

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

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

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

Goal 1

Provide a personalized and inclusive learning experience that inspires all staff and students to achieve at high levels.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed for assignments (Priority 1A)</p> <p>19-20 Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas</p> <p>Baseline XX % of teachers are fully credentialed in subject areas</p>	<p>Maintained 100% of teachers are appropriately assigned and fully credentialed in subject areas.</p>
<p>Metric/Indicator Implementation of Common Core State Standards and performance standards. (Priority 2A)</p> <p>19-20 Maintain 100% of Math & English teachers received professional development in CCSS</p> <p>Maintain 100% of STEM teachers receive professional development in NGSS</p> <p>Baseline</p>	<p>Maintained 100% of Math & English teachers received professional development in CCSS.</p>

Expected	Actual
<p>100% of Math & English teachers received professional development in CCSS.</p>	
<p>Metric/Indicator How programs and services enable ELs access to the ELD and CCSS for academic content knowledge and English language proficiency. (Priority 2B)</p> <p>19-20 Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials</p> <p>Baseline 100% of ELL students have access to high quality ELD Instruction and support materials.</p>	<p>Maintained 100% of ELL students need to have access to high quality ELD Instruction and support materials.</p>
<p>Metric/Indicator School facilities maintained in good repair. (Priority 1C)</p> <p>19-20 Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report</p> <p>Baseline All facilities have an overall rating of "exemplary" as indicated on the FIT report.</p>	<p>All facilities have an overall rating of "exemplary" as indicated on the FIT report.</p>
<p>Metric/Indicator Students have access to standards-aligned instructional materials. (Priority 1B)</p> <p>19-20 Maintain 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials.</p>	<p>100% of students have access to standards-aligned instructional materials.</p>
<p>Metric/Indicator State Assessments. (Priority 4A)</p>	<p>2019-2020 state assessments cancelled due to COVID-19</p>

Expected	Actual
<p>19-20 60% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline (No Baseline) of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	
<p>Metric/Indicator State Assessments. (Priority 4A)</p> <p>19-20 50% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline (No Baseline) of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	2019-2020 state assessments cancelled due to COVID-19
<p>Metric/Indicator Percent of EL pupils making progress towards English proficiency. (Priority 4D)</p> <p>19-20 50% of students grow one proficiency level on the ELPAC</p> <p>Baseline No Baseline. Transition to ELPAC</p>	2019-2020 ELPAC Testing Deferred due to Covid 19.
<p>Metric/Indicator NWEA Measures of Academic Progress, nationally normed students achievement assessment. (Priority 4A)</p> <p>19-20 60% of students at or above 50th percentile in NWEA Reading. 60% of students at or above 50th percentile in NWEA Math.</p> <p>Baseline 35% of students at or above 50th percentile in NWEA Reading.</p>	41% of students at or above 50th percentile in NWEA Reading 35% of students at or above 50th percentile in NWEA Math

Expected	Actual
23% of students at or above 50th percentile in NWEA Math.	
Metric/Indicator EL reclassification rate. (Priority 4E) 19-20 Maintain reclassification of 20% of ELL students Baseline ELL reclassification rate (No Baseline) (Priority #4)	2019-2020 ELPAC Testing Deferred due to Covid 19.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	5 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$248,318 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Benefits for 5 lab teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$78,696 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Learning Lab Student Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,000 6 Paraprofessionals in Primary Classrooms 2000-2999: Classified Personnel Salaries LCFF	5 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$305,477 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Benefits for 5 lab teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$94,421 Combined with Above for total S & C expenditure Not Applicable Not Applicable 0 Learning Lab Student Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,922 6 Paraprofessionals in Primary Classrooms 2000-2999: Classified Personnel Salaries LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$131,000 Benefits for 6 Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$40,000	Supplemental and Concentration \$121,764 Benefits for 6 Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$34,886
AP of Academics oversees the implementation of the fidelity of the academic program by working with teachers and academic coaches to ensure unduplicated students are receiving target academic support.	AP of Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Title I \$85,160 AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I \$22,128 Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,000	AP of Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Title I \$101,896 AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I \$22,282 Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$987
Purchase books for library area to create additional reading opportunities.	Library books 4000-4999: Books And Supplies LCFF Base \$10,000	Library books 4000-4999: Books And Supplies LCFF Base \$8,188
Utilize weekly standards based assessments and quarterly benchmarks to identify students needing supplemental instruction.	Illuminate Item Banks 4000-4999: Books And Supplies LCFF Base \$7,000 NWEA Assessment 4000-4999: Books And Supplies LCFF Base \$9,820 N/A Not Applicable Not Applicable N/A	Illuminate Item Banks 4000-4999: Books And Supplies LCFF Base \$4,294 NWEA Assessment 4000-4999: Books And Supplies LCFF Base \$0 N/A Not Applicable Not Applicable N/A
Provide access to high quality Common Core State Standards (CCSS) materials to facilitate access to core curriculum.	Discovery Science Curriculum 4000-4999: Books And Supplies LCFF Base \$8,000 ELA curriculum (6th grade) 4000-4999: Books And Supplies LCFF Base \$2,200	Discovery Science Curriculum 4000-4999: Books And Supplies LCFF Base \$4,860 ELA curriculum (6th grade) 4000-4999: Books And Supplies LCFF Base \$3,737

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Moved to Action 12 Not Applicable Not Applicable N/A</p> <p>Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base \$5,700</p> <p>Social Studies Curriculum 4000-4999: Books And Supplies LCFF Base \$7,355</p>	<p>Moved to Action 12 Not Applicable Not Applicable N/A</p> <p>Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base \$8,000</p> <p>Social Studies Curriculum 4000-4999: Books And Supplies LCFF Base \$1,193</p>
<p>Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.</p>	<p>Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$20,000</p> <p>Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$8,000</p> <p>N/A Not Applicable Not Applicable N/A</p>	<p>Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$48,340</p> <p>Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II \$0</p> <p>N/A Not Applicable Not Applicable N/A</p>
	<p>N/A Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p>
<p>Provide a Summer Academic program to support the needs of at-risk students and incoming Kindergarten Students</p>	<p>SpEd teachers for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education \$2,800</p> <p>Incorporated into year round salary Not Applicable Not Applicable N/A</p> <p>Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>SpEd teacher for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education \$1,857</p> <p>Incorporated into year round salary Not Applicable Not Applicable N/A</p> <p>Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base \$0</p>
<p>Provide Fall and Spring Intersessions to support unduplicated students scoring in the lowest 30% in Math or ELA.</p>	<p>Materials and resources for intercession 4000-4999: Books</p>	<p>Materials and resources for intercession 4000-4999: Books</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	And Supplies LCFF Supplemental and Concentration \$2,500	And Supplies LCFF Supplemental and Concentration \$0
Expand the after school program to support academic intervention, enrichment, and extra-curricular opportunities for students.	After School paraprofessionals 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$122,300 After School program Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$30,000	After School paraprofessionals 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) \$144,409 After School program Supplies 4000-4999: Books And Supplies After School Education and Safety (ASES) \$6,341
Part time Librarian to support school-wide literacy initiatives	Librarian Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$40,376	Librarian Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$39,593
Provide rigorous leveled literacy instruction school wide to support English language development of EL's and all students.	Additional SFA Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,700	Additional SFA Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,219
Continue co-teaching model in grades K-6	SpEd teachers and Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$443,500 SpEd teachers and Coordinator Benefits 3000-3999: Employee Benefits Special Education \$134,000	SpEd teachers and Coordinator 1000-1999: Certificated Personnel Salaries Special Education \$428,762 SpEd teachers and Coordinator Benefits 3000-3999: Employee Benefits Special Education \$124,840
Continue instructional coaches for teacher support and professional development.	2 Teacher Coaches 1000-1999: Certificated Personnel Salaries LCFF Base \$168,000 Teacher coach benefits 3000-3999: Employee Benefits LCFF Base \$43,820	2 Teacher Coaches 1000-1999: Certificated Personnel Salaries LCFF Base \$179,184 Teacher coach benefits 3000-3999: Employee Benefits LCFF Base \$42,385
No longer using	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Addition of Small Group Instructors (SGI's) in STEM classes to primarily support unduplicated student academic needs.	11 SGI Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$310,200 11 SGI Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$74,800	11 SGI Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$252,256 11 SGI Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$42,508

Goal Analysis

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

Grimmway Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

- Provided child supervision for students whose parents were essential workers during the COVID-19 pandemic.
- Supplied scholars with Chromebooks and hotspots to families without internet access, to avoid disruptions in distance learning.
- Supplied teachers and staff with laptops to work from home to ensure continuity of learning.
- Initiated Individualized Learning Plans using digital learning platforms through distance learning.
- Created a supplemental support program for students, based on the scholar's interim assessment results.
- Provided Professional Development for all staff on how to deliver instruction on multiple digital platforms (Zoom, Google Classroom, Class Dojo). Staff also received weekly training and support with student accommodations in relation to distance learning.
- Small Group Instructors provided support to students while distance learning, including providing small group academic support and check-ins with those who are most in need or who have become disengaged from learning.

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

At the onset of the pandemic in March of 2020, our goal was to develop and implement a Distance Learning Program that mirrored our on-site Grimmway Academy Shafter academic model. To maintain academic and instructional continuity, the use of our state approved digital-based curriculum aided us in our implementation of standards based lessons and allowed us to sustain our various CCSS pacing guides during this Distance Learning period beginning in April of 2020.

Utilizing Google Classroom or Class Dojo platforms, supplemented with Zoom, GoGuardian Chat and the Google Classroom Stream, we ensured that both synchronous and asynchronous instruction occurred daily. Both students and staff follow a Daily Routine Schedule. Homeroom or Advisory instructors host a minimum of two daily live Zoom meetings. These meetings provide teachers with the opportunity to facilitate certain SEL Activities with their students. Additional elective course offerings such as Art, Music, Physical Education as well as Virtual Cooking and Gardening Classes assist us in our efforts to aid our students and families in maintaining a positive outlook. These elective offerings played a vital role in motivating our students to put forth their best effort toward mastering the core content standards that were being taught daily during this Distance Learning period.

Although our stakeholders expressed their appreciation toward the effort that we put into ensuring that live instruction versus packets would endure, our ability to track learning loss during this period was hampered by the suspension of the state dashboard and all statewide assessments.

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Goal 2

Create collaborative partnerships with parents to improve student achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator How the district promotes participation of parents for pupils with exceptional needs. (Priority 3A)</p> <p>19-20 Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.</p> <p>Baseline (No Baseline) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>Due to COVID, active involvement of parents at all schools sites and events was limited.</p>
<p>Metric/Indicator How the district promotes participation of students for unduplicated pupils. (Priority #3B)</p> <p>19-20 Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.</p> <p>Baseline</p>	<p>Maintained monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications.</p>

Expected	Actual
<p>Monthly parent communications used to communicate volunteer opportunities.</p> <p>Metric/Indicator Efforts to seek parent input and making decisions at the school site. (Priority 3A)</p> <p>19-20 80% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.</p> <p>Baseline Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc.</p>	<p>Maintained 80% parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee.</p>
<p>Metric/Indicator How the district promotes participation of parents for unduplicated students. (Priority 3B)</p> <p>19-20 Maintain 100% translation/ interpretation services for parents/guardians.</p> <p>Baseline Provided translation services of the time for parents/guardians</p>	<p>Maintained 100% translation/ interpretation services for parents/guardians.</p>
<p>Metric/Indicator Chronic absenteeism rates. (Priority 5B)</p> <p>19-20 Maintain Chronic Absenteeism rate to be less than 7%</p> <p>Baseline Chronic Absenteeism Rate (No Baseline)</p>	<p>Chronic Absenteeism rate: 7.9%</p>
<p>Metric/Indicator School attendance rates. (Priority 5A)</p> <p>19-20 Maintain school attendance rate to be at 97% or above</p> <p>Baseline Average Daily Attendance rate (No Baseline)</p>	<p>97% Daily Attendance Rate (Pre-COVID)</p>

Expected	Actual
<p>Metric/Indicator Other local measures on sense of safety and school connectedness. (Priority 6C)</p> <p>19-20 Maintain the rate of discipline citations/referrals less than 10%</p> <p>Baseline Discipline citation rate (No Baseline)</p>	<p>Discipline Citations: 2%</p>
<p>Metric/Indicator Suspension rates. (Priority 6A)</p> <p>19-20 Maintain Suspension rate to be less than 2%</p> <p>Baseline Suspension rate (No Baseline)</p>	<p>Suspension rate: 0%</p>
<p>Metric/Indicator Expulsion rate. (Priority 6B)</p> <p>19-20 Maintain Expulsion rate to be less than 1%</p> <p>Baseline Expulsion rate (No Baseline)</p>	<p>Expulsion Rate: 0%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Assistant Principal of Student Affairs to work with students and parents/guardians.</p>	<p>AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base \$86,767</p> <p>Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base \$22,418</p>	<p>AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base \$87,925</p> <p>Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base \$22,294</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Continued training to be provided in-house Not Applicable Not Applicable N/A</p> <p>Continued training to be provided in-house Not Applicable Not Applicable N/A</p>	<p>Continued training to be provided in-house Not Applicable Not Applicable N/A</p> <p>Continued training to be provided in-house Not Applicable Not Applicable N/A</p>
<p>In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.</p>	<p>Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A</p> <p>Included in new service provided by Home Office Not Applicable Not Applicable N/A</p> <p>Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$6,500</p>	<p>Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A</p> <p>Included in new service provided by Home Office Not Applicable Not Applicable N/A</p> <p>Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base \$4,600</p>
<p>Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.</p>	<p>Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,500</p> <p>Moved to action above Not Applicable Not Applicable N/A</p>	<p>Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$752</p> <p>Moved to action above Not Applicable Not Applicable N/A</p>
<p>Translate all school documents and provide translation services for all parent meetings.</p>	<p>Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3,500</p> <p>one time cost, no needed Not Applicable Not Applicable N/A</p>	<p>Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$4,260</p> <p>one time cost, no needed Not Applicable Not Applicable N/A</p>
<p>Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.</p>	<p>Mileage for home visits 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>Mileage for home visits 5000-5999: Services And Other Operating Expenditures LCFF</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$3,000	Supplemental and Concentration \$1,061
Provide student incentives through the students store program.	Student Incentive Materials 4000-4999: Books And Supplies LCFF Base \$5,000	Student Incentive Materials 4000-4999: Books And Supplies LCFF Base \$805
Quarterly field trips to provide increased curricular experiences for students.	School Field Trips costs 5000-5999: Services And Other Operating Expenditures LCFF Base \$21,000	School Field Trips costs 5000-5999: Services And Other Operating Expenditures LCFF Base \$42,534
Behavior Specialist to work with students, parents, and teachers.	Behavior Specialist Salary 2000-2999: Classified Personnel Salaries LCFF Base \$69,628 Benefits, Behavior Specialist 3000-3999: Employee Benefits LCFF Base \$7,000	Behavior Specialist Salary 2000-2999: Classified Personnel Salaries LCFF Base \$64,119 Benefits, Behavior Specialist 3000-3999: Employee Benefits LCFF Base \$11,958
Academic Parent Teacher Team meetings 3X a year to increase parents awareness and connection of grade level curriculum and student expectations.	APTT Child Care and Interpreters 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$4,000	APTT Child Care and Interpreters 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$0
Continue to celebrate and encourage parent participation through parent recognition awards and an annual Parent Appreciation Night	Parent Appreciation Night 5000-5999: Services And Other Operating Expenditures LCFF Base \$5,000	Parent Appreciation Night 5000-5999: Services And Other Operating Expenditures LCFF Base \$540
	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable N/A
Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling.	School Psychologist Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,782	School Psychologist Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$89,185

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	School Psych Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,407	School Psych Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$22,540

Goal Analysis

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

Grimmway Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

- Provided Social Emotional Learning support with daily wellness calls to scholar and families, along with steps to improve digital classroom culture and foster positive and healthy peer relationships.
- Provided additional instructional materials to scholars during grab and go lunch pick-up.
- Grimmway Academy Shafter staff made themselves available via phone, email or other online platforms including Zoom and Google Hangouts to connect with parents one-on-one to address students needs.
- Maintained continuous communication with scholars, teachers, staff and families, via ParentSquare, social media platforms, and email to keep stakeholders apprised of the rapid changing environment caused by the pandemic.
- Provided parents with additional technical support and instructions for Chromebooks and Google classroom.

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

Prior to the onset of the pandemic in March of 2020, we had tremendous success in creating collaborative partnerships with parents to improve student achievement. Such successes included the following:

We hosted Saturday tutorial sessions on site for our students while hosting workshops for the parents/guardians of our scholars to attend during the tutoring period.

Supported scholars with our SEL curriculum

Hosted a Financial Literacy workshop

During school wide events we would host tutorial sessions on how to access the parent portal of our SIS system, how to access our digital curriculum or based computer/technology literacy classes.

After the onset of the pandemic we continued to garner success in creating collaborative partnerships by first increasing our communication with our families through hosting weekly Parent Information Meetings (PIM) and by seeking feedback from our families in the forms of weekly needs assessments. Upon determining the overarching needs of our families we developed and implemented a

plan to meet these varying needs either in house, or through providing our families with the appropriate public resource that could meet their needs. Such needs included the following:

Purchasing and providing mobile hotspots for all families in need.

Providing families with additional Chromebooks or Hotspots to account for the number of students within the household. Developing and Hosting engaging virtual activities for the whole family.

Participating in the Seamless Summer Option (SSO) Meal Program that afforded us the opportunity to provide meals for all children within a household between the ages of 2 and 18.

Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- “Mango 100-Day Challenge”

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Goal 3

Maintain a learning environment that promotes a creative, healthy, and conscientious lifestyle.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority 8)</p> <p>19-20 100% of student will participate in Physical Education classes</p> <p>Baseline (NO Baseline) of student will participate in Physical Education classes</p>	<p>Maintained 100% of student participated in Physical Education classes pre COVID.</p>
<p>Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority 8)</p> <p>19-20 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year</p> <p>Baseline 100% of students in K-4 participate in 12 ESY lessons per year</p>	<p>Due to COVID-19, less than 100% of students in K-6 participated in 12 Edible Schoolyard lessons.</p>
<p>Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority 8)</p> <p>19-20 Maintain 50 families participating in a family cooking class</p> <p>Baseline (No Baseline) families participate in a family cooking class</p>	<p>Due to COVID-19, less than 50 families participated in family cooking classes on site. Family Cooking classes were offered virtually beginning in Spring, 2020.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Art, music, and Physical Education program for all grades.	PE Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$54,500 PE Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$16,610 PE Supplies 4000-4999: Books And Supplies LCFF Base \$5,000 Upper Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$62,000 Upper Grade Music Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$17,960 Music Supplies 4000-4999: Books And Supplies LCFF Base \$3,000 Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base \$48,204 Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$15,476 Art Supplies 4000-4999: Books And Supplies LCFF Base \$10,000 Lower Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$52,000	PE Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$66,274 PE Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$19,617 PE Supplies 4000-4999: Books And Supplies LCFF Base \$1,720 Upper Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$71,277 Upper Grade Music Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$21,098 Music Supplies 4000-4999: Books And Supplies LCFF Base \$887 Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base \$51,582 Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$15,268 Art Supplies 4000-4999: Books And Supplies LCFF Base \$14,889 Lower Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$27,836
Offer a comprehensive Edible School Yard Program.	ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries LCFF Base \$264,000	ESY Teacher Salaries (6) 2000-2999: Classified Personnel Salaries LCFF Base \$170,592

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base \$40,000 ESY Supplies and Materials 4000-4999: Books And Supplies LCFF Base \$16,000	ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base \$34,731 ESY Supplies and Materials 4000-4999: Books And Supplies LCFF Base \$17,648
Quarterly family activities to promote health and wellness including Family Cooking Classes, Garden Days and a wellness fair.	Supplies for family Activities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000	Supplies for family Activities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$
Develop structured recess program to engage all students in various physical and social games during breaks.	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries LCFF Base \$117,525 FT Recess Coach Benefits 3000-3999: Employee Benefits LCFF Base \$6,800 Structured Recess Supplies 4000-4999: Books And Supplies LCFF Base \$5,000	Recess Coaches (5 PT and 1 FT) 2000-2999: Classified Personnel Salaries LCFF Base \$80,698 FT Recess Coach Benefits 3000-3999: Employee Benefits LCFF Base \$8,970 Structured Recess Supplies 4000-4999: Books And Supplies LCFF Base \$1,068

Goal Analysis

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

Grimmway Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:

- The Cafe provided grab-and-go scratch meals Monday - Thursday during distance learning.
- Provided additional art supplies to families during grab-and-go lunch pick-up.
- Provided virtual family cooking classes to continue to engage students and families to support healthy choices.
- Created a virtual recess program for scholars and families.

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

Prior to the onset of the pandemic in March of 2020, we had tremendous success in providing an environment that encourages healthy lifestyles by planning and hosting such events as the following:

Free health screenings provided by Adventist Health Mobile Free Clinic. Healthy Cooking Classes and Tastings.

Fresh Produce Giveaways. Health and Wellness Fair Family Cooking Night Farmer's Market

After the onset of the pandemic we continued to garner success through hosting such events as the following: Weekend Virtual Family Cooking Classes- with all ingredients provided to all participating students and their families. Weekend Virtual Family Gardening Classes- with all materials provided to all participating students and their families.

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Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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
1.Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) intervention and enrichment time is to be provided to targeted groups of students most at risk of learning loss, with an emphasis on ensuring that we serve our unduplicated students, by Small Group Instructors (SGIs).	\$440,187	\$333,677	Yes
2.Intervention Coordinator to oversee the implementation of the intervention and extension program by providing professional development and support to intervention/extension teachers in lab classes that are identifying those most at risk of learning loss and addressing individual learning needs accordingly.	\$77,250	\$88,555	Yes
3.Using formative assessment data (NWEA MAP, weekly standards-aligned assessments, IABs) to guide instruction, intervention and enrichment provided by lab teachers to all students in lab classes addressing the individual learning needs of students in light of learning loss from distance learning.	\$363,014	\$374,464	Yes
4.Based on student feedback through surveys concerning feelings of isolation and loneliness, Grimmway Academy is committed to providing enrichment programs in the arts that foster positive emotions by providing music and art enrichment for all students.	\$190,004	\$191,075	Yes
5.Given stakeholder input concerning effective distance learning instruction, Professional development will be provided for Instructional Coaches to work with teachers in developing effective distance and in-person lesson plans and assessments that are relevant and culturally responsive.	\$20,000	\$13,850	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
6. Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally responsive to the unique needs of unduplicated students using the Optimum Learning Environment (OLE) framework devised by NTC in conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on unduplicated students.	\$220,526	\$125,511	Yes
7. Implementing a Co-Teaching model in all ELA classrooms in which an additional certificated instructor (SpEd credential) co-teaches the class along with the classroom teacher of record, allowing for additional capacity and supports to students most in need, with particular emphasis on those most at risk of learning loss.	\$491,100	\$557,171	Yes
8. Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Garden Educators to begin producing surplus food in the EDY Garden in order to make available for those members of our community most in need.	\$161,906	\$154,812	Yes
9. Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. Offer online cooking classes to families to reinforce healthy eating during school closure.	\$2,000	\$676	Yes
10. Based on stakeholder input indicating concerns about effective distance learning instruction (including serving the needs of EL students, SEL, and STEM and ELA Instruction), GA will invest in the following professional development activities:			
GLAD Strategies Training	\$10,000	\$0	Yes
Success for All (SFA) Literacy and Reading Program	\$9,000	\$19,900	Yes
Dr. Anita Kreide (Science Instruction Consultant)"	\$15,000	\$10,000	Yes
11. Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development	\$10,000	\$2,749	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
("Getting Along Together") to meet the social and emotional needs of our students, particularly our unduplicated students who are most vulnerable during the pandemic.			
12. Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	\$15,894	No
13. Personal protective equipment (masks, gloves) for students and staff.	\$20,000	\$8,806	No
14. Plexiglass screens for students and staff at workspaces.	\$10,000	\$5,087	No
15. Health and safety screening equipment (thermometers, etc.)	\$1,000	\$20,659	No
16. Water bottle refill stations when students return to campus	\$4,000	\$5,984	No
17. Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems	\$50,000	\$57,456	No

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

The following actions had material differences between budgeted and actual expenditures:

Action 1: Small Group Instructor salaries were less than anticipated.

Action 5: Professional Development costs for effective distance learning instruction was less than anticipated.

Action 6: Only one Instructional Coach was hired, while two were budgeted.

Action 7: The cost for implementing a co-teaching model in all ELA classrooms was higher than anticipated.

Action 10: GLAD Strategies Training was not implemented. SFA Literacy and Reading Program costs were higher than anticipated.

Action 13. PPE costs were less due to a donation by OneMask for disposable face masks and gloves.

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners.

Analysis of In-Person Instructional Offerings

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

Health and safety guidelines are necessary to keep staff and students safe cause for instructional practices to be modified. PPE and other protective equipment such as plastic screens were ordered and arrived in time to welcome back students to campus. Simple

classroom routines and procedures were adapted to ensure student safety, many of which were easily implemented due to previous distance learning constraints. As we welcomed scholars back to In-person instruction we followed all protocol. Scholars were contained in classrooms while teachers rotated to decrease exposure risk. Small-Group Instructors implemented an outdoor "pull out" intervention program, rather than their usual "Push-in" model. Despite being short staffed by one Instructional Coach, the Humanities Coach and Administration continued to support staff through ongoing feedback and professional learning opportunities.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
18. Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.	\$20,000	\$10,350	Yes
19. Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels to provide targeted supports for our unduplicated students.	\$7,000	\$11,300	Yes
20. Purchasing/upgrading technology (Chromebooks) to make available for those who do not own their own device and cannot access the Google Classroom lessons online.	\$70,000	\$157,523	Yes
21. Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely and ensuring that they are able to effectively deliver the online curriculum.	\$40,000	\$29,750	No
22. Kajeet Wireless SmartSpots for families indicating that they did not have internet access at home.	\$13,000	\$14,983	Yes
23. Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	\$4,180	Yes
24. Signa Terra IT Network Consultants to provide technical support for families and teachers in addition to providing maintenance of technology and monitoring of the network to ensure that students can access the online curriculum to avoid further learning loss.	\$23,000	\$39,667	Yes
25. Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	\$7,721	Yes
26) Web cameras for teachers engaged in distance teaching to ensure that all students can view the live online lessons clearly, particularly EL students for whom hearing the teacher and classmates speak clearly is important for their ELD.	\$5,000	\$4,712	Yes

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

The following actions had material differences between budgeted and actual expenditures:

Action 18: Professional Development for literacy and English Language development was less than anticipated.

Action 20: Purchase and upgrading Chromebooks for scholars who do not have their own device was higher than anticipated.

Action 21: Technology stipends for teachers working remotely was less than anticipated.

Action 24: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum.

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.

Hybrid in-person instruction made the maintenance of traditional scope and pacing difficult. Through professional development and collaboration, instructional staff was able to adapt and overcome to meet the needs of their students in a hybrid setting. Prior to the beginning of the 20-21 school year, it was challenging to provide 1:1 devices due to nationwide shortages. However, the organization went above and beyond to ensure that all students had a device before school began. Additionally, connectivity in remote areas of the community was a challenge. Staff and students worked together to ensure access through the provision of Kajeet hot spots and lower-band with workarounds. 88% of students returned to school for full-time in-person instruction. 100% of students participated in state-mandated testing including the Initial and Summative ELPAC, 5th grade Science CAST, and 3-7 grade SBAC Summative Assessments. 20 students earned a score of 4 on the Summative ELPAC. Despite the logistical challenges of the pandemic, students showed growth that was similar to years prior. Organization-wide PD were replaced with departmentalized PLCs with outside consultants to support and build teacher capacity in serving students via Distance Learning. Teachers' plates were very full juggling the responsibilities of teaching distance learning, and as a result, time was planned so that all PD participants could complete the PLC items during the designated time. Many staff members had to show adaptability and flexibility to meet the needs of students during distance learning. Through collaboration and growth mindset, the majority of staff were able to effectively serve students and even complete outside programs, such as Induction, Credentialing, and Master's degrees. Supporting students in a full-inclusion model was challenging during distance and hybrid learning, however many of our students with unique needs were able to come back to campus 5 days a week for in-person instruction in September. During fall, spring, and summer break, Extended School Year was offered as another means of support for students with unique needs. Over 150 students are slated to attend Summer Academy.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
27) Grimmway will purchase the following Educational Software to be used to identify student proficiency levels and provide learning experiences tailored to individual student needs (intervention – or acceleration).			Yes
Newsela - An online platform that provides key literacy skills using texts that are self-identified by students as ones in which they have particular interest, increasing the likelihood of engagement. Teachers can access the assessment data and literacy level.	\$16,000	\$16,300	Yes
Lexia Core 5/Power Up (Literacy) An online learning platform that provides differentiated literacy instruction for students of all abilities in grades pre-K–5. Lexia’s research-proven program provides explicit, systematic, personalized learning in the six areas of reading instruction, targeting skill gaps as they emerge, and providing teachers with the data and student-specific resources they need for individual or small-group instruction.	\$13,500	\$13,900	Yes
Early STAR/STAR (Reading Proficiency) An early literacy program that allows teachers to identify every learner’s strengths and weaknesses, set personalized goals, and track progress as students transition from non-readers to	\$4,250	\$4,215	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
readers.			
Next Gen Math (Math Proficiency) Nextgenmath.com provides limitless Common Core resources designed to prepare students for mastery and real-world application of the mathematical standards. These resources are organized by grade level, claim, target, standard, and topic.	\$8,500	\$13,350	Yes
Rosetta Stone (Language Support) An online Language learning platform for use during ELD exercises.	\$5,000	\$0	Yes
Brain POP An online learning platform that fosters engagement in STEM and Humanities.	\$2,690	\$3,345	Yes
28) NWEA MAP Assessments: Provides diagnostic skills data and goal setting. MAP provides teachers with accurate, and actionable evidence to help target instruction for each student or groups of students regardless of how far above or below they are from their grade level	\$10,500	\$11,300	Yes
29) Illuminate Item Banks (for use in weekly and quarterly CCSS aligned standards-based assessments). This resource allows teacher to develop and administer weekly standards-aligned assessments to determine proficiency levels. Data from these assessments are used by classroom and lab teachers to identify learning gaps.	\$3,500	\$2,875	Yes
30) Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, and English Language Learners.	\$40,000	\$0	Yes

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

The following actions had material differences between budgeted and actual expenditures:

Action 27 - Rosetta Stone was not implemented. Mango was used as language support.

Action 30: This action is a duplicate of action 35 under "Additional Actions to Implement the LCP"

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.

Analysis of Pupil Learning Loss was challenging as our students were participating in various learning models throughout the year. One of our biggest challenges with assessments was providing remote testing accommodations. We were able to provide a secure browser on our devices, however having students attempt to test from home on personal devices did cause some challenges. Overall we have seen variances in test scores from the beginning of the year, when assessments were taken at home, versus when assessments were taken in a stable learning environment in the fall and spring.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes

- Addition of a counselor proved to be highly useful
- SFA facilitator observations from Lori Martin and Kelly Nelson throughout the year offered valuable guidance and support for our Getting Along Together K-5 SEL curriculum
- Daily feelings checks allowed counselor to identify scholars in need of wellness checks and intervene to provide support to students who were experiencing significant challenges in their lives
- Community Resource page created for online access
- Counselor created a Google classroom just for students and included coping skills, gratitude section, mindfulness
- Leadership task force held virtually and in-person to address SEL needs
- GoGuardian Beacon helped identify areas of concern when they could not otherwise be seen when students were distance learning
- Implemented weekly SEL block curriculum to ensure delivery of SEL curriculum in CREW classes

Challenges

- New middle school SEL curriculum used mostly in a online format and was implemented in Winter 2020
- SEL curriculum "Getting Along Together" was meant to be in-person instruction, but was mostly taught online
- Lack of consistent SEL needs assessment data from teachers
- Monthly needs assessments were not sent out to teachers because leadership did not deem the needs assessment valid.

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.

The 2020-2021 school year has presented many challenges, but also many opportunities for success in implementing pupil and family engagement and outreach. This year we conducted our home visits via Zoom, while this was a shift for us in practice it allowed more families to participate from locations outside of their residence. In addition our annual Mutual Promise was also conducted via Zoom. The principal conducted weekly Parent Informational Meetings throughout the year via Zoom to provide opportunities for feedback, questions, and concerns throughout the pandemic. Our Community Comet Newsletter was also sent out digitally via Parent Square weekly. Our marquee was updated often as a means to communicate important information to our families. Our Parents of Grimmway Academy continued to meet via Zoom and helped with our very successful Welcome Back to School Parade, Halloween Trick-or-Treat Drive Through, and Dia De Los Muertos celebrations. The pandemic did not keep us from celebrating successes; we

hosted Celebration Assemblies via Zoom, had dress-up days and car parades, virtual family cooking nights, and Celebrity Reader events, and we finished the year strong with a socially distanced Aloha Kindergarten Promotion ceremony.

Analysis of School Nutrition

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

Successes:

The Cafe Team had to develop a plan to distribute meals to students without the use of salad bars during the pandemic.

New recipes were created to incorporate more vegetables into the main entree to provide each student a nutrient dense meal.

Curbside Meal Service was developed to continue to provide meals to children while practicing social distancing.

We currently operate on the Seamless Summer Option (SSO) which allows us to serve any child under the age of 18.

Challenges:

It was challenging to provide a variety of different meals that were appealing to students.

Some families work schedules conflicted with available distribution times.

Creating a plan to serve students on-campus and students on distance education was crucial in order to feed students on various learning models.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	31.Purchase of ParentSquare License to ensure that messages can reach a higher proportion of families, including instant translation from English to Spanish. "	\$8,000	\$4,000	Yes
School Nutrition	32.Purchasing additional equipment to support meal preparation and distribution	\$10,000	\$7,589	Yes
Mental Health and Social and Emotional Well-Being	33.Development and implementation of SEL curriculum aligned with SEL Competencies (“Getting Along Together”), and continuous professional training for implementation and monitoring students, families, and staff.	\$20,000	\$0	Yes
Mental Health and Social and Emotional Well-Being	34. Increase social/emotional services to all students with the primary focus on unduplicated students through small group and 1:1 counseling provided by the school counselor.	\$85,782	\$80,827	Yes
Pupil Engagement and Outreach	35. Additional School supplies provided for school use at home for students in need of additional learning supplies due to family financial constraints, including foster, homeless, EL, and SPED	\$40,000	\$0	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	students.			

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.

Action 33: Duplicate of action 11 in "In-Person Instructional Offerings" section.
 Action 35: Duplicate of action 30 in "Pupil Learning Loss" section.

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.

Lessons learned from implementing in-person and distance learning programs in 2020-2021 have informed the development of our future goals and actions to continue the support of Professional Development in the areas of Digital Literacy and Instructional Technology. Software and student monitoring licensing will continue to be supported. As we lean into the challenges of distance learning we have evolved our practice to support our scholars and their families with Online learning and digital platforms. What we have learned from 2020-2021 is how to adapt quickly to change and navigate instructional technology as a means to increase student engagement and productivity.

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

Multiple data points were used to determine student progress including NWEA, ELPAC, SBAC, MobyMax, STAR Reading, and Lexia Core5. The instructional team met regularly to analyze student data to make instructional decisions to move forward and create unique student learning goals for all scholars using Independent Learning Plans. All IEPs were held and student progress toward their goals was monitored as usual. The team also held SST meetings for students with Tier 2 needs, as well as created behavior support plans for students with behavioral challenges to provide them with accessibility to grade level content.

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.

There were no substantive differences in actions or services identified as meeting the increased or improved services requirements. Social Emotional services were provided to all students weekly and as needed. The counselor was able to provide 1:1 and small

group services both on site and virtually. In addition, we recognized the need to provide grief counseling and purchased a research based curriculum to support scholars who had lost a loved one. Additional school supplies and resources, including home cooking kits from our garden, were also provided as a means to connect students to school activities.

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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.

Student outcomes have informed the development of future practices specifically in regard to the implementation of a common curriculum for core subjects implemented at both sites, with a focus on lesson studies for PLC to facilitate data driven instruction as well as implementation of a student learning target tracker to monitor student progress toward grade level content standards as per our standards-based grading system.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,189,950.00	3,008,329.00
After School Education and Safety (ASES)	152,300.00	150,750.00
LCFF Base	1,261,659.00	1,130,364.00
LCFF Supplemental and Concentration	1,080,403.00	1,047,578.00
Not Applicable	0.00	0.00
Special Education	580,300.00	555,459.00
Title I	107,288.00	124,178.00
Title II	8,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	3,189,950.00	3,008,329.00
1000-1999: Certificated Personnel Salaries	1,377,407.00	1,450,848.00
2000-2999: Classified Personnel Salaries	1,018,653.00	833,838.00
3000-3999: Employee Benefits	539,115.00	517,798.00
4000-4999: Books And Supplies	187,775.00	104,510.00
5000-5999: Services And Other Operating Expenditures	35,500.00	48,735.00
5800: Professional/Consulting Services And Operating Expenditures	31,500.00	52,600.00
Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,189,950.00	3,008,329.00
1000-1999: Certificated Personnel Salaries	LCFF Base	511,847.00	523,671.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	334,100.00	394,662.00
1000-1999: Certificated Personnel Salaries	Special Education	446,300.00	430,619.00
1000-1999: Certificated Personnel Salaries	Title I	85,160.00	101,896.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	122,300.00	144,409.00
2000-2999: Classified Personnel Salaries	LCFF Base	451,153.00	315,409.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	445,200.00	374,020.00
3000-3999: Employee Benefits	LCFF Base	170,084.00	176,321.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	212,903.00	194,355.00
3000-3999: Employee Benefits	Special Education	134,000.00	124,840.00
3000-3999: Employee Benefits	Title I	22,128.00	22,282.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	30,000.00	6,341.00
4000-4999: Books And Supplies	LCFF Base	96,075.00	67,289.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	61,700.00	30,880.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	32,500.00	47,674.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	3,000.00	1,061.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	23,500.00	52,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	8,000.00	0.00
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,105,373.00	2,051,601.00
Goal 2	345,502.00	352,573.00
Goal 3	739,075.00	604,155.00

* Totals based on expenditure amounts in goal and annual update sections.

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,114,987.00	\$1,986,326.00
Distance Learning Program	\$190,500.00	\$280,186.00
Pupil Learning Loss	\$103,940.00	\$65,285.00
Additional Actions and Plan Requirements	\$163,782.00	\$92,416.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,573,209.00	\$2,424,213.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$105,000.00	\$113,886.00
Distance Learning Program	\$40,000.00	\$29,750.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$145,000.00	\$143,636.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,009,987.00	\$1,872,440.00
Distance Learning Program	\$150,500.00	\$250,436.00
Pupil Learning Loss	\$103,940.00	\$65,285.00
Additional Actions and Plan Requirements	\$163,782.00	\$92,416.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,428,209.00	\$2,280,577.00