Maria Montessori Charter Academy

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Annual Update for Developing the 2021-2024 Local Control and Accountability Plan

LEA Name	Contact Name and Title	Email and Phone
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LCAP Year(s) Reviewed: 2019-2020 for "normal" LCAP, and 2020-2021 for "Local Continuity and Attendance Plan" COVID-19 based LCAP

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

19-20 LCAP Year Goal 1 Annual Review

The Percentage of students who demonstrate grade-level proficiency in ELA will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 1,2,4,7,8

Annual Measureable Outcomes

Expected	Actual
The percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase by 2%.	CAASPP tests were not administered in 2020 due to the COVID-19 pandemic. Localized assessments pre March 2020 showed students were on track to meet this goal, but localized assessments were not given in June 2020 as they normally are due to the COVID-19 pandemic.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve access to digital curriculum that is common core aligned by improving the student computer : student ratio from 6:1 to 2:1 by Lease purchase additional laptops and put our pre-assigned student image on them	This was completed. We now have (120) Dell-based student laptops, (50) Lenovo-based student laptops, and (55) Dell-based student desktops.	Lease-purchasing the equipment, have expended ___ on this to date.	——

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual site license for learning.com to improve student computer fluency in anticipation of the evolving S.B.A.C. assessments	● Learning.com was renewed	● $3000	● $3000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual license for scootpad.com to improve student ELA & MATH performance within a computerized setting.	● Scootpad.com was renewed	$4500	$4500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue the implementation of the Step	● Step Up to Writing's implementation continued	$0 (P.D. and program cost purchases	$0

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Up to Writing Program across all grade levels		occurred in prior years of LCAP)	

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Acquire site licenses and workbooks for Wordly Wise to improve lower elementary student vocabulary.	● Wordly Wise was purchased & renewed for our 2nd-3rd grade classrooms	$1000	$1000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a full time credentialed Intervention Teacher for ELA & MATH support to provide targeted support services for all academically at-risk students	● Intervention Teacher continued on staff.	$70,000	$70,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Given the COVID-19 pandemic, it's hard to say definitively, but we believe we would've met this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not material differences between these two items.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

19-20 LCAP Year Goal 2 Annual Review

The Percentage of students who demonstrate grade-level proficiency in MATH will increase annually.

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 1,2,4,7,8

Annual Measureable Outcomes

Expected	Actual
The percentage of students who demonstrate grade-level proficiency in MATH will increase by 2%.	CAASPP tests were not administered in 2020 due to the COVID-19 pandemic. Localized assessments pre March 2020 showed students were on track to meet this goal, but localized assessments were not given in June 2020 as they normally are due to the COVID-19 pandemic.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve access to digital curriculum that is common core aligned by improving the student computer : student ratio from 6:1 to 2:1 by Lease purchase additional laptops and put our pre-assigned student image on them	This was completed. We now have (120) Dell-based student laptops, (50) Lenovo-based student laptops, and (55) Dell-based student desktops.	Lease-purchasing the equipment, have expended __ on this to date.	——

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual site license for MathScore.com to improve student math fluency.	● MathScore.com was renewed	● ____	● ____

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Renew annual license for scootpad.com to improve student ELA & MATH performance within a computerized setting.	● Scootpad.com was renewed	$4500	$4500

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve Math reasoning and persuasion skills as required with Common Core math by implementing the math-related strategies of the Step Up to writing program. Particular focus towards appropriate techniques for "Math performance task" problems as designed for SBAC	● Step Up to Writing's implementation for math analysis continued	$0 (P.D. and program cost purchases occurred in prior years of LCAP)	$0

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improve math comprehension and mastery by adding the common core aligned version of the Singapore math program to our school's math curriculum.	• Singapore is in use as an auxillary curriculum to the Montessori materials within our K-3 classrooms, a 'co-curriculum' within our 4-5th grade classrooms, and is the 'primary' curriculum for our 6th-8th grade classrooms.	$7000	$7000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide a full time credentialed Intervention Teacher for ELA & MATH support to provide targeted support services for all academically at-risk students	• Intervention Teacher continued on staff.	$70,000	$70,000

[Analysis](#)

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

We implemented all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Given the COVID-19 pandemic, it's hard to say definitively, but we believe we would've met this goal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were not material differences between these two items.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

19-20 LCAP Year Goal 3 Annual Review

MMCA will provide its students with a clean, healthy, physically and emotionally safe learning environment

State and/or Local Priorities addressed by this goal:

State Priorities: Goals 3,5,6

Annual Measureable Outcomes

Expected	Actual
School attendance rates and student participation rates in enrichment activities will increase. Student participation in enrichment activities will increase by 10% over prior year.	For the 2019-2020 school year, up to the COVID-19 pandemic declaration, attendance and participation had increased as desired. The March 2020 'stay at home' lockdown order through everything 'out the window' at that point in terms of this goal.

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
M.M.C.A. will continue implementation of the Safe and Caring Schools program as a whole-school character education and school-based behavioral expectations program.	● Safe & Caring Schools was utilized both on a 'whole school basis' via assemblies and lunch/recess behavioral expectations, as well as within each of our individual classrooms.	$500	$50 (COVID lockdown impacted this)

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
M.M.C.A. will continue and expand upon enrichment activities that promote increasing the self esteem and health of its students. This will include increasing its partnerships with its parents and outside school communities to provide additional opportunities for students within these areas. Expanding these after school extra - curricular opportunities will hopefully promote increased attendance and student achievement amongst "at risk" student populations. Yr 3: M.M.C.A. will increase the number of student enrichment activities, examples of which include thematic student clubs, academic competition groups, academic electives, performing arts opportunities and athletic opportunities by 10% over the prior year.	● The number of athletic teams and after school enrichment clubs increased over the prior year.	● $6,000	● $4000 (*COVID lockdown impacted)

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
M.M.C.A. will promote increased parental involvement by continuing implementation of the WatchDOGS program. Yr 3: M.M.C.A. will increase the number of dads participating in WatchDOGS by 10% over prior year.	● WatchDogs continued	● $900	● $400 (COVID lockdown impacted this)

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
M.M.C.A. will contract with its District Sponsor Rocklin Unified to have RUSD staff provide all maintenance, grounds, and custodial services for the M.M.C.A. campus to maintain a clean and physically safe campus. Yr 3: M.M.C.A. will have fully taken over all M.G.O. responsibilities for its school site and develop short, intermediate and long term plans for MGO services.	• MMCA is responsible for all of its MGO-related needs	• $89,000	• $105,000

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Pre pandemic, we were implementing all of our planned actions within the LCAP Plan for this goal.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Given the pandemic, this is incomplete.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

With regards to our budgeted MGO costs, we had higher than anticipated maintenance and repair costs related to our roof and service costs during 2019-2020.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Not applicable, as this goal reflects the last year of the prior 3 year LCAP.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

Parents are an integral part of the learning experience at M.M.C.A., and they are engaged in several ways.

First, M.M.C.A. has a Volunteer Commitment Policy whereby each M.M.C.A. family commits to forty hours of service to the M.M.C.A. This can include, for example, serving on the Governing Board or Standing Committees, providing physical labor, providing professional or paraprofessional services, volunteering in the classroom, the office or on the playground, assisting with one of our after school extra-curricular committees, and working on school-related projects in the evenings or on the weekends, driving on field trips, serving as art, garden or Spanish docents, leading clubs or athletic teams, etc.

Second, as a 501(c)(3) based charter school, M.M.C.A. is the only charter school that we are aware of whose Board is

1) comprised of a super majority of the charter school's parents, and

2) these parent positions are democratically elected directly by the school's families, giving them direct supervisorial oversight of the entire program, including the LCAP.

Third, the M.M.C.A. Teaching staff is also allotted two voting member positions on the Board, giving them direct input into school leadership as well.

Fourth, students were consulted as well about the LCAP via discussions with our Student Council, a group of twelve upper elementary aged students who were elected

by their peers and provide good insight regarding the thoughts of the larger student body.

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

Pre pandemic, the Board of Directors had Strategic Planning meetings to develop both Board Goals and review the existing LCAP goals, and worked to revise both for the upcoming years.

2020-2021 Local Continuity and Attendance Plan" COVID-19 based LCAP

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.

Description	Total Funds	Contributing
		[Y/N]
Installing Air purification systems with UV-C, bipolar ionization and aerosolized Hydrogen Peroxide and zinc on all HVAC units; installing MERV 13 air filters on all units	$15,000	
Buying study carrels with clear plastic faces for all desks	$1000	
Buying plexiglass dividers for classrooms and offices	$3500	
Buying digital thermometers for every classroom for temperature checking students before they enter the classroom	$500	
Buying paint / signs for 'physical distancing' related purposes	$100	
Buying COVID-19 cleaning supplies and providing extra custodial staff for cleaning	$15000	
Buying PPE (masks, shields, gloves) for students and staff	$1000	
Buying automated no-touch hand sanitizer dispensers for every location on campus and the hand sanitizer	$1000	

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.*

With regards to in-person instruction, the focus of our LCAP for the 2020-2021 school year was making the campus as safe as possible within the pandemic to re-ensure parents and protect staff. With more than 90% of our students returning to school for in-person instruction when it was allowed, it seems to of worked. Further, all of our COVID mitigation measures seemed to be very successful, as we:

- Did not have ONE COVID-19 case contact-traced to our school site as being the source of infection; and
- FOR THE YEAR, we had SEVEN total COVID-19 cases (2 staff, 5 students), almost all of which were based on vacation break exposures.

Actions Related to the Distance Learning Program

Actions Related to the Distance Learning Program [additional rows and actions may be added as necessary]

Description	Total Funds	Contributing
Create Google Classrooms and integrate them with our WiX based classroom websites	$12000	[Y/N]
Purchase laptops for students and teachers	$15000	
Purchase additional subscriptions for digitally oriented curriculum	$18000	
Edgenuity specific student licensing costs for approximately 35 students Fall 2020, 25 students Spring 2021	$115,000	
Create GSuite Accounts for all of our students	$4500	

Analysis of the Distance Learning Program

- *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.*

  Only two substantive differences:

  1) The technology was purchased on a lease-purchase basis for cash flow purposes; and
  2) For our families that chose to stay in a 'distance learning' environment when the rest of campus returned to hybrid-based (and eventually 5 day site-based) instruction, we purchased Edgenuity subscriptions for these students. Total Edgenuity costs were approximately $115k, and were covered by a combination of one-time COVID-19 related funding sources.

- *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*

  For the 2020-2021 school year, we were only 100% distance-based for the first 3 weeks of our school year. We switched to a hybrid model in mid-September when Placer County was eligible to provide site-based instruction. More than 90% of our students chose to do our hybrid program, which lasted from September through March 2021. During 'hybrid', our schedule varied by age group:

  - K-3rd grade: An "AM/PM" model of 3 hours per day for each grade level being site-based instruction, plus an hour per day of remote instruction; and
  - 4th-8th grade: An "A/B" model of alternating 'full day at school, full day GMeet based lessons' for each grade level.

In April 2021, we returned to a '5 day, all day' environment for our students. For students that chose to stay 'distance based' during hybrid, their instruction was primarily provided through the Edgenuity platform.

For any student that needed it, we checked out school-based laptops with cameras and wireless internet connectivity to support at home learning (we checked out more than 100 laptops).

Whether in a distanced-based, hybrid-based or 5-day model, each of our teachers had primary instructional responsibility for their students. Regardless of delivery method, we had teacher-student interaction multiple times per day. Our Special Education and Intervention staff likewise continued FULL services with all of our eligible students, regardless of educational delivery method being deployed.

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.

Actions to Address Pupil Learning Loss [additional rows and actions may be added as necessary]

Description	Total Funds
Hiring an Intervention teacher dedicated specifically to addressing COVID caused student learning loss. This teacher will be doing small group and individualized instruction for the students most in need.	$25,000

Analysis of Pupil Learning Loss

- *Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.*

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

learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

After seeing where our kids were at and what they needed, we changed this one. We added additional time for instructional aides (particularly our RSP Aide) to support instruction. We have also instituted a Summer School program for Summer 2021 and Summer 2022 targeted specifically for students most impacted by COVID-19 created learning loss.

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.

Original Plan:

This has been an unprecedented six months within education. It will be emotionally charged for students and adults. This moment will call on all members of our school community to deepen our social and emotional competencies and create a school environment where all students and adults process, heal, and thrive. In order to support students and families, our School Psychologist will provide live virtual counseling sessions for any student that needs them during distance learning, and will be available to support parents and staff as well. Within our Distance-based classrooms, we are consciously trying to bring more character education and development lessons/activities into play, as well as exercises related to mental health.

Analysis:

We increased our School Psychologist time by 50% during the 2020-2021 school year, in large part to accommodate for all of the mental health-related issues brought on by COVID impacting the school environment. We have significant concerns about our students' longer term mental health related impacts caused by the pandemic, and suspect there will be more issues coming into play over the next couple of years, and are thus planning on a significant increase in School Psychologist time.

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.*

Plan:

MMCA will be offering multiple forms of outreach. This will be done through our COVID-19 School Reopening Plan, Zoom-based Question and Answer sessions, electronic communications that are also warehoused at our blog for instant access and utilization of our social media platforms.

Student engagement: We will track all of our student's levels of engagement - for kids not participating, we will start with teacher-student communication, then teacher-parent, then Principal-parent, then if necessary deployment of our Student Success Team.

Analysis: We followed through with our engagement plan for parents and students as stated. We only had a couple of students reach a 'truancy status' that required follow up.

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.*

Plan:

Our hot lunch program is done in partnerships with Revolution Foods and BoonLi. Since school closed last March we have continued to provide hot lunches for any student that wanted them, and we will continue providing hot lunch during the 2020-2021 school year as well, regardless of whether or not we are in a distance-based, hybrid or traditional learning model.

Analysis: In addition to providing FREE hot lunch to any student that wanted it for the entirety of the 2020-2021, we instituted a breakfast program for our students this school year as well.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- *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.*

From Plan:

> As we developed our Learning Continuity and Attendance Plan we started by considering our highest-needs students first. This led us to develop a plan that combines both virtual and in-person support while prioritizing in-person, on-campus support for our highest need students. We have purchased technology devices to ensure every student can connect to our distance learning program and assigned staff members to provide virtual technology and distance learning support. Our Teaching and Learning team has deployed digital collaboration tools that will allow for all students to effectively connect with teachers and each other.

[A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.]

MMCA supports a diverse student population including foster youth, English learners, and low-income students using a differentiated, individualized approach that exceeds the cost of providing basic educational services. Academic and social-emotional needs will be identified through our existing RTI support structure by using academic and social-emotional data to determine additional supports, such as additional academic coaching, counseling services, and 1:1 time with staff. This structure allows the school to provide tailored supports for students and families most struggling with distance learning or overcoming challenges created by COVID-19. We are providing technology devices to all students and anyone, including low-income families, English learners, and foster youth are being supported in ensuring home internet access through cellular hotspots or strategizing free/low cost residential high speed internet. This will ensure that every student can connect to their teachers, support staff, and curriculum materials

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.*

As our recently developed ELOG ("Expanded Learning Opportunities Grant") shows, moving forward post COVID-19 we have a focus on offering multiple Summer Schools, expanding nutritional opportunities via serving breakfast, increased technology access and increased staffing time – particularly RSP Aide, Intervention and School Psychologist – to address all of the on-going issues and getting our students where they need to be post-COVID. The actions and strategies within our 2021-2024 LCAP reflect these post-COVID needs.