

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

All students will have access to standards aligned curriculum in a culturally responsive, physically well-maintained, and emotionally healthy and safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
92% satisfaction rating on school cleanliness as measured by the end of year school climate survey.	Because of COVID, the questions surrounding school cleanliness was left out of the survey.

Expected	Actual
100% of all classroom furniture will be safe and replaced when broken or inappropriate for use.	All classroom tables were moved out of each classroom and replaced with individual student desks to support with in-person learning consistent with CDC guidelines because of the COVID-19 pandemic.
Cleaning supplies and replacement items are purchased and readily available for use.	All cleaning supplies were ordered as requested by the custodial staff to support with cleaning of the school. Replacement items were ordered as requested.
100% of all students will have access to state-adopted instructional materials.	100% of all students have access to state-adopted instructional materials as evidenced in teacher lesson plans.
100% of all students will have access to supplemental instructional materials as listed in the grade level's BSM.	100% of all students have access to instructional/supplemental materials as listed in the teachers' grade level standards maps.
100% of all 4 th grade students will have new laptops to support with learning.	100% of all 4 th grade students received replacement laptops during the 2020-2021 school year.
90% of all students will achieve 90% or higher, 90% of the time.	Because of COVID, the school had to be closed on March 16, 2020 for approximately one month and reopened on April 13, 2020, offering full distance learning. The focus for the year was on providing support to students and teachers with distance learning trainings, on-line resources, and devices to support distance learning. This expected outcome was not met.
100% of all students will be provided with one being-there experience per unit of study to support with building background knowledge and content learning.	60% of being-there experiences were conducted. Because of COVID, all being-there experiences for the remainder of the school year were canceled.
100% of all students will have working technology devices that connect to the internet to support with learning of standards.	100% of all students have working technology devices that connect to the internet to support with teaching and learning. There is a 1-1 device to student ratio.
Employ 3 HLD, 1 Dance, 1 Tae Kwon Do, and 1 PE instructor/teacher.	Continued the employment of three HLD teachers, one dance, one Tae Kwon Do, and one PE.
100% of all 1 st – 6 th grade students will have access to HLD, TKD, PE, and Dance instructional materials as listed in the grade level's BSM.	100% of all 1 st – 6 th grade scholars have access to HLD, TKD, PE, and dance instructional materials as listed in the BSM.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Continue the employment of two full-time custodians to maintain the buildings and grounds and keep the school clean and healthy.	\$102,705	\$104,682
Allocate budget to purchase cleaning supplies and replacement items as needed throughout the school year and for summer clean up.	\$10,000	\$8,103
Replace any broken furniture or purchase additional items (desks, tables, chairs, cubbies, shelves) that are unplanned.	\$6,000	\$596
Purchase science, social studies, math, English Language Arts, and other supplemental instructional materials to support teaching and learning of the CCSS.	\$5,000	\$12,618
Provide all students with one being-there experience per unit of study to support with building background knowledge and content learning.	\$87,680	\$58,194
Replace and/or purchase and make ready devices, software, and web-based programs to support student learning.	\$3,500	\$6,186
Continue the employment of three HLD, one Dance, one Tae Kwon Do, and one PE instructor.	\$372,160	\$352,547
Purchase instructional materials, supplies, and items to support with teaching and learning of the Hmong language, Dance, Tae Kwon Do, and Physical Education.	\$0	\$3,375

Goal Analysis

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

Because of COVID, the budgeted allocation to support being-there experiences were partially used. The remaining budget was re-allocated to support technology platforms and on-line resources to support distance learning. Additionally, subscriptions to Google Classroom, Kahoot, Screencastify, BrainPop, and Zoom were purchased to support staff and students in the teaching and learning

process. Budget that was also needed were transferred from instructional reserve to support the purchase of on-line platforms and resources.

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

The COVID-19 pandemic and the school closure during the 2019-2020 school year caused a shift in the implementation of the LCAP. This shift involved moving from classroom teaching and learning to distance learning and purchasing of the needed supplies and materials to support distance learning. The school's being-there studytrips that support the learning of each unit had to be canceled, along with school events and activities that normally took place on-site. In addition, state assessments were waived for the school year, which caused an impact on how student assessments were conducted and how data were collected to support with reporting of student outcomes.

Successes:

YPSA maintained the staff needed to support the operation and teaching and learning of the school as indicated in the 2019-202 LCAP. Teaching and learning resumed as it normally had been. Teachers continued the work of using the Common Core State Standards identified in their Curriculum Maps, planned and delivered their lessons using the 8-step lesson plan process, and reflected on their teaching using the data collaborative inquiry process.

Then, on March 16, 2020, the school was closed as a response to COVID-19 and to ensure the health and safety of all staff and students. A plan was put in place to support the operation of the school, and YPSA resumed its services virtually to students on April 13, 2020.

Technology devices (iPads and laptops) were provided to students through a device distribution process to use for participation in the learning. Because YPSA had a 1-1 device to student ratio already, the change to distance learning was smooth.

On-line resources and platforms were purchased to support with distance teaching and learning. Training of the resources and platforms were provided to teachers. These resources included Google G Suite, Google Classroom, Screencastify, and Kahoot.

Professional development and training were provided to all staff members on COVID-19 health and safety along with how each component of the school was to be implemented with little to no interruption to teaching and learning.

Challenges:

However, since COVID was new to everyone, the challenge was shifted to using different technology platforms and to teach and learn remotely. This came with the challenge of providing training to staff, students, and parents, along with relying on the internet and technology devices to work. In addition, teachers had to shift from using what they had readily available at the school to researching on-line resources and materials support teaching and learning.

YPSA had to rely on the Google Classroom to conduct distance learning. Training on the use of Google Classroom features, set-ups, assignments, and other Google applications was a struggle to teachers because of the various degree of experiences using technology to support with teaching and learning.

Also, as a result of distance learning during the 2019-2020 school year, student attendance, engagement, and participation had been impacted by various factors such as internet connectivity, accessibility, and technology devices. Non-working devices had to be exchanged, and support had to be provided to families without internet connectivity.

Classroom furniture had to be removed and stored in the multipurpose room or another classroom to prepare for the 6 feet social distancing requirement. Individual student desks were cleaned and moved to the classrooms.

Goal 2

All students will receive highly effective classroom instruction by appropriately assigned teachers in a culturally responsive, physically well-maintained, and emotionally healthy and safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100% of all teachers appropriately credentialed and assigned to classrooms that match their credential designation	100% of all teachers were appropriately credentialed and teaching in classrooms that match their credential designation.
100% of the top 20 commonly used classroom supplies will be fully stocked on a weekly basis.	100% of the top 20 commonly used classroom supplies continued to be purchased and stocked in the supply closet for teacher use.
100% of all teachers will receive conceptual curriculum design/ thematic planning and instructional planning and support.	Because of COVID, only the kindergarten team was able to receive a full cycle of conceptual curriculum and thematic planning support.

Expected	Actual
100% of all teachers will receive on-site coaching and support for het environment and thematic support.	100% of classroom teachers received support for HET environment and thematic support.
Grade level segment teachers will be provided opportunities to visit HET schools to learn and better their HET understanding to be able to support other teachers	Visits to other HET schools was not planned for because of COVID.
Purchase materials to create conceptual curriculum, year-long themes, and het environment	Materials were purchased that was consistent with what was listed in the teachers' standards maps.
All support staff will receive training in HET to support school wide implementation.	HET training was not provided to support staff during the year because of COVID.
100% of all teachers will participate in the cultural competency training	Because of COVID, cultural competency training was put on hold.
100% of all new teachers will register for the new teacher induction program and be paired with a mentor to support their teaching and delivery.	100% of new teachers were registered for the new teacher induction program and a mentor was assigned to each new teacher.
Provide opportunity for teachers (one primary; one intermediate), administration, board, and academy council members to register and attend the 26th Annual California Charter Schools Conference.	Because of COVID and school priority, this item was put on hold and will be revisited when in 2020-2021.
100% of all staff members will be able to articulate the vision, mission, and goals of the school.	90% of staff members indicated on the school climate survey that they are able to articulate the vision and mission of the school.
100% of all staff members will receive and be able to compare the data provided to the goals of the school.	100% of all staff members received student data and was able to compare this data to that of the goals of the school.
100% of all core staff will receive a four-day HET Model Teaching training.	100% of all teachers participated in a four-day HET Model teaching week.
100% of front and business office staff will have working laptops to support with teaching and learning	Desktops and/or laptops were purchased for the front and business office to support their work.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Retain/employ 21 full-time credentialed teachers	\$1,760,000.00	\$1,610,593
Purchase and fully stock the open-supply closet with the commonly used classroom supplies.	\$65,000.00	\$42,604
Replace new laptops for instructional staff who have a need to replace the laptops. Anticipating replacing 6 laptops.	\$7,200.00	\$11,007
Purchase new laptops/desktops for front and business office staff to support instructional staff and administration to support teaching and learning.	\$4,660.00	\$7,077
Provide on-site coaching for implementation of HET to administration to better support staff.	\$3,500.00	\$5,400
Purchase materials to create yearlong theme, HET environment, and conceptual curriculum.		
All support staff will receive HET training to support school wide implementation via ATT Program Manager and Administration.	\$1,859.00	\$1,749
Contract with cultural competency coach to provide training on cultural competency and responsive teaching in the classroom.	\$2,500.00	\$0
Register new teachers for the new teacher induction program and pair them with a mentor to support their teaching and delivery of content and standards.	\$16,200.00	\$14,400
Provide new teachers with a mentor through the new teacher induction program (BTSA) Support Provider.	\$16,200.00	\$14,400
Post the vision, mission, and goals around the school.	\$0	
Make copies of student achievement data available to all staff members to review and go over.	\$0	
Secure HET Model Teaching Week training for all instructional staff.	\$27,000.00	\$23,500
Implementation of HET Model Teaching week. Will revisit this item in 2020-2021.		

Goal Analysis

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

Almost all actions captured above were implement. Cultural competency training was not provided to staff because of priorities and because of the COVID-19 pandemic. This budget allocation was shifted to support on-line resources to support teachers and students with distance learning. The implementation of the HET Model Teaching week was not implemented as planned and will be revisited in 2020-2021.

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

Successes:

All teachers were appropriately credentials and assigned to classrooms. New teachers registered to the new teacher induction program and were provided a mentored. A HET Model Teaching Week was provided to teachers to learn learning how to implement HET strategies in the classroom. Laptops and/or desktops to support the front and business office were purchased and installed with appropriate applications. The open supply closet continues to be stocked with commonly used items to support teaching and learning.

Challenges:

Because of COVID-19, there was an instructional shift from classroom learning to distance learning. This caused all support to staff, students, and parents to be conducted remotely. The challenges are similarly articulated in Goal Analysis for goal 2.

Goal 3

All scholars will perform at high levels in a culturally responsive, physically well-maintained, and emotionally healthy and safe environment.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 7

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
Provide intervention services to teach/reteach and improve students' basic literacy skills between 3:00 – 4:00, Monday and Wednesdays.	Because of COVID, intervention services were discontinued during the pandemic.
All students will be provided push-in tutoring to improve basic literacy and numeracy skills. Continue the employment of 6 instructional aides.	Instructional aides were assigned to designated student groups and students who were not performing on grade level. Tutoring time was provided through a 1-1 push in model to improve foundational literacy and numeracy skills for students.
100% of low performing African American students performing at level 1 or 2 will receive push-in tutoring and intervention.	100% of low performing African American students performing at Levels 1 and 2 received 1-1 push-in intervention by a designated instructional aide.
Identify materials to support intervention services for low performing African American students.	Instructional aides worked with the identified scholars on foundational literacy and numeracy skills through the 1-1 interventions.
Identify materials to support intervention services for low performing English learners.	Instructional aides worked with the identified scholars on foundational literacy and numeracy skills through the 1-1 interventions.
Contract with K12 Health to support the school nurse. Provide health and safety training to staff.	Continued the contract with K12 Health to support the nurse.
Employ a full time licensed vocational nurse.	Continued the employment of a full-time licensed vocational nurse.
Register 2 front office and 1 administrator to attend the Breakthrough Coach training to better support the school.	The front office and one administrator were registered to and attended the Breakthrough Coach training.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide targeted intervention to support English Learners and underperforming subgroups between 3:00 – 4:00, Monday and Wednesdays.		[Add actual expenditures here]
Continue the employment of 6 instructional aides to do push-in tutoring to improve basic literacy and numeracy skills and to support students (4th – 6 th) who are unduplicated and/or have not shown academic gains as determined by the CAASPP	\$180,520	\$168,323
Low performing African American students will be provided with instructional aide push-in support.		
Low performing African American students will be provide with relevant materials to close the achievement gap (26 students).	\$2,600	\$0
Low performing English Learners will be provided with 1-1 or small group teacher intervention.		
Low performing English Learners will be provided with relevant materials to close the achievement gap (87 students).	\$8,700	\$0
Contract with K12 Health to support the school nurse. Provide health and safety training to staff.	\$10,000	\$10,000
Employ a full time licensed vocational nurse.	\$53,200	\$67,017
Register 2 front office staff and an administrator to attend the Breakthrough Coach Training	\$970	\$970

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 for this goal were implemented.

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

Successes:

All actions and services for this goal were implemented.

Challenges:

To support with Initial ELPAC assessment, the instructional aides had to support with this task, causing a break in the services to low performing students, including African American and EL students.

Because of COVID, the regular hearing and vision screening and the fifth-grade human growth and education program were not conducted.

Goal 4

All scholars will perform at high levels guided by assessment results (formative, interim, and summative) and data collaborative inquiry process.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 4, 7, 8

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100% of all staff members will be able to articulate the vision, mission, and goals of the school.	86.49% of all staff surveyed indicated that they are able to articulate the vision and mission of the school.
100% of all staff members will receive and be able to compare the data provided to the goals of the school.	At the start of the 2019-2020 school year, 100% of staff members were provided with student achievement data and were asked to compare that to the goals of the school.

Expected	Actual
100% of all teachers will be using the data collaborative inquiry process to support data analysis and planning. Teachers will use the 8- step lesson plan delivery model to support teaching and learning.	100% of all teachers used the data collaborative inquiry process to support with data analysis and planning. 100% of all teachers used the 8-step lesson plan to deliver instruction.
100% of all teachers will input their data into their grade level BSM spreadsheet and use the data for collaboration, planning, and teaching and learning.	This item was not completed because of there was focus on implementation of the HET Model teaching week and COVID.
Continue the employment of the assistant principal to support the operation of the school, student activities, events and functions, and other programs.	Continued the employment of the assistant principal to support school operations.
Support each kindergarten classrooms with an instructional aide for the first month of school to ensure safety and transition into kindergarten.	Three instructional aides were assigned to support the three kindergarten classrooms at the beginning of the school year for kindergarten transition.
Hold monthly meetings with ATT staff and Yard staff to provide support. Reflect, review, and refine practices and strategies.	Meetings were conducted to support the implementation of MobyMax through reflection and refinement.
Purchase safety vests and whistles for yard and ATT staff to support with safety and supervision.	Safety vests and whistles were purchased for all ATT and yard staff to support with safety and supervision.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Post the vision, mission, and goals around the school.		[Add actual expenditures here]
Make copies of student achievement data available to all staff members to review and go over.		
All teachers will be using the data collaborative inquiry process to support data analysis and planning. Teachers will use the 8-step lesson plan delivery model to support teaching and learning.		
All teachers will input their data into their grade level BSM spreadsheet and use the data for collaboration, planning, and teaching and learning.		
Continue the employment of an assistant principal to support the operation of the school, student activities, events and functions, and other programs.	\$106,000	\$95,788
Provide three instructional aides to support the three kindergarten classrooms for the first month of school with kindergarten transition.		Already included in salaries
Purchase safety vests and whistles for yard and ATT staff to support with safety and supervision.	\$300	\$373
Hold monthly meetings with ATT staff and Yard staff to provide support. Reflect, review, and refine practices and strategies.	\$3,150	Already included in salaries

Goal Analysis

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

Actions that were budgeted for during the 2019-2020 school year were carried out. However, because of COVID, there was a shift in the duties of the assistant principal. The ATT and yard staff had to shift their work remotely and meetings were conducted through zoom.

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

Successes:

Teachers have started using the data collaborative inquiry process.

Teachers have incorporated the 8-step lesson plan format into their planning process.

Challenges:

Although there was work around the data collaborative inquiry process, there was also a need to have a plan to take teachers through different cycles and focus areas.

There is a need, however, to increase the use of body-brain elements, multiple smarts, and sensory-rich learning experiences into the 8-step lesson plans.

Goal 5

All scholars will benefit from programs and services designed to inform and involve family and community partners.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5 ,6

Local Priorities: [Add Local Priorities Here]

Annual Measurable Outcomes

Expected	Actual
100% of all notes and fliers will go home with students, followed by an automated telephone message about the school event or function.	All fliers and notes going home from the school were followed by an automated telephone message.
Conduct a meet and greet once a month to recruit parents for meetings.	This item was not implemented but will be revisited in 2020-2021.
Increase the number and percentage of parents involved in school activities.	This item was not implemented, but will be revisited in 2020-2021

Expected	Actual
100% of students with 98% or higher attendance rate will be recognized with certificates and medals for perfect attendance.	Scholars with perfect attendance were recognized with certificates and medals.
Students with 98% perfect attendance will receive an incentive.	Because of COVID, this item was not implemented.
Parents whose children receive 100% perfect attendance will be put into a drawing to receive an incentive.	Because of COVID, this item was not implemented.

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
All notes and fliers will go home with students, followed by an automated telephone message about the school event or function.		
Hold meet and greet before school and after school to recruit parents for meetings.		
Review weekly attendance; hold monthly and trimester perfect attendance assemblies. Students meeting this goal will be recognize and provided with certificates and medals for perfect attendance.	\$1,000.00	\$180
Provide attendance incentive to promote regular daily attendance	\$5,000.00	\$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.

Budget allocated to support attendance was re-allocated to support with other awards and recognition for students.

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

Successes:

Notes and fliers are posted on the YPSA website and YPSA Facebook. An automated telephone message gets programmed to go home to parents.

Teachers continue their awards assemblies monthly through the virtual platform.

Challenges:

Because of COVID, awards assemblies have shifted to virtual classroom assemblies.

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
Purchase of items to make sure the learning environment is safe for students and staff when they return on-site for learning to mitigate the spread of COVID-19.	\$90,451	\$48,751	Y
Hire four part-time staff to support with lunch supervision for student safety surrounding COVID-19 and to provide release time for teachers to have a 30-minute lunch break.	\$26,250	\$0	Y
Hire two part-time yard duty supervisors to remind and ensure students, staff, and parents follow social distance and health guidelines throughout the school while on campus to further reduce the spread of COVID-19.	\$21,000	\$0	Y
Hire one part-time custodian to support with the deep cleaning and disinfecting of the school.	\$12,600	\$2,600	Y

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 health and safety items were purchased to support the re-opening of the school for in-person learning. These items included thermometers, disinfectant wipes, hand sanitizers, facial coverings, gloves, facial tissues, partitions, floor decals, sneeze guards, clear vinyl dividers, walkie talkies, and other items.

However, because the school had just re-opened on April 12, 2021 in a hybrid model, there was not a need to hire the two part-time yard supervisors to support with supervision of students or to hire one part-time custodian to support with cleaning of the school.

In addition, since the school day ended at 11:50 AM and lunch is not being eaten on campus, there is not a need to hire four part-time staff to support with lunch supervision.

Analysis of In-Person Instructional Offerings

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

Successes:

All items purchased to support the school for in-person learning provided a safe and healthy teaching and learning environment for all staff and students. All classrooms were set up with individual student desks with partitions, evenly spaced with 6 feet social distance markings. Safe stations have been provided to each classroom, including the isolation room, which is set up with individual compartments and cots.

Since the school offered a hybrid model of both in-person and distance learning, all technology devices and internet connectivity continue to play a huge part in daily instruction for both students learning remotely and students participating with in-person learning.

The in-person learning started on April 12, 2021. Since returning to in-person learning processes and procedures were put in place to support staff, students, and families, the transition to in-person learning went smooth.

Challenges:

There continues to be a struggle with student internet connectivity and logging on to the zoom learning platform daily. The monitoring of attendance for students who do not show up for class continues to be a challenge for students who are in distance learning.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
144 laptops were ordered to replace the existing third and fourth grade laptops and 72 iPads were ordered to replace the existing second grade iPads.	\$158,400	\$141,882	Y
Google G Suite Executive version was purchased to support the distance teaching and learning. Other subscriptions were ordered to support distance learning included Seesaw, Quizlet, Screencastify, Kahoot, BrainPOP, Studies Weekly, Business Dropbox, Khan Academy, and Prodigy	\$9,684	\$21,472	Y

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 actions to support the implementation of the distance learning program has be purchased to support both teaching and learning.

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.

All students participated in the distance learning program from August 3, 2020 to March 25, 2021. A hybrid model that offers both in-person learning and distance learning was offered to parents and students and had started on April 12, 2021. Students who continued with distance learning continued their learning remotely.

Continuity of Instruction

Teachers come together in their grade level to look at student achievement data and design their weekly lesson plans based on their BSM, which is based on the Common Core Stat Standards.

Teacher review student achievement data using the data collaborative inquiry process and disaggregate the data to identify any learning discrepancies. Individual learning plans are developed for students who are not meeting grade level standards.

Access to Devices and Connectivity

All students are surveyed to determine device and connectivity needs; devices have been distributed to all students in need of a device and internet connectivity resources are provided to all families. Should there be a need to replace a device, students and families can contact their teachers for a replacement.

Pupil Participation and Progress

Teachers use PowerSchool to take their daily attendance at 8:15 AM. Students are expected to log on for Core, HLD, Movement, IA, SPED, and ATT. Asynchronous learning takes place with core teachers after lunch and will vary depending on the grade level.

For students who are absent for the synchronous learning, teachers or staff members will contact the parents to provide an alternative option for students to complete the work and have it turned in for participation.

Distance Learning Professional Development

Professional development is provided to staff members to further their continued training and education on skills to support their teaching and student learning. Professional development included a presentation on the charter petition, the strategic plan, Google G Suite, Kahoot, Zoom, Screencastify, School Re-Opening Plan, Attendance and Participation documentation, COVID-19 Health and Safety, Safe School Training, COVID-19 Safety Stations, Mandatory Daily Staff Health and Safety Screening, and COVID-19 Prevention Plan.

Staff Roles and Responsibilities

Teachers shift from teaching inside the classroom to teaching virtually. This shift required staff members to learn and use zoom, Google Classroom, Seesaw, Quizlet, and others to enhance their remote instructional delivery.

Yard supervisors transitioned to being tutors, providing 1-1 support to students who needed to develop their foundational skills.

The nurse's role had to include the overall health and safety of the school. The custodial staff not only clean and disinfect the school, but they would also tend to the gardening and weeding of weeds.

Supports for Pupils with Unique Needs

English learners who are not performing at grade level are assigned two instructional aides to support with foundational literacy and numeracy skills. Teachers continue the development of language through the integrated and designated ELD format.

Special Education students continued to be serviced by the RSP teacher and Speech Pathologist through zoom.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Bi-weekly meetings with all teaching staffing groups to analyze attendance and achievement data and look for trends that will be used for development of appropriate next step responses to any learning losses.	\$0	\$0	Y
[Description of the action]	[\$ 0.00]	[\$ 0.00]	[Y/N]

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.

Teachers continued their weekly lesson plans based on weekly analysis using the data collaborative inquiry process to look at achievement data and to plan their instruction.

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.

Successes:

Weekly lesson plan outline templates that include the collaborative inquiry process was developed for teachers to use to submit their lesson plans and to document their grade level collaboration.

To mitigate any learning loss, teachers are conducting 1-1 and small group interventions in the afternoon during the asynchronous part of the day to work with students.

In addition, to further support with any learning loss, six instructional aides and four yard staff has been assigned to various grade levels and student groups to close any learning gaps that may exist as a result of COVID.

Challenges:

There was a challenge for administrators to observe and provide feedback to the collaborative inquiry process. A schedule, along with a written-out process, will be made available to all teachers to better support the data collaborative inquiry process.

The data gathered from student attendance shows an average of 95% attendance school-wide. However, when looking at this data closer, it can be concluded that even though students are logged on to the virtual platform, there is disengagement when students have their cameras turned off or shifted to the ceiling/wall.

Analysis of Mental Health and Social and Emotional Well-Being

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

Successes:

Four professional development sessions were provided to staff members that include student and family confidentiality training with FERPA and HIPPA.

Staff members also take part in three COVID-19 trainings that include cleaning and disinfecting the workplace, managing stress and anxiety, and how to transition into remote teaching and learning.

The nurse also provided professional development to staff on:

1. Wellness Check
2. COVID-19 Sick Leave Policy
3. Mental Health Leave through School Health Insurance
4. District SELPA Counseling and Psychological Support
5. K-12 Public Health services

Challenges:

YPSA has provided plans to support staff, students, and families. However, there is still the need to check in on students who become silent as a result of COVID. Students may be disengaged as a result of mental and emotional unbalance.

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.

Successes:

Attendance is taken at 8:15 AM every morning. When a student is absent, his or her attendance is noted, and teachers call parents between 3:00 – 5:00 PM to check in on the student. Hmong or Spanish interpreters are available to assist with communication between teachers and parents as needed. Assignment options are provided to parents and students to complete for participation.

Teachers continue to use the data collaborative inquiry process to analyze the attendance data and look for trends to plan and support student learning.

For student who missed three or more days of school or 60% of a given school week, teachers will contact the parents to re-engage students and get them back into the learning.

Challenges:

During COVID, many parents and students have become disengaged. As a result, staff members and administrators, after various modes of communication and multiple attempts, will have to do a home visit to follow up. This may put the staff members at greater risk.

Analysis of School Nutrition

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

Successes:

The school has provided curbside meal pickups for all its students, along with neighborhood students.

Challenges:

Because students live from different areas, the number of students participating in the meal pick-up process is very limited.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	Purchase of 26 laptops to replace teacher laptops	\$26,000.00	\$53,763	Y
N/A	Purchase of Zoom Business Plan for 53 staff members to conduct and/or support distance learning.	\$12,713.64	\$4,950	Y
N/A	Purchase 27 iPads and iPad stands to support teacher concurrent teaching.	\$14, 316.28	\$9,431	Y
N/A	Purchase 30 Lapel microphones to support with audio clarity and concurrent teaching.	\$3,787.80	\$3,850	Y
N/A	Translation of video recording in Spanish and Hmong made available in Google Classroom and Facebook to support parents who speak another language besides English in order to support their students.	\$1,200.00	\$4,050	Y

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 in this section have been carried out and all technology devices have been purchased to support the continuity of learning for students.

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.

As a result of the analysis of the Learning Continuity and Attendance plan, the health and safety of all students, staff, and families will continue to be a top priority as the school works to develop the goals and actions in the 21-24 LCAP.

An example of this will be the continuous monitoring of COVID-19 health and safety practices. This will include the mental health and the social-emotional well-being of all students and families.

To mitigate any learning loss and catch students up as a result of the pandemic, additional resources will be needed.

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

In the 2021-2024 LCAP, goals from the charter petition will be used to guide the work at the school to address the needs of all subgroups, including low-income students, English learners, pupil with disabilities, and pupils in foster care as well as those experiencing homelessness. Three cycles of academic conferences will be calendared in each year to support the collaborative inquiry process by reviewing assessment data and addressing any learning gaps that may exist.

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.

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

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

The analysis and reflection on student outcomes in the 2019-2020 LCAP indicated that the outcomes have been misaligned to the goals. For example, goal #4 stated that all scholars will perform at high levels guided by assessment results and the data collaborative inquiry process. However, in analyzing and reflecting on this goal and the Annual Measurable Outcomes, as well as the actions/services, there is clearly a need to revisit and refine the Annual Measurable Outcomes so that they are aligned to achieving the goal. This alignment of actions and services to measurable outcomes and goals will be reflected in the 2021-2022 through the 2023-2024 LCAP.

The student outcomes in the 2021-2022 Learning Continuity and Attendance Plan do not include how the actions and services are aligned to the LCAP goals and measurable outcomes. As such, through this analysis and reflection process, actions and services will be closely matched and aligned to measurable outcomes and 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.

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
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