

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
El Sol Science and Arts Academy	Monique Daviss Executive Director	mdaviss@elsolacademy.org (714) 543-0023

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 Academic Preparation for College and Career Readiness

All El Sol students will demonstrate knowledge, skills, and aptitudes to be productive and engaged citizens through college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards – Conditions of Learning, (4) Pupil Achievement – Pupil Outcomes, (8) Other Pupil Outcomes – Pupil Outcomes in Broad Course of Study

Local Priorities: Academic Preparation for College and Career Readiness Annual Measurable Outcomes

Annual Measurable Outcomes

Expected	Actual
----------	--------

<p>By the 2019-2020 school year, 90% of grades will conduct trimester assessments that measure the CCSS and Standards for Mathematical Practice.</p>	<p>El Sol Academy continued to assess student’s progress on the CCSS and mathematical practices using a variety of informal (exit tickets, Moby Max) and formal (STAR Math, Edulastic) tools. Due to the school closures impacted by COVID-19, state exams were suspended. El Sol Academy used local measures to evaluate progress.</p>
<p>By the 2019-2020 school year, 8 high schools will visit El Sol’s middle school campus to recruit students, middle school students will complete 5 college visits, and 130 parents will participate in high school and college visits.</p>	<p>Due to school closures, all in-person visits were suspended. Under the direction of the Dean of Culture and Climate, virtual high school meetings were arranged with local high schools, informational packets were distributed to students and families. By the end of the 2019-2020 school year, 95% of families and students had been reached regarding high school next steps.</p>
<p>By the 2019-2020 school year, 100% of students in grades K-8 will participate in out of school visual and performing arts activities. By the 2019-2020 school year, 65% of students in grades K-8 participate in community art showcases.</p>	<p>Due to the impact of school closures, all in-person extracurriculars were suspended. 100 % of students, however, participated in virtual music and art classes. Additionally, music and art teachers used other online tools such as websites and social media to engage students in musical and artistic participation through weekly challenges, posted and shared on all virtual platforms. Websites also featured student work, offering 100% of students and families a virtual space to share their talents with the greater school community.</p>
<p>By the 2019-2020 school year, 85% of teachers observed integrated language development instructional strategies during content discipline instruction.</p>	<p>Integration of language development strategies during social studies, science and elective classes was evident in 85% of classrooms. During content discipline instruction, the number of teachers applying specific language strategies was evident in the use of Google Slides and Edpuzzle.</p>
<p>By the 2019-2020 school year, 85% of science teachers are appropriately trained on NGSS. By the 2019-2020 school year, pilot NGSS coaching and peer observations in 4 grade-levels.</p>	<p>100% of science teachers are NGSS trained. Middle school science teachers received additional NGSS training through the piloting of Edgenuity during the final term of the school year.</p>

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Action1: Math	\$107,890	\$75,631

<ul style="list-style-type: none"> ● All middle school teachers received professional development on strategies to incorporate tools such as Moby Max, Kami, and Schoology (LMS) assessment integration. ● 8 elementary teachers received Schoology assessment integration training. ● 100% of math teachers took release time for scope and sequence adaptation and CCSS realignment. 		
<p>Action 2: College and High School Planning Access</p> <ul style="list-style-type: none"> ● Continued offering resources for the alumni support network for El Sol graduates. Conducted an ongoing analysis of needs for first-generation college students to identify strategic supports and mitigate barriers to access. ● Offered a series of virtual high school transition meetings and partnered with UCI undergraduates to offer Q&A sessions for students and their families. ● The Dean of Culture and Climate conducted 1:1 High School planning interviews with 97% of exiting 8th graders. 	\$1,500	\$2,000

<p>Action 3: English/Spanish Language Arts and Language Development</p> <ul style="list-style-type: none"> ● 10 Language Teachers took release time for scope and sequence adaptation and CCSS ELD/ELA realignment. ● 4 Teachers attended professional learning sessions on adapting language lessons in a virtual setting. ● Supplemental resources were purchased for tiered support and progress monitoring, including Benchmark Advance/Adelante ELD and Reading Intervention, STAR Reading, and CommonLit. ● 4 Teachers participated in professional development for on-demand writing assessments for grades 1st-8th grade. Under the Direction of the Director of Curriculum, teachers were coached on the implementation of on-demand writing. 	<p>\$3,966,364</p>	<p>\$4,154,109</p>
<p>Action 4: Next Generation Science Standards</p> <ul style="list-style-type: none"> ● STEAM Coordinator monitored the implementation of NGSS annual goals and objectives through monthly science grade level meetings and trimester scope and sequence alignment. Lead science teachers (4) took a total of 3 release days. ● Due to COVID-19 restrictions, Starbase programming was adapted to a full one-day science day with 98% of 5th graders participating. ● 8 classes participated in 2 virtual field trips each through the OCEAN Institute. ● 6 Teachers participated in a grade specific STEAM professional development series offered through the county office of education. ● 100% of students in TK-8 grade had access to monthly STEAM challenges. 45% of students picked up materials and participated in the challenge. ● MESA programming was implemented in grades 6-8 and piloted in grade 4 (MESA Jr.) 	<p>\$293,286</p>	<p>\$331,056</p>

<p>Action 5: Art Integration</p> <ul style="list-style-type: none"> ● Hired an additional art teacher, bringing the art team to a total of 2 teachers and 1 art aide. ● Lead Art's teacher offered 100% of students an opportunity to pick up art materials for virtual lessons on site. 85% of students picked up art materials. ● 100% of elementary students had access to 60 minutes of Art instruction. Virtual schedules called for a 30-minute time reduction. During the 2020-2021 school year, the number of minutes is expected to increase again. ● 90 middle school students participated in a year-long elective program of 90 minutes a week of art instruction. ● Art teachers launched a family art page, posting a wide range of weekly art activities for students to engage during distance learning. 	\$109,130	\$50,261
---	-----------	----------

Goal Analysis

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

Despite interruptions caused by the spring school closures, implementation of actions and services were generally fulfilled. However, funds that were budgeted for actions and services that were not implemented were used to support distance learning professional development for teachers and instructional staff in order to quickly shift into the new learning environment. Additionally, funds were used to support the technology infrastructure including the schoolwide adoption of a new Learning Management System (LMS) to provide both asynchronous and synchronous learning for students. Due to the immediate impact of the stay-at-home order, any costs aligned to off-site conferences and in-person tutoring and enrichment activities, were allocated towards supporting at-risk populations with immediate access to computers, hot spots, and additional learning materials. Additionally, all instructional materials, including textbooks, math manipulatives, and other learning tools were immediately deployed to homes and purchased in cases where students did not have access at home. Immediately following the stay-at-home order, all school staff, including office staff, mental health clinicians, directors, and after school staff, shifted their focus towards contacting all families to ensure their well-being and safety. El Sol Academy staff offered immediate assistance and support to families who were experiencing difficulties with the transition to distance learning by providing virtual meetings, workshops and launching a Help Desk. Instructional assistants and after school staff were immediately assigned to grade level teams, setting up additional support call centers for families. When and where possible, expenditures outside of the originally intended goals were used to support distance learning services applicable towards each action.

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

Some of the successes in implementing the actions and services to achieve the LCAP goal focused on student achievement and ultimate successful implementation of CCSS. El Sol Academy was able to quickly pivot and continue offering all students with access to high quality curriculum and highly trained teachers. The primary shift occurred in making sure that all families had access to a device and high-quality internet. El Sol Academy continued to offer students enrichment programming through uninterrupted music and art courses.

Supporting a successful transition to distance learning meant offering teachers increased opportunities for professional development. Immediately after the purchase and integration of the learning management system, Directors and specialists began rolling out a series of trainings to support the continuity of learning through training on how to integrate math and language tools for students learning from home. There was particular attention given to training that focused on increasing access to Common Core State Standards based curriculum and learning activities, reengagement lessons, reading and online assessment tools. Together, with the leadership staff, administrators, teachers, students, families, and other support staff, coupled with all local and stated guideline adherence, planning around end of year promotions and closeouts were planned. All kinder, 5th grade and 8th grade students participated in “drive thru” style celebrations. Additionally, planning for a 2020 virtual summer session began. Over 250 families signed up for summer school programming.

Challenges in the implementation of all actions/services to achieve LCAP goals were directly aligned with the impact of the COVID-19 pandemic and subsequent school closures including the closing of school buildings, and the lack of all in-person instruction. The process of distributing all available and necessary technology was no easy task. Once devices were deployed, the difficult task of training and supporting families began. Despite multiple Help Desk lines being set up, families still struggled with the transition. Similarly, teachers also had various levels of technology experience and expertise, making professional learning complex. Establishing contact with families the first few weeks of the transition was exceptionally difficult. Staff worked tirelessly to update all phone numbers and email addresses. In extreme cases, drive by home visits were conducted by the Dean of Culture and Climate. The impact of the stay-at-home order and limited interactions with peers gave way to an array of mental health impacts. Lastly, families were thrown into the driver’s seat of their child’s education, being tasked with all of the responsibilities of teaching and learning.

Goal 2: Equitable Access

Equitable Access: All El Sol students have equal access to high-quality curriculum and learning supports that are accessible at school.

State and/or Local Priorities addressed by this goal:

State Priorities: (2) State Standards- Conditions of Learning, (4) Pupil Achievement- Pupil Outcomes, (7) Course Access-Conditions of Learning, (8) Other Pupil Outcomes- Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
By the 2019-2020 school year, 100% of foster care students have school stability and school access protections as mandated by ESSA.	100% of students in foster care received a WIFI hotspot, a laptop computer and all learning materials necessary to ensure continuity of learning. Those experiencing food insecurity or other challenges were offered access to the on-site food pantry or other related supports.
By the 2019-2020 school year, 54% of students meet grade-level proficiency standards in Mathematics performance.	All state assessments were suspended for the 2019-2020 school year. In as much as possible, El Sol utilized local measures such as Edualstic, Moby Max and anecdotal observations to monitor math performance.
By the 2019-2020 school year, 62% of students meet grade-level proficiency standards in Language Arts Performance.	All state assessments were suspended for the 2019-2020 school year. In as much as possible, El Sol utilized local measures such as Edualstic, CommonLit, Benchmark Adelante/Advance online tools, and anecdotal observations to monitor math performance. Due to the challenges associated with conducting online assessments, all formal evaluations were suspended for the 2019-2020 school year.
By the 2019-2020 school year, 100% of teachers attend professional development training and 95% of teachers have credentials to teach assigned course(s).	100% of teachers attended professional learning opportunities related to the transition to distance learning and the adoption of a new Learning Management system. All professional learning opportunities were offered on site. Off-site training and conferences were suspended.
By the 2019-2020 school year, 84% of students not meeting grade-level proficiency receive small-group intervention services.	Immediately following the spring school closures, all in person after school supports were suspended. Instructional support staff was deployed to grade level teams. Intervention supports were temporarily suspended and shifted to allocating resources to making sure that all families had access to learning platforms, materials, and supports necessary to transition to distance learning. In as much as possible, instructional aides set up virtual sessions to support students with reading and fact fluency.
By the 2019-2020 school year, families have open access to internet connected computers during 100% of the school day, all K-	100% of students who needed a WIFI hot spot and laptop were given one. 100% of teachers and support staff had access to a device and hot spot to be able to adequately support students and families.

2 students have 2:1 access to computers in the classroom and all 3-8 students have 1:1 access to computers in the classroom.	
By the 2019-2020 school year, all student groups performance levels at the performance level of “all students” levels (green)	State assessments were suspended for the 2019-2020 school year. Therefore, dashboard performance levels for achievement will remain untouched.
By the 2019-2020 school year: <ul style="list-style-type: none"> 50% of students are involved in meaningful extracurricular activities. 100% of 6th-8th grade students completed a core elective course. 	All extracurricular activities were suspended due to the stay-at-home order. 100% of students completed a core elective course (virtually).

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 6: Students in Foster Care</p> <ul style="list-style-type: none"> Monitor implementation of a system of services and supports that ensure that 100% of foster care students have equal opportunity to succeed. Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students in foster care have access to all materials necessary to succeed in school – including appropriately sized school uniforms in good condition, office and art materials necessary to complete homework, access to extracurricular activities, and 1:1 mental health services and emotional learning support. Engage in 5 collaborative network meetings to ensure timely identification of students placed in foster care and learn about resources, services, and supports for foster youth. 	\$149,237	\$150,737
<p>Action 7: Students with Special Needs</p> <ul style="list-style-type: none"> Monitor and evaluate a system of services and supports that ensure that 100% of Special Education students have equal opportunity to succeed. Ongoing monitoring of resources and supports by Director of Student Life to ensure that all students with special needs have access to all materials and supports necessary to succeed in school- including tools to implement 	See Goal 2, Action 6	See Goal 2, Action 6

<p>accommodations, inclusion instructional strategies, and modifications as listed in their IEP</p> <ul style="list-style-type: none"> ● 100% of grade-level teachers continue to partner with 2 Special Education teachers and 1 School Psychologist to meet the needs of students with special needs. ● Provide opportunities for Special Education teachers to attend off- site professional development focused on supporting students with special needs. ● 4 Instructional aides continue to provide support beyond IEP minutes to students with special needs. 		
<p>Action 8: Professional Development</p> <ul style="list-style-type: none"> ● Conduct intentionally planned and designed professional development learning for 100% of TK-8 teachers including 5 sessions on English Language Development, 5 sessions on Art Integration, 10 sessions on technology integration, 5 sessions on Math Routines to teach mathematical practices, and 2 sessions parent engagement (Parent Learning Walks and Teacher Learning Walks). ● Provide opportunities for peer-to-peer learning through 60 release days. ● 6 additional teachers served as teacher-leaders in the following leadership roles: Technology Coordinator, Art Coordinator, Music Coordinator, Early Literacy Coordinator, Math Instructional Specialist, Civic and Social Action Activism Coordinator ● Conduct a minimum of 2 Teacher Reflective Learning Walks 	<p>\$144,850</p>	<p>\$147,350</p>
<p>Action 9: High Quality Teachers</p> <ul style="list-style-type: none"> ● Partnership with local Universities and Credentialing programs ● Partnered 3 teacher candidates with 6 master teachers to provide trimester-long months of mentorship for each teacher candidate and support in completing credentialing requirements. ● Supported 6 beginning teachers through 30 hours of individualized 1:1 mentorship with veteran teachers and a minimum of 2 classroom observations to complete requirements for induction. ● 2 teachers cleared their credential by participating in the Teacher Induction Program, 4 will go on to year 2 of the induction program, 2 will begin the process of induction. 	<p>1. See Goal 1, Action 1 2. See Goal 2, Action 8</p>	<p>1. See Goal 1, Action 1 2. See Goal 2, Action 8</p>
<p>Action 10: Extended Day</p>	<p>\$1,017,149</p>	<p>\$1,119,741</p>

<ul style="list-style-type: none"> ● Provide an afterschool program that combines intervention and enrichment activities. ● Assess intervention and tiered supports to ensure students enter and exit groups as applicable. ● Provide opportunities for students to participate in enrichment clubs and activities including chess, drama, robotics, dance, basketball, and art ● Expanded resources for intervention services by increasing staffing and purchasing supplemental resources for tiered supports. ● Staff school library provides all students in the after-school program with extended learning opportunities and book lending services. ● Provided after school instructors with professional development and support on early literacy interventions, Spanish language foundational skills, and language transference. ● Continue to work with consultants to provide training on Spanish language foundational skills and language transference. 		
<p>Action 11: Technology Access and Integration</p> <ul style="list-style-type: none"> ● Provided equitable access to technology in the classroom and school site for students, staff, and parents through 1:1 student to device ratio for 100% of K-8 students. ● Provide access to technology for 100% of parents during all school hours. ● Provide 40 1:1 trainings and support for families on accessing student progress data and resources through online means. ● Purchased technology equipment to ensure 1:1 student to device ratio for all K-8 students. 	\$100,000	\$26,859
<p>Action 12: Access and Equity</p> <ul style="list-style-type: none"> ● Continuous monitoring of LCFF Evaluation Rubrics by the Director of Curriculum and Instruction to ensure no equity issues exist among different student groups. ● Continuous monitoring of demographics of honors classes by the Director of Curriculum and Instruction to ensure there are no equity issues among different student groups in accessing higher-level course offerings. ● Ensured newcomer students course placement is based on appropriate measures (e.g. placement test and transcript from prior educational site). 	\$402,354	\$411,639

<ul style="list-style-type: none"> ● Continuous monitoring of differentiated supports- including a newcomer program for Spanish language learners, a newcomer program for English language learners, Math intervention services, English Language Arts intervention groups, and Spanish Language Arts intervention groups- by Director of Curriculum and Instruction to ensure necessary supports are available to all students at all grade levels. 		
<p>Action 13: Advanced Students</p> <ul style="list-style-type: none"> ● Ensured that course admittance for 100% of Middle School Students to honor classes follows appropriate protocol and uses objective measures (e.g. placement tests and course grades). ● Ensure that 100% of advanced students have opportunities to extend academic learning through elevated team roles and responsibilities, bridging into higher level content classes, honors classes in Middle School, accelerated Math pathways, and the use of individualized online programs to extend content learning ● Training on depth and complexity icons ● Provide each grade level with one release day to incorporate strategies on integrating depth and complexity across content. ● Pilot one unit per subject area that incorporates strategies on integrating depth and complexity across content 	\$114,544	\$111,860
<p>Action 14: Extracurricular</p> <ul style="list-style-type: none"> ● Offered a range of extracurricular activities to students at all grade levels including the following ● 95 5th grade students participated in week-long Science camp, ● Field trips for students in every grade level ● theater/music performances for students in every grade level. ● Ensured that 100% of students can participate in extracurricular activities regardless of cost of event and family’s ability to pay for activity by working with community partners to cover participation fees for advertised events. ● Publicized 10 numbers of low-cost and free theater/music performances and other cultural events to all families. ● Provided transportation and entry fees for 60 families to attend 5 field trips to Pacific Symphony 	\$112,005	\$53,179

<ul style="list-style-type: none"> ● Piloted CASA (Cultura, Aprendizaje, Servicio, Acción) elective and after-school leadership club for 32 Middle School students to engage in 180 hours of service learning and leadership development. ● Providing transportation and entry fees for 80 families to attend 2 field trips to the California Science Center ● 65 students and 2 faculty participated in 6 sessions of Middle School book club to engage in meaningful book dialogue and foster love of reading. 		
---	--	--

Goal Analysis

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

Actions and services allocated towards equitable access were carried out successfully for the most part. The impact of the COVID-19 school closures in the Spring did have a significant impact on all actions related to in-person offerings. As a result, funds that had been allocated towards in-person supports, interventions, enrichment and family resources were immediately redistributed towards ensuring a smooth transition to distance learning. In order to meet the needs of students at risk and those identified as special needs, priority was given to making sure that these students had access to a device and reliable internet. Once initial contact was made with families, a complete needs assessment was conducted and resources were deployed immediately. Students in foster care were also immediately flagged for support, instructional support staff, teachers and directors convened virtually to discuss appropriate strategic planning for deployment of resources, following all safety protocols set forth by the stay-at-home order. The bulk of funds allocation was invested in supporting the entire El Sol community to successfully transition to the newly adopted Learning Management System. Virtual trainings were offered every week, and a Help Desk was immediately setup for families, including an after-hours hotline to support working families. Instructional support staff schedules and hours were immediately adjusted to meet the needs of students, including weekend shifts for families who needed it. The administrative leadership team convened to plan for re engagement supports for students who were enrolled in the after-school intervention program. Such students were assigned additional instructional support staff in 1:1 and small group settings. Any funds allocated for in-person field trips were allocated towards strengthening the technology infrastructure, including the purchase of hardware, software, and personnel training. Additionally, and in lieu of the traditional in-person musical performances, music instruments were purchased and distributed to all TK-5 students and 6-8 elective classes. Enrichment opportunities were expanded to virtual offerings, including MESA, CASA Leadership, coding and math club. Virtual student leadership summits were offered in partnership with local and statewide agencies.

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

Offering quality programming, distance or otherwise, continued to be a priority throughout the COVID-19 school closures. During the transition, following the March 13 stay at home order, the El Sol community rallied around existing solid infrastructures to offer immediate resources to all families and students. Working in synchrony, 100% of families who requested a device and a WIFI hotspot were provided with one. With the

support of instructional staff, teachers reached out to 100% of families on a weekly basis and worked with administrators to contact families they had not been able to connect with. The special education team also offered weekly, and in some instances, daily check-ins with students who had IEPs and/or 504 plans. Within two weeks of the transition, teachers connected with students daily through synchronous check-ins. Prioritizing those who also needed additional language support, instructional aides worked with small groups of students to practice and further develop their oral language development.

The challenges associated with the implementation of the actions and services were primarily associated with the barriers brought forth by the suspension of in-person instruction. Although we were positioned to be able to transition quickly, we were challenged to redefine what equitable supports looked like in a remote setting, especially as it related to making sure students connected virtually at their designated times and that we were able to troubleshoot in a timely manner to guarantee that all students had access to their classes. Deploying such a large quantity of devices meant we had to allocate funds to the upkeep and maintenance of such devices. This also required a significant amount of personnel training and resources. Similarly, some challenges related to student engagement surfaced. Teachers reported a slight decline in participation and the completion of work.

Goal 3

School Climate: All El Sol students, staff, and parents have a healthy and safe school environment that fosters learning.

State and/or Local Priorities addressed by this goal:

State Priorities: (1) Basic- Conditions of Learning, (3) Parental Involvement-Engagement, (5) Pupil Achievement- Pupil Outcomes, (6) School Climate- Engagement

Local Priorities: School Climate

Annual Measurable Outcomes

Expected	Actual
By the 2019-2020 school year, 100% of staff and students participated in monthly emergency drill procedures. Site leadership will:	Due to the COVID-19 school closures, emergency drills were suspended. Site leadership continued to work with outside agencies to ensure that all safety protocols and needs were met in preparation for a fall reopen.
By the 2019-2020 school year, 3% of students were chronically absent. Monitor attendance data.	Due to the suspension of in-person instruction and the challenges associated with documenting attendance the first weeks of the

	<p>transition, it was difficult to get an accurate measure of how many students were connecting with their teachers. After conducting follow up calls and check-ins, 98% of students were accounted for.</p>
<p>By the 2019-2020 school year:</p> <ul style="list-style-type: none"> ● 100% of TK-8 Teachers implement a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences. ● 100% of TK-8 teachers will be trained in restorative practices ● 0% middle school dropout rate ● Identify two focus areas to apply restorative practices and pilot those areas 	<p>The shift to virtual instruction led to the suspension of all in-person training. The Dean of Culture and Climate, however, continued to work with small teams of teachers in a virtual space to offer support for student engagement and alternate restorative practices. The focus areas were morning meeting (elementary) or morning check-in (middle school) to build community, and practicing stress management strategies throughout the day</p>
<p>By the 2019-2020 school year, increase the number of Parent Learning Walks and Teacher Learning Walks to 2 in grades K-2 and 3-5</p>	<p>All in-person activities were suspended. The Director of Community Life worked with other members of the leadership team to shift from Parent Learning Walks to a virtual parent support workshop series, offering families training on how to connect to the LMS, understand virtual schedules, and communicate with families.</p>
<p>By the 2019-2020 school year:</p> <ul style="list-style-type: none"> ● Provide 100% of parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life ● Develop procedure to address concerns and complaints in collaboration with parents and school community ● Assess procedure to address concerns and complaints in collaboration with parents and the school community 	<p>During the transition to distance learning in the Spring of 2019, parents continued to have access to a direct line of communication to the Director of Community Life. She continued to address concerns and complaints as they arose.</p>
<p>By the 2019-2020 school year, families experiencing food insecurity had access to the on-campus food bank.</p>	<p>Families who continued to experience food insecurity throughout the stay-at-home order, were offered meals through our daily meal pickup. All families who needed food were allowed to pick up, grab and go lunches, as services remained uninterrupted. The schools' on-site food pantry continued to support families who were experiencing food insecurity in a modified capacity, following all government issued regulations. Site leadership continued to actively identify community partners throughout the stay-at-home order, working to ensure that families received the necessary resources and support.</p>

Actions/Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>Action 15: School Safety</p> <ul style="list-style-type: none"> ● Update school safety protocols and classroom safety supplies ● Inform parents of school safety procedures in the event of a crisis situation. ● Conduct monthly emergency procedure drills. ● Maintain updated emergency family contact information ● Continuously assess the physical environment to identify safety needs in new buildings ● Collaborate with other agencies and ● community organizations to develop preventative measures and interventions and address assessed safety needs 	\$233,565	\$277,157
<p>Action 16: Attendance</p> <ul style="list-style-type: none"> ● Monitor attendance data and match families with necessary supports. ● Utilize Every Day Counts toolkit to assess chronic absence policies. ● Develop a team including the site administrator reviews attendance data on a regular basis to identify chronically absent students and monitor attendee patterns by grade, student sub-groups and classroom. 	\$99,034	\$103,985
<p>Action 17: School Climate</p> <ul style="list-style-type: none"> ● Implemented a system that recognizes student positive behavior and provides fair and developmentally appropriate restorative consequences. ● Train teachers on restorative practices ● Based on suspension data and teacher feedback, identify two focus areas to apply restorative practices and pilot in those areas 	\$100,800	\$102,375
<p>Action 18: Parent Engagement</p> <ul style="list-style-type: none"> ● TK-2 teacher leaders observe AUSD or El Sol parent learning walk ● Pilot TK-2 Parent Learning Walks 	See Goal 1, Action 3	See Goal 1, Action 3

<ul style="list-style-type: none"> ● Teacher leaders in grades 3-5 observe AUSD or El Sol parent learning walk ● Pilot 3-5 parent learning walks 		
<p>Action 19: Responsiveness to Family Concerns</p> <ul style="list-style-type: none"> ● Provide 100% of parents, teachers, clerical staff, and students with direct access to Administration via open office hours with Director of Community Life ● Develop procedure to address concerns and complaints in collaboration with parents and school community ● Assess procedure to address concerns and complaints in collaboration with parents and the school community 	See Goal 1, Action 6	See Goal 1, Action 6
<p>Action 20: Health and Wellness</p> <ul style="list-style-type: none"> ● Staff food pantry daily. ● Support staff process food pantry applications to ensure that no families face food insecurity ● Assess school policies to determine focus areas to refine school wellness ● Identify community partners that can provide resources and support for necessary focus areas 	\$64,805	\$87,098

Goal Analysis

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

Funds budgeted for actions that were not implemented were used to support the distance learning transition. In addition, funds budgeted for actions and services that were not implemented were used to increase student and family access to socialization, leadership, and learning opportunities in virtual settings. This included allocating funds to the distribution of care packages, supplies, learning materials, and technology add-ons to enhance the at home learning experience. Learning and family supports were extended beyond the school year, and included access to community programs free of charge to families. Over 200 families participated in the extended summer learning virtual series. Virtual parent orientations offered resources for at-home literacy and math practice. Students receiving mental health services and other offerings such as music therapy were extended beyond the month of June.

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

Despite having only a few days to transition the entire school community to distance learning, there were many successes. The school's strong sense of community allowed all stakeholders to come together in support of the student's socio-emotional well-being first. Families reported feeling strong connections with teachers and administrators. Having a strong understanding of families allowed for the distribution and pairing of support to students at risk and families on the cusp. Families continued to receive weekly newsletter updates, and teachers used communication portals to keep families updated on classroom related issues such as assignments, student engagement and attendance. Teachers and office staff received additional resources and training in attending to the immediate needs of families.

Due to the school closures and suspension of on-site activities, many of the parent workshops were cancelled. Carrying out actions and services specifically related to parent learning walks were limited by the stay-at-home order. Parents were now tasked with supporting their children at home, including taking full responsibility for the learning activities. Although teachers and staff offered support services for academic and non-academic offerings, establishing contact with families was often challenging. This was further challenged by the fact that some families had changed contact information and not informed the office. A tremendous number of resources and personnel were deployed to ensure that contact was made. However, the growing strain of the COVID-19 pandemic great affected some already who were already struggling prior to the pandemic.

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
The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Providing additional time for instructional support in the way of tutoring, mentoring and counseling from instructional support staff will allow personal access and support students access to the educational program.	\$963,301	\$875,520	Y

Purchase materials to create Activity Kits for use in the home by students to engage them mentally, kinesthetically, and artistically during times of distance learning. The activity kits will principally benefit low-income students by providing resources and materials they may not otherwise be able to access. These activities have been curated by educators specifically to address the loss of motivation that can occur during distance learning.	\$69,000	\$70,040	Y
Purchase Personal Protective Equipment (PPE) to enhance health and safety measures for students and staff and provide enhanced sanitation to classrooms and school offices.	\$55,000	\$84,171	N
Purchase of HVAC filters: Facilities will increase the rates at which they replace HVAC filters at school sites and district buildings as recommended per current health and safety guidelines.	\$0	\$37,118	N
Purchase of plexiglass desk shields for all classrooms, including student and teacher desks.	\$0	\$758	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.

Although there were minimal substantive differences, the majority of such differences were a result of families changing their program model of choice – hybrid of distance and the allocation of funds to purchase additional materials to account for the difference. The money not used, however, was used to support the population staying in distance learning whenever possible.

Analysis of In-Person Instructional Offerings

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

EI Sol Academy continued to follow the lead from the California Department of Education, Centers for Disease Control (CDC), the Governor’s office, and state and local health agencies to plan for in-person scenarios as health conditions in Orange County that allowed us to return to in-person instruction in the 2020-2021 school year. EI Sol began this process of planning several months prior to the established return date. EI Sol understood that even when in-person instruction resumes many parents would opt to keep their children home out of an abundance of caution, and we recognized that students would need additional support to recover from any learning loss and unfinished learning that might have occurred. The return to in-person instruction began with small cohorts of students,

contingent upon the classroom size and space available. Depending on the number of classrooms necessary, class times were staggered to prevent a large group of students entering or exiting the classroom and campus at the same time. Starting the in-person instruction with small cohorts of students enabled teachers, instructional assistants, tutors, counselors, clinicians and additional support staff to provide more targeted and individualized academic and mental health support. This approach supports the students who have struggled to thrive in the distance learning environment and help them to regain their academic skills and knowledge. Supplemental support programs such as the individualized tutoring provided by Title I and Title III operated on a distance learning support model to provide students with additional educational guidance outside of class time. By the time El Sol was able to bring students back to campus, it successfully reopened with more than 500 students on campus. Appropriate safety measures included safe distancing, temperature checks, and specific classroom procedures as related to safety, hand washing, mask procedures, and sanitizers. Additionally, El Sol's schools provided training in safety protocols and procedures to all staff and students. Also, classrooms were rearranged to meet the requirements of physical distancing, and the school will be implementing outdoor activities for students that meet safety guidelines. Mental Health Support – We continued to provide mental health support to students through the pandemic and during the return to in-person instruction continued to be essential to establishing a successful academic program. El Sol delivered on the promise to provide resources, strategies, and interventions to support engagement in learning and provide mental health consultation.

Some of the challenges in the implementation of in-person instruction included the reimagining of teaching and learning in both a hybrid and distance setting. Challenged by space and time, teachers and instructional support staff partnered with the site leadership to reconfigure (multiple times) what learning would look like. Additionally, evaluating the extent of the learning loss experienced by students was challenging. Continuing to implement best practices for diverse learners in the new setting presented teachers with many challenges. Attending to the unique needs of students who had experienced challenges during the school closures in the spring and beyond required a tremendous number of resources and time. For families who chose to stay at home, the school community had to make a conscious effort to continue to provide them with resources and tools that would mitigate learning interruptions. Offering an education program in both distance and hybrid settings required yet another layer of training, yet we were challenged by limited time.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
-------------	----------------------	-------------------------------	--------------

Collaboration and release time for teachers to receive professional development and planning resources to adapt scope and sequence and learning platforms. Cost for professional development workshops and trainings for teachers in the use of new digital teaching platforms	\$29,424	\$87,800	Y
Cost for new Google applications to allow teachers to expand their repertoire of distance teaching techniques.	\$20,000	\$13,245	N
Purchase of additional devices and technology (i.e., laptops and hotspots) for students and staff to use during distance learning. These devices principally benefit low-income, EL, and Foster Youth students, for whom the purchase of this equipment would be prohibitive.	\$239,993	\$350,562	Y
Purchase Learning Management Platform Schoology to provide a single platform for curriculum delivery to students.	\$25,000	\$16,385	Y
Upkeep of WIFI hotspots provided to every student who needed one.	\$0	\$52,455	N
Additional software and resources to support a safe and enriched learning experience for asynchronous time (Hybrid and Distance groups)	\$0	\$45,904	Y
Purchase of additional zoom licenses to ensure a reliable and safe space for all teachers, administrators, and mental health clinicians to conduct lessons, workshops, support sessions and outreach.	\$0	\$941	N
Distribution of weekly content and enrichment learning supplies for families to pick up.	\$0	\$10,152	N

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

Minimal substantive differences. In the case where differences were accounted for, funds were allocated to all student support programs, primarily to deliver strategic intervention support with support staff.

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.

All students continued to have opportunities to engage in academic content and enrichment classes such as art and music. While all students were given access to a device and wireless connectivity, some preferred a paper packet option with the flexibility to engage in digital learning platforms. Lessons were integrated across content, providing students with authentic opportunities to learn in their new home environment. Teachers maintained a focus on essential standards, attending to essential and transferable skills. While the school did not have a unified platform for distance learning instructional delivery, we were able to use existing resources to provide content. This included multiple platforms and classroom communication applications. In the process, the school created a distance learning plan that was distributed to families and prepared frameworks for staff to understand protocols and set expectations for learning. Both the Art department and Music department created interactive websites that allowed students to upload work and share it with the school community. Guitar recitals, music challenges, art challenges and STEAM challenges had high levels of participation and kept students and families connected to the learning process. Students continued to have an opportunity to participate in local, regional and national forums. In fact, middle school students participated on national panels describing their experience with distance learning, participating in “shark tank” community service pitches with students from across the country and presentations to leaders for ongoing science projects. Our e-sports programs continued and one of our teachers was selected as the host of e-sports learning for an international exchange using MineCraft. El Sol provided a summer school program that was open to all learners. 30% of families attended summer school. This provided us with an opportunity to test additional models of distance learning, target new best practices and assess the educational needs of students in preparation for the fall. In the area of curriculum, staff transitioned the core curriculum in English-Language Arts, Math, History-Social Science, and Designated ELD to the Schoology web-based learning platform, thus making the materials both flexible and appropriate for in person, distance, or blended learning instructional programs. The courses were created from our adopted curriculum familiar to teachers, therefore the learning curve was short. Additionally, having the core courses on Schoology allows for ease of implementation from the teacher and student perspective. Support for the Schoology online learning management system tool is offered to both teachers and students to maximize the effectiveness of the resource. For students new to Schoology, an introductory course is available to familiarize them with the platform with the content delivered in nine training modules and archived for repeat viewing. Teachers are likewise trained on the use of Schoology through a five-module training program that explains how to effectively use the system across grade levels. El Sol understands that in order to establish an effective school program, educators must be offered ongoing support, guidance, and the resources necessary to effectively engage with students, regardless of delivery method. El Sol teachers and paraprofessionals were provided laptops and video conferencing accounts to support continuous instruction and interactions with students. In addition, teachers and students have access to many resources and programs applicable to in-person and remote settings. Similarly, parents of students participating in distance learning will continue to be our partners in the education process, but their role has taken on a new dimension. With student learning taking place in the home,

parent engagement becomes increasingly more important. To help parents understand the expectations the school has for them during distance learning, materials will be drafted in English and Spanish and distributed to families to explain what actions the parents can take to contribute to the distance learning program and the academic success of their child. To meet the needs of the students and families enrolled in El Sol's Special Education programs, two instructional models will be offered to students: in person and distance learning. In-person instruction is the preferred instructional model for students with disabilities. Instructional models that address both in-person and distance learning will require IEP team decisions and recommendations. Individual distance learning plans are developed for each student participating in distance learning. These plans are reviewed during an IEP team meeting and adjustments are made based on the student's individual needs.

Services to address the needs of students with disabilities are driven by goals and objectives that are developed through the IEP team and measured by various standardized and informal assessments and observations. This process takes on a more intensive approach during remote learning to account for the lack of face-to-face interactions the students have with the team of educators. Special education service providers maintain frequent contact with students and families via phone, text, e-mail and video conferencing. Special Education teachers also have ongoing and frequent contact with a student's general education teachers and teams. General education teams consist of a General Education Teacher, School Counselor, Program Specialist and Administrator. One or more of the general education support providers frequently attend the monthly meetings.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Cost to purchase additional books and curriculum for distance learning.	\$103,123	\$58,313	Y
Costs to provide additional instructional assistants to provide learning partners and tutoring for those students most at risk participating in Small Learning Pods.	\$240,725	\$311,713	Y

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

There were minimal substantive differences. The money not used, however, was used to support at-risk populations in both hybrid and distance learning models.

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.

El Sol recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, El Sol's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. Analysis of Mental Health and Social and Emotional Well-Being. This practice will continue and support our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student, offer students printed intervention lessons based on the diagnostic results and provide additional resources for teachers. Assessments will be provided to all students. The benefit of using an advanced diagnostic tool means data from the student assessment is transformed into meaningful, actionable insights that make differentiating instruction a reality for teachers. A suite of intuitive reports provide a common language through which both teachers and administrators can work toward the shared goal of student achievement. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs. Teachers and staff in the Special Education Services division participate in data planning meetings to review and discuss data related to a student's progress in academics, behavior, mental and physical health, as students with disabilities are at a greater risk of experiencing learning loss due to school closures and the implementation of distance learning. In an effort to provide support to address this loss, educational team members will review data, progress, goals/objectives and services on a regular basis. IEP team meetings will be held to discuss any identified learning loss and determine needed accommodations, supports and services needed to address the student's needs.

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.

The implementation of learning loss assessment strategies is a necessary step in addressing the needs of students. However, the use of any strategy or program will only serve the needs of the students with a prescriptive and consistent system in place to measure their effectiveness. To that end, El Sol is committed to the following protocol and process: 1. A newly established plan, setting standardized

three assessment windows during which time students are administered the i-Ready assessment 2. Increased teacher and administrator accessibility to student results via IO Assessments, which will provide both individual and collective outcome data 3. Professional time set aside to review, assess, and plan, using the i-Ready data available from IO Assessment reports 4. Comparison of student levels and growth in i-Ready based upon data from previous years (for returning students) Additionally, ongoing teacher-based formative assessment and analysis of individual student work and completion of courses will provide evidence that any learning loss a student may have experienced has been or is being addressed. This individualized approach to instruction is a foundation of our California Department of Education, July 2020 Page 19 alternative education programs and is designed to support student completion of high school requirements, leading to graduation and a successful transition to college and career, with the necessary academic content knowledge and skills. The most visible aspect of learning loss can be seen in the area of academic achievement, but there are other equally important aspects of learning loss that will be monitored. The social/emotional, behavioral and mental health aspects of learning loss will also be monitored and measured. A teacher's relationship with the student and the frequent (daily) communication makes that teacher uniquely qualified to notice the more subtle aspect of learning loss such as motivation, engagement or participation. Teachers will monitor students for signs and symptoms of emotional distress, and behavioral changes that could signal mental health issues. Teachers, administrators, or any staff that interact with students can request interventions for a student that they suspect is struggling. These interventions can start with a student-teacher conference, a teacher-parent conference or a more formal Student Intervention Team meeting (SIT). Once these interventions are identified and set up the SIT process will monitor the effectiveness of the intervention via data collection (for example, meetings with a clinician, or assignment to a tutoring group). Student support can include help from tutors, the school counselor, school nurse, program specialist or administrators. Support will be individualized to meet the needs of the student.

To address this need, staff and online tutorials are available to guide students through the distance learning process and offer virtual presentations on how to use various learning platforms. Outreach to families also provides an opportunity to assess the needs of the family to determine appropriate resources. Often, a lack of food resources in the home can contribute to a decline in a student's academic performance; therefore, families are provided information on food resources, including food distribution events. The Foster Youth Liaison will continue to track and support teams in order to ensure that foster youth complete assessments. Students with disabilities can experience regression if instruction is not consistent and comprehensive. During the most recent school closure, school teams did not have sufficient time to plan or implement comprehensive distance learning plans. As a result, some students may have experienced regression of some skills.

To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring groups. Students with mental health concerns can receive telehealth services by a mental health clinician, school counselor or school psychologist depending on the level of support needed.

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.

El Sol's learning community is prepared to ensure that students continue to receive educational experiences. Devices and hotspots were provided to all students and communication with students and families increased via School Messenger, letters mailed home, emails, Remind App, and multitude of tools to keep students and families connected with the school. However, despite these engagement efforts, a small number of students demonstrate a lack of engagement and are absent from Distance Learning opportunities. To enhance student engagement, an El Sol team of educators will be participating in the Student Engagement and Attendance Strategies workshop series covering relevant topics such as Attendance Changes/Requirement (SB98), Student Engagement and Attendance Strategies for Distance Learning, Student Information System Solution Session, and Strategies for Addressing Scheduling Student Engagement Support for Families. A three-tiered approach was created to reconnect teachers with students for whom they have not been able to have live daily interaction:

- Tier I * Teachers will have live daily interaction with each student at least once day * Contact will be made in the student's home language * If a teacher is unable to make contact with a student at least three times during the week, the teacher will submit the Project Re-Engagement Form to their Program Specialist on Friday Area1 * If a teacher does not submit a Project Re-Engagement Form on Friday, an administrator will contact them to "check in" to collaborate or see if there are any challenges with the process
- Tier II * Program Specialist will contact the student three times * Contact will be made in their home language * If contact is made, the Program Specialist will inform the teacher by email * If contact is not made, the Program Specialist will mail a supportive letter - The letter will be available in English, Spanish - If no contact is made, the Program Specialist will also facilitate the scheduling of a Parent, Teacher, Administrator Conference (PTAC) or Student Intervention Team (SIT) - If there is no response the Program Specialist will refer the student to the Principal
- Tier III * The Principal is involved * A Home Visit will be scheduled following guidelines If contact is not made.

El Sol Special Education Services division will implement the following three-tiered approach to ensure pupil engagement and outreach:

- Tier I * Teachers will have live daily interaction with each student at least once daily - Contact will be made in the student's home language following each absence - If a student is absent for three days during the week, the teacher will submit a Re-Engagement Form - Administrative assistants will provide the Principal with an attendance report at the end of the week - If a teacher does not submit a Re-Engagement Form on Friday, an administrative assistant will contact them to "check in" to collaborate or see if there are any challenges with the process
- Tier II * One of the members of the re-engagement team (Principal/Assistant Principal, School Psychologist, nursing staff) will contact the student and family - Contact will be made in their home language - If contact is made, the Team member will inform the teacher by email - If contact is unsuccessful after three attempts, the Principal/Assistant Principal will mail a certified letter in their home language -

If a family does not respond to the certified letter within 5 school days, the Principal/Assistant Principal will facilitate the scheduling of an IEP team meeting which includes the District of Residence

- Tier III * El Sol Special Education Services division will collaborate with the District of Residence in the attendance review process

Analysis of School Nutrition

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

El Sol continued breakfast and lunch distribution without interruption and distributed more than 4,000 meals during the closure using the drive-up distribution method. El Sol continued meal service through the summer. In addition to breakfast and lunch, the Mercado El Sol remained open and provided groceries for 2500 families during the period of the closure. The Mercado stays open 12 months a year and serves the health and nutrition needs of our school community and is also open to the wider community. El Sol also provided drive-through grocery events on four occasions, providing 400 families with boxes of groceries. Through the support of the El Sol Foundation and other supporters, El Sol also provided dinner to our families who experienced significant food insecurity challenges. We served more than 1,500 dinners during the summer.

For students attending in-person instruction, meals will be provided through the Free or Reduced-Priced meal program, as is our traditional practice. However, El Sol recognizes the effect the current economy and loss of jobs has on our families, and enrollment teams are contacting families to reevaluate students' eligibility for free or reduced-priced meals to ensure all qualifying students are being served. In addition, to support all of our families, El Sol has partnered with community-based agencies, nonprofit organizations, and faith-based groups to provide direct food assistance to families as well as information about food pantries, regular distribution sites, and grocery give-away events in the county. Through a partnership with OCDE and a local church, El Sol has also coordinated drive-through grocery distributions at school sites and community locations in the county. Originally planned to provide for up to 80 families per distribution event, supplies were increased to provide for up to 200 families per event when the need for additional food became apparent. The LEA provides information about these distributions, along with additional food resources, through School Messenger calls, text messages, and electronic postings. Title I Family Community Liaisons also reach out to families personally via phone and Google Voice to assure that they are connected to available resources in the county. Families of students who are eligible for the Free or Reduced Priced Meal Program are also provided information about meals that are available for pick up at any local public school distribution site in their area.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil and Family Engagement and Outreach	Cost to purchase Powerschool Pro to design an online packet of enrollment forms which allows for virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$6,519	\$22,874	N
Mental Health and Social and Emotional Well-Being	Cost to extend contracts for twenty staff members during summer months to provide additional education, tutoring, mental health services and strategies to support vulnerable populations most impacted by COVID-19. The effects of the pandemic have placed new burdens on families, especially those who are low-income, immigrants, and those who are experiencing homelessness. Coping with stressors such as lack of access to health care, job loss, and food insecurity greatly impacts mental health and wellness. These factors, along with the disruption of school routine, may cause students to experience feelings of anxiety and depression. These school-based services will principally benefit low-income and EL students, who may not have access to private mental health support due to lack of insurance coverage, transportation, or other barriers.	\$51,057	\$51,057	Y
Pupil and Family Engagement and Outreach	Cost for DocuSign software which allows for secure, digital signatures to facilitate the virtual enrollment of students transitioning between school placements, thus ensuring access to continuous learning for the student, as well as promoting safe and healthy practices for families and school staff.	\$10,000	\$4,244	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.

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.

El Sol recognizes one of the most significant impacts of the emergency distance learning initiated in March, 2020 due to Covid-19, will be the loss of learning, both in academic content and skills. To address this, El Sol's school programs are committed to offering enhanced assessments and interventions in the critical areas of Reading and Mathematics, which will support accelerated learning across all subject areas. The teacher has a unique knowledge of the student, which supports the rapid identification of areas where learning loss has occurred. Additionally, students receive individualized instructional plans and assignments as a normal part of the school program. This practice will continue and supports our ability to provide interventions where needed, accelerate where possible, and address the unique needs of each student. Assessments will be provided to all students. Assessment results will then be entered into a learning management system to offer teachers and administrators even greater access to individual and collective data for the purposes of academic goal-setting and allocating funds to support student learning needs. Using a combination of diagnostic and benchmark assessments, teachers will work with the site leadership team to make recommendations for extended summer learning and fall planning.

The effects of the pandemic and remote learning on student performance will continue to surface in the years to come. El Sol has always taken a proactive approach in planning for potential needs. Understanding that students are returning to campus with varied levels of trauma and socio-emotional needs, Directors, Specialists, and the Dean of Culture and Climate will continue to reach out to students and families beyond the end of the school year. Leveraging on off site and on-site resources, families will continue to have access to a wide range of supports including health, food, and other services. Similarly, students who have been identified by their teachers and the on-site mental health clinician will be invited to summer wellness and enrichment sessions led by the Dean of Culture and Climate.

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

For students who are English learners, time away from the classroom can impact the language development skills they were building during daily in person interactions with teachers and peers as they practiced academic language. To address this learning loss, teams of teachers meet to develop distance learning support plans specific to EL students that address academic, mental health, and attendance goals, and the English Language development needs of students. Teachers offer one-on-one counseling and goal-setting

with individual students to mitigate lost learning and create a plan for completing missed coursework. The ELD curriculum is offered on two digital platforms: Google Drive and Schoology. Additional tutoring sessions with Instructional Assistants are assigned to ensure students are progressing in their coursework and practicing their language skills. The English Learner team will monitor students' academic progress by reviewing transcripts three times each semester or communicating with the teacher to ensure the students are enrolled in a Designated English Language Development class and successfully participating in the school program. The EL team is also developing a virtual Newcomers Club to support and enhance language development skills. At the conclusion of the school year, teams will meet with site-based leadership to provide a summary of critical areas of need to embed into summer planning.

Students with disabilities can experience regression if instruction is not consistent and comprehensive. To address this learning loss, general education and special education teams work collaboratively to ensure learning gaps are identified and filled and IEP goals are monitored. Students who are not attending, not participating, or exhibiting atypical behaviors receive more frequent communication via phone, text or e-mail or possibly a safe home visit. Teams may also initiate an IEP team meeting to discuss the need for additional goals. Special Education teachers can increase their time with a student, have the student receive 1:1 paraeducator support more frequently, or assign students to tutoring groups.

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

No substantive differences noted.

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.

El Sol has undergone an extensive process of reflection, considering the key learnings and findings of the Learning Continuity and Attendance Plan in the development of the 21-24 LCAP. More importantly, through the process of reflection on the present findings and data, goals were aligned to reflect the impact of the COVID-19 pandemic on all aspects of teaching, learning, and socio-emotional well-being. More importantly, in this process the ongoing feedback of multiple stakeholders offered valuable insights into the needs of the school community as they were experienced first-hand. Evaluating the effectiveness of both distance and in-person course offerings meant tapping into the experience of all, including students, families, teachers and support staff. As we continue to set on the journey of

meeting the newly adapted goals, we recognize the need to consider multiple data points that will inform the successes and challenges of implementing new strategies in a post-pandemic learning environment.

Instructions: Introduction

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

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

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

Annual Update

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

Annual Measurable Outcomes

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

Actions/Services

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

Goal Analysis

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

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Analysis of In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

Analysis of the Distance Learning Program

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

California Department of Education
January 2021