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

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

LEA Name	Contact Name and Title	Email and Phone
Grow Academy Shafter	Brook Webb Principal	bwebb@growpublicschools.org 661-630-7220

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
Metric/Indicator Teachers are appropriately assigned and fully credentialed for assignments (Priority #1a) **19-20** Maintain 100% of teachers are appropriately assigned and fully credentialed in subject areas **Baseline** 100 % of teachers are fully credentialed in subject areas	In the 2020-2021 school year,100% of teachers were appropriately assigned and fully credentialed in subject areas (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)
Metric/Indicator Implementation of Common Core State Standards and performance standards. (Priority # 2a) **19-20** Maintain 100% of Math & English teachers received professional development in CCSS	In the 2020-2021 the school year, all teachers participated in 164 professional development hours (GPS Board Approved School Calendar)

Expected	Actual
Maintain 100% of STEM teachers receive professional development in NGSS **Baseline** 100% of Math & English teachers received professional development in CCSS.	
Metric/Indicator How programs and services enable ELs access to the ELD and CCSS for academic content knowledge and English language proficiency. (Priority #2b) **19-20** Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials **Baseline** 100% of ELL students have access to high quality ELD Instruction and support materials.	In the 2020-2021 school year, 100% of ELL students had access to high quality ELD Instruction and support materials. (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)
Metric/Indicator School facilities maintained in good repair. (Priority #1c) **19-20** Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report **Baseline** All facilities have an overall rating of "exemplary" as indicated on the FIT report.	In the 2020-2021 school year, all facilities have an overall rating of "exemplary". (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)
Metric/Indicator Students have access to standards-aligned instructional materials. (Priority #1b)	In the 2020-2021 school year, 100% of students had access to standards-aligned instructional materials as indicated in the (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)

Expected	Actual
19-20 Maintain 100% of students have access to standards-aligned instructional materials **Baseline** 100% of students have access to standards-aligned instructional materials.	
Metric/Indicator State Assessments. (Priority #4a) **19-20** 60% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments **Baseline** (No Baseline) of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments	48.02% of all students met or exceeded the Common Core Standards in ELA (2019 CA Dashboard)
Metric/Indicator State Assessments. (Priority 4A) **19-20** 50% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments **Baseline** (No Baseline) of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments	35.71% of all students met of exceeded the Math standard (2019 CA Dashboard)
Metric/Indicator Percent of EL pupils making progress towards English proficiency. (Priority 4D) **19-20** 50% of students grow one proficiency level on the ELPAC **Baseline** No Baseline. Transition to ELPAC	38.2% of ELL students are making progress towards English language proficiency (2019 CA Dashboard)

Expected	Actual
Metric/Indicator NWEA Measures of Academic Progress, nationally normed students achievement assessment. (Priority 4A) **19-20** 60% of students at or above 50th percentile in NWEA Reading. 60% of students at or above 50th percentile in NWEA Math. **Baseline** 35% of students at or above 50th percentile in NWEA Reading. 23% of students at or above 50th percentile in NWEA Math.	46% of students at or above 50th percentile in NWEA Reading 43% of students at or above 50th percentile in NWEA Math (Spring NWEA Map Growth Results)
Metric/Indicator EL reclassification rate. (Priority 4E) **19-20** Maintain reclassification of 20% of ELL students **Baseline** ELL reclassification rate (No Baseline) (Priority #4)	ELL reclassification rate at 34.1 % (2019 CA Dashboard)

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	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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $78,696	Supplemental and Concentration $94,421
	Combined with Above for total S & C expenditure Not Applicable Not Applicable 0	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	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 Supplemental and Concentration $131,000	6 Paraprofessionals in Primary Classrooms 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $121,764
	Benefits for 6 Paraprofessionals 3000-3999: Employee Benefits LCFF Supplemental and Concentration $40,000	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 of Curriculum and Instruction 1000-1999: Certificated Personnel Salaries Title I $101,896
	AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I $22,128	AP Curriculum and Instruction Benefits 3000-3999: Employee Benefits Title I $22,282
	Intervention materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration $6,000	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	Illuminate Item Banks 4000-4999: Books And Supplies LCFF Base $4,294

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	NWEA Assessment 4000-4999: Books And Supplies LCFF Base $9,820	NWEA Assessment 4000-4999: Books And Supplies LCFF Base $0
	N/A Not Applicable Not Applicable N/A	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	Discovery Science Curriculum 4000-4999: Books And Supplies LCFF Base $4,860
	ELA curriculum (6th grade) 4000-4999: Books And Supplies LCFF Base $2,200	ELA curriculum (6th grade) 4000-4999: Books And Supplies LCFF Base $3,737
	Moved to Action 12 Not Applicable Not Applicable N/A	Moved to Action 12 Not Applicable Not Applicable N/A
	Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base $5,700	Math Resources and Manipulative 4000-4999: Books And Supplies LCFF Base $8,000
	Social Studies Curriculum 4000-4999: Books And Supplies LCFF Base $7,355	Social Studies Curriculum 4000-4999: Books And Supplies LCFF Base $1,193
Provide Professional Development for teachers and paraprofessionals, focusing on literacy and English Language development.	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $20,000	Success for All Coaching and PD 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $48,340
	Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II $8,000	Science Teacher Coaching 5800: Professional/Consulting Services And Operating Expenditures Title II $0
	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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a Summer Academic program to support the needs of at-risk students and incoming Kindergarten Students	SpEd teachers for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education $2,800 Incorporated into year round salary Not Applicable Not Applicable N/A Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base $2,000	SpEd teacher for Extended SY (10 Days) 1000-1999: Certificated Personnel Salaries Special Education $1,857 Incorporated into year round salary Not Applicable Not Applicable N/A Kinder Camp Supplies 4000-4999: Books And Supplies LCFF Base $0
Provide Fall and Spring Intersessions to support unduplicated students scoring in the lowest 30% in Math or ELA.	Materials and resources for intercession 4000-4999: Books And Supplies LCFF Supplemental and Concentration $2,500	Materials and resources for intercession 4000-4999: Books 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 1000-1999: Certificated Personnel Salaries Special Education $428,762

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	SpEd teachers and Coordinator Benefits 3000-3999: Employee Benefits Special Education $134,000	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
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.

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to the impact of COVID-19 on school operations. These funds were then reallocated to develop and provide a dynamic learning experience that our teachers, students and their families would have within our GA Shafter Distance Learning (DL) model that we initially offered in April of 2020.

The following actions had material differences between budgeted and actual expenditures:
Action 1: Small Group Instructor (SGI) salaries were less than anticipated due to the implementation of the Distance Learning Program. Many of the SGIs who normally provided instructional assistance in the classroom and help to implement the Afternoon

program (ASES), assumed other duties critical to this LCP.
Action 5: Professional Development costs for effective distance learning instruction was less than anticipated (travel costs/fee savings)
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.

Grow 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 Grow 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.

GA Shafter was able to adapt to an evolving learning landscape for students and staff, and learned a few best practices through the global pandemic. Some examples of the initiatives that we are going to maintain even after the pandemic include providing timely and meaningful communication to parents via ParentSquare which allows parents to support their child's educational outcomes and enables them to become more involved in advocating for their child's needs. We will also continue providing 1:1 Chromebooks for all students as this has proven to be a crucial part of the schools' ability to provide meaningful instruction both in-person and at home. Additionally, we will continue hosting virtual events such as back to school night, Edible School Yard (ESY) cooking classes, as well as virtual APTT (Academic Parent-Teacher Teams) for families who are not able to make it to the school site.

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. Most of the distance learning challenges were related to technology, and are explained further in the Analysis of the Distance Learning Program.
The successes and challenges experienced during the pandemic along with feedback received from our parents helped us to inform the actions in the LCAP for the 21-22 school year.

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
Metric/Indicator How the district promotes participation of parents for pupils with exceptional needs. (Priority #3a) **19-20** Maintain 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs. **Baseline** (No Baseline) of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.	According to sign in sheets and survey data, 75% active involvement of parents at all school site activities and events including those with students who have exceptional needs.
Metric/Indicator How the district promotes participation of students for unduplicated pupils. (Priority #3b) **19-20**	895 parents of GA Shafter are utilizing ParentSquare for ongoing two-way communication with an overall parent engagement rate of 96%. 22% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)

Expected	Actual
Maintain monthly parent communications used to communicate volunteer opportunities, including unduplicated students by providing translations of all communications. **Baseline** Monthly parent communications used to communicate volunteer opportunities.	
Metric/Indicator Efforts to seek parent input and making decisions at the school site. (Priority #3a) **19-20** 80% Parent participation in committees including School Governance, SPGA, SSC, ELAC and Wellness committee. **Baseline** Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc.	80% participation rate as indicated via sign in sheets and Zoom attendance logs.
Metric/Indicator How the district promotes participation of parents for unduplicated students. (Priority #3b) **19-20** Maintain 100% translation/ interpretation services for parents/guardians. **Baseline** Provided translation services of the time for parents/guardians	Maintained 100% translation/interpretation services for parents/guardians.
Metric/Indicator Chronic absenteeism rates. (Priority #5b) **19-20**	Chronic Absenteeism rate was 10.9% (2019 CA Dashboard)

Expected	Actual
Maintain Chronic Absenteeism rate to be less than 7% **Baseline** Chronic Absenteeism Rate (No Baseline)	
Metric/Indicator School attendance rates. (Priority #5a) **19-20** Maintain school attendance rate to be at 97% or above **Baseline** Average Daily Attendance rate (No Baseline)	Daily Attendance Rate was 91.6% (CALPADS)
Metric/Indicator Other local measures on sense of safety and school connectedness. (Priority #6c) **19-20** Maintain the rate of discipline citations/referrals less than 10% **Baseline** Discipline citation rate (No Baseline)	The metric has been modified. Minimum average of 3.5 (out of 5) combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)
Metric/Indicator Suspension rates. (Priority #6a) **19-20** Maintain Suspension rate to be less than 2% **Baseline** Suspension rate (No Baseline)	Suspension rate was 0% (2019 CA Dashboard)
Metric/Indicator Expulsion rate. (Priority #6b)	Expulsion Rate was 0% (2019 CA Dashboard)

Expected	Actual
19-20 Maintain Expulsion rate to be less than 1% **Baseline** Expulsion rate (No Baseline)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Assistant Principal of Student Affairs to work with students and parents/guardians.	AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base $86,767 Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base $22,418	AP Student Affairs 1000-1999: Certificated Personnel Salaries LCFF Base $87,925 Benefits AP Student Affairs 3000-3999: Employee Benefits LCFF Base $22,294
	Continued training to be provided in-house Not Applicable Not Applicable N/A Continued training to be provided in-house Not Applicable Not Applicable N/A	Continued training to be provided in-house Not Applicable Not Applicable N/A Continued training to be provided in-house Not Applicable Not Applicable N/A
In addition to traditional methods, improve communication channels for parents, leveraging web based, and smart phone aps.	Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A Included in new service provided by Home Office Not Applicable Not Applicable N/A Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base $6,500	Transitioned to new service funded by Home Office Not Applicable Not Applicable N/A Included in new service provided by Home Office Not Applicable Not Applicable N/A Kickboard License and Fees 5000-5999: Services And Other Operating Expenditures LCFF Base $4,600

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide monthly opportunities for family engagement through parent activities specifically designed for SED and EL families.	Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $6,500 Moved to action above Not Applicable Not Applicable N/A	Family Engagement Materials. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $752 Moved to action above Not Applicable Not Applicable N/A
Translate all school documents and provide translation services for all parent meetings.	Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $3,500 one time cost, no needed Not Applicable Not Applicable N/A	Document Tracking Services Fees 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $4,260 one time cost, no needed Not Applicable Not Applicable N/A
Provide teacher training around structured home visits and ensure all families are visited at the start of each school year or when they enroll.	Mileage for home visits 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,000	Mileage for home visits 5000-5999: Services And Other Operating Expenditures LCFF 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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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
	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.

Any funds budgeted for actions or services that were not implemented, or implemented at a smaller scale were directly related to the impact of COVID-19 on school operations. These funds were then reallocated to develop and provide a dynamic learning experience that our teachers, students and their families would have within our GAA Distance Learning (DL) model that we initially offered in April of 2020.

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"

The successes and challenges experienced in achieving Goal 2, along with feedback received from our parents and stakeholders helped us to inform the actions in the LCAP for 21-24.

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
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) **19-20** 100% of student will participate in Physical Education classes **Baseline** (N0 Baseline) of student will participate in Physical Education classes	Maintained100% of students participated in virtual Physical Education classes pre COVID. 28.9% of 5th grade students need improvement in Aerobic Capacity 25.6% of 5th grade students need improvement in Body Composition 34.4% of 5th grade students need improvement in Abdominal Strength 24.4% of 5th grade students need improvement in Trunk Extension Strength 42.2% of 5th grade students need improvement on Upper Body Strength 10.0% of 5th grade students need improvement in Flexibility 64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity 64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition 62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength 75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength 57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength 90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility

Expected	Actual
	(2018-2019 California Physical Fitness Report)
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) **19-20** Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year **Baseline** 100% of students in K-4 participate in 12 ESY lessons per year	A total of 77 ESY lessons were provided in the 2020-2021 school year benefiting all K-5 students (modified due to COVID) (CALPADS Attendance Report)
Metric/Indicator Pupil outcomes in subjects described in 51210/51220. (Priority #8a) **19-20** Maintain 50 families participating in a family cooking class **Baseline** (No Baseline) families participate in a family cooking class	Due to COVID-19, 40 families participated in family cooking classes via Zoom.

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	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

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Upper Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base $62,000	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 $17,960	Upper Grade Music Teacher Benefits 3000-3999: Employee Benefits LCFF Base $21,098
	Music Supplies 4000-4999: Books And Supplies LCFF Base $3,000	Music Supplies 4000-4999: Books And Supplies LCFF Base $887
	Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base $48,204	Art teacher salary 1000-1999: Certificated Personnel Salaries LCFF Base $51,582
	Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base $15,476	Art Teacher Benefits 3000-3999: Employee Benefits LCFF Base $15,268
	Art Supplies 4000-4999: Books And Supplies LCFF Base $10,000	Art Supplies 4000-4999: Books And Supplies LCFF Base $14,889
	Lower Grade Music Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base $52,000	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
	ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base $40,000	ESY Teacher Benefits (6) 3000-3999: Employee Benefits LCFF Base $34,731
	ESY Supplies and Materials 4000-4999: Books And Supplies LCFF Base $16,000	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	Supplies for family Activities 4000-4999: Books And Supplies LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration $5,000	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	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 $6,800	FT Recess Coach Benefits 3000-3999: Employee Benefits LCFF Base $8,970
	Structured Recess Supplies 4000-4999: Books And Supplies LCFF Base $5,000	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.

Grow Academy Shafter implemented the following actions to increase or improve services to support students, families, teachers and staff:
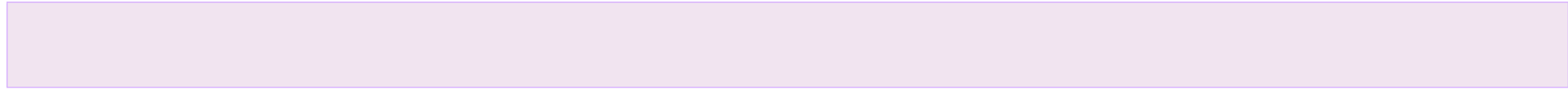
- The Cafe provided grab-and-go scratch meals Monday - Thursday during distance learning.
- Provided additional art supplies to families during grab-and-go lunch pick-up.
- Provided virtual family cooking classes to continue to engage students and families to support healthy choices.
- Created a virtual 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.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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. Grow 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:			
10a.GLAD Strategies Training	$10,000	$0	Yes
10b.Success for All (SFA) Literacy and Reading Program	$9,000	$19,900	Yes
10c. 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 budgeted due to the implementation of the Distance Learning Model. Many of the Small Groups Instructors who normally provide instructional assistance in the classroom and help to implement the Afterschool program (ASES), assumed other job duties critical to this LCP.
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.

Many of the successes that we had in implementing in-person instruction during the 2020-2021 school year include the following: ·
Once we were allowed to host one on-site cohort we were serving over 80% of our total student population. · We maintained a 0%
industrial infection rate throughout the course of the school year.
· We were able to maintain a 0% suspension/expulsion rate throughout the duration of our in-person instruction period. · Our Special
Education Team provided services and closed the school-year with no overdue nor incomplete IEP's.
Although our successes in implementing in-person instruction far outweigh the challenges, certain challenges that we faced when
implementing in-person instruction included the following:
· Covid fatigue as it relates to adhering to our covid protocols.
· Uncharacteristic behavior patterns of our middle school students.
· Staffing challenges due to excessive absences
· etc.

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, as travel restrictions were in place due to COVID 19.
Action 20: Purchase and upgrading Chromebooks for scholars who did not have their own device was higher than anticipated. Initial technology needs survey data revealed a lower number.
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.

During the global pandemic, GA Shafter experienced both successes and challenges in implementing each of the following elements in the 2020-2021 school year.

Continuity of Instruction
GA Shafter began the school year (August 3rd) with a full distance learning model. Our Distance Learning Program supplied all students with a Chromebook – all students had access to a Chromebook daily before the COVID-19 pandemic. Additionally, GA Arvin teachers and instructional staff used Google Classroom as their Learning Management System for grades 3-8.
GA Arvin also ensured continuity of instruction by:

Ensuring that all lessons, distance or online, are CCSS standards-aligned and rigorous (using Depth of Knowledge scales as a guide), and are focused particularly on essential standards.
All teachers maintained GA's dedication to inquiry-based instruction – during distance learning as well as when we return to in person, ensuring that students engage in grade-level appropriate cognitive "lifting."
Placed an emphasis on Math and ELA through the STEM and Humanities block. Weekly standards- aligned assessments are given to students in Math and ELA.
Teachers ensured that all students are included in the learning process, whether engaged in distance learning or in-person. This process begins with lesson planning and a strategic approach to identifying students who may have specific learning challenges.
GA Shafter used data from formative assessments (daily exit tickets, weekly standards-aligned assessments, quarterly interim assessments) to guide instruction and inform re-teaching

Access to Devices and Connectivity
While all students had access to Chromebooks in order to participate in the Distance Learning Program, there were unforeseen challenges as well. Some Chromebooks were damaged inadvertently, requiring repair and maintenance. This resulted in several Chromebooks being taken off of circulation for a short period of time. In addition to the Chromebooks issued to families, mobile 4G smartspots (Kajeet) were assigned if needed to help with internet connectivity. Local cable providers offered free Wi-Fi services for families in need through the end of the 2019-2020 school year. Our IT Managed Service provider Signa Terra helped to monitor the effectiveness of our IT infrastructure as well and ensured a functioning network with minimal downtime for teachers or students. For technical support, GA Shafter established a tech support help line (phone and email) for parents and students that was operated by Signa Terra. Teachers and staff had access to Signa Terra through a ticketing system. GA Shafter also devoted an onsite staff member to assist with technology needs for teachers and students. Finally operational support was provided by the Charter Management Organization if needed.

Grow Academy Shafter (GA Shafter) distance learning model was designed to be accessible as well as sustainable and could be seamlessly implemented in order to ensure continuity of instruction. In our attempt to maintain continuity, our GAA Distance Learning Program continues the use of our digital-based curriculum. This curriculum includes:
~ Core Knowledge Language Arts (CKLA)
~ Core Knowledge History and Geography (CKHG)
~ Amplify ELA
~ Amplify Science
~ Illustrative Mathematics
~ Engage New York
This utilization aids us in our implementation of standards-based lessons and allows us to maintain our various CCSS and NGSS pacing guides. Through the utilization of Google Classroom or Class Dojo as platforms, supplemented with Zoom, Go Guardian Chat and the Google Classroom Stream, authentic instruction and learning has been able to continue throughout this Distance Learning period.
To ensure equity and accessibility, we provided Chromebooks to all those who expressed a need. To date, we have distributed over 700 Chromebooks to our GAA scholars. This was accompanied with making certain that our stakeholders had access to the Internet by providing Kajeet hotspots upon request.

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
27a) 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
27b) 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
27c) 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.			
27d) 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
27e) Rosetta Stone (Language Support) An online Language learning platform for use during ELD exercises.	$5,000	$0	Yes
27f) 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.

The California Dashboard data indicates that our greatest area of needs continues to be continuing to improve our Math and English Language Arts (ELA) results for All Students (AS), with particular attention given to narrowing the gap between AS, English Learners (ELs), Socioeconomically Disadvantaged (SED), and Students with Disabilities (SWD).

Grow Academy Shafter is in its fourth year of operation and has data on the California Data Dashboard from 2018-2019 as the SBAC was waived in 2019-2020 due to the COVID-19 Pandemic. Based on this data and ongoing academic and school climate assessments, as well as meetings with stakeholders, we have identified the following areas of need:

Continued instructional support to grow the overall effectiveness and rigor in the classroom: According to the Academic Performance Indicators from 2018-2019 there was an increase of 22.3 points in ELA and 9.6 points in Math. Despite these increases, our scores remain 5.1 points below standard in ELA and 26.9 points below standard in math. To address this need, Grow Academy Shafter teachers will participate in ongoing professional learning, two instructional coaches will lead coaching cycles through a partnership with the New Teacher Center, ongoing professional development will be provided by California Lutheran Reading and Literacy Project, and data-driven Professional Learning Communities will be held weekly. STEM teachers will participate in ongoing training from Loyola Marymount and an expert consultant. We have also contracted with Success for All to provide curricular support with new staff as we are able to reinstate our 90 minute Literacy Block for grades K-5.

Increased instructional support for individualization of learning to support increased proficiency of ELL, low-income, and special education students. Our EL students were 54 points below standard in math and 46 points below standard in ELA. Additionally, our

socioeconomically Disadvantaged students were 33.3 points below standard in math and 15.1 below standard in ELA. The school aims to close this gap for our low-income and EL students by building on the success of the SFA program, co-teaching, and lab classes, which differentiate support and provide individualized instruction for students specific to their identified deficits. This will be accomplished via the support of Small Group Instructors (SGIs) who will deliver support to students in an effort to close the achievement gap for these nd advance skills and standards mastery.

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.

Many of the successes that Grow Academy Shafter had in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year include the following:

Implementation of an SEL curriculum titled Second Step (6-8). The primary goal of Second Step Middle School is to equip students with the skills, knowledge, and mindsets that will help them successfully navigate adolescence. Students learn how to develop a growth mindset and apply research-based goal-setting strategies to their social and academic lives. This unit's content helps create classrooms that are connected and encouraging by helping students set and achieve collective and personal goals, learn from challenges, recognize their personal strengths, and explore the unique aspects of their identities.

Recognizing Bullying & Harassment

Students learn how to recognize bullying and harassment, stand up safely to bullying, and respond appropriately to harassment. This unit's content helps students develop empathy, understand the impact of bullying and harassment on individuals and their communities, and examine social and environmental factors that contribute to negative behaviors as well as identify solutions for preventing those behaviors.

Thoughts, Emotions & Decisions

6 lessons per grade

Students learn how to recognize strong emotions and unhelpful thoughts, and they learn to apply strategies for managing their emotions and reducing stress. This unit's content helps students understand that all emotions are valuable because they provide us with information about our environment. Students learn to respond to their emotions in ways that help meet their wants and needs.

Managing Relationships & Social Conflict

7 lessons per grade

Students learn strategies for developing and maintaining healthy relationships, perspective-taking, and dealing with conflict. This unit's content helps students learn to honor and understand differences based on varied personal, familial, and cultural backgrounds.

Best-in-Class Social-Emotional Learning

Second Step Middle School is a first-of-its-kind social-emotional learning (SEL) curriculum that's modern, web-based, and responsive to the needs of today's students and educators. It's underpinned by the latest research in adolescent brain development and social psychology. The result is a program that doesn't just help kids do better in school—it helps them do better in life.

We also invested in additional training and professional learning in the use of our existing SEL curriculum for K-5, titled Getting Along Together. Getting Along Together has a three-pronged focus: students learn thinking and cognitive skills, emotional management, as well as interpersonal and social skills. Collectively, these skills and strategies create a peaceful school environment where students are empowered to manage their own behavior, decrease conflict, and increase receptivity to learning. Getting Along Together helps students with focus, memory, and self-control, as well as building empathy, friendship skills, cognition, and coping skills for common social problems. Other activities included:

Established a weekly 2hr SEL Block. This SEL block incorporated all GA Shafter students.

Increased opportunities for students to learn coping and engagement skills.

Increased opportunities for staff to identify social-emotional needs of students.
Reduced behavior referrals
Increased Kickboard Bonuses LCA
Reduced Kickboard (Schoolwide PBIS system) Deductions
Increased Classroom rewards.
Increased our daily attendance within both our in-person and DL program
etc.

Bi-weekly social and emotional surveys were provided to all students through their Google Classroom platform. These surveys sought feedback from students on a wide array of SEL factors, including the following: self-awareness, self-management, social awareness, relationship skills, responsible decision making

While GA Shafter experienced successes in monitoring the mental health and social and emotional wellbeing of students, there were also noted challenges. The new middle school SEL curriculum used mostly in an online format was implemented in Winter of 2020. Therefore, we missed several months of implementation and data collection. It's difficult to assess whether or not the SEL program for middle school students had a direct and immediate positive impact on the social and emotional well being of students. Additionally, the SEL "Getting Along Together" curriculum was intended to be for 100% in-person instruction, but was mostly taught online through the Distance Learning Program. It was also challenging collecting SEL needs assessment data from teachers throughout the course of the pandemic. The validity of the monthly needs assessments were questionable and were not implemented as planned.

Based on the success and challenges above, and feedback acquired from our stakeholders, there appears to be an opportunity to address SEL/culture and climate. To improve overall SEL/culture and climate for students and staff, and parents, Grow Academy Shafter will be implementing a new SEL survey platform, Kelvin.

Research confirms that SEL can:
Increase prosocial behaviors
Improve students attitudes toward school
Reduce depression and stress among students
Improve academic achievement, test scores, grades, and engagement
Increase parent engagement and improve school favorability rates.

Kelvin offers an "all in one" solution to collecting information on social-emotional wellbeing through interactive pulse surveys (English and Spanish) made available in the Clever console. Kelvin offers real-time pulse surveys through a chat feature embedded in the Google Chrome console ("pop up surveys") with a simplified user experience and the available to customize the tools based on the needs of students. The first survey will be administered in October of 2021.

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.

While there were challenges in engaging with students and their families in-person, GA Shafter was able to successfully track attendance daily. In the 2020-2021 school year, the Average Daily Attendance Rate was 91.6%.

GA Shafter administered a basic level of attendance and participation tracking daily. This daily attendance and participation tracking process includes the following:

Credentialed Instructors take daily attendance through the Student Information Systems (Illuminate and Infinite Campus). The SIS was maintained and monitored by our GA Shafter Attendance Clerk. Both Credentialed Instructors and Attendance Clerk made confirmation phone calls throughout the instructional day to confirm the student attendance/absence.
Attendance Clerk sought documentation from the parent/guardian in order to document the student's absence as excused or unexcused. For stakeholders who exhibited chronic tardiness or attendance behaviors we further employed the following tiered reengagement strategies:
First Tier
Phone called home (for non-participation), detailing the importance of daily participation along with the effects of chronic absenteeism
Weekly Parent Information meetings, translated in real time
Parent Education meetings (1st will be online safety training)
Virtual Activity Calendar
E.S.Y. cooking classes
Second Tier
School counselor checked in with students.
Instructors support students by encouraging them to attend office hours to assist with assignments.
Excessive Absence Notification- Mailed Home.
Home Visit by School Representative
Third Tier
Refer to community resources/services as needed.
Refer for "Wellness Check" by the appropriate authorities.
Refer to the GA Shafter Student Attendance Review Team.
Although this tiered system of support had a positive impact on the majority of our stakeholders, what became clear is that all too often, the negative impacts of covid superseded our GAA attendance requirements.

Most of the challenges around the implementation of pupil and family engagement and outreach were related to the restrictions of in-person (small group gatherings) throughout the pandemic. All in-person events and community engagement activities were cancelled, requiring all virtual activities. Families were still able to participate in family cooking classes and art activities virtually.

Analysis of School Nutrition

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

Successes:
Our Grow Academy Shafter Meals Program provided meals for our scholars as well as to our Shafter community members at large. In an attempt to achieve this goal, members of our Grow Schools COVID Task Force as well as our on-site Grow Academy Shafter Chef, met regularly with local community members and adjoining school districts in order to coordinate our ongoing meal distribution efforts. These collaborations helped us in making certain that all families in need may take advantage of the meal service that we were providing. Through such waivers as, "Seamless Summer Option"(SSO), "Meal Service Time Flexibility", "Non-Congregate Feeding", and "Allow Parents and Guardians to Pick Up Meals for Children", Grow Academy Shafter was able to serve nutritious scratch meals to all children ages 18 years old and younger. Safety protocols were established and implemented for both "drive-up" and "walk-up" locations, to ensure contact-free distribution of all meals. Upon pick-up of their meal at either of our locations, families received a hot lunch and a cold breakfast for the following day.

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.

Any funds budgeted for actions or services that were not implemented, were not implemented as a direct or indirect result of Covid 19. Such funds were therefore utilized to provide an environment that encourages Mental Wellness and Social Emotional Learning. We

further recognize the necessity to provide additional services to our unduplicated students in order to continue to foster and promote healthy lifestyles, cultivate partnerships with their families as well as provide dynamic learning experiences that inspire these students to reach for higher academic achievement. Below summarizes the substantive differences between the description of the actions or services or services identified as contributing towards meeting the increased or improved services requirement.

Action 31-Pupil Engagement and Outreach-was less than anticipated based on the license type that was purchased.
Action 32-School Nutrition-was less than anticipated based on the feedback received from parents and stakeholders. There were other community partners who provided a duplication of services (i.e., churches, City of Shafter, High School, Community Action Partnership of Kern)
Action 34. Mental Health and and Social and Emotional Well-being-was less than anticipated mainly due to the training costs that were remote (no travel).
Action 35. Pupil Engagement and Outreach-was combined with Actions 18-22

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.

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.

Based on the review of the student outcomes yielded from the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan there is still progress that needs to be made in order to help achieve our goals. The goals for the 21-22 LCAP remain unchanged from the last LCAP (19-20). All three goals were developed through stakeholder input as part of the original Charter Petition submitted to the Richland School District (our Authorizer). While some of the actions may have been changed to adapt to the evolving needs of the students and families over the 2017-2020 LCAP cycle, the priorities remain the same. These goals are as follows.
Goal 1: Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement. Based on the data available in the California Dashboard, the following student outcomes were observed:
48.02% of all students met or exceeded the Common Core
Standards in ELA

29.63% of ELL Students met or exceeded the ELA standard
44.13% of low-income students met or exceeded the ELA standard
35.71% of all students met of exceeded the Math standard
19.75% of ELL students met or exceeded the math standard
32.86% of low-income students met or exceeded the Math standard
22.82% of all students met or exceeded the Science standard
16.46% of low-income students met or exceeded the Science standard
8.00% of ELL students met or exceeded the Science standard

Based on the continued need to close the achievement gap, and through ongoing stakeholder input to be received, the following actions for Goal 1 will for implemented in the 21-22 LCAP:

Action 1-Intervention and Enrichment-will carry forward (YES)
Action 2-Intervention Coordinator-will carry forward (YES)
Action 3-Literacy Programs-will carry forward (NO)
Action 4-Standards Based Assessment-will carry forward and be modified as Educational Software(YES)
Action 5-Increase Access to Common Core State Standards-will not carry forward
Action 5 (revised)-Success for All-is a new action item
Action 6-Professional Development-will carry forward and expand
Action 7 (was Action 8)-Summer Academic Program-will carry forward and expand (8th grade)

Action 9-After School Tutoring-will not carry forward
Action 9 (was Action 10)-Expand the After School Program-will carry forward
Action 10 (was Action 11)-School-Wide Literacy Programs-will carry forward
Action 11-English Language Learner Student Success (New Action)-is a new action intended at increasing and improving services for EL students.
Action 12 (was action 13)-Co-Teaching Model-will carry forward
Action 13 (was Action 14)-Instructional Coaches for Teacher Support-will carry forward
Action 15-Ellevation Platform-will carry forward, and is combined with Action 11

Goal 2: Create collaborative partnerships with parents to improve student achievement. Based on the data available to date, the following outcomes were observed:

48.02% of all students met or exceeded the Common Core
Standards in ELA
29.63% of ELL Students met or exceeded the ELA standard
44.13% of low-income students met or exceeded the ELA standard
35.71% of all students met of exceeded the Math standard
19.75% of ELL students met or exceeded the math standard
32.86% of low-income students met or exceeded the Math standard
22.82% of all students met or exceeded the Science standard
16.46% of low-income students met or exceeded the Science standard

8.00% of ELL students met or exceeded the Science standard
Parent participation in School Governance, PoGA, SSC, Evening Programs, Cooking Classes, etc. 80% participation rate as indicated via sign in sheets and Zoom attendance logs.895 parents of GA Shafter are utilizing ParentSquare for ongoing two-way communication with an overall parent engagement rate of 96%
22% of parents use the provided spanish translation for two-way communication
(ParentSquare Dashboard)
Provided translation services for parents/guardians 100 % of the time
75% active
involvement of
parents at all school
site activities and
events including those
with students who
have exceptional
needs.
(Sign-In Sheet/Survey Data)

Average Daily Attendance rate is 91.6% (CALPADS)

Chronic Absenteeism Rate is 10.9 %
(CA Dashboard)
Suspension rate is 0%
(CA Dashboard)
Expulsion rate is 0%

Minimum average of 3.6 (out of 5) combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)

Goal 3: Provide an environment that encourages healthy lifestyles.
Based on the continued need promote a healthier lifestyles, and data available to date, the following outcomes were observed:

28.9% of 5th grade students need improvement in Aerobic Capacity
25.6% of 5th grade students need improvement in Body Composition
34.4% of 5th grade students need improvement in Abdominal Strength
24.4% of 5th grade students need improvement in Trunk Extension Strength
42.2% of 5th grade students need improvement on Upper Body Strength
10.0% of 5th grade students need improvement in Flexibility
64.4% of 5th grade students are in the Healthy Fitness Zone for Aerobic Capacity
64.4% of 5th grade students are in the Healthy Fitness Zone for Body Composition
62.1% of 5th grade students are in the Healthy Fitness Zone for Abdominal Strength
75.6% of 5th grade students are in the Healthy Fitness Zone for Trunk Extension Strength
57.8% of 5th grade students are in the Healthy Fitness Zone for Upper Body Strength
90.0% of 5th grade students are in the Healthy Fitness Zone for Flexibility
(2018-2019 California Physical Fitness Report)

Each year we measure the effectiveness of the ESY in four (4) main areas:

Food Recognition - this survey assesses the retention standards such as seasonality of produce, identification of key food groups, and nutrition concepts for K-6 grade students.
Family Health and Wellness - this survey measures the influence that GA has made on our families by evaluating how the ESY curriculum has impacted healthy eating choices in the home.
Student Health Wellness - this survey measures the influence the ESY program has in instilling strong values of seasonality, environmental stewardship, personal expression, and nourishment of self and family.
ESY Exit Survey - this survey measures the impact and values that the ESY has instilled in the 8th grade graduating class and identifies core skills and concepts these students plan to carry into their daily food choices throughout high school and beyond.

The most recent ESY survey results (2018-2019: 3rd, 5th, 8th grade) showed the effectiveness of the ESY in shifting dietary behaviors, including:
As a result of the ESY program:
80% of parents want to cook healthier meals at home
65% of parents have made a positive change in health and wellness since attending GA
80% of students participate in the grocery shopping
The ESY survey results (2017-2018: Kindergarten through 5th grade) showed the effectiveness of the ESY program in the following areas:
Food Recognition-Over 75% of all students (K-5th grade) demonstrated food recognition
Family Health and Wellness-80% of all students (K-5th grade) participate in grocery shopping
Edible School Yard Exit Survey-93% of 6th graders agreed they felt confident they would use a knife safely in the kitchen, while 83% agreed the ESY curriculum taught them to have a personal responsibility to protect the environment.

Based on the continued need to promote better health outcomes for students and the community, and through stakeholder input received, the following actions for Goal 3 will for implemented in the 21-22 LCAP

Action 1-Art and Music Program-will carry forward
Action 2-Edible School Yard Program-will carry forward
Action 3-Combined into previous action step
Action 4-Health and Wellness-will carry forward
Action 5-Combined into a previous action step
Action 6-Recess Program-will not carry forward

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:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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-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.

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.

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