

## LCFF Budget Overview for Parents Template

Local Educational Agency (LEA) Name: Larchmont Charter School

CDS Code: 1964 7330 1089 28

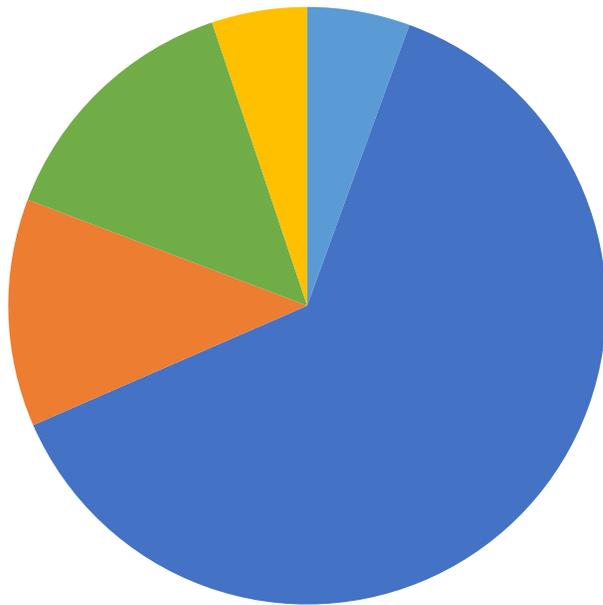
School Year: 2021 – 22

LEA contact information: Angelica Sammons, (323) 380-7893, [Angelica.Sammons@larchmontcharter.org](mailto:Angelica.Sammons@larchmontcharter.org)

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

### Budget Overview for the 2021 – 22 School Year

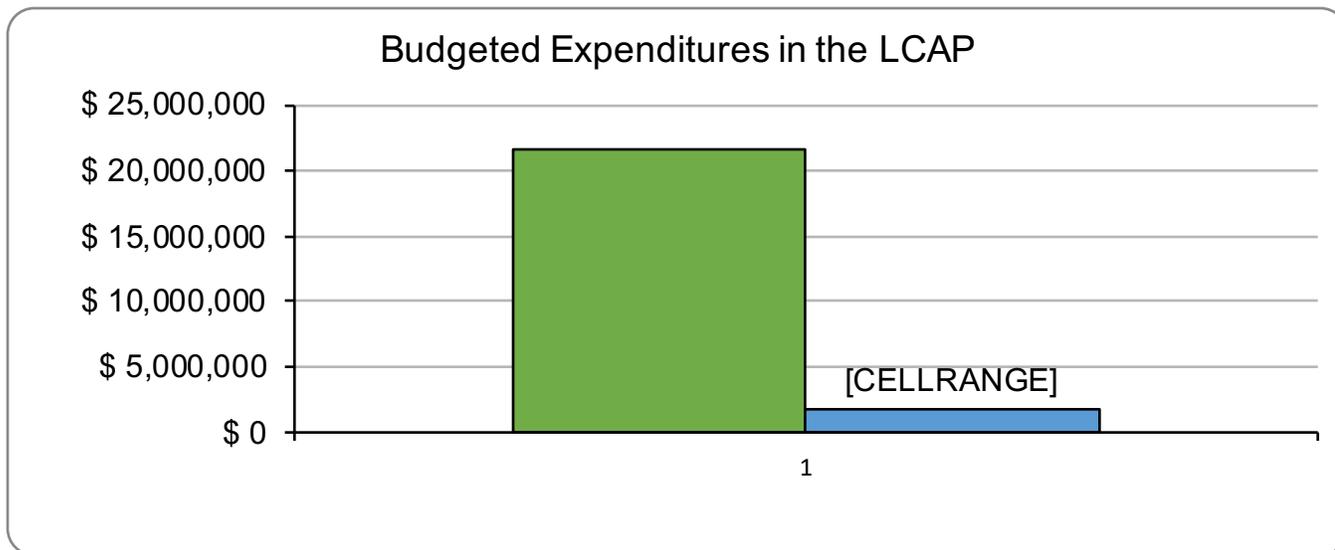
Projected Revenue by Fund Source



This chart shows the total general purpose revenue Larchmont Charter School expects to receive in the coming year from all sources.

The total revenue projected for Larchmont Charter School is \$21,765,781.84, of which \$14,898,925.99 is Local Control Funding Formula (LCFF), \$2,680,933.11 is other state funds, \$3,063,308.61 is local funds, and \$1,122,614.13 is federal funds. Of the \$14,898,925.99 in LCFF Funds, \$1,208,835.03 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Larchmont Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

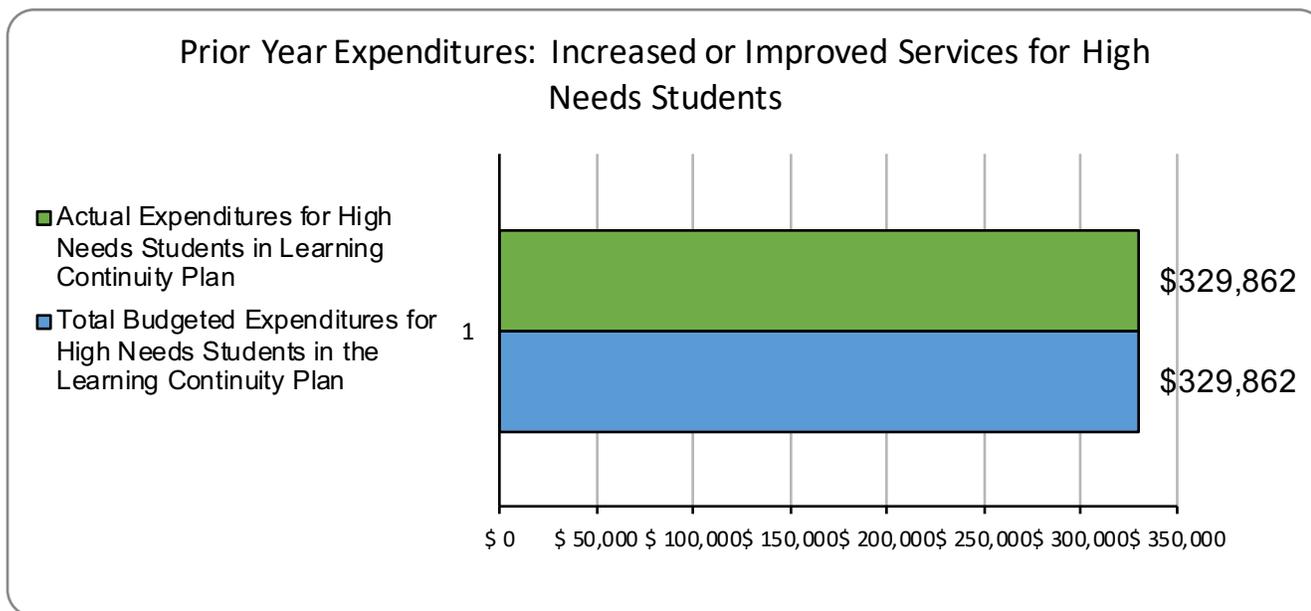
Larchmont Charter School plans to spend \$21,671,655.96 for the 2021 – 22 school year. Of that amount, \$1,702,012.00 is tied to actions/services in the LCAP and \$19,969,643.96 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

We did not list many of our core recurring operating costs including our annual personnel compensation and benefits costs (totalling \$15.66m) nor our facilities rental costs (\$1.96m).  
**Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year**

In 2021 – 22, Larchmont Charter School is projecting it will receive \$1,208,835.03 based on the enrollment of foster youth, English learner, and low-income students. Larchmont Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Larchmont Charter School plans to spend \$659,340.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

- Larchmont Charter School is taking these actions to improve services for high needs students:
- Reconnecting/reestablishing/returning to the core of Larchmont (our mission, our constructivist and whole child approach, the workshop model, and Council. Services will include:
  - SEL/Trauma Responsive/Healing Centered
  - Intervention/Learning Recovery & Core Instruction - equity lens, strengthening teacher capacity

### Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Larchmont Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Larchmont Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Larchmont Charter School's Learning Continuity Plan budgeted \$329,862.00 for planned actions to increase or improve services for high needs students. Larchmont Charter School actually spent \$329,862.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
LARCHMONT CHARTER SCHOOL	Amy Held, Executive Director	<a href="mailto:amy.held@larchmontcharter.org">amy.held@larchmontcharter.org</a> , (323) 380-7893

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

All teachers will be appropriately credentialed and meet all other requirements for placement in the classroom or in support positions as required by NCLB and the Charter.

State and/or Local Priorities addressed by this goal:

State Priorities: **1**

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
ESSA/NCLB Grid	ESSA/NCLB Grid
Credentialing Documentation	Credentialing Documentation

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Increasing growth in upper grade levels.</p> <p>To ensure excellence in the classroom Larchmont has been more proactive in recruiting this year ensuring high caliber candidates from which to select/hire. Professional development will continue to focus on personalization, really knowing every student well and knowing the whole child and targeting instruction and support to their zone of proximal development. Dedicated time and training will support this. There will also be continued focus on strengthening capacity for highly effective Math intervention, and on literacy and ELD strategy. We'll also continue training on diversity/equity/inclusion work, MTSS build out, and college and career access.</p> <p>Larchmont's HR department extends their recruiting effort by attending career fairs at neighboring colleges. The department will also target untapped job boards in the education industry.</p>	\$6,986,931	\$6,986,931

## Goal Analysis

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

From March to June 2020, we had to rapidly pivot our operations and as a result attention was redirected away from our math intervention, literacy and ELD strategies. Zoom and Google Meet didn't accommodate traditional instructional strategies. We focused on staff revising their scope and sequence to focus on the super standards and on them learning how to use their new online tools, how to manage their classroom and facilitate instruction utilizing Zoom. We held open Zoom meetings for students to check in and get support with navigating their new online classes. Parents of lower grade students had to learn how to navigate their young students' virtual classroom schedules, systems and protocols. We had dedicated Google Voice phone lines in Korean, Spanish, and English to be available for questions and support. Staff PD took a sharp turn and focused on training staff how to use online tools, staff cohorts provided support, direction and ideas on new ways of teaching students online. We understand the struggles students and staff were going through in March 2020 due to the hard pivot made to distance learning. We modified expectations for students and staff in light of parents trying to work from home with young children, anxiety around this virus, families struggling with job loss and more; mindful that our staff was also juggling these challenges in addition to trying to figure out how to facilitate remote learning, an entirely different instructional model, on the fly.

We created new ways to communicate with students and families. In addition to the dedicated Google Voice help lines in multiple languages, our staff called home checking in with families in their native language on their students and easing anxiety and concerns around their child's education. Teachers held 'virtual Office Hours' to meet with students with questions or needing additional instruction and held virtual parent coffees with translation to support families. Students and parents were always able to email teachers their questions as well. Office hours were an opportunity to connect with the teacher virtually to gain a better understanding of assignments and concepts. Office hour times were posted on the teacher's Google Classroom and conducted through Zoom.

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

Larchmont teacher retention was the highest rate we've had in five years. Consistency in our staffing made a huge difference in starting off the 20-21 school year with familiarity with our mission, vision, and instructional model. Teachers collaborated extensively over the summer to strategically revise their scope and sequence, cross train on best practices in distance learning, and share information across grades about students' needs and about disruptions to the curriculum from spring 2020 to be able to pick up at the right spot in fall 2020. Teachers settled into the 20-21 SY with additional support from our instructional aides and after school staff to co-teach in Zoom classes along with augmented supply budgets and tech support for their remote classrooms. Stakeholder survey feedback from parents indicated high levels of satisfaction with the quality of Larchmont's distance learning offerings.

## Goal 2

Access to Instructional Materials.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7 & 8

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
Textbook/Instructional Materials inventory	Textbook/Instructional Materials inventory
Software renewals	Software renewals
Professional development	Professional development

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Ensure inventory of CCSS aligned and standards aligned instructional materials K-12. Provide professional development and training opportunities in effective instructional strategies and Implementation of CCSS aligned curriculum/instructional materials and programming.</p> <p>We will continue to target limited resources to increase technology inventory, to increase the tools for Math intervention and literacy intervention (purchase of Read180) and other high priority needs.</p>	\$ 1,870,291	\$ 1,870,291

## Goal Analysis

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

Shifting from in-person learning to distance learning raised the school's awareness of the acute technology needs in many students' homes. We quickly promoted to our families that any student could check out a Chromebook and/or a hotspot to facilitate home learning. About 20% of our students were issued a Chromebook and approximately 1% of our students required a hotspot. As COVID-19 pressed on more job losses affected our community. As the school year carried on, and after the initial tech distribution had been conducted, families increasingly reached out for a hotspot. The inequity in home wifi access was corrected.

Teachers increased their skillset using online tools, and our software catalog increased due to the need to creatively teach online. We purchased SeeSaw, MobyMax, NewsELA, Google Suite for Education, Zoom educator licenses, Peardeck and a myriad of other tools. We conducted staff training using the new software and school leaders visiting Zoom classes to check for the teacher's proficiency and ensure value for the students.

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

Larchmont began the 2020 school year having invested strategically in CCSS aligned instructional materials and targeting resources toward intervention needs and WASC goals such as strengthening math instruction (purchase of Illustrative Math curriculum), ELD (3D English), and MTSS (continued investment in Second Step curriculum, Council/Circle, Thrively, Cyber Civics, etc.). These efforts and investments were successful. As mentioned above, the key challenge came with the pandemic and the need to rapidly shift resources to adapt to the new reality and ensure our students and families had the needed technology and grab and go meals.

### Goal 3

Student Achievement

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, & 7

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
CAASPP	Due to COVID-19 pandemic, the CAASPP state assessments were canceled. Larchmont did administer internal assessments.
EL Reclassification Rate	EL Reclassification Rate

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Continue summer institute focused on CA CCSS and vertical integration. Provide intervention for Math and ELA, TK-12.</p> <p>Provide professional development, coaching, and curriculum coordination to grow capacity in differentiation, ELD, literacy and Math intervention, constructivism, PBL, etc.</p> <p>Provide social emotional support school wide, and connect families to community services as needed.</p> <p>Provide technology support services (data management, software, etc.).</p>	\$510,000	\$510,000

<p>Larchmont continues to grow its whole child check-in process TK-12 and to utilize interim assessments (NWEA) in Math and ELA to assess student proficiency continually. The schedule and program are designed to ensure access to a broad course of study for all students and to ensure targeted support for ELs and students who may be struggling.</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.

The State cancelled CAASPP due to the difficulty in conducting remote online assessments. Internally, we maintained high expectations for student learning balancing accountability and flexibility. Teachers and school leaders continued to evaluate student progress at a micro-level using reading level progress, completion of assignments and classroom assessments to monitor progress of students.

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

Larchmont successfully acquired additional tools and training toward achieving the goal of increased student achievement and a closing of gaps in achievement. Specifically, we purchased new software for the elementary grade level: Freckle, RAZ Kids, Brainpop, Moby Max, EPIC, Everyday Math Online. We also moved to launch a pilot program in Illustrative Math, a new curriculum for us. We worked through the school year on boosting achievement particularly for our highest need students and saw good growth on internal assessments. The major challenge in implementing the actions/services to achieve this goal came with the pandemic and the need to rapidly shift how instruction was delivered, the impact of inequity on students' ability to access learning and the cancelation of state testing to be able to measure and report progress in a consistent manner.

## Goal 4

Student Engagement

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4 & 5

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
ADA	ADA
Student Engagement	Student Engagement
Dropout Rate	Dropout Rate

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>School Leaders will monitor student attendance and communicate with families; they will oversee whole school attendance improvement initiatives as needed and intervene with specific families as needed to provide support. Larchmont Charter School will continue to maintain a high annual ADA rate and limit chronic absenteeism.</p> <p>School Leaders, Teachers and Counselors collaborate to ensure all students from Kindergarten forward are prepared to graduate Larchmont college/career ready, providing intervention and support as needed.</p>	\$2,271,000	\$2,271,000

<p>School Leaders monitor student progress and discipline, to facilitate and support as needed.</p> <p>We have built out our SART process and will continue to focus on strengthening that process and refining our Panorama Stakeholder School Climate Survey administration and response. We will also add in professional development in the areas of bullying prevention, cyber civics, sex education and drug and alcohol prevention.</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.

Consistent dialogue with our staff and school leaders on how to reach our families allowed us to develop and redefine our strategies throughout the pandemic. Our traditional communication avenues, like weekly newsletters, had low reading rates. One way we strengthened communication was by creating a dedicated webpage to distance learning. Here TK-12 families could find instructional support, teacher zoom links, answers to attendance and grading. This was valuable to our students who could confidently know how to reach their teachers and access their bell schedules,

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

In addition to successfully implementing efforts focused on the whole child, boosting attendance, reducing chronic absenteeism and student discipline issues, Larchmont successfully pivoted when the pandemic hit. It was recognized that the top priority needed to ensure we were connecting with every family, that they were engaged and we were supporting them with whatever was needed for their children to keep learning. A school wide engagement tracker was developed and systemically updated by all staff interacting with students to ensure no one fell through the cracks. Support staff across campuses were deployed to reach out to students and families to ensure all students/families had what they needed and were engaged. Our counselors stepped up in significant ways to reach our struggling students. Creating weekly meetings to identify students to focus on, reaching them at their level, and reconnecting them with their teachers and fellow students. The counselors gathered additional support from psych interns to bring confidence in reaching most struggling students. Counselors conducted home visits in a safe manner to check in on students difficult to reach. They also relied on peer to peer connections to reach those absent students.



## 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
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School Leadership and teacher leaders: time spent researching, developing and vetting multiple scenarios to reopen and completing trainings to mitigate learning loss.	\$10,000	\$10,000	Y
[Description of the action] Research, procurement and distribution of PPE (masks, gloves, sanitizer, etc.) and facilities modifications to enable in person learning (additional hand washing/sanitizing stations, outdoor classroom tents and furniture, plexiglass), line spacing markers, signage, etc.	\$85,000	\$85,000	N

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

Larchmont conducted stakeholder surveys for reopening the campuses for in-person instruction. Parents/guardians were forthcoming in expressing their deep concerns for the safety and wellbeing of their children. Likewise, staff equally expressed these concerns. We considered every step a student would take before entering our campus, while on campus, and at the time of their departure. This was a particularly valuable exercise in planning and procuring the appropriate tools and resources. Campuses were outfitted with safety equipment and PPE, meeting Los Angeles County Public Health Department's school standards. We purchased popup tents, flexible outdoor seating, hand sanitizing stations, handwashing stations, and PPE for campuses. Staff were reassigned to new duties to facilitate the new classroom spaces. In the final preparations, we ended up purchasing additional items than our initial plan called for, only to better support our staff and students and to ensure safety confidence. Such items included outdoor and indoor signage, cleaning supplies, and air purifiers.

### Analysis of In-Person Instructional Offerings

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

We polled our families several times, before the start of the school year and again before returning to in-person instruction. We saw an increase in parents who committed to sending their children to school for in-person instruction over time. Parents' comments suggested this was due to our increased COVID-19 safety measures and the county's reduced COVID-19 cases. Comments from our Community reopening webinars also confirmed the survey results.

Our fall survey, there were 1316 respondents (out of 1614 targeted enrollment so approximately 82% responded):

- 465 families selected Option A (Full Distance Learning even in Phase 2 and beyond) – 35% schoolwide (29% at TK-2)
- 731 families selected Option B (Hybrid once feasible) – 55% (58% at TK-2)

- 120 families selected Option C (Hub) - 9% (13% at TK-2)

We created staff reopening workgroups at each campus, open to all certificated and classified staff willing to meet every other week to discuss reopening plans, protocols, and logistics. The reopening workgroups were specifically created to work through issues like this and ensure staff concerns are surfaced and addressed. We also created a Joint Reopening Taskforce with both staff and parent representatives to help inform planning for reopening.

We created Gen Ed and SPED small hubs to launch early in-person instruction. These groups targeted struggling academically and high need students. We shared with parents our COVID-19 protocols and agreements, holding everyone accountable to the current safety measures, including contracting with the State's program for surveillance COVID testing of students and staff weekly.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchasing technology and software for Students and Staff Technology: Chromebooks, teacher laptops, document cameras, external display monitors, student calculators for AP classes, hotspots devices, and camera tripods for PE classes Software: G Suite Enterprise for Education, Zoom licences for staff, Pear Deck, NewsELA, Flip Grid, Screencastify, TurnItIN, WeVideo, Gizmos, Grade Transfer (Chrome Extension)	\$184,060	\$184,060	Y

**Add additional rows to the table as needed.**

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.

Starting the 2020-21 school year in distance learning went smoother than expected. This was attributed to excellent teacher retention and familiarity with our spring 2020 distance learning practices. During summer institute, our staff had designated planning time (individual and by cohorts) that provided them the prep time to create their digital classrooms, digital lesson plans, ready to implement on the first day of school. At the beginning of the school year, we also issued chromebooks and hotspots to students to support them with distance learning. We purchased staff new technology and tools to further enhance their distance learning modules, including monitors, document readers, and network routers. We contracted with Techabee for technology support for our staff and parents. Techabee held staff webinars to deepen staff knowledge and capacity with the new software and technology. Parents reached out to Techabee for connectivity issues and chromebook questions,

## **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: Larchmont was able to ensure continuity of instruction through intentional planning and preparation. Specifically, school schedules were updated, planning time was allotted so teachers could revise their scope and sequence and focus on the super standards and revise instruction for the new schedule and format. Teachers collaborated extensively and provided professional development to their colleagues in how best to utilize tools like Peardeck, SeeSaw, the various features of Zoom, Google Quizzes, G-Suite, etc. to maximize engagement and keep students learning at high levels. Larchmont maximized synchronous instruction and deployed support staff to conduct small group instruction in breakout rooms to personalize and differentiate.

Challenges: There was certainly a learning curve to adjust to this new way of teaching but the lessons learned from the spring were fully integrated over the summer. Challenges included how best to conduct periodic assessments, how to grade fairly to maintain high expectations without punishing students for circumstances beyond their control, how to provide differentiated and multiple ways for students to engage/participate (chat, peardeck, google docs/sheets, etc.) at secondary where mandating students' cameras being on raised concerns about equity and mental health.

### **Access to Devices and Connectivity**

Successes: Larchmont quickly redirected support staff from roles like after school program assistant and campus aide to assist with deployment of technology to students in need. Larchmont purchased a large volume of Chromebooks and set up an easy grab and go system for students to check out devices. Office staff, teachers, leaders, counselors all reached out to follow up with every family where students were absent or not engaging to ensure they had access to the tech needed to learn. Staff drove to deliver devices to homes and trained families 1:1 when needed on how to utilize Chromebooks and hotspots. Additionally, school leaders provided training to families in how to utilize the platforms - Seesaw, Google Classroom and PowerSchool to support from home in monitoring students' work and grades.

Challenges: Despite moving rapidly to deploy devices, there were still equity concerns and students who struggled throughout distance learning. Lack of digital literacy and a space conducive to learning (quiet, strong wifi, free of distractions) definitely impeded learning in some instances. This is where support staff closely monitored attendance/participation and kept tabs with teachers on students they were concerned about to contact home and problem solve.

### **Pupil Participation and Progress**

Successes: Larchmont developed and honed systems in the spring of 2020 when we first pivoted to DL to ensure strong attendance and engagement. These were successfully implemented in the fall of 2020 with support staff calling home immediately to follow up on absences from distance learning synchronous sessions. Activity on google classroom and in PowerSchool were monitored along with attendance in daily synchronous sessions to fully monitor both attendance and engagement. Larchmont maintained 96%+ attendance throughout the pandemic. Additionally the fall assessment data indicates that students were continuing to learn despite the challenge of doing so at a distance. Proficiency levels in ELA school wide and in math at elementary remained high.

Challenges: Conducting periodic assessments was challenging for a multitude of reasons. For testing ELA proficiency, the transitional format did not work under distance learning. Instead we used ELA grades as a proxy for 5th-12th proficiency in ELA and to flag kids for intervention. As background – NWEA was found to be technically too challenging to pull off. We also encountered the problem with many students rushing through the online assessment and so it placed them really low and they'd have to take 15 quizzes to advance up to their actual level. For math, we utilized Moby Max at the elementary level and used MDTP at the secondary level. The challenge with using different tools than our typical NWEA is that it was hard to compare data year over year to have a real sense of progress or learning loss. The greatest areas of struggle seemed to be in math at the secondary level and in the case of high school there was concern about students completing coursework to pass classes.

### **Distance Learning Professional Development**

Successes: Larchmont has a highly collaborative culture and teachers trained each other in tools like Peardeck and shared best practices with each other during the Summer Institute before school began in August, 2020. Larchmont contracted with Techabee to provide both help desk support to staff, students, and families and to provide tailored professional development to staff at each campus based on their self-reported needs/wants in a survey. Additionally, for one of our full day Professional Development sessions we hired a consultant to lead teachers through various methods to achieve a remarkable virtual experience, teaching why and how they work.

- Lead to deeper engagement and increased participation
- Facilitate meaningful conversations
- Foster connections
- And leave participants with a renewed sense of energy and enthusiasm for your content

PD Learning Outcomes:

- Learn how to maximize the value of digital tools such as Zoom and Google Meet
- Explore participation-based activities that make virtual experiences compelling
- Discover strategies to encourage your team/class to do preparation work

Challenges: Given the rapid shift to online learning, staff were at all different levels of comfort and proficiency with different tech tools. It was also challenging to find expert providers that could effectively support teachers across the TK-12 continuum.

### **Staff Roles and Responsibilities**

Successes: Larchmont's support staff displayed remarkable flexibility in pivoting to do whatever was needed. Examples include after school program assistants shifting to provide instructional support in virtual classrooms and campus aides helping to call home to check in on families regarding attendance/participation/tech needs. These employees along with our custodians and office staff also helped with grab and go distribution of meals and technology. Teachers shifted to dramatically alter how they were teaching with the change to distance learning while maintaining strong relationships with students and continuing to provide excellent instruction.

Challenges: The amount of change and the stress of the pandemic were huge challenges. Staff exhibited enormous flexibility in pivoting to Distance Learning but were understandably concerned about safety with the return to in person.

### **Support for Pupils with Unique Needs**

Successes: Larchmont leveraged all its staff and resources to help students with unique needs. Specifically, communication was differentiated by language and mode (email/phone/text) based on families' preferred method of communication. The special education team devised all new schedules and augmented their staff with the deployment of after school program assistants and instructional aides to best support high need students in this different format. One on one in person assessments for special education and the launch of small hubs for high need students to be able to learn from campus were the first in person offerings to resume. In-home support was provided for the highest need students who were otherwise unable to access learning at all. Assessment and instruction for English Language Development had to shift dramatically and this was facilitated through training and collaboration.

Challenges: While there are instances of high need students (particularly those with sensory and anxiety challenges) actually performing better in distance learning, in most cases pupils with unique needs struggled during campus closures. Larchmont took swift action to do everything possible to accommodate students but the inability to learn in person was challenging nonetheless.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Resource kits to send home: white boards, markers, workbooks, notebooks, manipulatives, leveled readers, and phonics workbooks	\$10,000	\$10,000	Y
Student Intervention: Read 180, English 3D, LLI online, MobyMax, Apex, and Pearson	\$25,000	\$25,000	Y
FOSS kits for 7th Grade: Science, TCI History, Lucy Calkins Teacher Guides and digital supports	\$30,802	\$30,802	Y
SPED students: increase student support, instructional variation according to student needs (learning, emotional, and social support)	\$22,000	\$22,000	N
Deployment of after school program and other support staff to provide tutoring to high need students and supplemental tutoring for students with disabilities.	\$60,000	\$60,000	Y

**Add additional rows to the table as needed.**

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.

Our goals for the year given the abrupt move to closure and DL were really to mitigate learning loss, maintain levels of proficiency in math/ELA from before closure and target efforts to increase equity and close gaps

Our school wide focus this year has been on excellence in DL, supporting ABAR educational and institutional practices and taking a whole child/whole family case management approach.

#### School-wide Strategies to Support Struggling Students:

- \* Tracking attendance, engagement, work completion closely
- \* Regular outreach home to struggling/absent/disengaged
- \* Connecting students/families with resources - tech, counseling, etc.
- \* Lots of SSTs/PSSTs as part of conferences
- \* Deployment of support personnel within classroom to help with groups

#### Campus Specific Strategies to Support Struggling Students:

##### TK-4 - Intervention

- ELA - daily small group LLI for reading intervention TK-4;
- Math intervention done independently

##### 5-7 - Intervention- embedded during day

- ELA - Readtheory, Quill, Newsela; Math - Prodigy, Khan, Math Nation
- Teachers pull students during academic advising

##### •8-12 - Intervention - embedded during day (primarily)

- Lab classes for math support; Reading intervention and ELD classes
- Reduced class load
- Teacher & peer tutoring
- Flex Pack time to provide targeted support

## 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.

Larchmont was successful in stemming learning loss in the 2020-21 school year through an intentional focus on ensuring families had the tools needed to learn (tech), that students were attending/engaging in distance learning at high levels and that teachers had the time, training, input and tools to successfully implement distance learning for much of the 20-21 school year. We did this through systematic monitoring of attendance/engagement and sustained outreach to families and differentiated interventions when students were not attending and engaging. Data from progress reports and grades and from stakeholder surveys show that most students continued to learn throughout this time. The greatest challenges appeared with students who were already struggling academically or socially and emotionally before the pandemic. There were also struggles, especially initially, with ensuring everyone had the tools to learn remotely. Additional supports were provided in terms of tutoring, in person small group learning and then reopening with a hybrid model to assist struggling students. A comprehensive 4 week summer session is also being provided to support students following the 2020-21 school 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.

This school year has had its challenges. Teachers carrying the weight of students' academic achievement on their shoulders and students struggling to stay engaged during distance learning amidst a global pandemic.

One of Larchmont's core tenets is community which includes learning how to be in community through social emotional learning and how to notice what's needed and take action to improve your community. Our teachers did a phenomenal job shifting to create warm, inviting, engaging and inclusive remote learning "classroom" environments. They continued to do Council/Circle, morning meetings, advisory/PACK time. The school continued to have weekly assemblies/morning sings, parent coffees, wellness hours and more. Schoolwide we continue to hold whole-child check ins. School leaders, counselors and teachers provide input. Check ins focus on an individual student's academic, social, emotional, and physical well being. In the lower grades where students loop with their teachers, this allows consistent observations.

In January, our all staff professional development day focused on Trauma Informed Practices. This detailed how to support and talk to kids about COVID and other difficult conversations. The framework included guiding principles based on answers, feelings, language, safety, calm, a sense of self and the power of connections.

Lastly, we are instituting TK-12 the 4 tenets of anti bias: self awareness, awareness of the world around you/comfort and joy with diversity, awareness of unfairness, and empowerment to make a change. We're weaving it into our schoolwide PD arc with our standards. Our two elementary campuses were involved in a great professional development session titled 'Multicultural Practice in the Elementary Classroom: *Never Too Young*' led by *Equity and Inclusion Education Specialists*. Our work with students on anti-bias instruction is certainly a key component of social-emotional development. In this first session, our teachers learned the first two key tenets of anti-bias instruction: (a) We need to affirm all children's identities, and (b) We need to help children understand that there are people that are different than them. In one classroom practice Monique shared with us, students examine an identity wheel where they would be encouraged to share about different aspects of their identity (gender, religion, ability, ethnicity, race, age, language, appearance, humanity, feelings, etc). To make it as engaging and relevant as possible for young children in Zoom times, students would be asked to block their cameras if they don't fit into a group their classmates share about. This Zoom "blackout" would help kids identify if they are 'one of a few'. Part of the classroom discussion following such an exercise would be the message that "sometimes I'm one of few or I'm an only" - if someone else is a 'one of few or an only', we will celebrate them.

Teachers and staff have innovated in ways big and small to reach every student and family, to ensure they're engaged and supported with whatever they need. This included connections to rental assistance, support for joblessness, homelessness, COVID medical resources, meals, counseling, technology and tutoring. Our counselors, social workers and psychologists have gone above and beyond providing extensive office hours for drop in counseling, conducting targeted outreach to struggling students and families, supporting students and families with the devastation of a COVID related death in the family, job loss, house loss, etc.

Despite all these successes, the pandemic undoubtedly impacted our students, families and staff creating challenges both in and beyond the classroom.

## 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.

We continued using a school wide student engagement tracker that we started last spring 2020. Teachers, office staff, counselors, and school leaders comment on low student engagement and needs. The office will follow up on all absences daily with automated calls/emails as we always have. Teachers monitor students who are absent and haven't completed/submitted work for 3 days and follow up via call/email to check in on why, what support is needed. If that doesn't resolve the situation, the Principal or designee will have a conference with the student and parents to identify supports needed and create a plan to re-engage

At the secondary level, implementation of weekly Wellness hour. Each grade has a dedicated Wellness Hour every week. It's an opportunity for students to come meet with our counseling team, connect with peers, and discuss how they are doing and feeling. Students can think of the Wellness Hour as equivalent to academic office hours. Students can find out about counseling services offered in school or outside of the school community.

Student Affairs/Counselors held weekly meetings to brainstorm Social Interactions, brainstorm on better virtual SEL

We also conducted multiple parent education events.

The Student Affairs Team provided workshops on wellness, trauma informed practices, suicide prevention and much more.

## Analysis of School Nutrition

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

From August 2020 to February 2021, during our distance learning phase, we distributed meals via our Grab n Go system across three of our campuses. This meant we distributed breakfasts and lunches to supply one student enough meals for five days. When we reopened our campuses to in-person learning, we introduced daily meal service to students on campus. While we kept the Grab n Go system distributing meals to those students who opted to continue in distance learning mode. During distance learning, we managed to produce and distribute 220 breakfasts and lunches per day, which has been instrumental in supporting our families in need. We have seen an increase in that population grow due to COVID-19 employment losses.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Family Engagement	Communications in three languages: Korean, Spanish, and English, using Interpretation/translation equipment.	\$10,000	\$10,000	Y
Purchase of PPE for all staff, development, implementation and training on COVID 19 safety protocols (daily health checklist, social distancing, wearing PPE, etc.) for serving Grab and Go meals and distributing Chromebooks	Face masks/shields/ disposable gowns (for SPED and office staff), gloves, contactless thermometers. Training includes cleaning versus disinfecting according to the FDA standards.	\$10,000	\$10,000	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.

We substantially implemented these planned actions and budgeted expenditures purchasing translation capability through Zoom enhancements and paying bilingual staff to support in staffing Google voice help lines and making calls home to families. We purchased a wide variety of items including all those listed here to support first with distance learning and the technology, digital tools and meal program needed for that and then with preparing to safely reopen in person learning on campus with PPE, thermometers, digital daily health checklists, training, development of protocols and plans, and much more.

## Overall Analysis **Plan, Do, Study, Act (PDSA Cycle)**

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.

Distance learning has increased awareness of students who are struggling in meeting their academic goals coupled with life's pressure. Technology and internet access are commodities that come with its privileges. We dismantled learning barriers by identifying our students' needs with surveys and home phone calls. We leveraged our tech resources to connect with students and parents. We connected to our community with weekly Korean and Spanish language meetings, written announcements, weekly campus events that highlighted support. Staff confidently raised their concern for their health and safety in reopening the campuses. School leaders responded by recognizing their concerns and by purchasing tangible resources to produce safe campuses.

There are many lessons learned from this year that will inform future planning. We will continue to focus on health and safety, on equity, particularly equitable access to high quality technology, on ensuring students can continue to access learning without disruption even if they're unable to attend in person, and taking a whole family not just whole child approach to education. This year has also revealed the tremendous need to re-instill connection, community and joy into learning. We will leverage technology to make it easier to meet across campuses for staff and for staff and families to attend after hours meetings and events. We will also continue to leverage technology for translation and communication. We'll continue to invest in strengthening our technological infrastructure and capacity.

These learnings have influenced the development of our goals moving forward in the following ways:

21-24 LCAP goals –

Continue to strengthen teacher and staff quality

Stakeholder survey feedback from both staff and families noted adding temporary staff to assist with targeting academic support as a top priority. They also noted boosting salaries to continue to attract and retain excellent teachers and staff. Lastly, we're committed to providing high quality professional development in strategies to accelerate learning and close gaps, in social emotional learning/support and in anti bias education. This past year showed up the power of having a top notch staff with a strong culture of collaboration and of centering the work around meeting students' needs.

Invest in needed instructional tools – similarly, the past year demonstrated in stark relief the tremendous inequality in technological resources students have at home; this underscored the need to ensure we're investing in strengthening and maintaining a strong infrastructure of hardware, wifi and software to support learning. A silver lining of the past year is that it demonstrated what was possible with technology. We saw how tech could support students when they have to miss school in person, the way it could help personalize student support, assist with real time translation of meetings and much more. We will leverage this to inform our work into the future from strengthening and streamlining independent study programming when students have to miss school to maximizing opportunities for community engagement by streaming and offering meetings online when practicable. We'll also take this opportunity to ensure we have best in class curriculum, assessment tools and intervention programming to support all students in recovering any learning loss.

Accelerate learning for all and close gaps – this has always been a focus and never again will we take for granted the huge advantage of having students in person to work to accelerate learning and close gaps. Again, we'll leverage the lessons learned by utilizing technology to augment personalization and after hours academic support. We'll use it in the form of assessments to help diagnose learning needs and we'll continue to deploy technology issuing it to students/families to support continuous learning at home after hours and during school breaks.

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

During distance learning our ability to execute our regular assessments were challenged by technology. At Larchmont, typically we administer:

- \* F&P reading assessment to grades TK-4 three times a year
- \* EDM math assessment TK-4 and MDTP 5-11 for math
- \* NWEA MAP assessments in fall and winter for grades 2-11 in math and ELA

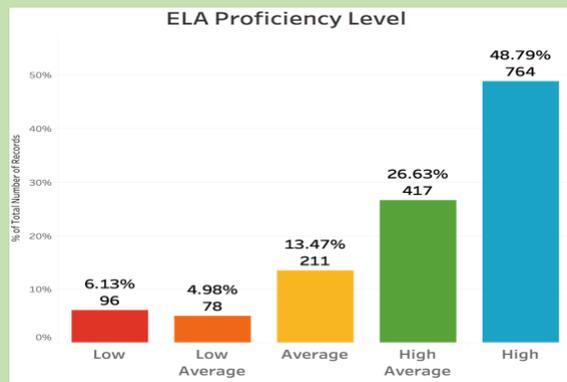
We plan to resume these assessments moving forward and are also looking to pilot iReady as another assessment tool.

Due to being in distance learning we administered:

- Raz Kids or equivalent to get F&P reading levels for TK-4
- Read Theory for 5-11; proved invalid so used Q1 ELA grades as proxy
- Moby Max for math 3-4
- Prodigy for math 5th
- MDTP for math 6th-11th

Early school year assessments include:

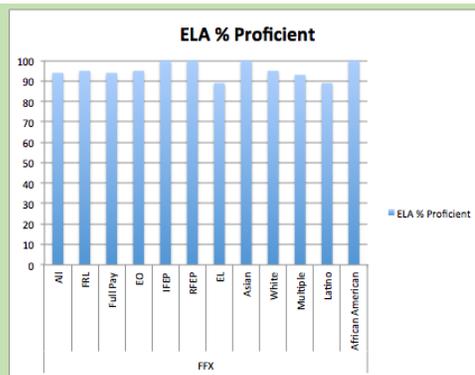
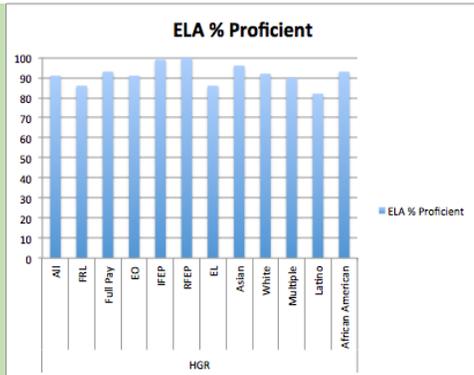
Strong English Language Arts (ELA) Performance School-wide



ELA Disaggregated by Subgroup at Elementary

HGR - ELA % Proficient

FFX - ELA % Proficient



our two elementary campuses that 80% or more of the students in all of the subgroups are proficient or advanced in ELA. The gaps are largest for our English Learners and Latino students.

Moving forward we are providing a comprehensive 4 week summer session with both academic (Math/ELA) components and enrichment. At the high school level this session will also provide credit recovery options for students. We envision offering an inter-session over school breaks (Thanksgiving, winter break and spring break). We are augmenting support staff to reduce student to staff ratio, to provide tutoring and intervention embedded during and after the school day throughout the school year. We're continuing to invest in both digital and traditional learning resources to assist in learning loss recovery. We will utilize NWEA next year and are vetting other interim assessment tools such as iReady to really diagnose learning loss and then intervene effectively. The deployment of extensive resources to expand and extend learning, to provide differentiated and personalized instruction, will continue.

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.

We found success with reassigning our support staff to small student groups. The tradition of IAs working in-person changed and became an online instructional support. Leading small group work in math and ELA with identified struggling students.

# 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 pandemic turned our 2019-20 school year upside down. What we know and have practiced for many years had to suddenly be reinvented to the 2.0 model. Teaching methods had to be assessed through the distance learning lens and reimagined, social emotional needs escalated for staff and students support. We ended the school year with great relief but also craving to source better teaching solutions for our students. We stayed committed to our staff by purchasing additional online tools to enrich their distance learning tools. Teachers' remote schooling scaled up with external monitors to sustain online whiteboard and breakout rooms. As we entered the 2020-21 school year, summer institute filled with grade level cohort team building, communication and student learning expectations. Student distance learning policy communicated expectations and support resources. We understood from the 19-20 SY, social emotional needs for all were fragile and need to be held closely. Counselors in-step with the Director of Student Support and Services created new communications paths and tiered their support in a critical way that quickly highlighted struggling students.

In regards to reopening the campuses, teacher workgroups and staff collaborating across all campuses and grade level bands to detail what the plans will be for reopening. Staff noted the challenges with the in-person one on one special education assessments that have been going on in terms of the pressures of the big caseload, timelines, and the concerns with students/families. Staff also noted the concern about special education team members needing to do double duty (in-person assessments while supporting students on their caseload with distance learning).

Safety for all became a priority and the facilities team worked hard to install new plexi glass barriers, signage, and disinfecting solutions at each campus. We learned to stay 6 feet apart, remind others of the requirements and adjust the spacing when new updated orders came from the Los Angeles Public Health Department.

Zoom meetings and surveys to our staff and parents throughout the school year provided real perspectives on the status of our academics, engagement, and abilities. Morning Sing became dynamic and we all accepted the unexpected tech issues. What is not acceptable is any dip in students' academic success. Our students will forever remember their parents learning how to connect a hotspot to a Chromebook or sitting in a Zoom class. These times are not normal. As we move towards safer ground and updated CDC guidelines we are eager to get back to our normal teaching platforms. We will not abandon all the new tools, but bring along those that have benefited our student engagement, learning and communication to the level that yield positive results. We will continue to integrate the learnings from this last year into how we operate into the future weaving them into our three core tenets - a focus on community/SEL, diversity of people and program and our constructivist approach to academic excellence.

## **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