

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

Goal 1

All students will participate in high quality instruction and learning opportunities that will prepare them for success in high school, college and the workplace.

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 School staff will participate in professional development opportunities. 19-20 100% Baseline 30%	Professional development activities engaged in by staff were limited due to the pandemic.
Metric/Indicator Students will improve by an average of 7 points in the ELA portion of the CAASPP. 19-20 90% Baseline 75%	No CAASPP results as testing was cancelled for 2019-20 due to the pandemic.
Metric/Indicator	No CAASPP results as testing was cancelled for 2019-20 due to the pandemic.

Expected	Actual
<p>Students will improve by an average of 5 points in the Math portion of the CAASPP.</p> <p>19-20 90%</p> <p>Baseline 75%</p>	
<p>Metric/Indicator 80% of students will participate in strategies for using technology to improve academic achievement.</p> <p>19-20 100%</p> <p>Baseline 80%</p>	<p>All students were engaged in using technology to support distance learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1a. Provide professional development for staff to deliver CCSS and create 21st century classrooms-</p> <ul style="list-style-type: none"> • Provide opportunities for professional development in utilizing technology • Professional development for project-based learning and different learning styles • Provide instructional coaching and feedback for teachers that will improve their teaching techniques • Work on developing a comprehensive curriculum in each of the 4 major core subjects • Develop a curriculum map that can be used by staff to assist them in guiding instruction in a multi-grade teaching situation 	<p>1a. Professional Development 5000-5999: Services And Other Operating Expenditures LCFF</p>	<p>\$0 - Cancelled due to the pandemic.</p>
<p>1b. Provide an engaging, project-based curriculum that is aligned with the most current state and/or national curriculum standards promoting educational excellence.</p>	<p>1b. Core Materials and supplies 4000-4999: Books And Supplies LCFF</p>	<p>\$3,208 4000-4999: Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Continue to purchase new CCSS materials to support program • Continue to implement the Field Studies Program emphasizing activities designed to explore fulfilling and enjoyable professions • Frequent physical activities emphasizing local outdoor adventures related to Yosemite National Park • All students will be able to use technology effectively to access and communicate information. Technology infrastructure at the site will be upgraded and Digital Citizenship will be taught. • A formal program for student assessments throughout the school year will be developed. 	<p>1b. Professional services 5800: Professional/Consulting Services And Operating Expenditures LCFF</p> <p>1b. Core Materials and supplies 4000-4999: Books And Supplies Supplemental and Concentration</p>	

Goal Analysis

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

The COVID-19 pandemic had a major impact on the educational services provided by the school after March 13. Unused funds were used to add hours to classified staff in order to provide distance learning to students and to document student attendance accurately.

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

As the school had reopened during the 2019-20 school year, challenges were faced regarding the reopening to students. Supplies were in short supply as the stock of instructional materials was assessed by the new staff. Professional development took a back seat during this transition year.

Goal 2

All students will receive instruction from highly qualified professionals in a clean, caring and secure environment.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Teachers Appropriately Assigned 19-20 100% Baseline 100%	This action was implemented as planned.
Metric/Indicator Actual Attendance Rate 19-20 97% Baseline 96.53%	This action was implemented as planned.
Metric/Indicator Maintain low suspension rates 19-20 0 suspensions Baseline 0 suspensions	This action was implemented as planned.

Expected	Actual
Metric/Indicator FIT- Good to Exemplary ranking 19-20 100% Exemplary Baseline 87.5% Fair	This action was implemented as planned. The school maintains a "Good" FIT score. A new roof for the school will be needed in the near future.
Metric/Indicator 90% favorable results in parent and student surveys 19-20 97% Baseline 90%	This action was not implemented as planned due to the pandemic.
Metric/Indicator 80% of students will perform in the Healthy Fitness Zone on at least four out of six standards on the Physical Fitness Test. 19-20 100% Baseline 100%	Physical Fitness Testing was cancelled for 2019-20 due to the pandemic.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2a. Hire and retain highly qualified staff that will provide a warm, supportive, safe, and loving atmosphere for students- <ul style="list-style-type: none"> funding for 1 credentialed teacher and 1 full-time classified aide contract with the Bass Lake Elementary District to provide business support services. 	2a. Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF 2a. Support Staff Salaries 2000-2999: Classified Personnel Salaries Locally Defined 2a. Support Staff Salaries 2000-2999: Classified Personnel Salaries Federal Funds	\$42,301 1000-1999: Certificated Personnel Salaries LCFF Base \$17,692 2000-2999: Classified Personnel Salaries LCFF Base

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2a. Support Staff Salaries 2000-2999: Classified Personnel Salaries LCFF 2a. Employee Benefits 3000-3999: Employee Benefits LCFF \$	\$21,034 3000-3999: Employee Benefits LCFF Base
2b. Basic Student Needs- <ul style="list-style-type: none"> • Support healthy living practices by providing a well rounded physical education program and cooking classes to promote healthy eating habits • Conduct student led meetings focusing on character development and problem-solving strategies • Perform regular safety and maintenance inspections at site • Continue to provide a clean, safe and healthy school campus • Update the School Safety Plan and practice disaster preparedness drills • Survey students in grades 3 - 6 annually on the conditions for learning at the Charter. 	2b. Operating and professional services 5000-5999: Services And Other Operating Expenditures LCFF 6000-6999: Capital Outlay Locally Defined	\$0 Not Applicable
2c. All staff will work to establish a Positive School Climate- <ul style="list-style-type: none"> • Maintain positive reward programs for good attendance and academic achievement • Administer student and staff surveys on school climate and connectedness 	2c. Professional services 5800: Professional/Consulting Services And Operating Expenditures LCFF	See 2a.
2d. Student Attendance will be maximized- <ul style="list-style-type: none"> • Monitor and report monthly to the Board of Directors quarterly attendance and chronic absence rates. 	2d. Administrative time 1000-1999: Certificated Personnel Salaries LCFF	See 2.a

Goal Analysis

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

Most actions/services that were planned took place. Physical Fitness testing was cancelled due to the pandemic and student and parent surveys were not conducted for the same reason. Staff did a great job providing outreach to both students and families during distance learning after March 13. Donations of time and services by community members and community organizations were utilized to address Basic Student Needs.

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

Due to budget constraints, volunteer efforts were appreciated in terms of the maintenance of the school. As volunteer services, these were not always reliable and consideration will be made in the future to find a way to hire these services.

Goal 3

All students will have access to quality intervention programs and enrichment activities with an emphasis on individualizing academic challenges and responsibilities.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All students will have access to quality intervention programs. 19-20 100% Baseline 100%	The small student enrollment allowed for the individualization of the learning process. The Montessori approach that has been utilized also lends itself to individual learning by students.
Metric/Indicator All students will have access to enrichment activities. 19-20 100% Baseline 100%	Student days at YWECS are filled with enriching activities. The school has weekly visits with a NPS ranger who leads them through a variety of science activities. Upper grade students have been invited to attend additional NPS sponsored learning activities with other Park schools. Students have also had the opportunity to engage in community service projects that have enriched their learning opportunities. The pandemic caused the cancellation of these activities after March 13.
Metric/Indicator All students will have an individualized learning plan and student work portfolio. 19-20	All students have a student work portfolio that shows their academic progress throughout the school year. Goals are jointly agreed upon (students, parents and staff) through student led conferences scheduled three times per year. Due to the pandemic, these conferences only took place twice.

Expected	Actual
NA Baseline N/A	
Metric/Indicator 100% of students will use the Let's Go Learn assessment and practice programs for Language Arts. 19-20 100% Baseline 100%	The school chose not to renew its license for this program.
Metric/Indicator 100% of students will use the Let's Go Learn assessment and practice programs for Math. 19-20 100% Baseline 100%	The school chose not to renew its license for this program.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3a. Discontinue the development of Individual Learning Plans and replace it with further staff development and the development of a teacher created system to provide support for students who are struggling academically. <ul style="list-style-type: none"> A program for regular schoolwide assessment will be developed for all students. 	3a. Additional Administrative Time 5800: Professional/Consulting Services And Operating Expenditures LCFF	See 2.a
3b. Provide academic interventions for students not performing at grade level including students with disabilities- <ul style="list-style-type: none"> Appropriate student accommodations and modifications 	3b. Professional Services for Services 5800: Professional/Consulting Services	See 2.a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> 504/IEP Process 	And Operating Expenditures LCFF	
3c. Provide a broad range of enrichment curriculum options to challenge individual student development and mastery of skills.	3c. Professional services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration	See 2.a
3d. Implement software programs that challenge students at their individual level and allow them to progress at their own pace- <ul style="list-style-type: none"> Let's Go Learn- online reading assessment, math assessment, and supplemental instruction 	3d. Professional services 4000- 4999: Books And Supplies Locally Defined	NA - Program discontinued

Goal Analysis

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

The school chose to expand the amount of Montessori materials available for student use. The Let's Go Learn costs had been donated by a community member and these were not renewed.

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

The Montessori approach to learning is tailor made for a multi age classroom like YWECS. Students work inmdividually and their progress is followed based on the Inndividual Learning Plan developed ofr each student.

Goal 4

All stakeholders will be engaged in the learning process by promoting opportunities that strengthen skills, competencies and abilities of students, parents, staff and communities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 90% annual parent-survey participation 19-20 95% Baseline 64%	The parent survey was not implemented due to the pandemic.
Metric/Indicator Parent/Staff Survey- Parents as partners (Agree/Strongly Agree) 19-20 100% Baseline 100%	The parent survey was not implemented due to the pandemic.
Metric/Indicator Parent/Staff Survey- Caring Staff (Agree/Strongly Agree) 19-20 100% Baseline 100%	The parent survey was not implemented due to the pandemic.
Metric/Indicator	The parent survey was not implemented due to the pandemic.

Expected	Actual
Parent/Staff Survey- Parents feel children are safe at school (Agree/Strongly Agree) 19-20 100% Baseline 100%	
Metric/Indicator 90% of parent participation in various school activities, work day projects, and/or fundraising events. 19-20 97% Baseline 90%	This action was impelmented as planned.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4a. School-to-Parent communication will be strengthened- <ul style="list-style-type: none"> Survey parents annually on conditions for learning, school climate, school safety and student supports provided by school Emphasize home-school communication in a variety of formats and delivery models, including promoting the participation of parents of unduplicated pupils Maintain school website and Facebook page Communicate road conditions to parents during inclement weather Schedule conferences at least twice per year to better communicate student progress Send student report cards home quarterly to increase communication with parents Prepare a newsletter highlighting Charter accomplishments for the year to be published in the spring. 	4a. Student/Parent Communication Program 1000-1999: Certificated Personnel Salaries LCFF	See 2.a

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4b. Parent and Community Involvement- <ul style="list-style-type: none"> • Parents will be encouraged to volunteer in various capacities for a minimum of 40 hours a year • Continue to promote school's open-door philosophy to encourage family input in planning, teaching and the organization of the school program • Continue to promote attendance at meetings and school functions and participation in committees and fundraising events 	4b. Community Outreach 5800: Professional/Consulting Services And Operating Expenditures LCFF	See 2.a

Goal Analysis

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

The parent surveys were not administered for the 2019-20 school year as this takes place in the spring and the school was closed due to the pandemic. Staff maintained the website and facebook page - even though the school was not open.

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

The pandemic impacted the implementation of these activities - though during the first half of the year, parent involvement levels were high. Parent volunteers taught music, art and helped in the maintenance of the grounds. Parents also participated in field trips to various locations around the Park.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
For the 2020-21 school year the school is planning on a strategy that involves a combination of face to face instruction for 2 days per week, with work being completed at home for the rest of the week. The 18 students enrolled will be divided into two groups of 9 students. One group will come to the school on Monday and Tuesday and the other group will come to school on Thursday and Friday. At this point in time, students residing in Madera County follow a distance learning model. For the days when they are not at the school in person, students will log-in to Google Classroom and complete assignments remotely This plan allows for adequate social distancing and for the staff to ensure that any students experiencing learning loss for the 2019-20 school closures can receive intensive remediation. Having just 9 students present at a time and 2 adult staff member makes for a educationally powerful teacher/student ratio. Any learning loss can be mitigated rapidly with this approach to instruction. This plan also allows for the further sanitation of the classroom on Wednesday so that when the school is opened to both groups, one group does not come into contact with the possible contamination left by the other group.			

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 hybrid approach described above began in October of 2020 after the school received a waiver to re-open. Prior to that distance learning continued as it had after March of 2020. On March 1 the school reopened full time for all students for face to face instruction.

Analysis of In-Person Instructional Offerings

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

A variety of instructional models were used during the 20-21 school year. Distance learning for all students is how the school year began. As soon as a waiver was granted by the Mariposa County Health Department the students were broken into 2 pods - a Mariposa County Group and a Madera County Group. Each group numbered 9 students. While one cohort attended the school for face to face instruction, the other group participated in distance learning activities. These activities were assigned during the face to face instructional portion of the week. Monitoring student attendance and participation in distance learning was a major challenge for the staff. Keeping track of students and the work they completed took many hours of effort and phone calls, texts and emails to parents explaining the necessity of these tasks in order to claim attendance dollars for their students. A Mono wind storm in January caused the entire community to be without power for several weeks. This created a challenge for delivering instruction to students. On March 1 the school welcomed back all students for face to face instruction. It took most of the rest of the year to acclimate them to the routines and work habits necessary to be successful at school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

Distance learning activities took place immediately after schools were closed in March of 2020. Staff made contact with each student every day and even scheduled "recess" so that students could interact with each other and share some of the projects they were completing at home. There were enough devices at the school so that each student could participate in Zoom sessions. These devices were delivered to each student/family by school staff.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Staff experimented in various curriculum delivery models during the shut down. Luckily, by early October 2020 students were able to resume some face to face instruction through the hybrid model. Students with special needs were invited back full time first - and lessons were frequently delivered in the homes of these students during the lock down (distancing and mask guidelines were always followed for these visits). Staff found it quite challenging during distance learning and hybrid instruction to monitor student attendance and work completion. This was a commitment that took (unexpectedly) a significant time commitment. The school will be purchasing additional devices for the 2021-22 school year as it was discovered that the current devices were old and slow - they worked, but newer devices are needed. At one point the need for a device to project lessons onto student's screens was desired - however, there were none to be found to purchase anywhere. The staff was able to work around this shortfall, but it pointed up the need to expand and update the level of technological devices at the school.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

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.

Student learning loss is an issue that will take time to remedy. Though students were participants in distance learning as of March 2020, there is no replacement for face to face instruction. As the school utilizes a Montessori approach to learning, not being at the school receiving instruction from a highly trained certificated staff member created additional challenges. In October the school was able to bring students back in a hybrid model with 2 days of face to face instruction per week. This was very helpful in assessing and addressing pupil learning loss. In March of 2021 all students were able to return for full day face to face instruction. Each student has had an Individual Learning Plan developed for them. These are done during Parent Conferences and involve the teacher, the student and the parent. These plans were difficult to monitor during distance learning - but once students returned (even for hybrid learning) this task was made much easier. The small class size and the Montessori approach utilized at the school has made it much easier to deal with learning loss due to the pandemic. The loss is there - but it is anticipated that, with time, it will be mitigated once the school is open for regular instruction. A big difference was noticed by staff when school was reopened in March.

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.

Supporting students and families through the lockdown was a challenge. While daily contact with students was maintained, some were disengaged at times. Home visits were conducted in some cases so that communication between the school and families were maintained. Zoom "recess" was scheduled for students to maintain contacts with friends. Switching to a hybrid model in October of 2020 assisted greatly with student and family morale. When students returned in March the daily circle time was reintroduced for students. They were able to share their experiences being at home and found a supportive environment in which to do so. The school strives to establish a family atmosphere where students feel free to share their emotions safely and without judgements being made. By May this atmosphere was largely back in place as students were able to safely share about themselves safely and without fear with their classmates.

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 all students had access through either school provided devices or devices at home, the challenge of reliable internet connection remained due to the remoteness of the location of many homes. When students were not able to participate on-line, the teacher made home visits to deliver hard copies of lessons and provide face to face instruction. All students were contacted daily during each week to ensure that they remained engaged in the learning process. Zoom "recesses" were organized so that students could stay in touch with friends while they couldn't come to school.

Analysis of School Nutrition

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

The Yosemite-Wawona Elementary Charter School does not participate in the NSLP. There are always healthy snacks available for students and lunch materials are also available should a student forget to bring their lunch. During the lockdown a local district invited families to participate in their lunch program free of charge - but the meals were being offered 40 minutes away and were not easily accessible for families.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Hours for the instructional assistant have been increased in order to assist in planning and student monitoring	6,000	6,000	Yes
Distance Learning Program (Continuity of Instruction)	Hours for the instructional assistant have been increased in order to assist in planning and student monitoring	6,000	6,000	Yes

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.

Tracking student progress and attendance during distance learning necessitated the addition of hours to the instructional assistant's schedule. A CARES Act grant of approximately \$6,000 was used to pay for these additional hours.

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.

Additional up to date devices will be purchased as will a document camera. Even without the need for distance learning, these items will improve the efficacy of the instruction provided in the classroom.

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

All pupil academic and social growth is monitored through the Individual Learning Plans that have been developed for each student. These plans are modified weekly throughout the school year by the certificated staff. Students with Special Needs will be addressed by the current staff after some specialized training delivered over the summer.

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

No substantive differences.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The school was very fortunate to have the certificated and classified staff that it did during the pandemic. Their dedication to students and their families was above and beyond anything that could have been expected during a normal school year. Several areas that require attention that are noted in the 2021-22 LCAP include an updating of technology throughout the school, the need for additional instructional materials for student learning and the professional development of the certificated staff to better address the needs of our Special Needs students.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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	0.00	0.00
LCFF	0.00	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	0.00	0.00
3000-3999: Employee Benefits	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	0.00	0.00
3000-3999: Employee Benefits	LCFF	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 2	0.00	0.00

* 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		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$12,000.00	\$12,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$12,000.00	\$12,000.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$12,000.00	\$12,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$12,000.00	\$12,000.00