

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

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

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

Goal 1

Provide a dynamic learning experience that inspires students and teachers to reach for higher academic achievement.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Teachers are appropriately assigned and fully credentialed in subject areas (Priority #1a.)</p> <p>19-20 100% of teachers will be appropriately assigned and fully credentialed in subject areas</p> <p>Baseline 100 % of teachers are appropriately assigned and fully credentialed in subject areas</p>	<p>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.)</p>
<p>Metric/Indicator Implementation of Common Core State Standards and performance standards for all students including, ELL (Priority #2a)</p> <p>19-20 100% of Math & English teachers will receive professional development in CCSS</p> <p>Baseline 100% of Math & English teachers received professional development in CCSS.</p>	<p>In the 2020-2021 the school year, all teachers participated in 164 professional development hours (GPS Board Approved School Calendar)</p>

Expected	Actual
<p>Metric/Indicator Programs and services enable ELs to access core and ELD standards (Priority 2b)</p> <p>19-20 Maintain 100% of ELL students need to have access to high quality ELD Instruction and support materials</p> <p>Baseline 100% of ELL students have access to high quality ELD Instruction and support materials.</p>	<p>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.)</p>
<p>Metric/Indicator School facilities maintained in good repair (Priority #1c)</p> <p>19-20 Maintain all facilities have an overall rating of "exemplary" as indicated on the FIT report</p> <p>Baseline All facilities have an overall rating of "exemplary" as indicated on the FIT report</p>	<p>In the 2020-2021 school year, all facilities have an overall rating of "exemplary". (CA Dashboard under Basics: Teachers, Instructional materials, and facilities.)</p>
<p>Metric/Indicator Students have access to standards-aligned instructional materials (Priority #1b)</p> <p>19-20 Maintain 100% of students have access to standards-aligned instructional materials</p> <p>Baseline 100% of students have access to standards-aligned instructional materials</p>	<p>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.)</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 At least 56% of students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline</p>	<p>46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments (2019 CA Dashboard)</p>

Expected	Actual
<p>45% of students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 Maintain 20% of ELL students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline 18% of ELL students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	<p>7.24% of ELL students met or exceeded the math standard (2019 CA Dashboard)</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 Maintain 40% of students meeting or exceeding the Common Core Standards in Math on Smarter Balanced Assessments</p> <p>Baseline 33% of students met or exceeded the Common Core Standards in Math on Smarter Balanced Assessments</p>	<p>33.40% of all students met or exceeded the Math standard (2019 CA Dashboard)</p>
<p>Metric/Indicator State Assessments (Priority #4a)</p> <p>19-20 At least 20% of ELL students meeting or exceeding the Common Core Standards in ELA on Smarter Balanced Assessments</p> <p>Baseline 13% of ELL students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments</p>	<p>9.42% of ELL students met or exceeded the ELA standard (2019 CA Dashboard)</p>
<p>Metric/Indicator NWEA Measures of Academic Progress, nationally normed students achievement assessment (Priority #4b)</p>	<p>All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.</p>

Expected	Actual
<p>19-20 Maintain 60% of students at or above 50th percentile in STAR (Priority #4)</p> <p>Maintain 60% of ELL students will increase one language proficiency level annually as measured by the CELDT or other language assessment (Priority #4)</p> <p>Baseline 44% of students at or above 50th percentile in NWEA Reading. 35% of students at or above 50th percentile in NWEA Math.</p>	<p>(2019 NWEA Map Growth Assessment)</p> <p>English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%). (2019 NWEA Map Growth Assessment)</p>
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 61.1% of ELL students met AMAO target #1 (Priority #4)</p>	<p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p>
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 N/A</p> <p>Baseline 26.1% of ELL students, less than 5 years, met AMAO target #2 (Priority #4)</p>	<p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p>
<p>Metric/Indicator EL progress towards English Proficiency (Priority #4d.)</p> <p>19-20 55% of students will score a 4 or 5 on the 18-19 summative ELPAC</p> <p>Baseline</p>	<p>34% of students are making progress towards English language proficiency (2019 CA Dashboard)</p>

Expected	Actual
<p>47.4% of ELL students, more than 5 years, met AMAO target #2 (Priority #4)</p>	
<p>Metric/Indicator EL reclassification rate (Priority #4e)</p> <p>19-20 Maintain reclassification of 20% of ELL students (Priority #4)</p> <p>Course access to include ELA, Math, Language Arts, Science, Social Studies, Art, PE, Music and Learning Lab for all students, including ELLs and students with disabilities(Priority #7)</p> <p>Maintain 100% of students will participate in the Learning Lab Wheel, including ELLs and students with disabilities (Priority #7)</p> <p>Baseline ELL reclassification rate at 31% (Priority #4)</p>	<p>22.6% total reclassification rate (2019-2020 CALPADS)</p>
<p>Metric/Indicator Access to programs/services by students with exceptional needs (7c)</p> <p>19-20 Maintain 100% of Identified Special Education receiving adequate services as described in their IEP</p> <p>Baseline 100% of Identified Special Education receiving adequate services as described in their IEP</p>	<p>100% of identified special education students received adequate services as described in their IEP and evidence through GA's approach to Inclusion (Fully credentialed SPED Co-Teachers in each Humanities and ELA Classroom).</p>
<p>Metric/Indicator Extent to which pupils have access to and are enrolled in programs/services for unduplicated pupils.(Priority# 7b)</p> <p>19-20 100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.</p> <p>Baseline</p>	<p>100% of unduplicated students received individualized learning support based on their identified needs in the Learning Lab. (Course Offerings-Parent/Student Handbook)</p>

Expected	Actual
100% of unduplicated students are enrolled in appropriate programs and services to meet their individual needs.	
<p>Metric/Indicator Extent to which pupils have access to and are enrolled in a broad course of study (Priority #7a)</p> <p>19-20 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.</p> <p>Baseline 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses.</p>	Maintained 100% of students have access to Math, ELA, Intervention/enrichment and extracurricular courses. (Course Offerings-Parent/Student Handbook)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Intervention and enrichment time to be provided to targeted students by Small group instructors to supplement instruction	<p>Not Applicable Not Applicable 0</p> <p>Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$547,080</p> <p>Not Applicable Not Applicable 0</p> <p>Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$147,800</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable \$0</p>	<p>Not Applicable Not Applicable 0</p> <p>Classified Support Salaries (21 Small group Instructors SGI's) 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$403,708</p> <p>Not Applicable Not Applicable 0</p> <p>Benefits 21 SGI's 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$83,970</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0
Intervention Coordinator to oversee the implementation of the intervention and extension program and provide professional development and support to intervention/ extension teachers in implementing a high quality program.	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$77,250 Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$20,705 Intervention Materials 4000-4999: Books And Supplies LCFF Base \$5,000	Intervention Coordinator Salary 1000-1999: Certificated Personnel Salaries Title I \$82,714 Benefits (Intervention Coordinator) 3000-3999: Employee Benefits Title I \$18,242 Intervention Materials 4000-4999: Books And Supplies LCFF Base \$100
Grimmway Academy has invested in ensuring that all students have access to relevant, grade level novels and research material in order to increase student academic growth. The Library assistant is responsible for ensuring these materials are easily accessible to all students, particularly unduplicated students and families.	Position Eliminated Not Applicable Not Applicable \$0 Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$29,000 Library Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,000 Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000 Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000	Position Eliminated Not Applicable Not Applicable 0 Library Assistant 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$26,934 Library Assistant Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$4,813 Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,439 Library Technology 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,195
Utilize software assessments and benchmarks in Learning Lab to identify students needing supplemental instruction.	LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$93,000	LL Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$83,930

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase access to Common Core State Standards (CCSS) materials to facilitate access to core curriculum</p>	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$3,361</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$9,888</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$36,000</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Base \$0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$11,000</p>	<p>Textbooks- Math 4000-4999: Books And Supplies LCFF Base \$0</p> <p>Amplify ELA 4000-4999: Books And Supplies LCFF Base \$8,696</p> <p>Teacher Budget-Curriculum; Instruction Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,937</p> <p>N/A Not Applicable Not Applicable 0</p> <p>3 yr purchase Not Applicable Not Applicable 0</p> <p>No new purchase Not Applicable Not Applicable 0</p> <p>Kinder Corner (SFA) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,978</p>
<p>Provide supplemental Professional Development for teachers and paraprofessionals, focusing on CCSS and EL development to increase and improve services to EL students</p>	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III \$10,000</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$14,000</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$25,000</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>	<p>GLAD PD 5800: Professional/Consulting Services And Operating Expenditures Title III 0</p> <p>PD-Success For All 5800: Professional/Consulting Services And Operating Expenditures Title II \$10,900</p> <p>Travel-Success For All Leaders Conference 5000-5999: Services And Other Operating Expenditures Title II \$0</p> <p>Learning Forward Conference 5800: Professional/Consulting</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Services And Operating Expenditures Title II \$3,800 N/A Not Applicable Not Applicable 0	Services And Operating Expenditures Title II \$3,992 N/A Not Applicable Not Applicable 0
Actively promote college readiness and awareness by: <ul style="list-style-type: none"> • Conducting a “College Fair” • Providing parent education around college readiness, financial aid and planning in both English and Spanish in order to increase college-going rates of EL and Low income students 	Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Professional Development provided by Center for Math and Science Teaching (CMAST) Focused on Science instruction.	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$8,000 N/A Not Applicable Not Applicable 0	PD- CMAST Coaching Program 5800: Professional/Consulting Services And Operating Expenditures Title II \$0 N/A Not Applicable Not Applicable 0
Purchase replacement consumables for K-6 ELA teachers to increase access to grade level reading materials.	SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,768 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0	SFA consumables 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,422 N/A Not Applicable Not Applicable 0 N/A Not Applicable Not Applicable 0
Provide a Summer Academic program to support the needs of at-risk students. Special emphasis is placed on mitigating the literacy gap with the goal being that students begin Kinder at or near grade-level literacy to increase academic achievement of EL and Low Income students.	Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$14,000 Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$17,000	Summer School/Kinder Camp 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$11,177 Summer School/Kinder Camp 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,007

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,000	Benefits - Summer School/Kinder Camp 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$3,869
Provide After school tutoring to targeted students scoring in the lowest 30% in Math or ELA	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$25,000 No Additional Benefits Not Applicable Not Applicable 0	Salaries - After School Tutoring 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$5,696 No Additional Benefits Not Applicable Not Applicable 0
Grimmway Academy is committed to providing enrichment programs that most students in the Arvin community are not able to afford outside of school, by providing music and Art enrichment courses for all students.	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$183,600 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,492 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,100	Certificated Salaries - Art & Music 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$181,309 Benefits - Art & Music 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,523 Art/Music Instructional Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$765
Intervention and enrichment provided to all students in lab classes throughout the day. Intervention instruction principally designed to serve the needs of unduplicated pupils.	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$151,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$47,500 3 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$162,000 3 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF	3 Lab teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$157,131 3 Lab Teacher Benefits 3000-3999: Employee Benefits Title I \$46,511 2 Lab Teacher Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$112,517 2 Lab Teacher Benefits 3000-3999: Employee Benefits LCFF

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$50,000	Supplemental and Concentration \$33,305
Instructional Coaches to work with teachers in developing effective lesson plans and assessments that are relevant and culturally response to the unique needs of unduplicated students.	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$152,250 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50,000	2 instructional Coaches 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$166,218 Benefits- 3 instructional Coaches 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,559
Implement ELlevation platform for improving services to English Language Learner students.	No Longer Using Not Applicable Not Applicable 0	No Longer Using Not Applicable Not Applicable 0
Continue the development of digital literacy with a K-6 Project Based Learning (PBL) teacher.	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$60,000 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$17,000	PBL Teacher Salary 1000-1999: Certificated Personnel Salaries LCFF Base \$65,407 PBL Teacher Benefits 3000-3999: Employee Benefits LCFF Base \$19,360

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 GAA Distance Learning (DL) model that we initially offered in April of 2020. Actions # 7, 16, 28, 34, and 36 were not implemented as planned.

Funds were utilized to assist students and families receive education and family support services through the pandemic and distance-learning model. Specifically, funds were additionally utilized in the following manner:

Purchasing and providing music equipment at a 1:1 instrument to student ratio.

Purchasing and providing art supplies at a 1:1 supplies to student ratio.

Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes. Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.
Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.
Purchasing and providing mobile hotspots for all families in need.
Purchasing enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

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

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

Saturday tutorial sessions on site for our students

Workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

Financial Literacy

Funding Options for College

Completing applications attributed to college

Dangers of the internet

SIS tutorial workshops for the Parent Portal

Accessing digital curriculum or based computer/technology literacy classes.

After the onset of the pandemic we encountered challenges in providing programs and services that would ultimately help close the achievement gap for low-income and ELL students. While students had access to technology (i.e., Chromebooks, Wi-Fi Hotspots) internet connectivity was unpredictable causing some students to disengage in daily academic activities. The IT infrastructure and bandwidth was jeopardized with the addition of Zoom and live-streaming, causing sporadic interruptions throughout the day. State Assessments were cancelled hindering our ability to collect student academic outcomes data for several State Priorities, including: SBAC, CAASPP, ELPAC.

For students identified as needing special education services as described in their IEP, in-person IEP meetings were allowed if the CDPH and Kern County Public Health COVID-19 guidelines provided direction on how to safely complete such meetings. Otherwise, all in-person meetings between parents/staff were cancelled and made available via Zoom

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 wi-fi hotspots for all families in need.

Providing families with additional Chromebooks or wifi 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"

Despite the challenges presented by the pandemic, GA Arvin was able to offer hybrid (in-person & distance learning instruction) on October 29, 2020 and in-person instruction beginning on April 15, 2021. As of June 17, 2021, only 27% of GA families were still opting for Distance Learning. In the midst of the pandemic, we were able to open schools up safely with zero on-site transmissions of COVID-19.

GA Arvin 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.

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

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

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.



DRAFT

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator • Efforts to promote parent participation (Priority #3c.)</p> <p>19-20 Maintain 75% active involvement of parents of students with disabilities and ELLs on school committees and other school site activities (Priority #3)</p> <p>Baseline • 71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service.</p>	<p>71% of parents, including parents of students with disabilities & ELLs, completed 30+ hours of parent service. (Zoom Meeting/Attendance Logs)</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3a.)</p> <p>19-20 Maintain monthly parent communications used to communicate volunteer opportunities.</p> <p>Baseline Monthly parent communications used to communicate volunteer opportunities.</p>	<p>1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%. 28% of parents use the provided Spanish translation for two-way communication (ParentSquare Dashboard)</p>
<p>Metric/Indicator Efforts to seek parent input and decisions making (Priority #3a.)</p>	<p>Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, was 90%</p>

Expected	Actual
<p>19-20 Maintain 90% Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc.</p> <p>Baseline Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, etc. currently at 90%</p>	<p>(Zoom Meeting Logs)</p>
<p>Metric/Indicator Efforts to promote parent participation (Priority #3b.)</p> <p>19-20 Increase parent involvement of all parents, including those of unduplicated students by providing translation services, child care, PTC's 4 times a year and morning, as well as evening sessions.</p> <p>This will increase parent participation by 5% from the 18-19 school year.</p> <p>Baseline Provided translation services 100% of the time for parents/guardians</p>	<p>Provided translation services 100% of the time through Zoom, ParentSquare, and other methods of communication for parents/guardians</p>
<p>Metric/Indicator Percent of students who are chronically absent (Priority #5b)</p> <p>19-20 Maintain Chronic Absenteeism rate to be less than 7% (Priority #5)</p> <p>Baseline Chronic Absenteeism Rate is 3.5%</p>	<p>Chronic Absenteeism rate was 10.9% (CA Dashboard)</p>
<p>Metric/Indicator Other local measures: Percent of Average Daily Attendance (Priority #5a)</p> <p>19-20</p>	<p>Average Daily Attendance Rate was 91.6% (CALPADS)</p>

Expected	Actual
<p>Maintain school attendance rate to be at 97% or above (Priority #5)</p> <p>Baseline Average Daily Attendance rate is 96.6%</p>	
<p>Metric/Indicator Middle school drop out rate (Priority #5c.)</p> <p>19-20 Maintain Middle School Drop Out rate to be less than .50%</p> <p>Baseline Middle School Drop Out rate 0%</p>	<p>0 % of middle school students dropped out. (CA Dashboard)</p>
<p>Metric/Indicator Other local measures: Discipline citation rare (Priority #6c.)</p> <p>19-20 Maintain the rate of discipline citations/referrals by 15%</p> <p>Baseline Discipline citation rate 6%</p>	<p>Metric no longer being tracked and replaced with “Schoolwide and classroom culture metrics”</p> <p>At least a 3.6 (out of 5) average combined on the annual Fall and Spring Panorama student Culture/Climate Survey. (Spring 2017 Panorama Student Culture/ Climate Survey Results)</p>
<p>Metric/Indicator Suspension rate (Priority #6a.)</p> <p>19-20 Maintain Suspension rate to be less than 2% (Priority #6)</p> <p>Baseline Suspension rate is 1.9%</p>	<p>Suspension Rate was 0% (CA Dashboard)</p>
<p>Metric/Indicator Expulsion rate (Priority #6b.)</p> <p>19-20 Maintain Expulsion rate to be less than 1%(Priority #6)</p> <p>Baseline Expulsion rate is 0%</p>	<p>Expulsion rate was 0% (CA Dashboard)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Assistant Principal of Student Services to work with students and parents/guardians to enhance form and frequency of communication in order to identify the most effective strategies to improve academic outcomes. AP of Student Services is primarily responsible for setting up structures and systems to support Low-Income families by overseeing the implementation of parent education nights, school culture initiatives to support the success of all students and establishing community partnerships to provide counseling and social services to struggling families.</p>	<p>Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$85,000</p> <p>Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,00</p>	<p>Salary for VP 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,323</p> <p>Benefits for VP 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$27,348</p>
<p>Continue Professional Development for teachers and paraprofessionals on classroom management techniques to support the needs of Foster, SED and EL students.</p>	<p>Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$10,000</p>	<p>Continuing SEL training on Restorative Justice Approaches to addressing student behavior, social and emotional learning in order to ensure a healthy and safe learning environment 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p>Use multi-media to communicate information & opportunities for parents. (Group texts, phone dialer, letters home, etc)</p> <p>Increase access and use of phone dialer system by expanding this system to include teachers.</p> <p>Implement Kickboard, which will provide parents with 24hr access to students' academic and behavior reports, as well as increase teacher access to student information and parent communication.</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,500</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,500</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Supplies; Parent Communications 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,284</p> <p>Kickboard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000</p>
<p>Parent classes on school curriculum, positive behavior, and use of technology.</p>	<p>Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$1,500</p>	<p>Classes; Other Supplies 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide additional parent classes around math and literacy in order to empower parents to support students academically.	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,500	Classes; Other Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
<p>Provide a translator(s) for SPGA, Governance, SSC and other school site activities.</p> <p>Add Spanish only meetings, e.g.; ELAC/DELAC.</p> <p>Purchase translation device to be used in Parent meetings</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,122</p> <p>Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,000</p>	<p>Translation Services (Handbook, SPGA, etc.) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,913</p> <p>Translation Device maintenance/replacement 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0</p>
<p>Teacher training around structuring home visits.</p> <p>Mileage for home visits.</p>	<p>PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable \$0</p> <p>Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,400</p>	<p>PD In-House Academic Dean/ Principal 1000-1999: Certificated Personnel Salaries Not Applicable 0</p> <p>Mileage; Travel & Conf 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,506</p>
<p>Provide Positive Behavior Intervention for targeted students. Implement "Getting Along Together".</p> <p>Allocating an equivalent portion of our budget for student incentives to match the unduplicated pupil percentage. Student incentives are in place to encourage and reward positive academic and social behavior Remaining funds will come from Base funding to support all students.</p>	<p>Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,500</p> <p>Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$1,500</p>	<p>Student Store & Student Recognition Materials Unduplicated Students 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,325</p> <p>Student Store & Student Recognition Materials all Students 4000-4999: Books And Supplies LCFF Base \$2,326</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
In-School field trips scheduled quarterly to reward/encourage positive behavior and academic achievement.	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$2,564	In-School Field Trips 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$35,047
School Counselor to work with at-risk students, students' transitions to high school, and coordinate other student social services. Grimmway Academy has an 87.5% unduplicated pupil count and the School Counselors duties will be principally directed to these students.	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$63,860 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$18,294	Salary for School Counselor 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$72,004 Benefits for School Counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$21,313
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Offer Math, Literacy and Science nights to provide information to parents on how to support their child academically.	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$2,000	Math, Science and Literacy Night 4000-4999: Books And Supplies LCFF Base \$909
Parent Teacher Conferences 3X a year to increase parents awareness and connection of grade level curriculum and student expectations to increase parents or guardians efficacy in supporting their children at home.	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,000	Parent Conference Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,416
N/A	N/A Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Continue to celebrate and encourage parent participation of EL, Foster and SED students as well as all students through parent recognition awards and an annual Parent Appreciation Night	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$7,500	Parent Appreciation Night 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Behavioral Specialist to work with at-risk students and coordinate other student social services as required.	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0	Position Eliminated Not Applicable Not Applicable 0 Position Eliminated Not Applicable Not Applicable 0

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 GAA Distance Learning (DL) model that we initially offered in April of 2020. Actions # 7, 16, 28, 34, and 36 were not implemented as planned.

Funds were utilized to assist students and families receive education and family support services through the pandemic and distance-learning model. Specifically, funds were additionally utilized in the following manner:

Purchased and provided music equipment at a 1:1 instrument to student ratio.

Purchased and provided art supplies at a 1:1 supplies to student ratio.

Purchased and provided all of the ingredients needed for families to participate in our Virtual Cooking Classes. Purchased and provided all of the materials needed for families to participate in our Virtual Gardening Classes.

Purchased and provided physical education equipment at a 1:1 equipment to student ratio.

Purchased and provided mobile hotspots for all families in need.

Purchased and provided enough Mango Language Learning Software for all school community members to participate in a Language Learning Competition- "Mango 100-Day Challenge"

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

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

Saturday tutorial sessions on site for our students

Workshops for the parents/guardians of our scholars to attend during the tutoring period. Workshops included the following:

Financial Literacy

Funding Options for College

Completing applications attributed to college

Dangers of the internet

SIS tutorial workshops for the Parent Portal

Accessing digital curriculum or based computer/technology literacy classes.

After the onset of the pandemic we encountered challenges in providing programs and services that would ultimately help close the achievement gap for low-income and ELL students. While students had access to technology (i.e., Chromebooks, Wi-Fi Hotspots) internet connectivity was unpredictable causing some students to disengage in daily academic activities. The IT infrastructure and bandwidth was jeopardized with the addition of Zoom and live-streaming, causing sporadic interruptions throughout the day. State Assessments were cancelled hindering our ability to collect student academic outcomes data for several State Priorities, including: SBAC, CAASPP, ELPAC.

For students identified as needing special education services as described in their IEP, in-person IEP meetings were allowed if the CDPH and Kern County Public Health COVID-19 guidelines provided direction on how to safely complete such meetings. Otherwise, all in-person meetings between parents/staff were cancelled and made available via Zoom

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 wi-fi hotspots for all families in need.

- Providing families with additional Chromebooks or wifi 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”

Despite the challenges presented by the pandemic, GA Arvin was able to offer hybrid (in-person & distance learning instruction) on October 29, 2020 and in-person instruction beginning on April 15, 2021. As of June 17, 2021, only 27% of GA families were still opting for Distance Learning. In the midst of the pandemic, we were able to open schools up safely with zero on-site transmissions of COVID-19.

GA Arvin 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.

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

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

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.

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Goal 3

Provide an environment that encourages healthy lifestyles.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Health and Wellness

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Percent of students meeting state targets in Physical Fitness (Priority #8a)</p> <p>19-20 Maintain 55% of students to meet state targets in physical fitness</p> <p>Baseline 54.4% of 5th grade students met state targets in Physical Fitness</p> <p>50% of 7th grade students met state targets in Physical Fitness</p>	<p>630 elementary students (K-6) received physical education for at least 80-110 minutes per week throughout the school year (CALPADS Attendance Report)</p> <p>180 middle school students in each grade received physical education for at least 150-225 minutes per week throughout the school year. (CALPADS Attendance Report)</p> <p>32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity</p> <p>52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition</p> <p>62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength</p> <p>50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength (2018-2019 California Physical Fitness Report)</p>
<p>Metric/Indicator</p>	<p>A total of 308 ESY lessons were provided in the 2020-2021 school year benefiting all K-6 students</p>

Expected	Actual
<p>Percent of students who participate in the Edible School Yard program K-6 (Priority #8a)</p> <p>19-20 Maintain 100% of students in K-6 to participate in 12 Edible Schoolyard lessons per year</p> <p>Baseline 100% of students in K-6 participate in 9 ESY lessons per year</p>	<p>(CALPADS Attendance Report)</p>
<p>Metric/Indicator Number of parents participating in Family Cooking classes (Priority #8a)</p> <p>19-20 Maintain 50 families participating in a family cooking class</p> <p>Baseline 30 families participate in a family cooking class</p>	<p>20 combined voluntary garden and kitchen family classes were offered to families. Students were not required to attend (Zoom Participation Logs)</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>PE teachers will provide additional opportunities for physical education and activities.</p> <p>An Elementary school PE teacher, a PE Aide and a Middle School PE teacher.</p> <p>PE & playground materials.</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$105,000</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$24,000</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$39,000</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,000</p>	<p>Salaries: PE Teachers 1000-1999: Certificated Personnel Salaries LCFF Base \$117,883</p> <p>Salaries for PE Aide 2000-2999: Classified Personnel Salaries LCFF Base \$27,412</p> <p>Benefits for PE teachers and aide 3000-3999: Employee Benefits LCFF Base \$33,447</p> <p>PE & Playground Equipment/Materials 4000-4999: Books And Supplies LCFF Base \$2,725</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement.</p> <p>Offer cooking classes to students to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen.</p> <p>Offer family cooking classes after school to reinforce the healthy meals served during school hours and prepared in the ESY learning kitchen. Provide translation services during these classes.</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,400</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,200</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>ESY Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Family Cooking Classes - Cooking Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$219</p>
<p>Utilize the Edible Schoolyard program to create a learning experience for our students in the kitchen & garden. The program will also offer nutrition education.</p>	<p>Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$270,000</p> <p>Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$46,000</p> <p>Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,000</p>	<p>Salaries; Kitchen & Garden Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$264,506</p> <p>Benefits; Kitchen & Garden Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$70,726</p> <p>Other Materials; ESY 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,326</p>
<p>Eliminated</p>	<p>No longer continuing Not Applicable Not Applicable 0</p>	<p>No longer continuing Not Applicable Not Applicable 0</p>
<p>Create opportunities for parents and students to participate in physical activities such as the Super Hero Run, activities at the Health and Wellness Fair, and hikes at Wind Wolves Nature Preserve.</p>	<p>Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$8,487</p>	<p>Other Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,856</p>
<p>Grimmway will hold an annual Wellness Fair to educate school community on health and wellness in order to provide education and bring community resources to families at Grimmway Academy.</p>	<p>Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,000</p>	<p>Wellness Fair and Farmers Markets 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Grimmway Academy will hold two Farmers Markets on campus for families and community members.		
N/A	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable 0	N/A Not Applicable Not Applicable N/A N/A Not Applicable Not Applicable N/A
Establish an extra-curricular athletics program.	Equipment and Supplies 4000-4999: Books And Supplies LCFF Base \$10,000	Equipment and Supplies 4000-4999: Books And Supplies LCFF Base \$13,923

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, were not implemented as a direct result of Covid 19. Such funds were therefore utilized to provide an environment that encourages healthy lifestyles virtually through our GAA Distance Learning program that we initially premiered in April of 2020. This included making certain that funds would be utilized in the following manner:

- Purchasing and providing all of the ingredients needed for families to participate in our Virtual Cooking Classes.
- Purchasing and providing all of the materials needed for families to participate in our Virtual Gardening Classes.
- Purchasing and providing physical education equipment at a 1:1 equipment to student ratio.
- Purchasing and providing mobile hotspots for all families in need.
- etc.

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:

- Winter Fair- during which healthy lifestyles would be the overarching theme and include:
 - Adult and Student athletic competitions.
 - Bicycle obstacle course.

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
etc.

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.
School wide Family Virtual Dance Competitions.
Hosting Family Yoga Competitions.
etc.

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Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

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

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

Goal 5

[Redacted]

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.

[Redacted]

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

[Redacted]

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 standard-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).	\$646,400	\$396,753	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	\$112,414	Yes
3) Using formative assessment data (NWEA MAP, weekly standard-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.	\$344,449	\$398,123	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 courses for all students.	\$183,600	\$223,516	No
5) 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	\$220,526	\$197,378	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
conjunction with CASEL. Lesson planning and feedback are intended to ensure that the needs of all learners are met – which a particular emphasis on students most at risk for learning loss.			
6) 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
7) 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:			
7a)GLAD ELD Strategies Training to ensure that our EL students' individual learning needs are met.	\$10,000	\$0	Yes
7b)Provide Professional Development for teachers, and paraprofessionals, focusing on SEL professional development (“Getting Along Together”).	\$9,000	\$2,891	Yes
7c) Anita Kreide Consultant (STEM Instruction)	\$10,000	\$10,004	No
7d)Distance Learning ELA Professional Development	\$10,000	\$10,350	No
8) Given stakeholder concerns over the availability of nutritious meals for students in the community who are most vulnerable, GA will repurpose the ESY Educators to begin producing surplus food in the ESY Garden in order to make available for those members of our community most in need.	\$133,188	\$168,923	Yes
9) Grimmway Academy strives to provide nutrition, cooking and gardening classes to parents and students in an attempt to reduce health issues, increase school attendance and increase student achievement. Offer online cooking classes to families to reinforce healthy eating during school closure.	\$2,000	\$1,912	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Given stakeholder concerns about the safety and sanitation of the campus when students return, GA has invested in the following:			
10) Classroom cleaning and sanitation supplies to mitigate the risk of contracting COVID.	\$20,000	\$23,191	No
11) Personal protective equipment (masks, gloves) for students and staff.	\$20,000	\$17,370	No
12) Plexiglass screens for students and staff at workspaces	\$10,000	\$13,008	No
13) Health and safety screening equipment (thermometers, etc.)	\$1,000	\$22,026	No
14) Water bottle refill stations when students return to campus	\$4,000	\$5,900	No
15) Air filtration and purifier upgrades (including HVAC upgrades, and portable room air filtration systems)	\$50,000	\$62,103	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 (\$249,647) 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 2: Intervention Coordinator (IC) salary & benefits, & professional development costs were overall lower than anticipated (\$35,164). Although the IC salary was enhanced as a result of a subsequent budgetary adjustment, the benefits were over budgeted. Compensation and benefits were over budgeted for the IC and Library Assistant. Intervention materials and library technology were over budgeted as a result of students not being physically present on campus until late October.

Books and supplies were under budgeted as a result of ensuring that all early grades had access to materials at home. At the time the LCP was written we did not have a precise account of the type or volume of supplies needed for our scholars on distance learning.

Action 4: Enrichment programs were higher than anticipated due to the need to purchase additional art supplies for families who participated in virtual art classes. (\$39,916)

Action 5: Only one (1) Instructional Coach was hired in October 2020 while three were budgeted to respond to the overall needs of the Distance Learning Program (\$23,148)

Action 6: Professional Development costs for effective distance learning instruction was less than anticipated (\$13,850). As the year progressed, we relied more on internal capacity to provide distance learning PD.

Action 7: GLAD Strategies Training was not implemented due to the pandemic. Professional development an oversight of all ELD approaches in distance learning was provided internally. SEL curriculum was less than anticipated (\$10,000)

Action 8: ESY garden staff salaries were less due to distance learning versus in-person learning. At the time of drafting this Annual Update, it was estimated that we would overspend in this area. (\$35,735)

Action 13. PPE costs were less due to in-kind donations of masks received by several community partners. (\$2,630)

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners (\$21,026)

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 completed the state CAASPP assessment exam at an approximately 97% completion rate.
- 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.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
16) Provide Distance Learning Professional Development for teachers and paraprofessionals, focusing on literacy.	\$20,000	0	Yes
17) Utilize weekly, standards based CCSS aligned assessments through Illuminate test item banks to track proficiency levels in order to provide targeted supports for our unduplicated students.	\$7,000	\$2,499	Yes
18) Purchasing/upgrading technology (Chromebooks) necessary for students to be successful in a distance learning context	\$70,000	\$82,101	No
19) Kajeet 3G Wireless Hotspots for families indicating that they did not have internet access at home.	\$13,000	\$20,395	Yes
20) Zoom Education License to use for synchronous lessons to ensure that students have access to live sessions with their teacher.	\$5,000	\$4,250	No
21) Technology stipends for distance learning teachers to purchase necessary hardware for teaching remotely	\$40,000	\$29,375	No
22) 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	\$46,563	No
23) Go Guardian Premium Upgrade to ensure that teachers can monitor student learning during live sessions to prevent distractions and further learning loss.	\$7,500	\$9,927	No
24) 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	\$2,381	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 16: Duplicate of Action 12 in section "In-Person Instructional Offerings"

Action 22: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum. We also didn't account for the maintenance and repair for damaged Chromebooks after they were deployed to the families in need. (\$23,563)

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 Arvin experienced both successes and challenges in implementing each of the following elements in the 2020-2021 school year.

Continuity of Instruction

GA Arvin 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 Arvin 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 Arvin 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. Additionally operational support was provided to staff as needed.

Grow Academy Arvin (GAA) 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.

Pupil Participation and Progress

Grow Schools has adopted a pupil participation and progress model consistent with California Department of Education attendance and participation guidelines. Each teacher keeps a daily running record of synchronous and asynchronous activities in Google Sheets, and uses the data from the daily records to complete the weekly attendance record that is certified by each teacher. Every grade level begins each day with a synchronous “launch” (K-2: Class Dojo; 3-8: Google Classroom) in which teachers connect with their students, provide outcomes for the day, roadmap lessons, and engage in SEL activities. From there the online activities varied depending on grade level, including synchronous core-subject lessons and support time (office hours), asynchronous practice that may involve collaboration with classmates, daily “exit ticket” checks for understanding, and a synchronous “landing” final block used for targeted student supports.

Measuring student participation and the time value of work varies by grade level, but begins with totaling the time spent in all daily synchronous sessions, time spent on each individual practice assignment, including professional estimates on time allotted for assignment directions, student questions, peer collaboration, individual completion of the assignment, review of the assignment, and necessary corrections. Instructional time is also tabulated for Art and Music courses, as well as the ESY kitchen and garden classes. Launch and landing classes are where teachers engage in most of the explicit SEL instruction, using Success for All’s “Getting Along Together” curriculum in grades K-5, and SEL competency aligned community building curricula in grades 6-8. Teachers utilize a wide array of formative assessments to measure student progress, including weekly standards-aligned assessments constructed from test

banks in the Illuminate assessment platform, standards-aligned independent assignments submitted daily/weekly, Quarterly interim assessments (IAB), NWEA Map Growth Assessments, and visual and verbal checks for understanding during synchronous sessions.

Distance Learning Professional Development Staff Roles and Responsibilities

Beginning in the Spring of 2020, all staff were given professional development on how to deliver instruction via Zoom and Google Classroom or Class Dojo. When staff reported back to work in July 2020, they were given training in how to use Universal Design for Learning Supports in a distance learning environment. Staff receive weekly training for support with distance learning, including such topics as student accommodations and formative assessment strategies for distance learning. The LEA has an Instructional Task Force composed of staff and admin from both school sites, including assistant principals, instructional coaches and the Chief Academic Officer, who analyze survey data from each training session to identify further areas for teacher support. In between training sessions, the instructional coaches work individually with teachers to support them with distance learning.

Grow Schools staff is committed to supporting student well-being and fostering student learning remotely. In the cases noted below, some of our staff roles and responsibilities have evolved due to distance learning. In many cases, however, support staff will continue to perform their duties to assist students and families and/or address students' academic and social-emotional needs through approved online platforms including Zoom, Google Hangout/Meet, and GoGuardian or by telephone.

Support for Pupils with Unique Needs

Mirroring our on-site Full Inclusion model, our Grow Academy Arvin Distance Learning model incorporates a "push-in" or "pull out" system to support our students with special needs and provide services outlined within the IEP's of these students. This is accomplished during synchronous live instruction by creating breakout rooms within the Zoom meeting that may be hosted and utilized by our RSP instructors and their designated students. GoGuardian Chat is also incorporated and affords the RSP instructor the opportunity to view the screen of the device being utilized by the student. Through this GoGuardian Chat feature, RSP teachers are then able to provide additional academic support in real time. To further support our students with special needs, RSP instructors schedule and host Zoom meetings designed to provide personalized or individualized instruction in a small group or one-on-one setting.

The GA SPED Coordinator and her team have been in contact with parents and guardians of students having IEPs in order to schedule one-on-one instructional services where directed by an IEP.

English Learners receive 60 minutes of ELD Designated (Synchronous) Instruction 4 days each week. ELD Grade Level Google Classrooms were created for grades 1- 8. Each ELD Distance Learning Google Class is composed of 2 groups.

Although the successes within our GAA Distance Learning Program far outweigh the challenges, through ongoing surveys and town hall meetings some of the challenges within our DL program were identified by specific stakeholder groups as follows:

The challenges of distance learning at home (lack of academic supports, the difficulty in keeping their children engaged, and the absence of contact with teachers and their friends),

Concerns about safety when students are able to return to school

The desire for additional synchronous sessions to maintain their child's focus

The effectiveness of teachers in communicating with their child.

The challenges of keeping students focused during synchronous lessons
The amount of time that the shift to distance learning has taken on a daily basis
The desire for upgraded technology

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
25) 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).			
25a) Next Gen Math (to support developing Math skill 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	\$10,000	\$10,140	Yes
25b) Zearn (to support developing Math skill proficiency). During independent distance learning and in small groups with their teacher, Zearn Math provides students safe, in-the-moment feedback that precisely addresses areas of misconception.	\$26,000	\$2,500	Yes
25 c) ALEKS (to support ELA and literacy skill proficiency). A Web-based, artificially intelligent assessment and learning system. ALEKS uses adaptive questioning to determine exactly quickly and accurately what a student knows and doesn't know in a course. ALEKS then instructs the student on the topics she is most ready to learn. As a student works through a course, ALEKS periodically reassesses the student to ensure that topics learned are also retained.	\$9,200	\$9,135	Yes
25d) Achieve 3000 (to support literacy development). Achieve 3000 provides embedded assessment and “just-right, just-on-time” content-matching enables students to move their Lexile measures up steadily, level by level. Students of all profiles who use Achieve3000 Literacy with recommended frequency and quality can attain up to 3.5X their expected Lexile gain.	\$23,000	\$25,000	Yes
25e) Mango ELD (to support ELD). Mango delivers content-structured specifically to track skill levels and achievements recognized by local and international standards of proficiency	\$5,000	\$4,624	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
26) 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	\$10,530	Yes
27) Renaissance Learning (Accelerated Reader): AR provides students with personalized goals; teachers monitor their progress and provide feedback to keep learners on track. As students' progress, AR provides reading recommendations and reading levels.	\$6,400	\$3,600	Yes
28) MobyMax: Identifies learning skill gaps based on an adaptive approach. Teachers monitor and use the data to inform individualized learning in the learning lab, and to adjust classroom lessons as needed.	\$5,000	0	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	No
30) Amplify CKLA: Amplify Core Knowledge Language Arts (CKLA) sequences deep content knowledge with research-based foundational skills, combining rich, diverse content knowledge in history, science, literature, and the arts with systematic, research-based foundational skills instruction.	\$24,000	\$16,471	Yes
31) 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	\$21,493	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 25 -Zearn cost was less than anticipated as this expenditure was incurred the previous fiscal year (\$23,500)

Action 28: MobyMax curriculum was not implemented (\$5,000)

Action 31: Additional distance learning school supplies were less than anticipated (\$18,507)

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.

While several programs, actions, services were implemented and expenditures allocated to to mitigate learning loss as described in the Learning Continuity Plan, we were able to document learning loss through the following data:

The 2019 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).

English Language Arts: Although the 2019 CAASPP results for AS in ELA increased by 29.9 points, Grow Academy Arvin is overall still 11.4 points below standard vs. the overall State average of 2.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

Mathematics: Although the 2019 CAASPP results for AS in Math increased by 11.7 points, Grimmway Academy is overall still 37.1 points below standard vs. the overall State average of 33.5 points below standard. In addition to taking steps to ensure that progress continues to be made for all students in order to meet the State standard in ELA, the data on our subgroup performance reveals a gap in achievement when compared to AS.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

NWEA MAP Growth

The latest full year of NWEA MAP Growth assessment data before the pandemic indicates gaps in achievement percentiles for both Math and Reading between AS, and our ELs, and SWD subgroups. All students in grades K - 8 take the NWEA MAP Assessment three times each year. Achievement and Growth is calculated after the final assessment in the Spring. Overall, only 61% of our students schoolwide (AS) met their Growth projection for Reading, and 63% in Math in 2019.

Reading:

English Learners: There is a slight gap between the percentage of EL students who are meeting Growth targets (60%) and AS (61%).

~Journeys

Quarterly NWEA MAP Skills assessments as well as monthly CAASPP Interim Assessment Blocks or Focused Interim Assessment Blocks assessments will be administered in order to determine and track the effectiveness of this learning loss mitigation model.

Certain factors continued to pose challenges to this model. These factors include the following:

Inconsistent Attendance

Unreliable Data/Results (particularly of students participating within our DL program.)

Parental Buy In

Student Buy In

Covid Protocols to not Intermingle Cohorts

Covid Quarantine Protocols

Technology or Internet Connectivity

etc.



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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 GAA 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.

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:

Established a weekly 2hr SEL Block. This SEL block incorporated all GAA 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.\nIncreased our daily attendance within both our in-person and DL program
etc.
Bi-weekly social and emotional survey, twice a week, on all schoolwide Google Classrooms
Mental health letter sent home to every household at the beginning and middle of the school year.

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 Arvin was able to successfully track attendance daily. In the 2020-2021 school year, the Average Daily Attendance Rate was 91.6%.

In April 2021 about 75% of students returned to full time in-person instruction. As of the start of the new school year, August 2, 2021, over 95% of students have returned to full-time-in person instruction. Families who opted not to return, indicated the reason as not being related to the unavailability of the Distance Learning Program, rather a change in personal circumstances.

GAA 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 GAA 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 GAA 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.

Analysis of School Nutrition

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

Our Grow Academy Arvin Meals Program provided meals for our scholars as well as to our Arvin 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 Arvin 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 Arvin 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. Although it is rewarding to be a resource for the Arvin community, our Hybrid model has required our school nutrition program to remain flexible as well as creative. Producing meals for onsite students and staff, DL students and Arvin community students, has at times proved challenging. Our COVID protocols require all meals to be eaten outdoors in addition to

social distancing, the result is that the Cafe Team must deliver meals throughout campus. Averaging over 700 “grab and go” nutritious breakfast and lunch for all of our school community members, has only been accomplished through meticulous planning and teamwork.

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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	32) 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	33) GA will continue to provide meals to all students, including low income students, to protect the most vulnerable children against hunger. Additional support and supplies will be required to support this action.	\$10,000	\$10,000	Yes
Mental Health and Social and Emotional Well-Being	34) 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	35) 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	\$85,120	Yes
Pupil Engagement and Outreach	36) 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 budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

Action 34: Duplicate of action 7 in "In-Person Instructional Offerings" section.

Action 35: Duplicate of action 31 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.

Stakeholder input and feedback is key in formulating and sustaining a successful in-person or distance learning program. The time and energy given toward seeking input from parents, students, staff and community members ultimately became time and energy saved.

In considering our 2021-2024 LCAP we recognize that stakeholder input will once again be key in developing a program that is accessible, equitable as well as sustainable.

Parent engagement in our DL ELD Designated Block facilitated and enhanced student participation and growth. Parents were able to view the CCSS based academic lessons and instruction as students participated in the DL classes. This afforded families the opportunity to determine the value of the ELD Designated Block as well as the overall importance of the English Learner Program. This has resulted in less criticism and more support for the program that may have previously been deemed as unnecessary or a stigma on their children. In order to continue the gains made with our EL students and their families, within our 2021-2024 LCAP we have embedded the need to continue to ensure access to the ELD curriculum to our families at home once we are no longer hosting a DL program. This may take the form of providing technology for families to check out or come to campus to use within our Learning Lab that we remain open during evening hours.

Students who may have struggled within our DL program showed immediate academic growth and overall improvement once returning to on site in-person instruction. Scholars within our primary grades had a greater necessity to participate within our in-person program, particularly if the student was supervised within any type of organized day care versus being at home with a parent or guardian. The additional adult assistance required for a student in grades Kindergarten-2nd to be successful within our Distance Learning program was generally lacking for these students.

In considering our 2021-2024 LCAP we wanted to ensure that we adhered to our SGI (Small Group Instructor explanation) model with fidelity. The Intervention Coordinator will work closely with the Small Group Instructors (SGIs) to oversee the implementation of the intervention and enrichment activities benefiting students and families. The Intervention Coordinator, who receives specialized training, uses regular assessment data to help SGIs customize learning to student needs, in order to provide individually targeted student instruction. SGIs use software and supplemental curricular materials to deliver instruction to students who are grouped according to their current needs. This collaborative approach to providing services will help to achieve positive academic, social and emotional learning outcomes. Additionally we have adjusted our schedule to ensure that students will be afforded significant quality time within our Learning Labs.

We further want to ensure that we have developed the appropriate expanded learning opportunities for all students identified as having significant learning loss. Such opportunities must target students within these primary grades in order to ensure that they have the foundational skills necessary to have a successful educational career. Providing services to our students with special needs within our DL program initially posed a challenge, as we were adamant that our educational model of full inclusion would be adhered to with fidelity. Although in some instances certain students within this subgroup excelled within our DL model, the overwhelming majority of our students receiving Special Education services benefitted mightily once returning to in-person instruction.

Consequently in considering our 2021-2024 LCAP we have recognized that an increase in our instructors holding Special Education Teaching Credentials will be paramount in our effort to reduce the student with special needs to Special Education instructor ratio. Such a reduction will afford these instructors with the additional time that we anticipate will be needed in order to effectively mitigate the effects of learning loss.

Additionally we will be moving to a Co-Teaching model (need richer explanation, include UDL and research). In all 1st-5th grade Humanities classrooms, there is a fully credentialed SPED co-teacher in addition to a multiple subject credentialed teacher in order to address the individual learning needs of all students - including ELL students and SWD - by utilizing the Universal Design for Learning approach (UDL). UDL is based upon the most widely replicated finding in educational research: learners are highly variable in their response to instruction. In virtually every report of research on instruction or intervention, individual differences are not only evident in the results; they are prominent. However, these individual differences are usually treated as sources of annoying error variance as distractions from the more important “main effects.” UDL, on the other hand, treats these individual differences as an equally important focus of attention.

By utilizing the UDL approach to instruction, Grow Academy Arvin is able to offer a full-inclusion program for SWD.

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

The ELA gaps are as follows:

English Learners (ELs): Despite an increase of 34.6 points - which is a greater improvement than that of AS (29.9), EL performance remains at 41.6 points below standard when compared to AS (11.4). This is an area in which we must continue to improve upon.

Socioeconomically Disadvantaged (SED): Despite an increase of 30.8 points - which is also a greater increase than that of AS (29.9), SED performance remains at 16.9 points below standard when compared to AS (11.4).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (46.4 points), SWD still remain 65.9 points below standard.

The Mathematics gaps are as follows:

English Learners (ELs): Despite an increase of 17.1 points - which is a greater improvement than that of AS (11.7), EL performance remains at 61.6 points below standard when compared to AS (37.1). This is an area in which we must continue to improve upon, and have invested in academic software programs aimed at closing the gaps through differentiated learning (i.e., BrainPop, MobyMax, IXL, NextGen).

Socioeconomically Disadvantaged (SED): Despite an increase of 11.8 points - which is also a greater increase than that of AS (11.7), SED performance remains at 44 points below standard when compared to AS (37.1).

Students with Disabilities (SWD): Despite the greatest increase among subgroups (30.6 points), SWD still remains 103.4 points below the standard.

Through comparative analysis of both formative and summative data, our instructional team, consisting of classroom instructors, intervention specialists, academic counselors and administrators will be able to identify the specific learning needs due to the learning loss of individual students. Once identified, a comprehensive review of the student's attendance and participation records will take place in order to further determine the extent to which their academic deficiencies may be attributed to such factors. Upon conclusion of this in-depth academic analysis the team will host a culminating diagnostic team meeting which will expand to include the student, their family members, the school nurse, etc. to determine whether any additional considerations or services may be needed. Such services may include supplemental social-emotional support, counseling, or specific dietary needs. An Individualized Learning Plan (ILP) will then be generated for the individual student. A student's ILP sets specific goals and actions to help the child meet academic benchmarks. The ILP will further incorporate any additional supports that were identified within the diagnostic team meeting. The facilitation of the ILP will occur daily within our GA Arvin Learning Lab. Through small group instruction facilitated by our Small Group Instructors (SGIs) as well as through the utilization of digital learning platforms, our Learning Lab affords all identified scholars the opportunity to receive ongoing targeted supplemental support in their identified areas of need. Our Learning Lab or the digital platforms utilized within our Learning Lab will be made available to identified students during regular school hours, before or after school, as well as during our various summer and other seasonal intersessions. Regular cycles of weekly and interim assessment results will be analyzed to identify students who are failing to make adequate progress. ILP's will be updated regularly to reflect areas of strength, space for continued growth, and tangible steps taken by the student to improve learning. Regularly scheduled diagnostic team meetings will occur throughout the quarter or semester in order to monitor progress and if necessary modify the ILP.

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 1: Small Group Instructor salaries were less than budgeted (\$249,647) 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 2: Intervention Coordinator (IC) salary & benefits, & professional development costs were overall lower than anticipated (\$35,164). Although the IC salary was enhanced as a result of a subsequent budgetary adjustment, the benefits were over budgeted. Compensation and benefits were over budgeted for the IC and Library Assistant. Intervention materials and library technology were over budgeted as a result of students not being physically present on campus until late October.

Books and supplies were under budgeted as a result of ensuring that all early grades had access to materials at home. At the time the LCP was written we did not have a precise account of the type or volume of supplies needed for our scholars on distance learning.

Action 4: Enrichment programs were higher than anticipated due to the need to purchase additional art supplies for families who participated in virtual art classes. (\$39,916)

Action 5: Only one (1) Instructional Coach was hired in October 2020 while three were budgeted to respond to the overall needs of the Distance Learning Program (\$23,148)

Action 6: Professional Development costs for effective distance learning instruction was less than anticipated (\$13,850). As the year progressed, we relied more on internal capacity to provide distance learning PD.

Action 7: GLAD Strategies Training was not implemented due to the pandemic. Professional development an oversight of all ELD approaches in distance learning was provided internally. SEL curriculum was less than anticipated (\$10,000)

Action 8: ESY garden staff salaries were less due to distance learning versus in-person learning. (\$35,735)

Action 13. PPE costs were less due to in-kind donations of masks received by several community partners. (\$2,630)

Action 15. Health and screening costs were higher due to the purchase of two mobile thermal scanners (\$21,026)

Action 16: Duplicate of Action 12 in section "In-Person Instructional Offerings"

Action 22: Signa Terra IT support was higher than anticipated due to maintenance of technology and monitoring of network to ensure students can access online curriculum. (\$23,563)

Action 25 -Zearn cost was less than anticipated as this expenditure was incurred the previous fiscal year (\$23,500)

Action 28: MobyMax curriculum was not implemented (\$5,000)

Action 31: Additional distance learning school supplies were less than anticipated.(\$18,507)

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

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

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 Kern County Superintendent of Schools (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:

- 46.49% of all students met or exceeded the Common Core Standards in ELA on Smarter Balanced Assessments
- 9.42% of ELs met or exceeded the ELA standard
- 43.44% of low-income students met or exceeded the ELA standard
- 33.40% of all students met or exceeded the Math standard
- 7.24% of ELL students met or exceeded the math standard
- 31.33% of low-income students met or exceeded the Math standard

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

- Action 1-Intervention and Enrichment-will carry forward
- Action 2-Intervention Coordinator-will carry forward
- Action 3-Library Program-will carry forward
- Action 4-Education Software-will carry forward and expand
- 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-College Readiness-will carry forward
- Action 8-Professional Development (STEM)-will carry forward and modified to a new facilitator
- Action 9-Educational Materials-will carry forward
- Action 10-Summer Academic Program-will carry forward
- Action 11-After School Tutoring-will carry forward and expand

Action 12-Art & Music Programs-will carry forward and expand

Action 13-Instructional Coaches-will carry forward

Action 14-Implementation of Elevation Platform-will carry forward as part of Action 4 above and is replaced with Digital Literacy PBL (formerly Action 15)

Action 15-Intervention & Enrichment (Lab Teachers)-is a new action item

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

Parent participation in School Governance, SPGA, SSC, Evening Programs, Cooking Classes, remains at 90% (attendance logs)

Provided translation services were provided 100% of the time for parents/guardians (translation services)

1,060 parents of GAA are utilizing ParentSquare for ongoing 2-way communication with a reach rate of 97%. The current overall parent engagement rate is 95%; 28% of parents use the provided spanish translation for two-way communication (ParentSquare Dashboard)

Based on the Parent Survey completed at the end of the 2020-2021 school year, the average of all responses as to whether they agree with the following statement "Grimmway Academy treated me like a partner in my child's education" was 8.5 (on a 10 point Likert scale).

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

Average Daily Attendance rate is 91.6% (CALPADS)

Chronic Absenteeism Rate is 10.9 % (CA Dashboard)

Suspension Rate, Expulsion Rate, and Middle School Dropout Rate all remain at 0% (CA Dashboard)

Based on the continued need to help build collaborative partnerships with parents to improve student achievement, and through stakeholder input received, the following actions for Goal 2 will for implemented in the 21-22 LCAP:

Action 1-AP of Student Services-will be modified, and replaced with Student Success Team, expanding services for low-income students.

Action 2-Continued Professional Development-will carry over as Goal 1. Actions 6 and 8

Action 2 (new)-McKinney Vento Support-this is a new action item to provide an expanded scope of services provided by the Director of Community Initiatives.

Action 3-Parent Communications-will carry forward

Action 4-Parent Education-will carry forward

Action 5-Translation Services-will carry forward

Action 6-Teacher Training (home visits)-will carry forward

Action 7-Positive Behavior Intervention-will carry forward

Action 8-Educational Field Trips-will carry forward

Action 9-School Counselor-has been deleted

Action 10-N/A

Action 11-Math,Literacy,Science Nights-has been deleted

Action 12-Parent Teacher Conferences-will carry forward and be modified to include Academic Parent-Teacher Teams

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:

64.4% of 5th grade students; 46.3% of 7th grade students need improvement in Aerobic Capacity

20.7% of 5th grade students; 21.1% of 7th grade students need improvement in body composition

37.9% of 5th graders; 6.3% of 7th grade students need improvement in abdominal strength

49.4% of 5th graders; 18.9 % of 7th grade students need improvement on upper body strength

32.2% of 5th grade students; 42.1% of 7th met Healthy Fitness Zone for Aerobic Capacity

52.9% of 5th grade students; 47.4% of 7th met Healthy Fitness Zone for Body Composition

62.1% of 5th grade students; 93.7% of 7th met Healthy Fitness Zone for Abdominal Strength

50.6% of 5th grade students; 81.1% of 7th met Healthy Fitness Zone for Upper Body Strength

(2018-2019 California Physical Fitness Report)

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-Physical education-will carry forward

Action 2-ESY/Family cooking classes-will carry forward

Action 3-Edible School Yard-will 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:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,819,721.00	2,492,061.00
Base	0.00	0.00
LCFF Base	281,313.00	327,235.00
LCFF Supplemental and Concentration	2,181,153.00	1,845,336.00
Not Applicable	0.00	0.00
Title I	296,455.00	304,598.00
Title II	50,800.00	14,892.00
Title III	10,000.00	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	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	1,053,960.00	1,058,683.00
2000-2999: Classified Personnel Salaries	912,080.00	731,263.00
3000-3999: Employee Benefits	497,091.00	458,986.00
4000-4999: Books And Supplies	264,704.00	175,487.00
5000-5999: Services And Other Operating Expenditures	43,522.00	17,703.00
5800: Professional/Consulting Services And Operating Expenditures	48,364.00	49,939.00
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	2,819,721.00	2,492,061.00
1000-1999: Certificated Personnel Salaries	LCFF Base	165,000.00	183,290.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	660,710.00	635,548.00
1000-1999: Certificated Personnel Salaries	Not Applicable	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	228,250.00	239,845.00
2000-2999: Classified Personnel Salaries	LCFF Base	24,000.00	27,412.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	888,080.00	703,851.00
3000-3999: Employee Benefits	LCFF Base	56,000.00	52,807.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	372,886.00	341,426.00
3000-3999: Employee Benefits	Title I	68,205.00	64,753.00
4000-4999: Books And Supplies	LCFF Base	33,749.00	28,679.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	230,955.00	146,808.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	18,522.00	17,703.00
5000-5999: Services And Other Operating Expenditures	Title II	25,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	2,564.00	35,047.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	10,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	25,800.00	14,892.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	10,000.00	0.00
Not Applicable	Base	0.00	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	2,051,594.00	1,674,324.00
Goal 2	227,040.00	273,714.00
Goal 3	541,087.00	544,023.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,771,413.00	\$1,679,712.00
Distance Learning Program	\$190,500.00	\$197,491.00
Pupil Learning Loss	\$162,600.00	\$106,368.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,288,295.00	\$2,082,691.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$308,600.00	\$387,468.00
Distance Learning Program	\$145,500.00	\$172,216.00
Pupil Learning Loss	\$3,500.00	\$2,875.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$457,600.00	\$562,559.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,462,813.00	\$1,292,244.00
Distance Learning Program	\$45,000.00	\$25,275.00
Pupil Learning Loss	\$159,100.00	\$103,493.00
Additional Actions and Plan Requirements	\$163,782.00	\$99,120.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,830,695.00	\$1,520,132.00