



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

1. Graduate college prepared students as determined by the College/Career Dashboard Indicator

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percentage of students College/Career prepared as determined by the Dashboard's CCI indicator.</p> <p>19-20 95% of students college/career prepared</p> <p>Baseline 91.3% of students college/career prepared (class of 2016 data)</p>	<p>94% of students college/career prepared (class of 2020 data)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide teachers and administration with Advanced Placement, state standards, and state accountability trainings.</p> <p>a. AP and Pre-AP Trainings</p> <p>b. Monthly Vertical Team Meetings</p> <p>c. State standards/ accountability trainings</p>	<p>1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$3,000</p> <p>1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title I, General Fund \$12,910</p>	<p>1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$1,490</p> <p>1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title I, General Fund \$7,443</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	1100 & 3000 series 5000-5999: Services And Other Operating Expenditures General Fund \$2,400	5200 series 5000-5999: Services And Other Operating Expenditures General Fund \$90
<p>2. Purchase and implement state standards aligned curriculum</p> <p>a. Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed.</p> <p>c. Provide standards aligned curricular activities/field trips</p> <p>d. Employ part-time literacy and STEM curriculum coordinators</p>	<p>1100 and 3000 series; 4100 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$10,000</p> <p>1100 and 3000 series; 4100 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$4,500</p> <p>1100 and 3000 series; 4100 series, 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$12,080</p>	<p>4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$8,572</p> <p>5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$645</p> <p>1100 and 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$11,741</p>
3. Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$4,000	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$7,669
4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$6,500	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$3,559
11. Provide pull-out/after-school EL tutoring	2100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$5,000	1100 ,2100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$12,918
12. Provide continual monitoring of EL, foster youth, and low income students and support as needed	2100 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,595	2100 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,413
7. Subsidize AP Exam Costs for all students earning a B or higher in AP classes	5800 series 5000-5999: Services And Other Operating	5800 series 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures General Fund \$2,600.00	Expenditures General Fund \$2,677

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 actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive standards-aligned field trips due to Covid 19 in the spring, which resulted in a shortfall of spending on action 2. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in-person learning and move to remote learning.

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

The CDE shows a CCI of 88.9% for the class of 2020. However, that number is incorrect due to a mistake in Calpads whereby a student who successfully graduated from another local school, UISA, was mistakenly reported as a dropout for Redwood Academy in Calpads. In removing that student who attended and graduated from another school, Redwood Academy's CCI becomes 94%. Despite having to move to distance learning into the spring, all actions and services listed were implemented, and we were close to meeting the goal's target metric of 95%.

Goal 2

2. Successfully align all instruction and assessment with state standards, with an emphasis on transitioning to the newly adopted New Generation Science Standards (NGSS).

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percentage of students meeting or exceeding standards as determined by state testing.</p> <p>19-20 +90 points above standard on CAASPP in ELA +50 points above standard on CAASPP in math +1 above standard on CAST</p> <p>Baseline 89% met or exceeded standard in ELA (CAASPP 2017) 76% met or exceeded standard in math (CAASPP 2017)</p>	<p>90.5 points above standard on CAASPP in ELA (2019 data) 50.3 points above standard on CAASPP in math (2019 data) 71.7% standard met or higher on CAST (2019 data)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Provide teachers and administration with Advanced Placement, state standards, and state accountability trainings.</p>	<p>1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$3,000</p>	<p>1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$1,490</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. AP and Pre-AP Trainings b. Monthly Vertical Team Meetings c. State standards/accountability trainings	1100 & 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$12,910 1100 & 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$2,400	1100 and 3000 series 1000-1999: Certificated Personnel Salaries Title II, Title IV, SRSA, General Fund \$7,443 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$90
2. Purchase and implement state standards aligned curriculum a. Purchase AP and standards aligned literacy, social studies, math, science/STEM curriculum and equipment/facilities as needed. c. Provide standards aligned curricular activities/field trips d. Employ part--time literacy and STEM curriculum coordinators	1100 and 3000 series; 4100 series 4000-4999: Books And Supplies General Fund, Lottery \$10,000 1100 and 3000 series; 4100 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$4,500 1100 and 3000 series; 4100 series 1000-1999: Certificated Personnel Salaries General Fund \$12,080	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$8,572 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$645 1100 and 3000 series 1000-1999: Certificated Personnel Salaries General Fund \$11,741
3. Provide increased technology access (software and hardware) for instructional use a. Purchase additional chromebooks and other technology for instructional use	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$4,000	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$7,669

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 actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive standards-aligned field trips due to Covid 19 in the spring, which resulted in a shortfall of spending on action 2. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning, which explains why the actual expenditures for action 3 are higher than initially budgeted.

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

Because we were not able to implement state testing in the spring of 2020 due to Covid-19, we do not have data to help ascertain the successes or challenges in implementing these actions and services. All actions and services were implemented largely as planned with the exception of being able to conduct field trips and being able to attend in-person trainings in the spring and summer of 2020. Data from state testing in 2018-19 suggests that the actions and services as executed in 2018-19 were largely successful.

Goal 3

3. Create a school climate where students recognize integrity, compassion, and effort as important measures of personal success and college readiness, and, thus, increasingly feel successful and college ready.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Student Surveys</p> <p>19-20 90% or more of students feel like their classes are preparing them for college 85% or more of students feel their effort is supported and valued by the school 85% or more of students feel kindness and honesty are encouraged at school 85% or more of students feel like they have experienced personal success this year</p>	<p>87% or more of students feel like their classes are preparing them for college (2020 data) 87% or more of students feel their effort is supported and valued by the school (2020 data) 83% or more of students feel kindness and honesty are encouraged at school (2020 data) 92% or more of students feel like they have experienced personal success this year (2020 data)</p>

Expected	Actual
<p>Baseline 92% of students feel like their classes are preparing them for college (2018 data)</p> <p>78% of students feel their effort is supported and valued by the school (2018 data) 82% of students feel kindness and honesty are encouraged at school (2018 data)</p> <p>77% of students feel they have experienced personal success this year (2018 data)</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Expand academic course schedule options by way of providing a College Program with concurrent enrollment offerings for Juniors and Seniors	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$6,500	4000 series, 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$3,559
5. Provide increased college, financial aid, and academic advising for both students and parents	2200 & 3000, 4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$21,690	2200 , 3000 ,4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$23,079
6. Provide college admission curriculum and annual college tours	4000 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$6,500.00	4000 series, 5800 series 5000-5999: Services And Other Operating Expenditures General Fund, Lottery \$3,237
8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher	4000 and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$1,500.00	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$799
9. Provide character/ student leadership curriculum a. Provide time/training for teachers to develop curriculum	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund, Lottery \$2,430	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund, Lottery \$2,280

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Purchase materials as needed</p> <p>c. Contract with local companies to provide leadership and enrichment programs</p> <p>d. Provide school activities and celebrations to foster feelings of student accomplishment and pride.</p>	<p>1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$1,300</p> <p>1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,000</p> <p>1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$5,000</p>	<p>1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery 0</p> <p>5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$8,750</p> <p>4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$7,172</p>
<p>10. Provide targeted college advising</p> <p>a. Provide extra time in the student services coordinator's schedule for targeted academic advising and support.</p>	<p>2200 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$30, 895</p>	<p>2200 & 3000 series 2000-2999: Classified Personnel Salaries Title I, General Fund \$22,240</p>

Goal Analysis

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

All actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our more expensive school activities/trips, such as Outward Bound and Artward Bound, due to Covid 19 in the spring, which resulted in a shortfall of spending on action 9. Additionally, some of our budget figures were inexact in their calculation and either fell short or fell in excess of the actual expenditures. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning.

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

Most actions were implemented successfully, and, according to student survey data, these actions and services were successful in helping to achieve the school goal of creating a positive school climate. However, some actions/services could not be implemented in the spring due to Covid-19. Specifically, students were not able to engage in some of the spring character and leadership curriculum such as Outward Bound and Artward Bound. Additionally, the SAT could not be administered to the junior class as planned. Furthermore, some of the college advising/support services were impacted in the spring due to the move to remote learning. Despite these challenges, the goal's metric targets were largely met with the exception of students feelings about their classes preparing them college. However, even falling slightly short of that target, students generally felt positive about themselves and their school experience.

Goal 4

Graduate students who enroll in a 2 or 4 year college

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Collected Exit Data</p> <p>19-20 90% of seniors enroll in a 2 or 4 year university</p> <p>Baseline 85% of seniors enrolled in a 2 or 4 year university (2018 data)</p>	<p>95% of seniors enrolled in a 2 or 4 year university (2019 data) 63% of seniors enrolled in a 2 or 4 year university (2020 data)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Provide increased college, financial aid, and academic advising for both students and parents	2200 & 3000, 4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$21,690	2200 & 3000, 4300 & 5200 series 2000-2999: Classified Personnel Salaries General Fund \$23,079
6. Provide college admission curriculum and annual college tours	4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$6,500.00	4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$3,237

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8. Provide SAT prep curriculum and subsidize the cost of the SAT for juniors who have a cumulative 3.0 or higher	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$1,500.00	5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$799
9. Provide character/ student leadership curriculum a. Provide time/training for teachers to develop curriculum b. Purchase materials as needed c. Contract with local companies to provide leadership and enrichment programs d. Provide school activities and celebrations to foster feelings of student accomplishment of pride.	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$2,420 1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery \$1,300 1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$15,000 4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$5,000	1100, 3000, 4200, and 5800 series 1000-1999: Certificated Personnel Salaries General Fund \$2,280 1100, 3000, 4200, and 5800 series 4000-4999: Books And Supplies General Fund, Lottery 0 1100, 3000, 4200, and 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund \$8,750 4000 series, 5800 series 5800: Professional/Consulting Services And Operating Expenditures General Fund, Lottery \$7,172
10. Provide targeted college advising a. Provide extra time in the student services coordinator's schedule for targeted advising and support.	2200 & 3000 series 2000-2999: Classified Personnel Salaries General Fund \$30,895	2100 & 3000 series 2000-2999: Classified Personnel Salaries General Fund \$22,240

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 actions and services were implemented, though some of the budgeted numbers were either higher or lower than the actual expenditures. Some of our actions were impacted by the pandemic in the spring. For example, we were not able to run some of our

more expensive school activities/trips, such as Outward Bound and Artward Bound, due to Covid 19 in the spring, which resulted in a shortfall of spending on action 9. Additionally, some of our budget figures were inexact in their calculation and either fell short or fell in excess of the actual expenditures. Any funds that went unspent on the actions above were transferred to other allowable activities, such as ensuring students had the needed technology in the spring when we were forced to shut down in person learning and move to remote learning.

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

Some actions and services pertaining to this goal were impacted due to the Covid-19 pandemic. Specifically, Redwood Academy could not implement some of the character and leadership programs, such as Outward Bound and Artward Bound, in the spring due to public health orders. In addition, some of the support/advising provided to students with regard to enrolling in 2 year colleges in the spring was disrupted and more difficult to deliver remotely. As a result of these impacts as well as the general impact of the pandemic on education at large, the percentage of graduates who enrolled in a 2 or 4 year college declined fairly significantly, as many of them felt it was not worth paying for college if they had to take all of their classes remotely and were resolved to wait until college campuses opened back up for in-person instruction again. We do not yet know how many of them will return to their college plans once Covid-19 is behind us.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide staffing to clean and disinfect all campus spaces twice-daily, supervise additional staggered break times and arrival/dismissal times.	\$19,000	\$4,040	No
Provide necessary protective personal equipment for all staff and students.	\$4,000	\$4,000	No
Provide equipment and staffing needed to prepare campus spaces for social distancing by removing excess furniture and putting up appropriate signage about social distancing and face covering requirements.	\$1,100	\$600	No
Provide air purifiers and upgraded HVAC filters in all classrooms and the office space.	\$19,500	\$10,000	No
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	\$16,516	No
Provide administrative days for redesign of student and staff hybrid schedules as well as planning for on-campus safety measures.	\$3,500	\$5,958	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Expand academic course offerings for juniors and seniors by offering concurrent enrollment at Mendocino College.	\$6,500	\$2,200	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	\$5,024	No
Provide Guided Study time in person to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide the PSAT for all sophomores and juniors in October, subsidize the cost of an SAT for all juniors with a 3.0 or higher, and subsidize the cost of AP Exams for all students with a B+ in the AP class or higher.	\$3,500	\$170	No
Subsidize any cost associated with the SAT for homeless, foster, and SED juniors, and subsidize any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	\$1,632	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	\$2,926	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$11,321	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	\$51,997	No
Provide a week-long Outward Bound wilderness education trip for all juniors and seniors in the spring in order to foster student connections with nature, with each other, and with themselves.	\$8,000	0	Yes
Establish a routine for COVID-19 surveillance testing for all staff in frequent contact with the public and students.	\$9,000	\$846	No

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

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated, and the time in which the school needed to extensively clean classrooms/campus and

supervise staggered breaks was much shorter than anticipated. Once we opened in March, we still needed to run a hybrid program that extended the online Life and Leadership classes on Fridays through the end of the year, which doubled our initial budgeted estimate--an estimate that was based on the assumption that school would be on campus and running a normal schedule by the first winter break. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more time and preparation on the part of teaching and administrative staff than initially anticipated. Teachers and administrators were given extra days in their schedules to successfully facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. With regard to the differing amounts pertaining to HVAC system upgrades and air purifiers, the difference is the result of an initially anticipated replacement of three HVAC systems that did not end up actually being replaced during the 20-21 school year. These replacements may still take place; however, they are not an immediate safety need, but are still needed to improve the heating systems in those rooms. Air purifier installation and HVAC servicing and filter upgrades were completed for every building.

The only action above that could not be performed was providing Outward Bound to both juniors and seniors this spring. These trips for students were not possible due to the continuing safety issues surrounding the Covid-19 pandemic.

Analysis of In-Person Instructional Offerings

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

Due to the continually changing COVID-19 safety measures, concerns, and restrictions, providing in-person instruction proved challenging in a number of ways, some of which was out of our control as we were required to wait until the county reached the red tier before we could officially open for hybrid learning. While waiting, we did operate small cohorts of students in extra support groups on campus, and, with this, the greatest challenge was finding staff that were willing and able to facilitate these groups in person. Once eligible to open in March, one of the biggest challenges was to help staff and students feel safe about returning, which included making sure vaccinations were made available to all staff, setting up Covid-19 antigen testing for use on-campus, and, of course, ensuring staff had all necessary protective equipment as well as technological equipment needed to run a hybrid program. While we were unable to run our spring Outward Bound trip due to Covid-19 restrictions, we did have a relatively smooth transition to our hybrid program overall in March, and, ultimately, we were able to offer students the ability to attend school in person four days a week by the last week in April. Unfortunately, due to continuing fears over the virus, many students chose to stay on distance learning for the remainder of the year--with approximately 60% of students initially choosing to return to campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide technology for distance learning to all students as needed, including Chromebooks, Verizon hotspots, and graphing calculators.	\$15,000	\$23,503	Yes
Provide technology and technology support to staff as needed, including new laptops and TechPro support availability.	\$16,000	\$21,869	No
Provide distance learning training opportunities for staff.	\$11,000	\$28,370	No
Provide administrative time to design full distance learning schedules and procedures.	\$2,500	\$5,958	No
Provide online tutoring hour four days a week.	\$4,500	\$1,650	Yes
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support for all students.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes
Expand academic course offerings for juniors and seniors by offering concurrent online enrollment at Mendocino College.	\$6,500	\$2,200	Yes
Provide necessary state standards aligned curriculum--both online and in print to all students.	\$4,500	\$5,024	No
Provide Guided Study time online to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide staff with safety trainings related to student social-emotional health, including suicide prevention and mandated reporter training.	\$2,750	\$2,926	No
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize the cost of	\$3,500	\$170	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
SAT for all juniors with a 3.0 or higher and the cost of AP Exams for all students with a B+ in the AP class or higher.			
Provide College Board testing such as the PSAT, SAT, and AP Exams as feasible during full distance learning. Subsidize any cost associated with the SAT for homeless, foster, and SED juniors and any cost associated with AP Exams for homeless, foster, and SED students enrolled in an AP class.	\$1,000	\$1,632	Yes
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$12,919	Yes
Provide online Life and Leadership meetings/curriculum on Fridays with an emphasis of fostering further student connection with each other and the school.	\$26,500	\$51,997	No

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

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on-campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Once we opened in March, we still needed to run a hybrid program that extended the online Life and Leadership classes on Friday through the end of the year, which doubled our initial budgeted estimate--an estimate that was based on the assumption that school would be on campus as usual by the first winter break. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more training time and preparation on the part of teaching and administrative staff than initially anticipated. Teachers and administrators were given extra days in their schedules to successfully train for and facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. Technology costs also came in higher than anticipated, both due to the prolonged nature of distance learning but also due to the technology needed to run a successful hybrid program that allowed teachers to effectively instruct students both in-person and remotely simultaneously. Also, coming in below budgeted numbers was the cost for the College Program, which is largely comprised of books and Mendocino College student fees. Unfortunately, this difference is largely the result of many students electing to drop their college classes due to struggling with the college's online learning environment. As a result, there were fewer students who participated in the program than in a normal year.

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.

Our distance learning program was a dramatic departure from our previous instructional model, as we decided to implement four to five week intensive core courses instead of students taking all of their core courses simultaneously for a semester at a time. The decision to do this was for the purpose of being able to provide stable cohorts once we could allow students back on campus as well as for the purpose of minimizing the number of core courses students had to manage largely on their own while on distance learning. Though this instructional model proved more successful for students overall than the distance learning provided the previous spring, it did prove challenging for teachers in that they had to redesign their curriculums not only to fit a distance learning model but also to fit this new compact curricular model. While teachers were provided with professional development opportunities prior to the beginning of the school year, those opportunities focused on distance learning instructional techniques as opposed to techniques or strategies for teaching intensive courses.

We successfully provided most of the necessary devices and connectivity to students prior to the beginning of the school year; however, we did experience a delay in obtaining some needed hotspots due to the devices being backordered. Any student experiencing connectivity issues was able to come and work on campus; however, many students and parents opted to continue to struggle with bad connections at home as opposed to come to campus. By the end of September, most of the consistent connectivity issues had been resolved by way of a school-provided hotspot or by other means.

Perhaps the biggest challenge to distance learning was ensuring student engagement. While the vast majority of Redwood Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling weekly to offer extra help options both online and on campus, the number of students who failed classes on distance learning was slightly higher than in a normal year. As a result, the student services coordinator in conjunction with the principal offered a four-day a week intensive extra help session for high school students at risk of losing 30 credits or more. This extra help session was aimed at helping these students pass as many classes as possible within the school year. In addition, plans were made to extend the number of summer school hours provided for those students now in need of credit recovery.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide extra staffing to offer additional support on campus for students in need of extra support while on full distance learning with IEP, 504, homeless, foster, SED, and EL students receiving priority.	\$7,000	\$16,602	Yes
Provide teacher preparation days in order for teachers to redesign curriculum to align with new instructional model.	\$8,800	\$16,516	No
Provide time in the Student Services Coordinator's schedule for academic monitoring, advising, and support.	\$19,600	\$20,326	No
Provide extra time in the Student Services Coordinator's schedule for targeted academic monitoring, advising, and support for IEP, 504, homeless, foster, SED, and EL students.	\$39,200	\$40,652	Yes
Provide Guided Study time to all students daily to allow for math and SAT skill building.	\$26,500	\$25,389	Yes
Provide the PSAT to all sophomores and juniors.	\$750	\$170	No
Provide online teacher extra help hours on Fridays for all students.	\$11,000	\$12,919	Yes
Provide online tutoring hour four days a week.	\$4,500	\$1,650	Yes
Administer and score interim CAASPP assessments.	\$14,000	\$14,045	No
Provide summer school.	\$6,000	\$16,607	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.

The substantive differences on budgeted expenditures and actual expenditures are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on-campus support groups during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Additionally, the continually changing directives from public health, the CDE, and CA legislators required more training time and preparation on the part of teaching staff than initially anticipated. Teachers were given extra

days in their schedules to successfully train for and facilitate the various transitions required in order to safely deliver instruction to students both remotely and in-person. There is also a substantive difference between the budgeted and the actual expenditures for summer school. This is the result of the decision to expand our summer school hours and offerings beyond what was offered the previous summer in order to better address the learning loss resulting from students spending near to a year at home on remote learning.

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.

While the vast majority of Redwood Academy students logged on daily for live instruction with their teachers, we did have an increase in the number of students who were not passing their classes. Teachers found it more difficult to ensure over zoom or from a distance that students were successfully completing work. In a classroom, it is much easier for teachers to closely monitor students' work production and offer help and encouragement when needed. The online environment did not prove as easy a place to track student progress in real time, and, as a result, more students than usual did not successfully complete enough of the work necessary to receive a passing grade. While both the principal and the student services coordinator closely tracked students' attendance and academic progress and contacted both the parents of students who were struggling weekly to offer extra help options both online and on campus, the number of students who failed classes on distance learning was slightly higher than in a normal year. As a result, the student services coordinator in conjunction with the principal offered a four-day a week intensive extra help session for high school students at risk of losing 30 credits or more. This extra help session was aimed at helping these students pass as many classes as possible within the school year. Students were also offered remediation in some subjects by way of online programs such as Khan Academy during their Guided Study class, online after school tutoring, and extra help sessions with teachers as supports to try and mitigate learning loss. In addition, plans were made to extend the number of summer school hours provided for those students now in need of credit recovery. Finally, along with addressing students' academic performance in classes, we administered both the CAASPP interim assessments and the CAASPP summative assessments in an effort to better ascertain students' learning needs in the wake of the Covid 19 pandemic. The interim results were used by teachers to inform instruction and the summative results will be reviewed by teachers once available to help inform student instruction next year.

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.

Teachers regularly assessed students social and emotional well being during live instruction and reported any noted concerns to the Student Services Coordinator or the principal for follow up. All staff received training in mental health warning signs and suicide prevention as well as mandated reporter training that addresses looking for possible signs of emotional or physical abuse. Additionally, Life and Leadership classes served as a community building time that focused on students social and emotional well-being, including providing students with mental health resources such as crisis contact numbers and lessons about how to cope with stress. Finally, students were actively encouraged to stay in close communication with school staff, especially their core class teachers and Life and Leadership advisors. Due to Redwood Academy's small size and the nature of the intensive core class design where teachers worked closely with one group four to five weeks at a time, students in need of mental health or emotional support were identified and provided with resources as appropriate. However, due to the nature of distance learning, the staff was left feeling uncertain as to whether or not all students in need of mental health support were receiving it and suspected that more students were struggling in more ways than was apparent over zoom.

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.

Outreach to parents and students began in early July and continued throughout the remainder of the year, as plans for hybrid and distance learning changed with the evolving COVID-19 situation. Parents and students were emailed, texted, and called when new information and plans became available. All letters and re-opening plans were available in both English and Spanish. All students were contacted to pick up school materials and to attend an online distance learning orientation prior to the beginning of the school year, and all students successfully received both their materials and orientation. Online orientation was also available in both English and Spanish. All student contact information was verified by way of the submission of the 2020-21 registration card. Any students who were absent from distance learning had their parents contacted by the office each day they are absent. Any student absent for two consecutive days or whose grade dropped below 68% in a core academic class had their parents contacted by the Principal or Student Services Coordinator to establish actions for reengagement which included but were not limited to sending a formal letter explaining the student's attendance/academic issues, assigning mandatory afterschool/additional online tutoring, recommending on campus extra support/instruction, referrals to health and social services, and requiring summer school. Much of Redwood Academy's outreach efforts were extremely successful. For example, student attendance rates for live instruction were high due to the timely phone calls made to parents when students were absent or late to class. Parents were generally very quick to contact their student and ensure that their student logged onto to class. However, there were a small number of chronic challenges with outreach that required the principal to visit to student's homes in order to try to rectify some student engagement issues.

Analysis of School Nutrition

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

Redwood Academy participated in the Community Eligibility Program, and, as such, provided free breakfasts and lunches to all enrolled students. All meals met the nutrition requirements for the National School Lunch and Breakfast Program and were provided by our School Food Authority, Willits Charter School. This year, students ordered meals from their core class teacher and were provided two days worth of breakfasts and lunches on Mondays and three days worth of breakfasts and lunches on Wednesdays. Students on campus were able to order breakfast daily and eat it while outdoors and socially distanced prior to entering their classroom in the mornings. All other meals were for pick up only, as the school did not offer an on-campus lunch option during the 20-21 school year due to safety concerns. Likely as a result of the need to travel to pick up the meals, fewer students than normal ordered meals throughout the year. Additionally, the district expanded its meal service to all students residing in the area, which may have reduced the overall demand for meals from Redwood Academy. Figuring out how to offer meals on campus safely might very well continue to be challenge as we enter into the 21-22 school year as well.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Provide free breakfasts and lunches to all students.	\$31,500	\$23,343	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.

NA

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.

The lessons learned from the 20-21 school year have informed the 2021-24 LCAP in that it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Redwood Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years.

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 will continue to be assessed by way of closely tracking students' academic progress as well as continued implementation and analysis of state testing, including the CAASPP interim and summative assessments. The 2021-24 LCAP will address learning loss by way of ensuring the necessary teacher training, student access to curriculum and course options, as well as supplying students with the necessary academic advising and supports such as after-school tutoring and summer school.

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 substantive differences on budgeted expenditures and actual expenditures for increased and improved services are largely the result of a prolonged distance learning program. When writing the LCP, the staff's assumption was that we would be offering in-

person learning by the end of December at the latest. In fact, we were unable to open for in-person learning until March, when our county finally reached the red tier. As a result, the need to pay staff to provide additional on-campus support groups for at-risk students during the time that school-wide in-person learning was prohibited lasted far longer than anticipated. Technology costs for students also came in higher than anticipated both due to the prolonged nature of distance learning but also due to the initial underestimation of the number of students who would be in need throughout the year. Also, coming in below budgeted numbers was the cost for the College Program, which is largely comprised of books and Mendocino College student fees that we pay for our participating students. Unfortunately, this difference is largely the result of many students electing to drop their college classes due to struggling with the college's online learning environment. As a result, there were fewer students who participated in the program than in a normal year. The free breakfast and lunch program also came in below budgeted expenditures, as many students did not want to come to campus to pick up their meals while on remote learning and the local district expanded their meal service to all students who reside in the area. As a result of the district's expanded meal offerings, we can assume the need for meals from Redwood Academy was reduced.

The only contributing action that could not be performed was providing Outward Bound to both juniors and seniors this spring. These trips for students were not possible due to the continuing safety issues surrounding the Covid-19 pandemic.

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 reflection on the student outcomes from both the 19-20 LCAP and the 20-21 LCP have informed the 2021-24 LCAP. From the LCP, it is apparent that the learning loss sustained during the pandemic will take time to recover from. Many students will need expanded credit recovery options in future years as well as increased academic supports during the school year. These are actions that are built onto the 2021-24 LCAP. Additionally, Redwood Academy stakeholders recognize that the school's culture and climate will need to be essentially rebuilt after more than a year without the benefit of any school community building events. As a result, focusing on the school's 2021-24 LCAP goal of creating a positive school climate will be especially important in the coming years. However, in looking at the 19-20 LCAP, it is apparent that many of our previous goals and actions were proving largely effective pre-pandemic and, in many cases, should be continued. There are also some slightly revised actions as well as added actions to allow for an expanded focus on both ensuring student academic success and social-emotional well being.

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.

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.

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.
- 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.
- 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.
- 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.

