics.

The same format was followed for Mathematics. Instead of a break student stopped for a 30-minute lunch. Teachers encouraged students to eat a healthy lunch before resuming the scheduled Zoom session. Upon return, teachers reviewed the work uploaded and provided timely Math feedback and reteach for 20-minutes.

#### English Learners

English Learners, K-5, participated in Designated ELD Block for 30 minutes per day. The grade level teams worked together to regroup their students based on language proficiency. Designated ELD instruction was provided during the regular school day for focused

instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. There was an explicit focus on complex, precise, rich, and academic language. This involved strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books, and modeling the use of complex, precise and wonderful language in both the social and the academic realms. Furthermore, emphasis was placed on oral language. Language develops most powerfully when it is in the context of building knowledge about something and interacting with the world. Everything that happens in a school day is an opportunity for language development. Strong relationships between home and school are a cornerstone of powerful education for English Learner children.

#### Targeted Group Instruction

Students participated in targeted group instruction for 30 minutes per day. ELA and Math intervention and enrichment was staggered throughout the week, based on students' needs.

#### Special Education Services

During distance learning special education teachers continued to support students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) continued to support students virtually.

CA Senate Bill-98 amended CA Education Code to require a description of how IEPs will be provided under "emergency conditions". Per this new legislation, "Emergency Learning Plans" were developed at initial IEPs or at the next regularly scheduled IEP meeting. These new Emergency Learning Plans replaced the Distance Learning Plans created in the Spring of 2020.

During the first weeks of school, special education teachers and related service providers reached out to parents/guardians of students with IEPs to provide a Prior Written Notice regarding the creation of Emergency Learning Plans. Parents/guardians were provided an opportunity to offer meaningful input into the development of the proposed Emergency Learning Plan and/or to hold an Amendment IEP meeting.

In addition, Special Education staff partnered with the Department of Technology to ensure that our students with IEPs have access to appropriate digital resources that support their individual needs and make progress towards their IEP goals. Printed learning materials for reading, writing and math were made available for students with mod/severe needs to supplement synchronous virtual lessons.

#### Specialty Subjects

Ararat Charter School students also engaged in learning specialty subjects, once a week. Spanish language, Armenian language, Music, Library, and Computer lab were taught for 30 minutes per week. These subjects allowed students to interact with multiple teachers and build relationships with a group of caring educators who provide instruction in various subjects.

## Social and Emotional Learning/Hybrid Learning Preparation

During this block of time teachers engaged students in discussions around managing emotions. Students participated in activities that encourage journal writing, art activities, and community building exercises such as community circles to help students deal with the current stay-home situation. Targeted staff won-hand and called upon to address any specific situations that required expertise, such as psychologists and/or counselors.

## Methods of Learning

During this Distance Learning phase and beyond Ararat Charter School will employ the following methods to reach our various learners to ensure maximum student engagement:

- *“High Touch” learning*: involving more collaborative activities and synchronous interaction with teachers and classmates.
- *Greater interactivity*: games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- *Personalized learning*: a range of activities that address students’ skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- *More challenging activities*: projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- *Direct instruction*: transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.
- *Cognitive models of learning*: structured activities that do not just put information in students’ heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- *Independent work time*: involving activities and assignments that students complete on their own. These are then checked by the classroom teacher during the checking for understanding session.

## Common Core Standards-Based Materials

ACS ensured that pupils had access to a full curriculum of substantially similar quality as in face-to-face instruction by utilizing the following Common Core Standards-based materials and resources:

- My Math Online Program – K-5 (Mathematics Program).
- My Math consumable workbooks.

- My Math Online Program for Math intervention.
- National Geographic Reach for Reading Online Program K-2 (English Language Arts Program).
- National Geographic consumable workbooks.
- National Geographic ELD Component (K-5).
- ReadWorks Online Program (3-5).
- ReadWorks Online Program for the integration of Social Studies (K-5).
- Renaissance Accelerated Reader for targeted group instruction.
- Write from the Beginning to teach writing.
- Thinking Maps to be used throughout content area instruction.
- NWEA MAP Adaptive Computer-Based Assessment.

### **Access to Devices**

**Successes:** All parents/guardians received a survey the first week of August followed by 3 reminders to determine the availability of devices and internet access at home. The survey was available online and on the school's website for new incoming parents to complete. Parents who did not completed the survey were contacted to ensure that they have devices and access to the internet. Students in need of a device received communication regarding scheduled pick-up. Phone calls were made, and appointments scheduled for drive-through pick-up. ACS continued to distribute devices as new families/students completed the enrollment process. ACS affirms that 100% of students now have access to computing devices and internet. Spectrum, Charter, and Verizon provided free internet access. Comcast provided free access to new users. AT&T removed data usage. ACS provided hotspots for families who tried these free resources and were unsuccessful. ACS reached out to offer devices and internet access to those needing it. ACS worked to ensure all students had access to technology. ACS provided iPads or laptops to students but understood that some parents did not want their students online at all. In that situation, the school provided offline access to materials to support core areas in ELA and Math via learning packets. This plan was individualized based on the family's needs. Families who needed technological support received it through trainings conducted via Zoom or phone.

**Challenges:** Lack of devices and internet at the onset of this pandemic.

### **Pupil Participation and Progress**

**Successes:** It is the expectation that students are engaged in learning every day. Throughout the COVID-19 closure, much of the instruction was synchronous (live) and ACS staff took daily attendance. Students who were not present during Virtual Learning were contacted by phone, by an ACS staff member, to inquire further. Teachers and school office staff contacted parents to try and eliminate unexcused absences. Excessive absences were referred to the Administration to provide support and interventions, as needed. A conference between school personnel, the student's parents/guardians was held to identify barriers to attendance that required further

supports, including but not limited to, hotspots and/or devices. Attendance information was recorded in the school's SIS system – PowerSchool.

The Distance Learning schedule included 210 minutes of live instruction and 80 minutes of not-live instruction. During not live or asynchronous instruction, a certificated teacher assigned a time value of work based on the minutes allotted for that period. For example, independent work time is 40-minutes; therefore, the certificated staff member assigned work based on that amount of time.

- Participation of students was gauged through their attendance during synchronous sessions; group chats; submission of daily assignments; and daily ongoing contact with teachers during asynchronous time, individualized per student.
- Progress of students was gauged through their levels of engagement, growth of quality of responses in group chats; growth of quality/correctness of daily assignments; daily ongoing contact with teachers during asynchronous time, informal assessments, diagnostic assessments, and NWEA MAP testing results.

**Challenges:** Students who, for one reason or another, did not turn in assignments despite the school's best efforts (mailing in packets, sitting with students during IWT, etc.).

### **Distance Learning Professional Development for Teachers**

Distance learning professional development included the following topics from either third-party providers or in-house experts.

- a. Mandated topics (Child Abuse, Bloodborne Pathogens, etc.)
- b. New teacher orientation
- c. Teacher technology trainings (Zoom and Google Classroom)
- d. Zoom demonstration lessons in ELA and Math, using 7-step lesson planning format
- e. Bias, Diversity, and Social Justice training
- f. My Math online program
- g. National Geographic Reach for Reading online program
- h. ReadWorks online program
- i. Special Education training and recipe cards for students with individualized education programs
- j. NWEA MAP adaptive computer-based assessments for K-5

- k. Renaissance Accelerated Reader for intervention
- l. Write from the Beginning for writing
- m. Thinking Maps for content area Instruction
- n. Second Step/social and emotional learning
- o. Positive behavior supports training
- p. Technology support through non-classroom-based personnel
- q. Coordinators acting as virtual coaches to support with lesson planning
- r. Administrators supporting teachers with parent concerns and persistent student attendance issues

### **Staff Roles and Responsibilities**

The success of continuity of learning continues to rely on our partnership with our families. This plan is dependent on careful planning by the classroom teacher, appropriate student motivation and engagement, and strong parent/guardian support for this alternative mode of instruction.

### Student Responsibilities

- Follow the daily schedule by Zooming on and off at the designated times.
- Access only approved ACS websites, that are recommended by your teacher, for instructional and educational purposes.
- Follow digital citizenship rules.
- Participate in class discussions.
- Complete all daily assignments and do your best.
- Submit all assignments into Google Classroom.
- Pay careful attention during feedback of assignments.
- Take time to play, eat healthy, read your favorite book, and sleep.

**Challenges:** Despite the school's best efforts, some students did not show up on time. Some students had difficulty participating through Zoom.

### Parent/Guardian Responsibilities

- Monitor school and teacher communication for up-to-date information regarding virtual learning and instructional plans, schedules, and expectations.
- If possible, provide an environment conducive to learning.
- Ask your student about their assignments and encourage them to complete them.
- Monitor daily schedule to ensure that student is online and offline at the appropriate times.
- Support your student by providing play time, engaging in conversations, encouraging healthy routines and consumption of food/snacks, and sticking to a consistent and appropriate sleep time.
- Contact the teacher for any concerns.

**Challenges:** A small group of families were not as responsive as necessary, due to a myriad of reasons.

### Classroom Teacher Responsibilities – (Virtuosos)

- Follow the school's adopted distance learning model.
- Follow the day's schedule shared with the community.
- Provide instructional resources and assignments through Google Classroom.
- Respond to student and family communication in a timely manner.
- Plan and deliver instruction using the 7-step lesson plan.
- Encourage activities that engender student engagement.
- Utilize National Geographic Reach for Reading Program.
- Utilize National Geographic consumable workbooks for ELA.
- Utilize My Math online program.
- Utilize My Math consumable workbooks for Math.
- Utilize ReadWorks online program.
- Provide students with reading logs with embedded summary requirements, appropriate to grade level.
- Document and monitor student progress through formative assessments and record information in the school's SIS PowerSchool system.



- Support and collaborate with grade level colleagues.
- Weave in strategies that support students' social and emotional needs.
- Contact the Administrators for additional support.

**Challenges:** Some educators struggled to engage students through Zoom at the beginning of the pandemic. Authentically assessing students was challenging.

#### Resource Specialist Program Teacher Responsibilities

- Deliver services to students, as appropriate.
- Partner with the Title I/Special Education Coordinator to ensure services are being provided appropriately.
- Communicate regularly with parents/guardians to communicate students' progress.
- Create a tracker to track each student's progress toward their identified goals.
- Contact the Administrator for additional support.

**Challenges:** Our Resource Specialist left mid-year and we contracted with a long-term substitute.

#### Title I/Special Education Coordinator and EL Coordinator Responsibilities - (Engagement and Support Coordinators)

- Support teachers, students, and families (both).
- Visit virtual Zoom sessions to provide support to teachers, as needed (both).
- Support teachers in creating intervention groups, as appropriate (both).
- Analyze formative and summative assessment data to provide guidance to teachers in supporting their students (both).
- Provide appropriate training, based on staff/teacher needs (both).
- Review compliance documentation and timelines related to English learners and Title 1/Special Education (both).
- Attend virtual Individualized Education Program meetings (T1/Sped).
- Provide Intervention to Title 1 students, as needed (T1/Sped).
- Maintain contact with Resource teacher (T1/Sped).
- Maintain contact with special education paraeducator (T1/Sped).

- Maintain contact with special education service providers (T1/Sped).
- Visit virtual ELD sessions to provide support, as needed (EL).
- Monitor student progress and reclassification (EL).
- Provide ELD instruction, as needed (EL).
- Test students for the ELPAC

**Challenges:** Creating Prior Written Notice letters and Emergency Learning Plans was time consuming. Authentically assessing students was challenging.

#### Classified Staff Responsibilities – (Technology Experts)

- Support distance learning by logging into Zoom sessions.
- Support student supervision.
- Support with attendance and accountability logs.
- Other duties as assigned/working out of class.

**Challenges:** Attendance and accountability logs took more time than planned.

#### School Leadership Responsibilities

- Monitoring communication published by LAUSD and Los Angeles County Public Health Officials for appropriate updates that will inform the organization's next steps.
- Setting clear expectations and communicating routinely with teachers and staff.
- Setting office hours for the school staff to connect with parents directly, to support distance learning.
- Providing socio-emotional support and an overall positive remote learning school culture, through clear communication, high expectations, and embedded supports.
- Supporting teachers by focusing on certain key instructional materials and resources that will keep the teaching and learning on target.
- Ensuring teachers are connected and have the necessary devices to conduct remote teaching and learning.
- Holding faculty meetings to connect, reflect, and select/plan lessons, for maximum effect.

- Participating in grade-level chair meetings to collaborate on roses and roadblocks.
- Monitoring attendance and connecting with parents if concerns are noted.
- Providing IT support, as needed, to teachers, staff, and parents.
- Distributing instructional materials and computing devices to all students.
- Sending weekly reminders and notifications to our school families updating them with the upcoming events as well as sharing important resources.
- Sending periodic surveys (once every two months) to gauge whether family conditions have changed, and if further supports are needed.

**Challenges:** Keeping up to date on COVID-19 information that was changing daily/weekly was stressful. Understanding the complexity of the situation (the big picture) and resolving concerns of day-to-day operations was demanding.

### **Student Groups: Supports for Pupils with Unique Needs**

#### English Language Learners

- English Learners, K-5, participated in Designated ELD Block for 30 minutes per day. The grade level teams worked together to regroup their students based on language proficiency. Designated ELD instruction was provided during the regular school day for focused instruction on the state adopted ELD standards to assist English learners to develop critical English language skills necessary for academic content learning in English. There was an explicit focus on complex, precise, rich, and academic language. This involved strategic choice of key vocabulary to teach, strategies for teaching vocabulary, selecting books, and modeling the use of complex, precise and wonderful language in both the social and the academic realms. An emphasis on oral language was an essential element of the ELD program. Children were talking and actively producing language. English Learners require specific, specially designed instruction, and support to access, comprehend and participate effectively in school. Teachers differentiated as best as possible by English proficiency level. Strong relationships between home and school were the cornerstone of overcoming the challenges that this pandemic brought forth for English learner children.

#### Students with Disabilities

- During distance learning special education teachers supported students with IEPs by working with small groups of students, co-teaching lessons, collaborating with general education teachers and scheduling and holding virtual IEP meetings. Related service providers (speech therapists, occupational therapists, etc.) continued to support students virtually. CA Senate Bill-98 amended CA Education Code to require a description of how IEPs will be provided under "emergency conditions". Per this new legislation, "Emergency Learning Plans" were developed at initial IEPs or at the next regularly scheduled IEP meeting. These new

Emergency Learning Plans replaced the Distance Learning Plans created in the Spring of 2020. During the first weeks of school, special education teachers and related service providers reached out to parents/guardians of students with IEPs to provide a Prior Written Notice regarding the creation of an Emergency Learning Plan. Parents/guardians had an opportunity to provide meaningful input into the development of the proposed Emergency Learning Plan and/or to hold an Amendment IEP meeting. In addition, Special Education staff partnered with the Department of Technology to ensure that our students with IEPs have access to appropriate digital resources that support their individual needs and make progress towards their IEP goals. Printed learning materials for reading, writing and math were made available for students with mod/severe needs to supplement synchronous virtual lessons. Service providers tracked communication, work completion, and services provided during the closure to monitor student progress.

#### Socio-economically Disadvantaged

- Socio-economically disadvantaged students have unique needs. ACS ensured that students and families stayed connected. Teachers exposed students to new worlds, by developing the love of reading through engagement in Library and in-class assignments. ACS teachers and staff built strong relationships with these students and families to ensure that they have the necessary resources (meals, devices, connectivity, instructional supplies, and social and emotional supports) to be able to partake in the teaching and learning occurring at ACS.

#### Foster Youth and Homeless

- To support the needs of Foster Youth and Homeless students, ACS has a single point of contact who is responsible for ensuring that these students receive the services and supports they need either through the school's teachers and staff, who are appropriately trained, or through third-party contractors.

## Pupil Learning Loss

Ararat Charter School will address pupil learning loss that resulted from COVID-19 during the 2019-2020 and 2020-2021 school years, by providing targeted group instruction during the school day and possibly before or after school in both ELA and Math.

- When school resumes normal operations, IEP teams will consider the impact of the school closure on each child. If there is evidence of a decline in students' skills and/or a lack of progress, an IEP team meeting will be scheduled to review/revise the IEP and determine whether compensatory services are needed.

- When school resumes normal operations, English Learner students will each be assessed on their English language skills. If there is evidence of a decline in student's skills or a lack of progress, the EL Coordinator will provide additional small group intervention to those targeted students.
- Currently and when school resumes, pupils will be assessed in ELA and Math through internal K-5 NWEA MAP testing, through formative assessments such as daily assignments, observations, projects, written pieces, and presentations.

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**Actions Related to the Pupil Learning Loss**

APPROVED 05272021

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of additional computing devices (in addition to the expenditure outlined on pages 3-4)	\$ 80,000	\$ 194,849	Y
Purchase of additional software for malware and viruses and Hotspots and accessories (in addition to the expenditure outlined on pages 3-4)	\$ 5,500	\$ 10,796	Y
NWEA MAP Assessments (inclusive of expenditure outlined on pages 3-4)	\$ 6,080	0	Y
Additional instructional materials (in addition to the expenditure outlined on pages 3-4)	\$ 17,000	\$ 44,107	Y
Substitutes (inclusive of expenditure outlined on pages 3-4)	\$ 27,590	0	Y
Technology Services (Computer Lab, IT) (inclusive of expenditure outlined on pages 3-4)	\$ 39,909	0	Y
Certificated Salaries (inclusive of expenditure outlined on pages 3-4)	\$1,257,300	0	Y
Classified Salaries (inclusive of expenditure outlined on pages 3-4)	\$ 548,695	0	Y
Books and Supplies (Textbooks, Reference Materials, Instructional Materials, Office Supplies, Custodial Supplies) (inclusive of expenditure outlined on pages 3-4)	\$ 290,141	0	Y
Non-Capitalized Items (iPads, Computers, Accessories, Projectors, Hotspots, Furniture, etc.) (inclusive of expenditure outlined on pages 3-4)	\$ 158,100	0	Y
Equipment Leases (inclusive of expenditure outlined on pages 3-4)	\$ 21,600	0	Y
Repair & Maintenance (Custodial, Repairs, Maintenance) (inclusive of expenditure outlined on pages 3-4)	\$ 51,488	0	N
Legal Fees (inclusive of expenditure outlined on page 4)	\$ 19,500	0	N

Non-Instructional Consultants (Nursing Services, LACOE) (inclusive of expenditure outlined on page 4)	\$ 12,262	0	Y
Professional Development (CPR, COVID-19 Related Trainings, Technology, Special Education, Diversity and Bias, English Learners, etc.) (inclusive of expenditure outlined on page 4)	\$ 18,700	0	Y
Special Education Service Providers (inclusive of expenditure outlined on page 4)	\$ 365,000	0	Y
Student Information Systems (PowerSchool, CLAPADS, Illuminate, NWEA Maps, etc.) (inclusive of expenditure outlined on page 4)	\$ 29,206	0	Y
	\$ 1,831,852		

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.

Since virtual learning lasted longer than expected, additional computing devices needed to be purchased for remote instruction and testing, along with additional software, subscriptions, accessories, and instructional materials.

### **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.

#### **Successes**

Ararat Charter School measured the effectiveness of the services and supports provided based on students' performance on the internal ELA NWEA MAP assessments, and formative assessments including teacher observations, assignment completion, and student engagement.

The school-based Attendance Review Team (ART) was formed to address the attendance of students who exhibited chronic absenteeism. The ART team collaborated with families and students and provided the supports necessary to increase engagement and participation.



To increase motivation and engagement, the school also held monthly character and awards assemblies where students received certificates and public recognition for displaying appropriate character traits and perfect attendance.

Other strategies to mitigate learning loss included parent conferences, responsive intervention for students' education (RISE), and the issuing of progress reports to keep parents abreast of students' performance levels.

Weekly staff meetings kept school leaders abreast of high needs students and selected staff worked with students one-on-one or in small groups in virtual breakout sessions.

Our high needs students (Students with Disabilities) were invited to in-person instruction early on to partake in the necessary assessments. Furthermore, school was successful in engaging all English learners in the ELPAC assessment remotely.

#### Additional actions to address pupil learning loss

- Purchase of additional computing devices.
- Purchase of additional software such as malware and antivirus.
- Special Education services through service providers—RSP. Sped aide, and contracted personnel.
- Purchase of additional hotspots.
- Purchase of NWEA MAP online computer adaptive assessments.
- Social and emotional block of time during the school day.
- Availability of counselors and school psychologists and support personnel based on students' specific needs.
- Purchase of online components of core curriculum.
- Expenditures for teacher trainings – including in-house trainer or trainer (TOT) sessions on Thinking Maps and Write from the Beginning.
- Staff compensation for setting up virtual learning mode.
- Additional instructional materials

#### **Challenges**

Some students continued to experience connectivity issues that needed to be addressed quickly and efficiently. Additionally, some students had attendance issues which impeded our efforts to mitigate loss of learning. Furthermore, limited technology platform knowledge continued to persist with both students and families, even though the school provided multiple training opportunities.

## 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:**

Through our distance learning program, we provided several opportunities for our students and families to stay connected and be supported in their social and emotional well-being. The virtual schedule had social and emotional block embedded four times per week. During this block of time teachers engaged students in discussions around managing emotions. Students participated in activities that encouraged journal writing, art activities, and community building exercises such as community circles to help students deal with the current stay-home situation. Targeted staff were called upon to address any specific situations that required expertise, such as psychologists and/or counselors.

Ararat Charter School employed the following methods to reach various learners to ensure maximum student engagement:

- “High Touch” learning: involving more collaborative activities and synchronous interaction with teachers and classmates.
- Greater interactivity: games, web-based simulations, and interactive video-along with worksheets and physical workbooks.
- Personalized learning: a range of activities that address students’ skills, abilities, interests, and home situations --- from choice boards to personalized learning pathways to individual projects.
- More challenging activities: projects and activities that address real-world challenges and involve students creating versus simply consuming information.
- Direct instruction: transmitting information about concepts, skills, and procedures via demonstration, lectures, videos, or online presentations.
- Cognitive models of learning: structured activities that do not just put information in students’ heads but get knowledge out – inductive reasoning, open-ended questioning, experiments (where appropriate), metacognitive strategies, and problem-solving.
- Independent work time: involving activities and assignments that students complete on their own. These are then checked by the classroom teacher during the checking for understanding session.

### **Challenges:**

Services were offered based on students' needs; however, the challenge was having the students participate and take advantage of the services by showing up through Zoom since in-person offerings were not available until April 2021.

## **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:**

Ararat Charter School provided outreach to pupils and their parents/guardians, including in languages other than English, when pupils were not meeting compulsory education requirements or if ACS determined the pupil was not engaging in instruction and was at risk of learning loss.

- Teacher notified the Office and Administrators.
- Attendance Clerk reached out to family and inquired about the absence.
- Support was provided with connectivity and computing devices, as needed.
- Translation services were provided, if needed.
- Student attendance was monitored through the generation and review of weekly attendance reports through the school's SIS PowerSchool system.
- For chronic absenteeism, the Attendance Review Team (ART) held a meeting with the family to offer additional supports, as needed.

## **Analysis of School Nutrition**

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

### **Successes:**

Food distribution services for students at Ararat Charter School was provided by the LAUSD Grab-and-Go meal centers. ACS has a contract with LAUSD Food Services, and both campuses provide nutritionally adequate meals to all students every day.

### **Challenges:**

Families had to drive to the Grab and Go meal centers when students were not permitted on campus due to the pandemic.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]
[The section of the Learning Continuity Plan related to the action described; may put N/A if the action does not apply to one specific section]	[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/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.

None.

## 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.

When the state mandated schools to close on March 16, 2020, we did not have a 1:1 ratio of computers to students. Furthermore, we were unaware of the connectivity capabilities of our families, outside of standard email. Patience from families, and from ourselves, was of utmost importance as we began adapting and building the new infrastructure for educating our students.

Once the much needed federal and state funding became available, to build out the new virtual classroom, we purchased devices for every single student. Internet issues were being addressed, all along, through the purchase of hotspots for our families who needed them most. Through appropriate funding, patience, and planning, computers and connectivity were established to launch remote learning, notwithstanding other challenges.

Questions we asked ourselves:

- a) What do we do to ensure that all our students receive the instruction they need and deserve?
- b) How do we ensure that every child has a computer and can connect to the internet?
- c) How should we pivot our lesson plans to take place through complete virtual connections?

ACS teachers entered this uncertain and uncharted world with various levels of technological know-how. Learning the features of Zoom and online curriculum, and how best to support students were their top priorities. They realized, early on, that the online curriculum did not have the interactivity tools necessary for successful delivery of lessons. The struggle was real!

- a) How do we transition from one lesson to another successfully and effortlessly?
- b) How can we replace our treasured chart paper and whiteboard?
- c) How do we increase manipulatives in students' hands to make math and phonics more concrete?
- d) How can we engage students in discussions and create collaborative groups?

We were grappling with more questions, than we had answers for.

The commitment, curiosity, and problem-solving capacity of ACS teachers is unsurpassed. They explored and became experts at platforms such as Jamboard, which is a cloud-based digital whiteboard designed by Google in 2016. Applications such as Pear Deck, an interactive presentation tool, was used to actively engage students in individual and collaborative learning. We had pilot teams across the school exploring various applications that support interactivity and dialogue. Traditional and well-known resources, such as

You Tube and Power Point, were also used to support and engage. Furthermore, teachers relied on various platforms to effectively communicate with parents and families. Blackboard Connect, Class Dojo, and Google Classroom were used for information sharing.

A block of time dedicated to the social and emotional needs of students was allocated, during the school day, when teachers engaged in Community Circle type activities, discussions on character traits, and art education. Programs like FriYAY: Happiest Hour were conceived, with external partners, to provide students most in need of social and emotional supports a time to enjoy read alouds, learn dance, and practice meditation and yoga. Counselors worked with parents on creating structures for students to get more out of remote learning.

We have come to realize that the implementation of remote learning depends upon hardware and software, but nothing can take the place of courageous, collaborative, and caring teachers. Research states that the single most important factor in a child's education, is the classroom teacher.

We have learned that we do not want nice teachers; what we want, and need are effective teachers. We want teachers to speak up to improve systems, we want teachers to say "no, that won't work and here's why..." We want teachers to suggest new and innovative ways of doing things. We need teachers to advocate on behalf of their students, because they know exactly what their students need academically, socially, and emotionally.

Corporations across the country can automize functions, and have, once performed by humans, but the world has witnessed that there is no replacement for the classroom teacher. I reiterate, no machine and no program can take the place of the classroom teacher. For the last time, nothing, absolutely nothing, can replace an effective educator. In-person instruction is not obsolete, in fact, we realized how necessary it really is. The best type of learning happens with caring and compassionate human interaction. The high-five, the smile, the verbal affirmation goes a long way. While technology provides us with information, teachers make sense of that information by creating environments that turn that information into knowledge through discussions, presentations, activities, and projects.

### Rebuild and Retain

What is next? How can we rebuild but also retain the lessons learned? How can we capitalize on the connection that in-person learning offers while maintaining technological tools that personalize learning and support instruction? Can we pretend this pandemic never happened and go back to where we were one year ago? Is that wise? Is that even possible? With a 1:1 ratio of students to computers, newfound knowledge of the power of interactive programs, and the ability to personalize instruction, severing technological ties and dismissing valuable learnings is not in our plan.

Based on these experiences, our road ahead will take a balanced approach. We plan to...

- Keep what is working and discard what is not. The best lesson this pandemic taught us is to remain nimble and change with the times and needs of our study body. The rigid structure of how we educate students has been dismantled.
- Explore and effectively implement blended learning which is an approach that combines technology with the traditional brick and mortar classroom instruction.
- Pay particular attention to and continue to offer services for our newcomers, socio-economically disadvantaged subgroup, English learners, students with disabilities, and high achieving students.
- Address learning loss through in-school and after-school intervention programs that are personalized through technological tools and programs.
- Continue to stay connected with families and provide wrap-around services.
- Continue to foster students' creative ability through music, drama, and dance.
- Increase and improve implementation of student-centered and project-based activities that focus on reading, writing, listening, and speaking.
- Focus on presentations skills and teach students how to take command of an audience.
- Effectively teach world languages to ensure that students are equipped to enter the world as multi-lingual contributors of society.
- Provide time, during the school day, for interaction, communication, and negotiation for students and faculty.
- Encourage choice, value voice, and appreciate and learn from unique perspectives.

This pandemic has given us a space to reimagine education. Like the caterpillar, we were thrust into a metamorphic state and now we have an opportunity to emerge stronger and better prepared for the challenges ahead. Our 2021-2024 LCAP incorporates these new learnings.

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

Pupil learning loss is assessed and addressed in the 2021-2024 LCAP through ongoing formative assessments using NWEA MAP assessments in Reading, Language, and Math for all students and especially for pupils with unique 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.

No substantive differences between the actions/services identified toward meeting the increased services requirement. All plans were executed.

## **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.

Please see overall analysis on page 36.

APPROVED 03/20/21



## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **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