

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

GVCS will use and develop curriculum that is aligned to state standards and current research (Strategic Plan Area #1)

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 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Revised expedition plans, revised content map with standards.</p> <p>19-20 Based on assessments revise curriculum map as needed.</p> <p>Baseline N/A</p>	<p>The expedition plans were revised and revisited to support our student instructional model. This was dramatically impacted by the COVID-19 pandemic from March 2020 to June 2021.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Employ appropriate staff to do this work.</p>	<p>Certificated Staff Salaries 1000-1999: Certificated Personnel Salaries Base \$1,600,000</p> <p>Classified Staff Personnel Salaries 2000-2999: Classified Personnel Salaries Base \$605,000</p> <p>Staff Benefits 3000-3999: Employee Benefits Base \$753,929</p>	<p>Certificated Staff Salaries 1000-1999: Certificated Personnel Salaries & Benefits Base \$1,718,066</p> <p>Classified Staff Personnel Salaries 2000-2999: Classified Personnel Salaries & Benefits Base \$679,666</p> <p>Staff Benefits 3000-3999: Employee Benefits Base \$1,138,842</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	GVCS share of special education encroachment 5700-5799: Transfers Of Direct Costs Base \$65,000	GVCS Share of Special Education Encroachment 5700-5799: Transfers Of Direct Costs Base \$132,587
Professional development time for staff to implement this outcome was budgeted.	<p>Contract with EL Education 5000-5999: Services And Other Operating Expenditures Base \$17,000</p> <p>Summer staff development time 5000-5999: Services And Other Operating Expenditures Base \$22,000</p>	<p>Contract with EL Education 5000-5999: Services And Other Operating Expenditures Base \$15,000</p> <p>Summer Staff Development 5000-5999: Services And Other Operating Expenditures Base \$0</p>
Learning center staff to work with targeted students.	<p>Hire appropriate certificated staff (percentage of learning center staff) 1000-1999: Certificated Personnel Salaries Supplemental \$65,000</p> <p>Hire appropriate classified staff 2000-2999: Classified Personnel Salaries Supplemental \$4,000</p> <p>Maintain increased learning center aide time. 2000-2999: Classified Personnel Salaries Supplemental \$14,000</p> <p>Counselor time to work with targeted students 1000-1999: Certificated Personnel Salaries Supplemental \$76,000</p> <p>Benefits for staff in the learning center 3000-3999: Employee Benefits Supplemental \$42,000</p> <p>Additional Certificated Staff Support 1000-1999: Certificated</p>	<p>Hire appropriate certificated staff (percentage of learning center staff) 1000-1999: Certificated Personnel Salaries & Benefits Supplemental \$66,000</p> <p>Hire appropriate classified staff 2000-2999 Classified Personnel Salaries Supplemental \$5,000</p> <p>Maintain increased learning center aide time 2000-2999: Classified Personnel Salaries & Benefits Supplemental \$14,250</p> <p>Counselor time to work with targeted students 1000-1999 Certificated Personnel Salaries Supplemental \$74,250</p> <p>Benefits for staff in the learning center 3000-3999: Employee Benefits Supplemental \$47,650</p> <p>Additional Certificated Staff Support 1000-1999 Certificated</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries & Benefits Supplemental 45,000	Personnel Salaries Supplemental 41,650

Goal Analysis

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

Most actions/services were implemented, however due to the pandemic some did not occur as planned. Additionally, GVCS share of special ed encroachment increased over planned expenditures.

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

There were numerous required instructional, staffing, and logistical adjustments as directed by the COVID-19 pandemic. The most financially significant in this goal area were the increased costs to support our special education services to support student needs.

Goal 2

GVCS will employ the most current best practices in instructional program. (Strategic Plan Area #2)

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 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Drop in visit forms, instructional guide observations, survey on technology instruction.</p> <p>19-20 Facilities will be maintained and updated as needed to maximize the instructional program at GVCS. Maintain sufficient resources to support instructional program.</p> <p>Baseline N/A</p>	<p>Instructional Rounds were not implemented due to virtual learning and then when in person classes occurred, COVID-19 protocols of not co-mingling cohorts or staff prevented this action. Chromebooks were distributed for access to the GVCS Google platform and no survey was taken on technology instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide basic facilities that promote a positive environment for students to learn.</p>	<p>Pay for GVCS's share of utilities 5000-5999: Services And Other Operating Expenditures Base \$110,000</p> <p>Pay for GVCS's share of maintenance and business services 5000-5999: Services And</p>	<p>Pay GVCS;s share of utilities 5000-5999: Services And Other Operating Expenditures Base \$124,875</p> <p>Pay for GVCS's share of maintenance and business services 5000-5999: Services And</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Other Operating Expenditures Base \$70,000</p> <p>Pay for GVCS's share of insurance 5000-5999: Services And Other Operating Expenditures Base \$16,000</p> <p>Pay for basic maintenance and custodial supplies for all GVCS's programs 4000-4999: Books And Supplies Base \$12,000</p> <p>Fund for teachers to have adequate classroom supplies 4000-4999: Books And Supplies Base \$60,000</p> <p>Create a fund to replace furniture and equipment 4000-4999: Books And Supplies Base \$36,000</p> <p>Create a fund for office supplies and basic school functions 4000-4999: Books And Supplies Base \$112,000</p> <p>Create a fund for supplies and equipment for Discovery Studies program 4000-4999: Books And Supplies Base \$25,000</p> <p>Pay for GVCS's share of audit 5000-5999: Services And Other Operating Expenditures Base \$4,500</p>	<p>Other Operating Expenditures Base \$126,438</p> <p>Pay for GVCS's share of insurance 5000-5999: Services And Other Operating Expenditures Base \$20,000</p> <p>Pay for basic maintenance and custodial supplies 4000-4999: Books And Supplies Base \$19,680</p> <p>Fund for teachers to have adequate classroom supplies 4000-4999: Books And Supplies Base \$83,921</p> <p>Create a fund to replace furniture and equipment 4000-4999: Books And Supplies Base \$0</p> <p>Create a fund for office supplies and basic school functions 4000-4999: Books And Supplies Base \$30,792</p> <p>Create a fund for supplies and equipment for Discovery Studies program 4000-4999: Books And Supplies Base \$32,000</p> <p>Pay for GVCS's share of audit 5000-5999: Services And Other Operating Expenditures Base \$3,000</p>
Maintain campus improvement fund	Maintain campus beautification plan 6000-6999: Capital Outlay Base \$12,000	Maintain campus beautification plan 6000-6999: Capital Outlay Base \$0
Maintain adequate reserves to remain fiscally solvent.	Reserve 7% of LCFF Not Applicable Base \$249,088	Reserve 7% of LCFF Not Applicable Base 322,901

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Set aside funds for improvement to school site.	Upgrades to school facilities. 4000-4999: Books And Supplies Base \$10,000	Upgrades to school facilities 4000-4999: Books And Supplies Base \$0
High quality work will be displayed from targeted students.	Classroom supplies will be spent on targeted students (25% of teacher supply budget) 4000-4999: Books And Supplies Base \$7,200	Classroom supplies will be spent on targeted students 4000-4999: Books And Supplies Base \$6,500
Maintain an innovation fund for teacher to use with students.	Innovation fund for teacher to use for students 4000-4999: Books And Supplies Base \$75,000	Innovation fund for teacher to use for students 4000-4999: Books And Supplies Base \$22,650

Goal Analysis

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

Most actions/services were implemented in the 2019/20 school year, however due to COVID restrictions some were postponed (e.g. campus beautification, facilities upgrades)

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

There were numerous required facility services, supplies, operating expenditures that included logistical adjustments as directed by the COVID - 19 pandemic. Operating expenses were the most significant adjustment due to COVID - 19 restrictions and protocols.

Goal 3

GVCS will employ the most current best practices in assessment practices. (Strategic Plan Area #3)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State assessments, locally defined assessments, IR score.</p> <p>19-20 Maintain quality assessment systems that have been created. Maintain an IR score above 100.</p> <p>Baseline IR Score = 103</p>	<p>State and local assessments did not occur due to the COVID - 19 pandemic.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will revise curriculum and assessments.	Teachers will meet during professional development time (included in staff salaries) See Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base	See Goal 1, Action 1 0
Teachers will analyze data from a variety of sources to inform instruction and evaluate program.	Maintain Aimsweb contract for use with RTI program. 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	Maintain Aimsweb contract for use with RTI program (District Paid w/ MTSS Grant) 5000-5999: Services And Other Operating Expenditures Supplemental \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Maintain AR/STAR program 5000-5999: Services And Other Operating Expenditures Base \$1,500</p> <p>Pay for GVCS's share of illuminate 5000-5999: Services And Other Operating Expenditures Base \$4,000</p> <p>Maintain appropriate technology services to support this goal 4000-4999: Books And Supplies Base \$29,000</p>	<p>Maintain AR/STAR 5000-5999: Services And Other Operating Expenditures Base \$3,994.65</p> <p>Pay for GVCS's share of Illuminate 5000-5999: Services And Other Operating Expenditures Base \$5,000</p> <p>Maintain appropriate technology services to support this goal 4000-4999: Books And Supplies Base \$19,490</p>
<p>Maintain best practices around quality work, EL practices, and assessments.</p>	<p>Improve proficiency in CCSS through per observation (included in staff salaries) See Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base</p> <p>Professional development for staff 5000-5999: Services And Other Operating Expenditures Base \$25,000</p>	<p>included in goal 1, action 1</p> <p>Professional development for staff 5000-5999: Services And Other Operating Expenditures Base \$29,903</p>
<p>Students and teachers will have access to high quality instructional materials.</p>	<p>Textbook fund for updating and purchasing new curriculum. 4000-4999: Books And Supplies Base \$60,000</p> <p>The GVCS library will keep book stocks current. 4000-4999: Books And Supplies Base \$3,000</p>	<p>Textbook fund for updating and purchasing new curriculum 4000-4999: Books And Supplies Lottery - 6300 \$31,750</p> <p>The GVCS library will keep book stocks current 4000-4999: Books And Supplies Base \$37,173</p>
<p>Maintain services with GVSD to support GVCS work.</p>	<p>3% of LCFF for indirect services. 5700-5799: Transfers Of Direct Costs Base \$118,000</p>	<p>3% of LCFF for indirect costs 7000-7439: Other Outgo Base \$128,093</p>
<p>Training to support online learning for targeted students.</p>	<p>Training for best practices in intervention for targeted students. 5000-5999: Services And Other</p>	<p>Training for best practices in intervention for targeted students 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental \$6,250	Operating Expenditures Supplemental \$5,000
Teachers will modify a common system of tracking student achievement.	Professional development time to research and implement system (included in staff salaries) See Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base	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.

All actions were implemented, however some did not occur to the extent intended due to the COVID pandemic.

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

Core program activities were difficult to implement due to COVID restrictions. Staff development and training opportunities were cancelled, supplies and materials were redirected from school to home due to distance learning, numerous instructional and logistical adjustments occurred as directed by COVID - 19 protocols.

Goal 4

GVCS will employ the most current best practices in maintaining character and culture of students and in the school community. (Strategic Plan Area #4)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Classroom observation, parent survey 19-20 Maintain and modify character trait and behavior system as needed.</p>	<p>Classroom observations by the Instructional Leadership Team did not occur due to COVID restrictions. The annual LCAP survey was sent to and responded to by parents to guide budgeting as well as support instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Character measures will be maintained and modified as needed.	Character committee to develop this action, included in staff salaries. See Goal 1, Action 1 1000-1999: Certificated Personnel Salaries Base	Included in Goal 1, Action 1
Messenger System was used throughout the year.	Maintain school messenger system Base \$700	Maintain School Messenger system 5000-5999: Services And Other Operating Expenditures Base \$700
Targeted students will have access to appropriate technology.	Maintain and upgrade technology (25% of expense) 4000-4999:	Maintain and upgrade technonogy 5000-5999: Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Books And Supplies Supplemental \$5,000	Operating Expenditures Supplemental \$3,650
GVCS will continue to teach character through our Adventure program.	Adventure supplies 4000-4999: Books And Supplies Base \$10,000	Adventure supplies 4000-4999: Books And Supplies Base \$8,250

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/services were implemented with minimal funding adjustments necessary to ensure success.

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

Committee work throughout the year was adjusted as COVID protocols guided how staff could meet and make changes to site plans and actions. COVID procedures affected continuity to program review.

Goal 5

GVCS will employ the most current best practices in leadership structures. (Strategic Plan Area #5)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent and staff surveys, suspension and expulsion rates, attendance rates, chronic absenteeism rates, and drop-out rates. 19-20 Maintain existing leadership systems.</p>	<p>Parent and staff surveys were successfully sent, suspension rates went down to a fraction of past years with only one for the 20-21 school year, attendance rates declined due to Zoom and internet connectivity requirements. We are hopeful that future drop out rates due to the pandemic do not increase due to learning loss and desire to complete in person learning.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Parents, staff, and students will be surveyed annually.</p>	<p>Maintain Survey Monkey 4000-4999: Books And Supplies Base \$300</p>	<p>Maintain Survey Monkey 4000-4999: Books And Supplies Base \$300</p>
<p>Community meetings will be held monthly and feature student leadership.</p>	<p>Supplies for award breakfast and lunch 4000-4999: Books And Supplies Base \$1,000</p>	<p>Supplies for award Breakfast and Lunch 4000-4999: Books And Supplies Base \$675</p>
<p>Targeted students will be given a survey to assess their feelings.</p>	<p>Survey targeted students (included in certificated salaries) 1000-1999: Certificated Personnel Salaries Supplemental \$0</p>	<p>included in certificated salaries \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The Instructional Leadership Team and Administrative Council will be shared leadership opportunities for staff.	Stipends for Instructional Leadership Team 1000-1999: Certificated Personnel Salaries Base \$4,000	Stipends for Instructional Leadership Team 1000-1999: Certificated Personnel Salaries & Benefits Base \$4,000
The GVCS foundation and Parent Leadership Group will meet regularly and actively recruit parents.	Included in staff salaries 1000-1999: Certificated Personnel Salaries Base \$0	Included in staff salaries \$0
The school will maintain teacher sustainability measures.	Included in staff salaries 1000-1999: Certificated Personnel Salaries Base \$0	Included in staff salaries \$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.

All actions/services were implemented, however due to COVID 19 restrictions there were actions that could not be sustained at the highest level desired.

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

COVID - 19 restrictions and protocols decreased 20-21 connection rates for multiple on site groups. Example, due to COVID protocols and restrictions parent meetings were held but not monthly as desired. Active recruiting of parents did not occur as parents have not been allowed on campus as a support to staff. Community meeting were held via Zoom but did not have student participation. Staff was included in second half of the year leadership opportunities but not able to support in the classrooms.

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
School supplies for student use for Distance Learning and Hybrid	10,000	\$12,290	Yes
Chromebooks for students	40,000	\$135,703	Yes
Laptops for teachers	10,000	\$12,000	Yes
Additional technology for teacher use	3,000	\$13,629	Yes
Instructional software for distance learning and hybrid	5,000	\$17,689	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.

Additional federal & state funds were made available during the school year to allow for additional purchases.

Analysis of In-Person Instructional Offerings

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

The challenge of in person instruction is the requirement for distancing of students, inability to do collaborative work, staff distancing, mask wearing as it relates to students and staff being able to hear clearly at all times, each of the COVID procedures and protocols needed to keep staff and students safe. Classrooms also had a maximum occupancy for students, half the normal class size which required staff to teach lessons twice then virtually teach to insure necessary minutes of daily instruction required. All in all staff met the challenge and teaching/learning/relationships were a part of each in person school day.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hotspots for wifi connectivity - (purchased by the school district not the site)	8,000	0	Yes
the purchase of chromebooks for students (see prior action)	0	0	
the purchase of headphones with mics for student participation in live interaction	3,500	\$3,223	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Free hotspots were provided.

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.

Successes: Staff diligently and daily met prescribed minutes of instruction and minutes of Zoom connection to provide both synchronous and asynchronous instruction for all students each day of the school year.

Challenges: Our students had access to devices and hotspots yet at home connectivity which the school does not control impeded continuity. Pupil participation was at the will of the parent and student at home which in some cases caused intermittent participation by students. Professional development opportunities had intermittent technology disruptions including sound, connectivity, refreshing and at times difficult to follow. Staff roles and responsibilities were difficult to maintain as National, State, and County protocols changed often and new engagement practices had to be put into place. Support for pupils with unique needs changed often due to parent availability, connectivity availability, social/emotional support availability as it required working parents taking time from their life saving wage earning to bring their children to the school for support or help them to engage online with staff. As a new challenge was faced staff pulled together to best support the students they served.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The actions to address student learning loss during the 20-21 school year specifically fell on the shoulders of the teachers. Teachers spent hours providing before school and after school tutorial sessions to support learning loss. Staff zoomed before school and after school to support student learning loss as well. Staff taught the minutes necessary to meet required instructional minutes then spent additional, unpaid time to support students with learning loss needs during 20-21. Planned actions for 21-22 include summer school as well scheduled one on one or small group learning loss opportunities that extend beyond the 21-22 school year core instructional time.

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.

The challenge for addressing learning loss during the 20-21 school year is specific to decreased student/teacher engagement time. State minimums of up to 240 minutes a day (which could be in person or virtual) for 20-21 are down from school minimums of 330 minutes a day (which are in person) during a non COVID year. End of the year iReady academic assessment occurred for all students giving GVCS a baseline to grow from as to where our students currently are going into summer, which in itself causes a regression in skill during the non instructional summer months. Fall academic iReady assessment will occur in August and September when students return to full day instruction.

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.

GVCS employs a full time counselor for the K-8 population. Daily support for students on campus and their mental health is a success for GVCS. The challenge is maximizing the use of one counselor for 438 students. GVCS is fortunate to have this resource that most other K-8 schools do not have. Daily logs confidential are kept for each student served by the GVCS counselor. Parents also have access to the GVCS counselor for support of their own GVCS student.

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: Engagement and outreach to families occurs multiple ways. Staff emails, Messenger systematic emails and phone calls, office emails and phone calls, principal emails, school phone calls, and personal cell calls, as well as offering the entire community personal cell phone access are ways outreach occurs.

Challenges: Sometimes there is not enough time in any given day to meet the needs of our GVCS community as well as keep them informed. We continue to strive to keep our families connected and informed. Communication logs are being discussed to support community connectivity.

Analysis of School Nutrition

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

Success: Grass Valley School District food service program provides daily bagged lunches for any student wishing to have one.

Challenge: Not all students choose to take a free lunch yet they are available and there are leftovers each day.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

There are no substantive differences between the planned actions and budgets expenditures that were implemented.

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.

The informed potential actions include identifying specific virtual instructors as becomes needed in the future so in person learning staff can concentrate on those students in front of them and the virtual instructor can focus on in timely fashion with the students that choose to remain as distance learners. Both can focus and better meet their client's needs.

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

Identified staff outside the general education classroom teacher arena will support staff and students with learning assessments and guide additional supportive instruction extending the learning day to meet students academic learning loss needs. Targeted students as well as students with unique learning needs, will have additional eyes on to help support their academic growth. Assessments will be a common assessment used for all students, iReady, and a learning plan developed for each student.

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.

There are no substantive differences between the planned actions and budgets expenditures that were implemented.

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.

Analysis and reflection occur through parent communication such as our site LCAP survey and staff surveys such as those requesting input on use of learning loss support funds. GVCS is candid in asking for what we do well but most importantly are not afraid to ask parents what we can do better to support their children. Staff, parent, and community surveys are a reflective process that request candid feedback that is reflected on and then put into an action plan for improving both attendance and instruction for students. There is work to be done in 21-22, 22-23 and 23-24 as the lingering effects of the COVID - 19 pandemic will still be present. Community input is a must to work hand in hand to support the children Grass Valley Charter School serves.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	4,378,467.00	5,003,696.65
	0.00	0.00
Base	4,118,217.00	4,714,496.65
Lottery - 6300	0.00	31,750.00
Supplemental	260,250.00	257,450.00

* 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	4,378,467.00	5,003,696.65
	700.00	0.00
1000-1999 Certificated Personnel Salaries	0.00	115,900.00
1000-1999: Certificated Personnel Salaries	1,745,000.00	0.00
1000-1999: Certificated Personnel Salaries & Benefits	45,000.00	1,788,066.00
2000-2999 Classified Personnel Salaries	0.00	5,000.00
2000-2999: Classified Personnel Salaries	623,000.00	0.00
2000-2999: Classified Personnel Salaries & Benefits	0.00	693,916.00
3000-3999: Employee Benefits	795,929.00	1,186,492.00
4000-4999: Books And Supplies	445,500.00	293,181.00
5000-5999: Services And Other Operating Expenditures	279,250.00	337,560.65
5700-5799: Transfers Of Direct Costs	183,000.00	132,587.00
6000-6999: Capital Outlay	12,000.00	0.00
7000-7439: Other Outgo	0.00	128,093.00
Not Applicable	249,088.00	322,901.00

* 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	4,378,467.00	5,003,696.65
		0.00	0.00
	Base	700.00	0.00
1000-1999 Certificated Personnel Salaries	Supplemental	0.00	115,900.00
1000-1999: Certificated Personnel Salaries	Base	1,604,000.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	141,000.00	0.00
1000-1999: Certificated Personnel Salaries & Benefits	Base	0.00	1,722,066.00
1000-1999: Certificated Personnel Salaries & Benefits	Supplemental	45,000.00	66,000.00
2000-2999 Classified Personnel Salaries	Supplemental	0.00	5,000.00
2000-2999: Classified Personnel Salaries	Base	605,000.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	18,000.00	0.00
2000-2999: Classified Personnel Salaries & Benefits	Base	0.00	679,666.00
2000-2999: Classified Personnel Salaries & Benefits	Supplemental	0.00	14,250.00
3000-3999: Employee Benefits	Base	753,929.00	1,138,842.00
3000-3999: Employee Benefits	Supplemental	42,000.00	47,650.00
4000-4999: Books And Supplies	Base	440,500.00	261,431.00
4000-4999: Books And Supplies	Lottery - 6300	0.00	31,750.00
4000-4999: Books And Supplies	Supplemental	5,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	270,000.00	328,910.65
5000-5999: Services And Other Operating Expenditures	Supplemental	9,250.00	8,650.00
5700-5799: Transfers Of Direct Costs	Base	183,000.00	132,587.00
6000-6999: Capital Outlay	Base	12,000.00	0.00
7000-7439: Other Outgo	Base	0.00	128,093.00
Not Applicable	Base	249,088.00	322,901.00

* 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	3,308,929.00	3,932,961.00
Goal 2	798,788.00	792,757.00
Goal 3	249,750.00	260,403.65
Goal 4	15,700.00	12,600.00
Goal 5	5,300.00	4,975.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$68,000.00	\$191,311.00
Distance Learning Program	\$11,500.00	\$3,223.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$79,500.00	\$194,534.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,000.00	\$17,689.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,000.00	\$17,689.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$63,000.00	\$173,622.00
Distance Learning Program	\$11,500.00	\$3,223.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$74,500.00	\$176,845.00