



**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

Sherman Thomas Charter School will prepare a diverse TK-8 student population for successful higher education by equipping each child with the skills, knowledge, and critical moral thinking, developing the habits of mind to become a self-motivated, competent, lifelong learner.

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 5: Pupil Engagement (Engagement)  
                             Priority 7: Course Access (Conditions of Learning)  
                             Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 100% of teachers with teaching credentials who are appropriately assigned <b>19-20</b> 100% <b>Baseline</b> 100%	57% of teachers with teaching credentials who are appropriately assigned for the 19-20 school year
<b>Metric/Indicator</b> 100% students with access to standards-aligned instructional materials <b>19-20</b> 100% <b>Baseline</b> 100%	100% of students had access for the 19-20 school year
<b>Metric/Indicator</b>	100% were standards-aligned for the 19-20 school year

Expected	Actual
<p>100% standards-aligned benchmarks, lesson plans, curriculum maps, including ELD standards</p> <p><b>19-20</b> 100%</p> <p><b>Baseline</b> 100%</p>	
<p><b>Metric/Indicator</b> 100% of students meeting or exceeding standards on SBAC Math and ELA assessments.</p> <p><b>19-20</b> ELA 51% of students meeting or exceeding standards Math 36% of students meeting or exceeding standards</p> <p><b>Baseline</b> ELA 45% of students meeting or exceeding standards (2017-18) Math 30% of students meeting or exceeding standards (2017-18)</p>	<p>2019-20: CAASPP cancelled 2018-19 SBAC Results ELA: 34.31% of students meeting or exceeding standards, a decline from 45.32% in 2018 Math: 27.01% of students meeting or exceeding standards a decline from 30.21% in 2018</p>
<p><b>Metric/Indicator</b> EL Reclassification Rate</p> <p><b>19-20</b> 30%</p> <p><b>Baseline</b> 30%</p>	<p>2019-20: 12.5% 2018-19: 0.0% (decline from 14.3% in 2017-18)</p>
<p><b>Metric/Indicator</b> % of EL's who improved one level on the ELPAC overall score.</p> <p><b>19-20</b> 30%</p> <p><b>Baseline</b> 30%</p>	<p>2019-20: ELPAC Summative canceled 2018-19: Less than 11 students with ELPAC data; not displayed for student privacy</p>

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to purchase Common Core aligned course materials	4000-4999: Books And Supplies General Ledger \$63,792	4000-4999: Books And Supplies General Ledger \$93,430.59
All teachers of English Learners and RFEP will receive ongoing professional development in SDAIE and ELD instructional strategies, as well as ELD instructional strategies aligned to the ELD standards. Teachers will receive professional development in meeting the needs of individual students using personalized learning by analyzing data and using that data to inform instructional decisions, specifically for our highest-need students.	1200 1000 5200 Supplemental \$36,000	1200 1000 5200 Supplemental \$29,755
Assessment The school will apply benchmark tests like or equal to NWEA testing to students a minimum of 3 times a year.	4000-4999: Books And Supplies General Ledger \$2,300	4000-4999: Books And Supplies General Ledger \$2,787
All teachers will participate in ongoing professional development to develop their knowledge and practice of effective teaching strategies for implementing the Common Core State Standards and Next Generation Science Standards.	1200 1000 1100 Base \$31,000	1200 1000 1100 Base \$51,855.46
We will hire half-day instructional aids for all classrooms to support whole group instruction/independent work time while the certificated teacher provides small group or individual instruction with the students who need the most support.	1200 1000 2100 Supplemental \$101,172	1200 1000 2100 Supplemental \$116,566
We will hire an Assistant Principal dedicated to curriculum and instruction who will support teachers with utilizing data to create individualized instruction plans for students that provide the pathway to mastery of the content standards.	(25% of salary) 1200-2100-1300 Supplemental \$22,750	(25% of salary) 1200-2100-1300 Supplemental \$23,599
We will hire half-day instructional aids for all classrooms to support whole group instruction/independent work time while the certified teacher provides small group or individual instruction to students with disabilities.	1200-1000-2100 Base \$25,040	1200-1000-2100 Base \$58,283.21

## Goal Analysis

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

All actions and services were provided, as well as additional purchases made to support the transition to distance learning after the school closure.

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

We provided 100% of materials and curriculum maps as planned. When the pandemic necessitated school closures, we successfully translated our program to the online format and distributed computers within 5 days. Our hiring of half day substitutes and an Assistant Principal all supported our ability to do so. We canceled our planned spring benchmarks after surveying teachers and parents who felt it would not be comparable data, and this presented challenges in our ability to use data to inform instruction and intervention. We implemented professional development in support of instruction and data analysis 100% as planned in the beginning of year. We utilized Professional Learning Communities and reviewed data by student group. We held half-days for data analysis as planned prior to closure. In NWEA MAP testing, we had Fall and Winter tests, but not Spring testing. We pivoted to professional development in support of standards-based instruction and ELD strategies in the online format once the pandemic began. In other successes, we achieved a high rate of attendance even after the pandemic began. We had 98% pre-pandemic, and maintained 95-98% (95% at P2 reporting) and avoided potential drops due to the pandemic by maintaining continuity of learning. We also noted that 85% of all 5-8th graders completed their content assessments, meaning that they scored 80% or higher for content mastery even after pandemic. Despite "hold harmless" policy for grades in the spring, we maintained grades as feedback to support students in their learning and achieved a high level of mastery. We are very proud of our students. In curricular and instructional resources, we adopted Google Classroom schoolwide successfully as our primary Learning Management System. We trained teachers, parents and students in the use of the platform. We held two town hall meetings focused on accessing curriculum and addressing parent needs and concerns. In terms of challenges, Internet access was lacking for some families. Eventually we acquired hotspots for all who needed them. Our 1st-8th grade students all had Chromebooks, which greatly supported our students. Kindergarten initially did not have devices, which was a challenge. They did more packet work in beginning of spring of 2020, and teachers communicated with families and students through phone and email. Devices were acquired for Kindergarten by mid-spring.

## Goal 2

Sherman Thomas Charter School will support the development of the "whole child" by fostering collaborative relationships between school and family and ensuring the availability of programs and content that support the social, emotional, and physical needs of the child.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 5: Pupil Engagement (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> Chronic Absenteeism Rate  <b>19-20</b> 0%  <b>Baseline</b> 0% (2017-18)	2019-20 (estimate as of 2/28/20): 2.17% 2018-19: 2.7% according to CDE Dataquest
<b>Metric/Indicator</b> Attendance Rate  <b>19-20</b> Maintain over 95%  <b>Baseline</b> 98.26%	2019-20 (estimate as of 2/28/20): 98.9% 2018-2019: 97.3%
<b>Metric/Indicator</b> Middle School dropout rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	No data available.

Expected	Actual
<b>Metric/Indicator</b> Rate of return for parent surveys  <b>19-20</b> 83%  <b>Baseline</b> 80%	38% Annual parent Survey April 2020.
<b>Metric/Indicator</b> 100% of students with access to Math, English, Social Science, Science, Health, Physical Education, Visual and Performing arts courses or curriculum.  <b>19-20</b> 100%  <b>Baseline</b> 100%	100%
<b>Metric/Indicator</b> CAST growth PFT - % of students in the Healthy Fitness Zone for aerobic capacity  <b>19-20</b> CAST 5% growth in number of students meeting or exceeding standards PFT - maintain over 70% of students in Healthy Fitness Zone for aerobic capacity  <b>Baseline</b> CAST TBD - Scores will be publicly reported later in the year PFT - 5th grade 83%, 7th grade 71% (2017-18)	CA Science Test (CAST): 2019-20: CAST testing cancelled 2018-19: 19:04% Met or Exceeded  Physical Fitness Test (PFT): 2019-20: Data not available PFT cancelled 2018-19: 60.8% in HFZ for aerobic capacity



## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will hire an attendance clerk to track attendance and reach out to families when students are regularly absent.	2000-2999: Classified Personnel Salaries Supplemental \$26,278	2000-2999: Classified Personnel Salaries Supplemental \$27,622
The Art Council will provide an Art teacher to provide a monthly art class for all students.	5800: Professional/Consulting Services And Operating Expenditures Base \$10000	5800: Professional/Consulting Services And Operating Expenditures Base \$4,397
We will purchase a health curriculum that educates students about the negative effects of drug use. We will also purchase supplies for enrichment, PE, and after school sports.	1000-1999: Certificated Personnel Salaries Supplemental \$8,500	1000-1999: Certificated Personnel Salaries Supplemental \$7,996.39
We provide emergency support to families in need to ensure continuity of schooling for the children.	4000-4999: Books And Supplies Supplemental Concentration \$500	4000-4999: Books And Supplies Supplemental Concentration \$500
Continue the ability of parents to be able to track the academic performance of their student in real time.	4000-4999: Books And Supplies Base \$10,000	4000-4999: Books And Supplies Base \$14,887.67

## Goal Analysis

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

All actions were implemented as planned.

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

We added attendance clerk staffing as planned to increase support for attendance tracking and engagement, and this action successfully contributed to a high attendance rate (98.9%), even continuing after the pandemic-related school closure (95-98%). We provided Art instruction through the Art Council up to the onset of the pandemic. We implemented the curricular programs Too Good for Drugs and Too Good for Violence through the Mendez Foundation as planned in support of Health and Social Emotional Learning as planned, and these were completed pre-pandemic. We reviewed and revisited the materials and principles as needed ongoing throughout the year, and our teachers were able to reinforce the concepts to meet student needs during the pandemic. We implemented a program called Salvaging Sisterhood which addresses relational aggression among girls. This was offered pre-pandemic, with a focus on 7th grade girls Sept-Dec. In terms of successes, we have noted that our school culture and climate initiatives around what it means to be an Aggie, our philosophy and beliefs on how we treat each other, all resulted in improved behavior overall. Parents and students noticed positive impact and their increased ability to talk through problems independently.

Approaches to problem solve: 1:1, with mediator, with grown up, or with principal. The program translates well between students and adult real-world. In terms of challenges, it was difficult for our students not to have same outlet post-pandemic for communicating regularly and in-person as before to support their relational and SEL well being. They missed those opportunities and struggled with sense of isolation and missing peer to peer. We did some online events to try to increase those opportunities. We purchased supplies for art, physical education, enrichment, and after school sports as planned. During the closure, in absence of dedicated art instruction, we purchased and sent home supply packs and integrated arts instruction through the general education teachers. For emergency supports, we increased our outreach and support to find out and provide for needs, especially of families of essential workers. In addition to individual outreach, we conducted surveys on family needs for supplies and internet access. Summit Learning and PowerSchool were used as planned to post student grades and share academic data. We utilized the Bloomz communication system for two-way communication and providing links to academic data.

## Goal 3

Sherman Thomas Charter School will ensure a safe learning environment that promotes a positive school culture.

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
<b>Metric/Indicator</b> Parent & Student Surveys  <b>19-20</b> Surveys 85%  <b>Baseline</b> Surveys 80%	83.2% with positive responses
<b>Metric/Indicator</b> School facilities are in good repair and in compliance with the school safety plan.  <b>19-20</b> School facilities are in compliance with the school safety plan.  <b>Baseline</b> School facilities are in compliance with the school safety plan.	2019-20 SARC: Facilities are in good repair in 8/8 systems
<b>Metric/Indicator</b> Suspension Rate  <b>19-20</b> 0.5%  <b>Baseline</b> .9% (2017-18)	2019-20: 1.3% 2018-19: 6.6%

Expected	Actual
<b>Metric/Indicator</b> Expulsion Rate  <b>19-20</b> 0%  <b>Baseline</b> 0%	2019-20: 0.0% 2018-19: 0.0%

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
School facilities will be maintained and repaired regularly to ensure a clean safe campus for students.	6100, 6200, 4300, 2200 Base \$150,000	6100, 6200, 4300, 2200 Base \$192,000
We will hold assemblies, special events, and award students for academic and citizenship growth and achievement. Assemblies and meetings will also take place to promote restorative justice practices and overall positive school culture.	1100 and 5800 Base \$2500	1100 and 5800 Base \$4,180.72
We will purchase social emotional learning curriculum to be implemented in all grade levels to support students in developed self-management and conflict resolution skills.	1100 Supplemental \$9500	1100 Supplemental \$6,778.45
Teacher leaders will coordinate school events and initiatives contributing to a positive school culture.	1000-1999: Certificated Personnel Salaries Supplemental \$9000	1000-1999: Certificated Personnel Salaries Supplemental \$9,000

## Goal Analysis

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

All actions were implemented as planned.

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

We focused intently on a number of actions designed to ensure a positive climate and school culture, and we were pleased with the success of these leading up to the pandemic. We introduced the "Golden Chicken" award for one grade level monthly, with a rotating trophy awarded to the grade level making notable positive contributions schoolwide. We also implemented student-level awards for "caught being good." Students were invited to sign a special bulletin board and received a positive parent call. Students loved the awards and the "caught being good" recognition. This was a highlight in recess time and very motivational for many students, when students volunteered to help out and appreciated the recognition. This initiative had the biggest impact in lower grades. We also saw success from implementing yard duty training on conflict resolution. We configured the schedule of a half-time instructional aide by adding responsibility for yard duty from the same individual. The training, plus the continuity of knowing the students supported the ability to know and effectively address the needs of students in both capacities. We saw a reduction in referrals for behavior as a result of these actions, as well as a lower suspension rate. We had 3 suspensions up to closure, for a rate of 1.3%. Teacher leaders implemented as planned our spelling bee, one of the two planned Back-to-School nights (fall), and a version of the planned art fair, where students created the art and submitted it to the county, but due to COVID-19 we held no open house. We updated the 19-20 School safety plan. We held the required site inspections and met the good repair standard as planned. The greatest challenges in implementing the actions and services for Goal 3 in 19-20 was the limitation of our ability to fully create the desired positive climate and school culture in the remote learning format. We experience missed opportunities for connection and celebration that would have occurred naturally in person if not for the pandemic and related school campus closures.

# 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
Full Time Substitute Floating subs	\$20,125	\$21,875	No
Additional Staffing	\$22,050	\$27,982	No
Sanitation and PPE supplies	\$11,448.58	\$9,655.58	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.

All implemented as planned.

### Analysis of In-Person Instructional Offerings

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

In terms of successes, we were able to get a waiver to bring K-6 students back in-person in small groups half days 4 days per week in-person and one day of distance learning weekly. We maintained the online-only option for K-6. Our 7th and 8th graders remained primarily in remote instruction, but we brought cohorts of 7th/8th grade students who might be struggling academically for in-person instruction. We successfully adjusted our instructional aides to dedicate one to each class and brought afterschool aides to support during day. We adjusted our yard duty time to increase sanitation procedures with students and support staggered breaks. We increased janitorial support as well as supplies and equipment, such as the atomizer sprayer for playground equipment that was used to clean between uses. Since only one group at a time could have recess, we increased our staff for recess supervision and staggered groupings. We used our full time substitute teacher who has been very helpful to support with any needs and thus increased the continuity of learning for students when teachers were absent. When not subbing, the staff member provided small group instruction.

In terms of challenges, it was hard to achieve consistent attendance of students in the in-person mode. Students changing modes was hard to manage operationally. A further challenge was in opting not to offer lunch on -campus but continuing with "summer

seamless" where students can pick up meals for 7 days. The lack of on-campus meal service, and lack of afterschool care options meant that students needed to be picked up mid-day. It was a challenge to be prepared with back-up plans for inclement weather and social distancing breaks where we generally rely on being outdoors. Internet connectivity on site was stretched with online and in-person simultaneous. Teachers were challenged with implementing the hybrid model in which they are offering two modes of instruction at once. A further challenge, which somewhat leveled out later in the year, was the inconsistency of guidance from public health and education officials around such things as reopening guidelines, protocols, and requirements like attendance tracking.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum and materials for distance learning	\$30,166	\$30,166	No
Site Director Salary (70%) for supports for English Learners, Homeless and Foster Liaison	\$51,940	\$51,940	Yes
Additional Teacher Preparation days to provide individualized support to families on distance learning process	\$12,622	\$12,622	No
Instructional Assistants and paraprofessionals to support teachers and allow for individualized or small group instruction	\$116,566	\$173,956.87	Yes
Devices and wifi hotspots for students who do not have access to technology for learning or reliable internet access	\$14,878	\$26,000	No

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.

All implemented as planned.

## 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.

In continuity of learning and access to devices and connectivity, we had many successes. We were able to ensure that all students have internet access (hotspots as needed) and Chromebooks. We refined our system for technology support so now our staff know how to effectively support parents when challenges arise. We were able to do our planned 3x annual NWEA MAP testing to ensure we have timely and accurate data to assess student learning and respond accordingly. We are pleased to see the positive growth in learning in that a majority of 3rd through 8th grade students met their goals in winter testing, with 55% in Math and 61% in ELA. We supported students' continuity of learning in part through continuing with our online resources previously adopted and strategically adding resources to enhance distance learning and increase supports for students. We added online resources including Google Classroom, Kami, NearPod, Mountain Math, BrainPop, Kite Learning, IXL, and Houghton Mifflin online. In terms of pupil participation and progress, we implemented our attendance tracking procedures as planned. Students had to be online or turn in work for the day,



or both, to be counted as attending. If not online, they could make up work, and thereby have their attendance made up. We were pleased to note that our attendance rate was at 95% by end of P2. Under our procedures, every time students changed classes after a break, if a student did not return or did not attend in first place, our attendance staff member called to contact parents and support as needed to get students back online. Teachers contacted parents as well. In terms of professional development, we held many sessions in the beginning of the year on the new online programs previously mentioned, such as NearPod and the Houghton Mifflin online resources. Many upper grades teachers were able to lead sessions for teacher peers on how to use the new tools. We also conducted professional development for data analysis with our NWEA results and planned instructional adjustments and intervention according to the data. In addition to the academic and technological topics for professional development., we also provided professional development on Social Emotional Learning for the implementation of our adopted Too Good for Violence curriculum, as well as for SEL strategies for responding to the pandemic. We successfully adapted staff roles and responsibilities as needed in order to offer our adapted programs. Adjustments to the aide and yard duty scheduling greatly supported students to have continuity of care during their time on-campus. We were challenged by our inability to offer an afterschool program this year.

Despite the challenges we have faced this year, we have been successful at providing differentiated supports for the whole child and supporting with basic needs in addition to academic needs. We continued to provided Integrated and Designated ELD instruction as planned. All English Learners, Foster youth, students with IEP's or 504 plans, or students who have gone through SST process were invited to attend on campus since October 4th for half days. During this time, our aides pulled small groups for targeted instruction and support. All of our students with IEP's were provided in classroom support with aides either online or in person. We have implemented timelines and services for our students with disabilities fully for 20-21. For our Foster and Homeless Youth, we have provided supports as they have needed, such as with school supplies and food pick up or delivery.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Paraprofessionals (referenced under Distance Learning)	Represented in Distance Learning		Yes
Local digital assessment tools to identify learning loss and monitor progress throughout the year	\$2,383	\$2,787.50	No

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.

There were no substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and was implemented and expended.

## 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.

We successfully implemented our assessments to monitor student learning growth and loss. It was challenging at the beginning of the year with some parents occasionally helping students with the assessment, but with regular family communication, the virtual assessment process has been operationalized and we now have a solid assessment process. We are proud that over half of our students met their growth goals in Math and ELA as measured by the NWEA MAP assessment.

## **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.

We implemented Too Good for Violence as our Social Emotional Learning curriculum for TK-8th grades, providing training for teachers on best implementation practices. Teachers engaged students in regular wellness check ins during class. For students who were struggling, we utilized our SST process and community referrals to find the best supports for these students. We offered activities and relational opportunities that foster connection and joy for children including a Patriot concert, Peaceful Playground, spirit weeks, awards ceremonies, and student council. It has been a challenge keeping students engaged during remote instruction. Students and parents enjoyed all of the concerts, spirit weeks, awards ceremonies, and things that we did to try to make this year's experience as normal as possible.

## **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.

We implemented our tiered attendance support strategies as planned for any student who is absent from distance learning for more than three school days or 60 percent of the instructional days in a school week. We started the year off well, but everyone grew fatigued by digital learning, and we saw engagement decreasing over time. Our parent frustration levels rose, as student engagement decreased. We have seen success with our re-engagement efforts and strong partnerships with parents to help keep students interactive and engaged online. At the time of this writing, 55% of our students are receiving in person instruction and 45% online instruction.

## **Analysis of School Nutrition**

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

We have provided weekly meal kits of breakfast and lunch available for pick up only through our partnership with Ezequiel Tafoya Alvarado Academy. Students who are attending in person finish their school day at noon and eat lunch off campus.

## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	<p>Social Distancing playground 6' Social Distancing Playground follows CDC Guidelines for Schools Advisory for Covid-19. The playground consists of a series of Activity Zones with age-appropriate games and learning activities to be painted on existing playground surfaces using blueprints and prefabricated stencils. QR codes can be scanned with smartphones or smart tablets for video instructions on all the games and activities which inform teachers teaching the activities. There are 9 Activity Zones.</p> <p>Separate PE and playground equipment for each class.</p>	\$7,089.27	\$7,089.29	No
Mental Health and Social and Emotional Well-Being	Imago & Mendez SEL curriculum, as well as Madera Behavioral Health Services for mental health support	\$9,857	\$9,857	No
Pupil Engagement and Outreach	Communication tools to ensure families feel connected, know how to reach the school for support, and are provided with translation options (Bloomz, Google Suite – Meet, Classroom, Sites)	\$1,438	\$1,438	No
In-Person Instructional Offerings	Additional yard duty for in-person lunchtime coverage	\$22,000	\$12,627	No

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.

All actions were implemented as planned.

## 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.

We have adapted our program so that we can successfully pivot between in-person, partial, and full remote if needed. Our emphases on assessment, Intervention Supports, and Social Emotional Learning have been critical during this year and will continue going forward. At this point, it is difficult to plan our calendar, schedules, and other details due to the pandemic, but based on the data from this year we plan to continue implementing our model and pursuing the goals set for next year, knowing we will need to be responsive as changes are required.

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

We will continue our assessment system and additional distance learning components as needed in the coming years. We will maintain the system of assessment, data analysis and intervention that we implemented during 20-21. Our LCAP is informed by the impact of COVID and the need to address learning loss. In addition to our additional instructional staffing and intervention supports, we have designed a comprehensive program in Special Education and English Language Development, as well as additional supports for our Foster and Homeless youth.

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.

n/a

# 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.

Although the 2019-2020 had monumental challenges Due to Covid -19. We achieved improved attendance and engagement in 20-21, and this has allowed us to start getting our students back on track academically. We reduced our suspensions in alignment with our targets to less than 3% in 2019-20 and increased our English Learner Reclassification rate from 0% to 12.9%. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic to continue to implement our program remotely when necessary fully and to meet the increased needs of our students. We are proud of our parents and staff's consistent stakeholder engagement and close collaboration in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to transition our instructional model when needed for remote learning, and we will be able to bring forward the confidence that we can do it again when needed and also continue to utilize digital tools, programmatic components. Student supports inspired by necessity that may continue to be beneficial for our community. In the 2021-2022 School year, we desire to meet the needs of our students recovering from the global pandemic and have them strive in the face of adversity. In 2021-2022 LCAP, we have established actions to strengthen our Reading and Language arts In intervention. We focus on equipping our staff with training to meet the kids' needs in the classroom with strong first instruction tactics. We are also strengthening our social-emotional programs to give all members of our school community the tools to meet their wellness goals.

## 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](mailto:lcff@cde.ca.gov).*

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

### Annual Update

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

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

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

#### Goal Analysis

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

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

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

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

### **Annual Update**

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

### **Actions Related to In-Person Instructional Offerings**

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

### **Actions Related to the Distance Learning Program**

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



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

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

## **Actions Related to Pupil Learning Loss**

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

## **Analysis of Mental Health and Social and Emotional Well-Being**

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

## **Analysis of Pupil and Family Engagement and Outreach**

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

## **Analysis of School Nutrition**

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

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

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

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

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

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

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

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

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



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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	508,332.00	643,638.49
Base	228,540.00	325,604.06
General Ledger	66,092.00	96,217.59
Supplemental	213,200.00	221,316.84
Supplemental Concentration	500.00	500.00

\* 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	508,332.00	643,638.49
	377,962.00	483,017.84
1000-1999: Certificated Personnel Salaries	17,500.00	16,996.39
2000-2999: Classified Personnel Salaries	26,278.00	27,622.00
4000-4999: Books And Supplies	76,592.00	111,605.26
5800: Professional/Consulting Services And Operating Expenditures	10,000.00	4,397.00

\* 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	508,332.00	643,638.49
	Base	208,540.00	306,319.39
	Supplemental	169,422.00	176,698.45
1000-1999: Certificated Personnel Salaries	Supplemental	17,500.00	16,996.39
2000-2999: Classified Personnel Salaries	Supplemental	26,278.00	27,622.00
4000-4999: Books And Supplies	Base	10,000.00	14,887.67
4000-4999: Books And Supplies	General Ledger	66,092.00	96,217.59
4000-4999: Books And Supplies	Supplemental Concentration	500.00	500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	10,000.00	4,397.00

\* 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	282,054.00	376,276.26
Goal 2	55,278.00	55,403.06
Goal 3	171,000.00	211,959.17

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,623.58	\$59,512.58
Distance Learning Program	\$226,172.00	\$294,684.87
Pupil Learning Loss	\$2,383.00	\$2,787.50
Additional Actions and Plan Requirements	\$40,384.27	\$31,011.29
All Expenditures in Learning Continuity and Attendance Plan	\$322,562.85	\$387,996.24

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$53,623.58	\$59,512.58
Distance Learning Program	\$57,666.00	\$68,788.00
Pupil Learning Loss	\$2,383.00	\$2,787.50
Additional Actions and Plan Requirements	\$40,384.27	\$31,011.29
All Expenditures in Learning Continuity and Attendance Plan	\$154,056.85	\$162,099.37

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$168,506.00	\$225,896.87
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$168,506.00	\$225,896.87