

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

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

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

Goal 1

Provide high-quality teaching and learning that promotes opportunity for applying knowledge within an independent study/online curriculum structure.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Percent of teachers appropriately credentialed and assigned. Baseline 100%	108 out of 109 teachers are appropriately credentialed and 100% are appropriately assigned.
Metric/Indicator Percent of facilities considered safe as demonstrated in the Facilities Inventory (FIT) Report. Baseline 100%	N/A. Yosemite Valley is a non-classroom based charter school.
Metric/Indicator Percent of student with access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas. Baseline 100%	100% of students had access to CA state standards-aligned instructional materials (text and e-text) for all core subject areas.
Metric/Indicator Percent of students who have access to a computer. Baseline 100%	100% of students had access to a computer.
Metric/Indicator	100% of students have access to a broad course of study through vendor lobby electives and enrichment opportunities.

Expected	Actual
Percent of students who have a broad course of study through vendor lobby electives and enrichment opportunities. Baseline 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Ensure teachers are appropriate credentialed and assigned.	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF \$5,247,750	Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF 5,066,400.49
Staff will meet in monthly PLNs to share and discuss best practices and resources for supporting learning in a virtual environment.	Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF \$112,929	1000-1999: Certificated Personnel Salaries LCFF 130,735.40
Provide access to broad course of study such as VAPA courses and enrichment opportunities	5000-5999: Services And Other Operating Expenditures LCFF \$2,743,449	5000-5999: Services And Other Operating Expenditures LCFF 895,951.97 5800: Professional/Consulting Services And Operating Expenditures LCFF 397,394.61

Goal Analysis

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

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 1, Action 3: YVC spent \$1,450,102.42 less than budgeted. This is due to the restrictions placed on in-person enrichment opportunities and services as a result of the COVID-19 pandemic. Students were unable to take advantage of those in-person enrichment opportunities that might have been available had the pandemic not resulted in a statewide closure of programs and services.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional \$182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person, but could not access due to COVID-19 restrictions.

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

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 1

In order to meet this goal, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students. Specific actions and services included, but were not limited to:

- Purchase of technology and devices to ensure all students have access to distance learning.
- PPE and sanitation equipment and supplies to ensure the health and safety of staff, students, and community members.
- Materials and supplies to support increased virtual enrichment opportunities and services.

According to a local survey administered in August of 2020, 83% of parents or guardians surveyed reported that their student used online access to the curriculum and other learning resources as part of their educational program. 98% of parents or guardians felt communication between the parent and the teacher was very good and typically delivered via email, text messaging, and online meetings. Some of the feedback from the survey indicated a desire for opportunities for social interaction via online platforms such as Zoom. This led to the implementation of the school's virtual clubs program for the following year.

Challenges related to Goal 1:

When COVID-19 restrictions were implemented in March of 2020, YVC quickly adjusted its educational program to meet the needs of staff and students. This disrupted existing plans, including professional development for staff, and caused YVC to have to create new plans for providing enrichment services and activities that were available to families virtually. YVC also had to ensure the health and safety of staff and students in need of in-person services, including students with special needs, the distribution of technology and connectivity for students who did not previously have access, and the distribution of instructional supplies, and materials. Throughout school closure, YVC remained committed to serving our students a robust educational learning program that included services for Students with Disabilities and English Learners and continued social-emotional health services.

Goal 2

Provide appropriate tiered supports that promote and sustain positive social/emotional development as well increased academic achievement for all students.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator CAASPP participation rate will be at least 95% Baseline ELA: 73.1% Math: 72.9%	The CAASPP requirement was suspended for the 19-20 school year due to the COVID-19 pandemic.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP ELA assessments, including all subgroups Baseline 31%	40% of students met or exceeded standard on the ELA CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic.
Metric/Indicator The percentage of Inspire students meeting or exceeding standards on CAASPP Mathematics assessments, including all subgroups Baseline 18.8%	18% of students met or exceeded standard on the Math CAASPP in 2019. The 2020 assessment was waived due to the COVID-19 pandemic

Expected	Actual
<p>Metric/Indicator 10% of English Learners will increase one level of proficiency on the English Learner Progress Indicator annually</p> <p>Baseline Level 4- 60% Level 3- 20% Level 2- 0% Level 1- 20%</p>	<p>33.3% of English Learners made progress towards English language proficiency in 2019 according to the 2019 California School Dashbaord.</p>
<p>Metric/Indicator At least 10% of EL students will reclassify</p> <p>Baseline 16%</p>	<p>7 students were reclassified during the 19-20 school year.</p>
<p>Metric/Indicator 100% of teachers will engage in >15 hours of curriculum training and CCSS PD during the school year</p> <p>Baseline 100%</p>	<p>100% of teachers will engaged in 15 or more hours of curriculum training professional development related to the Common Core State Standards during the school year.</p>
<p>Metric/Indicator 95% of all students will participate in quarterly interim benchmark assessments to showmastery of standards taught</p> <p>Baseline 75%</p>	<p>The following are participation rates for the STAR360 Reading/Early Literacy and Mathematics for the 2019-20 school year.</p> <p>Overall Reading 96% Fall 72% Spring</p> <p>Mathematics 90% Fall 69% Spring</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administer interim benchmark assessments to identify the standards not yet mastered and prepare for state testing in ELA and Math.	1000-1999: Certificated Personnel Salaries LCFF \$1,203,202	1000-1999: Certificated Personnel Salaries LCFF 182,824.80
Continue Multi-Tiered Systems of Supports to identify student attendance and academic/social needs, or exceptional needs and to individualize support including online virtual instruction license assignments, and enrichment tutoring services	4000-4999: Books And Supplies LCFF \$495,530	4000-4999: Books And Supplies LCFF 677,793.43
Provide professional development to help guide and support administrators, counselors, and teachers in addressing the academic needs of ELs and their families including administering ELPAC, identifying ELs, administering language surveys, and coordinating ELD instruction.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$156,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 156,000
Targeted Professional Development for teachers to support students who are performing belowgrade level standard on the Smarter Balance Assessment or STAR360 in ELA and Mathematics	Included in 1100 salary costs listed in goal 1, action 2 5000-5999: Services And Other Operating Expenditures Low Performing Student Block Grant (LPSBG) \$27,665	5800: Professional/Consulting Services And Operating Expenditures Low Performing Student Block Grant (LPSBG) 1757.20 4000-4999: Books And Supplies Low Performing Student Block Grant (LPSBG) 25,907.30
This action is embedded within Action 4 of this Goal and thus discontinued		
This Action is embedded within Action 2 of this Goal and thus discontinued.		

Goal Analysis

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

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

Goal 2, Action 1: YVC spent \$1,020,377.20 less than budgeted. This was due in part to the cancellation of state testing due to the COVID-19 pandemic. YVC did not have to facilitate state testing which would have included costs for the rental of facilities, professional development and training for staff, and purchasing materials and supplies for testing. The difference is also due in part to the demerging of YVC from the larger umbrella of Inspire Schools. YVC began to shift the responsibilities budgeted for Inspire personnel to personnel employed by the school.

After a review of available state and local data and input from parents, staff, and students funds budgeted for the actions/services above were not fully implemented and instead were expended on the actions and services listed below, through the end of the school year, in order to support students, including low-income, English learner, or foster youth students, families, teachers and staff:

Goal 2, Action 2: YVC spent an additional 182,263.43 to be able to provide additional online instructional enrichment opportunities for students in place of what they may have accessed in person, but could not access due to COVID-19 restrictions.

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

In March of 2020, many of the school activities, including in-person enrichment opportunities that had been traditionally available for our families were canceled due to the COVID-19 pandemic. As a result, YVC revised its 2019-20 budget to incorporate additional COVID-related funding received through the CARES Act to include actions and services that directly address the impact of COVID-19 on staff, students, and families and to ensure continuity of learning for our students.

Successes related to Goal 2

Throughout the pandemic, YVC continued to support English Learners through direct instruction provided virtually, and through providing alternative assessments to allow students to reclassify. Also, YVC was able to provide additional funding for virtual enrichment opportunities, including tutoring and support for struggling students. Finally, many respondents to a local survey conducted in August of 2020 reported that they were able to continue to facilitate their educational plans with minimal disruptions due to the nature of YVC's independent study homeschool program. 68% of respondents reported feeling comfortable using technology to help with instruction and 90% reported having access to high-speed internet, a number significantly higher than other local area schools. This resulted in less of a disruption to access to the educational program than what was experienced by students attending classroom-based programs.

Challenges related to Goal 2

Due to COVID-19 restrictions, CAASPP assessments were waived for the 19-20 school year. While this was helpful as staff and families struggled to adapt to the effects of the pandemic, it prevented YVC from collecting important summative achievement data. While families continued to provide curriculum embedded assessments, and YVC was able to administer the STAR 360 assessments, students and families struggled to adapt to a new environment created by school closures, job losses, and other mental health constraints.

Goal 3

Create systems and structures that provide multiple personalized learning paths to increase cohort graduation rate and College and Career Readiness of students to close the achievement gap

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator The number of students taking college level courses (concurrent enrollment or within community colleges) Baseline 100 students will enroll in college level courses.	According to the 2019 California school dashboard, 41.7% completed college credit coursework. (54 Students)
Metric/Indicator Counselors and HST teachers will meet with each student and family to a create personalized learning plan Baseline 100%	100% of high school students met with a Counselor and Home School Teacher (HST) to a create personalized learning plan
Metric/Indicator Increase the number of Career Technical Pathways Baseline Establish at least one CTE Pathways	YVC increased the number of Career Technical Pathways through multiple options including Edmentum and EDynamics course offerings.
Metric/Indicator Increase the percentage of students scoring at Prepared and Approaching Prepared on the College Career Indicator	According to the 2020 California School Dashboard, College and Career Indicator 50% of students were prepared or approaching prepared as compared to 44% the prior year.
Metric/Indicator	80% of students who took an AP exam during the 2019-20 school year scored a 3 or higher.

Expected	Actual
Percent of students that pass AP examination with a score of 3 or higher Baseline This will be based on 2017-18 test results	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase number of vertically aligned CTE Pathways	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1, Action 1 0
Continue to support and provide professional development to administrators and teachers to ensure students demonstrate preparedness as measured by the College Career Indicator.	Professional/consulting services and operating expenditures/costs included in Goal 1, Action 2. 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	Costs included in Goal 1, Action 2. 0
The school will establish an IGPS review/adjustment procedure that includes reviewing individual student grades after every grading period. Counselors and HSTs will identify, create a plan and monitor for students at risk.	Costs included in Goal 1, Action 1 1000-1999: Certificated Personnel Salaries LCFF Base 0	Costs included in Goal 1, Action 1 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.

The cost to implement Goal 3, action 1, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's certificated staff helped to increase the number of vertically aligned CTE Pathways.

The cost to implement Goal 3, action 2, was embedded in the costs to implement Goal 1, Action 2. Specifically, YVC's assistant director and regional coordinators were tasked to support and provide professional development to ensure students demonstrate preparedness as measured by the College Career Indicator.

The cost to implement Goal 3, action 3, was embedded in the costs to implement Goal 1, Action 1. Specifically, YVC's highly qualified teachers helped implement the IGPS review/adjustment procedure.

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

Successes related to Goal 3

During the 19-20 school year, Yosemite Valley Charter (YVC) implemented an Individual Graduation Plan (IGP) review/adjustment procedure that included Homeschool teachers (HSTs) reviewing individual student grades after each grading period. 100% of high school students were monitored for academic progress. Counselors and HSTs worked to identify, create a plan and monitor those students who were at risk of failing to meet their academic goals. These efforts resulted in an 82% graduation rate for YVC students and an 80% pass rate of 3 or higher for those students who took advanced placement (AP) exams.

Challenges related to Goal 3

Part of the plan to increase Career Technical Education pathways involved partnerships with local businesses and organizations that could provide real-world opportunities and experiences for YVC students. Due to restrictions put in place due to COVID-19, many of these in-person opportunities were not available and YVC shifted focus to online options for students. Another challenge presented by the pandemic was the shift from in-person meetings between HSTs, students, and families to meetings using Zoom. Staff feedback indicated that it was more difficult to monitor student work product and time spent on schoolwork through the virtual platform.

Goal 4

Increase student, parent, staff, and community engagement through collaboration, transparency, and communication and provide broad course of study.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Increase number of students participating in Enrichment opportunities as measured by student enrollment Baseline New program and Baseline data will be available in 2017-18	100% of students had access to participate in enrichment opportunities.
Metric/Indicator Increased student participation academic and leadership opportunities such as Yearbook Committee, Student Council, Meet the Masters based on student sign in Baseline Baseline data will be created in 2017-18	Due to significant organizational change experienced as YVC demerged from Inspire Schools during the Spring of 2020, records of the specific student organizations mentioned were not kept. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.
Metric/Indicator Increase use of school website and provide parents with updated FAQs, policies, and program descriptions as monitored by Google Analytics Baseline 100%	According to local data, there were 98,369 page views of the school website.

Expected	Actual
Metric/Indicator Maintain chronic absenteeism rate at 0%. Baseline 0%	According to the 2019 California School Dashboard, less than 2% of students were chronically absent, representing an 0.7% decline from the previous year.
Metric/Indicator Maintain the rate of pupil suspension and expulsions rates. Baseline 0%	0 students were suspended or expelled.
Metric/Indicator Increase high school cohort graduation rate Baseline TBD	In 2020, YVC's graduation rate was 82%.
Metric/Indicator Decrease the high school cohort dropout rate Baseline TBD	There were 9 high school dropouts in 2020.
Metric/Indicator Decrease the middle school dropout rate Baseline Our SIS does not identify any middle school students as dropouts.	Local data shows 14 middle school dropouts in 2020.
Metric/Indicator Increase parent participation rate for the school climate survey by 10 Baseline 23% surveys were returned	According to a local survey administered in August of 2020, there were 456 respondents.
Metric/Indicator Maintain current attendance rates of 95% or higher by ensuring the timely completion of assignments Baseline 95%	YVC maintained an attendance rate of 98% rate of attendance.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement four-year graduation rate needs assessment and root cause analysis including related professional development	Costs included in Goal 1, Action 2 1000-1999: Certificated Personnel Salaries LCFF 0	Costs included in Goal 1, Action 2 0
Fund parent liaison position to address specific needs of unduplicated students including augmented communication with their families	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 60,183.17 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 100,000
Fund Foster/homeless youth liaison position to address the specific needs of foster/homeless youth including proactive monitoring of socio-emotional needs	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$143,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 143,000
Implement Project Recovery for students, particularly those with an EL, FY, or SED background, who did not re-enroll with Inspire the following school year as well as those that leave during a school year to decrease the dropout rates in middle and high school.	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$150,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 150,000
Increase opportunities for students to participate in leadership and academic events to development confidence and leadership skills.	5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$1,053,864	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 533,531.79 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 687,992.39
Maintain updated FAQs, policies, and program descriptions on school website	Included in services provided by district office 5800: Professional/Consulting Services And Operating Expenditures LCFF 0	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.

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service. There was not a significant difference in the budgeted and actual expenditures.

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

Successes related to Goal 4

Despite the ongoing COVID-19 pandemic in 2020, YVC had a graduation rate of 82%. This is due in large part to Homeschool teachers implementing more consistent progress monitoring for high school students. Also, despite many in-person enrichment and community activities being closed, students remained engaged in important learning and activities. According to a local survey administered to students during the 19-20 school year, 74.4% of respondents reported that they attended a school field trip or activity and 66.7% participated in project-based learning that incorporated technology and collaboration with other students.

Challenges related to Goal 4

During the Spring of the 2019-20 school year, Yosemite Valley Charter underwent a reorganization of structure and systems as part of demerging from the larger umbrella of Inspire schools. As part of this process, administrative functions and support were shifted from shared personnel to dedicated YVC employees. Instead of having one central Inspire support staff and sharing staff with other Inspire Charter Schools, YVC contracted with Thinksuite to provide services that had been provided by shared certificated personnel from other charter schools. While the results have been positive, some effects of the demerge process are still felt.

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
Professional development for staff and parents related to incorporating MTSS practices into lessons.	\$4,000	\$4000	Yes
Development and implementation of student-centered club to expand access to peer support and more enrichment opportunities	\$3,000	\$3000	Yes

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.

There was not a substantive difference in the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Analysis of In-Person Instructional Offerings

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

Yosemite Valley Charter School (YVC) operates a non-classroom-based independent study program. Typically, homeschool teachers do meet with students in-person during regularly scheduled learning period meetings to provide support and review student performance and progress. While most of our learning takes place in a distance learning format, we do offer access to various in-person enrichment and community activities as part of the educational program. Due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to state and local guidelines to prevent the spread of illnesses including COVID-19.

Successes

Beginning the 2020-21 school year, Yosemite Valley Charter (YVC) began to infuse trauma-informed practices as well as universal supports to help mitigate the negative effects of COVID-19. Social-emotional learning was included in monthly learning period meetings with families and staff was provided with resources to assist families.

As a non-classroom-based independent study work charter school, we continued to provide homeschooling families with a wide variety of curriculum delivery options and instructional material aligned with California state and Common Core standards. Upon enrollment, an appropriately certified homeschool teacher (HST) was assigned to each family and met once during each learning period to create an individual education plan for the student(s). The role of an HST is similar to a case manager teacher within the exceptional needs education environment, including monitoring the academic progress of students assigned to their caseload and supporting parents. During the regularly scheduled learning period meetings, HSTs worked together with families to provide support and to review student performance and progress. HSTs scheduled additional meetings and support as needed. High school students using an online platform for their curriculum were monitored by HSTs weekly to ensure consistent growth.

YVC was able to administer the STAR 360 Early Literacy, Reading diagnostics to 98% of students in the Fall and 95% of students in the Winter. YVC was able to administer the STAR 360 Mathematics diagnostics to 97% of students in the Fall and 94% of students in the Winter. We are proud that our families are participating in this important remote diagnostic so that we can continue to measure progress throughout the year.

As was our practice before extended closure, YVC teachers discuss with each family the curriculum delivery options available during the COVID-19 restrictions. Below are the three distance learning options that were offered to families during this school year:

1) Teacher-Directed Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through recorded (asynchronous) and live sessions (synchronous) using digital platforms such as Zoom
- Teacher prioritizes learning goals, determines full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other agreed-upon digital platforms

2) Online Instructional Model

- Instruction provided through district-licensed online content resources (e.g., Edgenuity)
- Students engage through menu-driven activities allowing for self-pacing, monitoring of student learning
- Credentialed teacher communicates with students and families through district-licensed online content resources, phone, or other agreed-upon digital platforms

3) Blended Instructional Model

- Teacher and families select materials (e.g., digital links, digitized materials, district-adopted textbooks)
- Students engage through a combination of recorded/live sessions using a digital platform such as Zoom, and through the district licensed online content resources (e.g., Edgenuity)
- Teacher enhances district-licensed online content resources (e.g., Edgenuity) by prioritizing learning goals, determining full or partial online equivalent, or needed adjustments
- Teacher communicates with students and families through phone or other digital platforms selected by the teacher

Challenges

As state above, due to restrictions put into place because of the COVID-19 pandemic, all in-person activities were halted according to

state and local guidelines to prevent the spread of illnesses including COVID-19. This meant that YVC teachers, students, and families have adjusted to hold their regularly scheduled meetings using the Zoom platform. According to local surveys, stakeholders from all groups, including teachers, parents, and students missed in-person activities and opportunities to connect with one another. To meet this challenge, YVC provided an online student club program. Teachers teamed up to provide multiple online club options ranging from academic-based clubs such as the Writing club to interest-based clubs such as fitness and Minecraft.

Another challenge presented was serving families who were new to homeschooling and had chosen our school to accommodate the needs of students not being met by traditional brick and mortar distance learning options. To meet this challenge, YVC provided virtual Parent University sessions taught by credentialed staff and veteran homeschooling parents. Session offerings included topics such as organizing the homeschool day to research-based instructional techniques. YVC also offered parents and teachers the opportunity for training from Math content specialists at the Tulare County Office of education. Through a virtual platform, parents, teachers, and students were provided an opportunity to participate in multiple sessions designed to increase academic achievement through first best instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional learning for staff and parents related to incorporating social emotional practices into lessons as well as intervention, specifically in a distance learning format, including eight intervention specialist and crisis expert	\$108,500	161,093.04	Yes
STAR360 diagnostic/interim assessments	\$70,000	35,427.39	Yes
Additional devices, including Chromebooks for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$140,000	208,881.28	Yes
Additional connectivity, including hotspots, modems, and routers for English learners, students living in poverty, students placed in foster care, students experiencing homelessness, and those with exceptional needs	\$20,000	24,835.55	Yes
Online resources, including MobyMax, BrainPOP, and Age of Learning	\$15,000	26,580.50	Yes
Creation of an ELD specialist leadership position	\$84,880	10,000	Yes
Creation of two ELD support specialist	\$20,000	6,666	Yes
Creation of three high school support specialist positions	\$30,000	20,000	Yes
Costs associated with staff using telephone and internet	\$150,000	166,573	No

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

Yosemite Valley Charter "YVC" utilized some or all of the budgeted funds for each planned action/service.

YVC spent an additional \$52,593.04 on professional learning for staff and parents related to incorporating social-emotional practices into lessons as well as intervention. This was due to increased intervention offerings through Outstanding Direct Instruction classes offered by intervention teachers.

YVC spent an additional \$11,580.50 on online academic resources. This was due to the number of students needing to utilizing these programs for learning including distance learning.

YVC spent an additional \$68,881.28 on devices for student learning. This was due to the increased need of students for devices to facilitate online learning.

YVC spent \$34,572.61 less than budgeted on STAR 360 diagnostic and interim assessments.

YVC spent \$74,880 less than budgeted on an ELD leadership position. After evaluating the number of enrolled ELD students, it was decided that a stipended teacher position was sufficient to meet this need.

YVC spent \$13,334 less than budgeted on ELD support positions. One of the 2 ELD support specialists resigned from this position at the beginning of the school year. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD support specialist could serve both schools.

YVC spent \$27,354.72 less on an ELD specialist leadership position. Due to the number of enrolled English Learners, YVC was able to utilize an MOU agreement with Monarch River so that 1 ELD specialist position could serve both schools.

YVC spent \$10,000 less than budgeted on high school support specialist positions. 2 positions were hired instead of 3.

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

Every student enrolled in Yosemite Valley Charter has access to a full curriculum from the first day of school. Grade-level standards-based curriculum was provided online for every student who did not have their own choice curriculum delivered by the first day of school due to backlogs in shipping created by the COVID-19 pandemic. All students began school under the guidance of a credentialed teacher. Non-classroom based schools have an advantage during this pandemic to minimize the drastic changes of in-person instruction versus their daily instruction. YVC students receive their instruction at home daily therefore the move from distance learning to in-person instruction is seamless for most students. High school students using an online platform for their curriculum were monitored by teachers weekly to ensure consistent growth.

The school provided access to chromebooks and hot spots to all students that needed the technology according to local survey data or upon request. Homeschool teachers worked with each family to ensure that these needs were met.

Throughout the school year, YVC has maintained attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

YVC facilitated professional development activities through virtual platforms, such as zoom. Professional development was provided in the areas of Mathematical practices and instruction, social-emotional learning, gradual release of responsibility, virtual educational platforms, and more. According to a local survey, 95.5% of staff respondents are satisfied with the professional development offered.

Teachers embraced the role of educating students and families this year environments by:

- 1) Facilitating high-quality educational plans that included standards-aligned curriculum
- 2) Creating and maintaining a positive culture through virtual learning period meetings that included both academic support and social-emotional learning resources and regular contact with families
- 3) Providing regular support, feedback, and progress monitoring for parents and students
- 4) Engaging in professional learning opportunities to increase student academic achievement and support
- 5) Actively engaging in the Professional Learning Networks (PLN) and Regional Coordinator (RC) teams process to study curriculum, assess student learning, and monitor student achievement.

English Learners (ELs) were provided with targeted supports for both the Hybrid Learning and Distance Learning options. Integrated English Language Development (ELD) was provided daily through embedded supports that included research-based strategies such as sentence frames, vocabulary builders, and visualizations. Designated (ELD) instruction was provided through Zoom and taught by a credentialed teacher to ensure student progress towards language proficiency.

Social-emotional and mental health counseling and community resource referrals were conducted by staff as needed and technology was provided to ensure that all students had access to learning. Students who have a 504 plan or Individualized Education Plan (IEP) continued to receive the services and supports across a full continuum of placements as outlined in those plans.

Each Foster and Homeless family was served by both their HST and school liaison to help ensure the progress of these students. Liaisons help families understand the school and community supports offered and connected families to these resources through direct referrals.

Challenges

As stated above, stakeholder feedback showed a need for social opportunities during the pandemic. Families missed the opportunity to connect through field trips, park days, and other in-person enrichment opportunities. The loss of daily social interaction (within the school environment) with peers was felt by both students and parents in our community. Teachers worked to connect to students through educational and social media platforms. Counselors and other school staff reached out to students through emails and phone calls. The school offered participation in parent committees and meetings virtually and by phone, as well as providing a robust virtual club program for students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Costs of additional English learner support	\$55,000	0	Yes
Costs of additional reading/literacy support	\$55,000	47,782.80	Yes
Costs of additional mathematics support	\$55,000	43,125	Yes
Creation of crisis support team	\$60,000	136,614.08	Yes
Creation of School Support positions to support unduplicated students and provide parent outreach	\$75,000	38,273.92	Yes
Creation of intervention system MTSS to mitigate learning loss and address social emotional needs	\$55,000	77,455.36	Yes
Creation of specialist position to support students in crisis and track intervention success	\$60,250	27,644.96	Yes
Staff and parent training related to understanding our MTSS, and expressly what resources are provided at each tier	\$4,500	4,500	Yes
Staff and parent training related to understanding our English Language Development strategies	\$9,900	9,900	Yes
Expenditure associated with the translation of communication and Learning Continuity Plan	\$3,000	0	Yes
Expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports	\$10,500	136,099.92	Yes

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

The following are descriptions of 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 costs of additional English Learner support were embedded in the action entitled "Creation of ELD specialist leadership position" in the Distance Learning Program Section of this update.

YVC spent an additional \$76,614.08 on positions associated with the Crisis Support Team, including 3 transition team members. Because of an existing MOU between YVC and Monarch River, these 3 transition teachers serve students in both schools.

YVC spent 36,726.08 less than budgeted on school support positions for unduplicated students. This was due to the fact that YVC was able to hire a classified position instead of contracting with a professional service for this position as previously planned. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC spent an additional \$22,455 on costs associated with the creation of the intervention system MTSS to mitigate learning loss and address social-emotional needs.

YVC spent \$34,855.04 less than budgeted on a specialist position to support students in crisis and track intervention success. This was due to the fact that YVC was able to hire a classified position instead of a certificated position. Because of an existing MOU between MRA and Yosemite Valley, this position serves students in both schools.

YVC has not yet had the Learning Continuity Plan translated. We recently contracted with Document Tracking Services which can provide translations for documents such as the LCP.

YVC spent an additional \$125,600 on expenditures associated with staff training related to formative assessments and refining curriculum Scope and Sequences as well as parent training with assessment reports. It was determined that an Assistant Director position was needed to facilitate these tasks, and the additional amount includes the cost of this salary.

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

Our efforts to address Pupil Learning Loss were successful in providing access to learning through internet support, technology, and curriculum resources to all students who had a need due to a change in their normal learning environment. We were also successful in implementing a virtual direct instruction intervention program to serve all students who had fallen below grade level as indicated by our internal benchmark and diagnostic assessments. To support teachers and parents, we partnered with a local county office of education to develop a series of workshops for parents, teachers, and students which offered instructional support, training, coaching, and collaboration in mathematics to help close the learning gap of our low performing students.

Analysis

As described in the previous section, throughout the school year, YVC has been able to maintain attendance rates at 95% or higher. Beginning one week after school started we began assessing all students in grades TK-12 with the STAR 360 benchmark assessment. According to the Fall administration where 98% of students participated in the Reading diagnostic, 43% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 47% of students were at or above benchmark. According to the Fall administration where 98% of students participated in the Mathematics diagnostic, 33% of students were at or above benchmark according to grade level criterion. Of the 96% of students who were assessed in the Winter, 36% of students were at or above benchmark. For those students who did not show sufficient progress towards grade-level standards as measured by data that included STAR 360 results, progress in the educational program, and prior year's CAASPP scores, teachers performed additional targeted assessments to further determine the specific area of need. Targeted assessments included the Bader Reading and Language Inventory and grade-level benchmarks. Using these assessment results, teachers worked with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks. During the 6-week intervention cycle, teachers regularly monitored the progress of students along with learning coaches and ODI teachers.

Challenges

Some of the challenges we faced were parent support and consistent adherence to students' educational plans during their independent study time. Teachers took extra effort to support these families by providing weekly check in's, close progress monitoring, and revising educational plans to meet student needs as their learning environment required. We implemented a monthly parent Q&A and parent advocacy team to help support our families and find out how we can provide better support and communication.

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

The successes in supporting and monitoring mental health and social-emotional well-being in 2020 included the creating of a Families in Crisis Team and infrastructure to support students and families in crisis. This support includes an intake process that produces a cohesive and multidisciplinary plan of action. Included in this infrastructure is also a website with regional specific and needs specific resources. An SEL elective class was also created as a way for high school students to further their knowledge of ways their learning is impacted by social-emotional learning. Additionally, several staff members were trained and certified to be MHFA (Mental Health First Aid) responders. According to a local survey offered to students in grades 4-12, 75% of respondents reported feeling connected to their school.

Challenges

Challenges in supporting and monitoring mental health and social-emotional well-being in 2020 included an increased demand for school psychologists and social workers. As a small charter school, we do not have the same staffing as bigger schools, so we found ourselves looking for alternative options such as interns.

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.

YVC involves parents of students in an organized, ongoing, and timely way. Weekly parent newsletters are emailed informing parents of important events and ways to support their children at home both from the school and from each student's individual teacher.

Parents and students meet with their teacher at least once every 20 school days in Learning Period Meetings to discuss and review the completed body of work, make assignments for the following Learning Period, and assess student progress towards mastery of the standards through the use of course outlines and state standards pacing guides. An Educational Learning Plan is created for each student in the meeting with the parent, student, and teacher. These Learning Period meetings provide teachers with an opportunity to review with the parent the student's progress towards the academic standards through a review of the body of work. Teachers use assessments to discuss curriculum options and to make adjustments to the student's educational learning plan, such as an addition of an intervention program. For high school students, teachers review the student's graduation plan regularly throughout the semester with the parents to ensure the student is on pace to meet their post-graduation goals. The teacher uses information gathered during these meetings to help the student and their parent plan goals for the following Learning Period. Student learning and goals are recorded on the Monthly Learning Plan document, which is shared with students and parents and reviewed during the following Learning Period meeting. The Learning Period meetings also build relationships with students and their parents to provide consistency. Finally, during Learning Period meetings, teachers are able to provide families with resources, offer parent training in

best practices of teaching skills, and connect them to local services if needed. The challenge for teachers has been assigning, supervising, supporting, and monitoring a healthy body of student work in an online setting when many students are using a textbook program rather than an online program.

YVC has created an intervention website for parents which lists resources in teaching reading fluency, writing, and math instruction.

Regardless of whether a student chooses an online or textbook-based curriculum, we provide all of our students with a specific online curriculum so that students and parents can work with a standards-based curriculum from anywhere. This was a step to level the playing field to ensure that students with all income levels have access to standards-aligned digital learning tools.

Throughout the year, parents are offered opportunities for training such as workshops in teaching math through Tulare County Office of Education, and free online workshops posted in our monthly newsletter. Online parent workshops are offered both by our teachers through “Parent University” and through outsourcing free webinars.

Parent Information Sessions such as Back to School take place two to three times per year to allow families to make decisions about curriculum options, elective options, vendors, and support resources.

We have started offering SEL lessons every month to parents in learning period meetings, resources in the weekly newsletter, and will be offering classes and curriculum to our TK-12 students in SEL. In another example, parents also expressed a need in supporting their students in language arts and math instruction. Therefore, we started optional online intervention classes in language arts and math and required a parent orientation before they signed up their children. Parents requested more affordable tutoring options, so we hired high school tutors to be peer tutors to the students in our school which have become a popular tutoring option for our students. Parents have also expressed an interest in weekly virtual classes for elementary and middle school which is in the early stages of school planning. Parents expressed frustration with the multitudes of websites and pages, so we have started using the platform Beehively which houses all school and teacher communication, newsletters, and web pages on one easy platform for parents to use.

Analysis of School Nutrition

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

N/A

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.

N/A

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.

YVC has continued to provide a comprehensive educational program for its students throughout the pandemic. Due to the COVID-19 restrictions staff adapted to supporting students and families through online platforms such as Zoom. Regular in-person learning period meetings became Zoom meetings and field trips and other community connecting events were abruptly canceled in order to prevent the spread of illnesses, including Covid 19. Through these changes, the school has tried to offer a high-quality educational program for students that included academic support, technology, social-emotional support, and supports for students with special circumstances.

One of the things we have learned is the importance of piloting planned programs and strategies with a smaller group before expanding to a larger scale. For example, in the Fall of 2020, the school piloted our Response to Intervention Model, using virtual Outstanding Direct Instruction classes to provide Tier 2 intervention for struggling students. ODI teachers provided weekly feedback about technology, curriculum delivery, and student progress. The feedback from these classes helped us not only to plan logistically for expanding the program for the Spring but also allowed us to know what we needed to focus on in terms of professional development for teachers and learning coaches. As we have progressed through the 20-21 school year, we have continued to pilot different strategies and techniques, analyzing data along the way, and then rolling larger-scale efforts out schoolwide.

Another lesson learned was the need to implement a system of analyzing the effectiveness of online and outside community partners. Many families chose to work with outside community partners for both academic support, such as tutoring, and enrichment classes and activities. We are proud that our school values parents as partners and that our homeschool teachers work with parents to help them select curriculum and enrichment opportunities, but we are also seeing a need to put into place a more formalized system to help

our teachers and parents know which curriculum might work best for their learners and/or which enrichment services might further the academic success of each child. The initial phase of this process involved a two-pronged approach. First, our Assistant Directors led small teams of teachers in creating grade-level standards-aligned course outlines that included essential knowledge and skills, resources, and academic vocabulary. These course outlines will serve as anchor documents, guiding parents and teachers through each academic year. Second, Regional Coordinators facilitated cross-school curriculum Professional Learning Communities (PLCs) so that our teachers could analyze and evaluate curriculum options based on standards alignment, evidence-based practices, rigor, and student engagement. Our teams spent 3 months working on specific curricula so that we could provide more detailed expertise to our families. The next phase will involve working with our community partners to build a system of analyzing the effectiveness of outside services and enrichment opportunities. YVC intends to build upon these steps by working with parents to facilitate required learning through a strong curriculum to help support student success.

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

After a review of state and local data, including stakeholder feedback, YVC recognizes the need to continue to utilize its established Multi-tiered System of Support (MTSS) for all students to identify and assess those students in need of supplemental instruction and support, including pupils with unique needs (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.)

As part of MTSS, YVC utilizes a systematic cycle of assessment, instruction, and data analysis, previously described, to create meaningful plans of action to measure and improve student academic achievement in the areas of English-language arts and Mathematics. This improvement cycle occurs as part of YVC's Tier 1 academic instructional program. YVC teachers will use grade-level standards-aligned course outlines (K-8) and Individual Graduation Plans (High School) that include essential knowledge and skills, resources, and academic vocabulary to guiding parents and teachers through each academic year.

In order to evaluate each student's needs, all students will continue to be assessed three times a year using local assessments. Teachers will meet regularly with learning coaches (at least once each learning period) to review student progress towards mastery of grade-level standards and to discuss the social-emotional needs of students. Teachers also meet with their regional teams to analyze individual and subgroup data and to collaborate on instructional strategies as part of these improvement cycles.

Using assessment results and student work samples, teachers will continue to identify those students who need targeted Tier 2 academic intervention to improve achievement. Those students will be provided with opportunities for additional targeted assessment to further determine the specific area of need. Using the targeted assessment results, teachers work with learning coaches to assign specific Tier 2 interventions including Outstanding Direct Instruction (ODI) classes and supplemental academic support programs such as Reading Horizons or Math Seeds for a period of 6 weeks cycle of intervention with the goal of accelerating student progress towards grade-level achievement. It is our desire that students who participate in these intervention programs, in addition to their Tier 1 program, will make progress towards grade-level mastery.

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.

The “contributing” actions/services are principally directed toward our English learners, low-income, and foster students (also known as unduplicated students) and were designed to help Yosemite Valley Charter school balance the COVID-19 pandemic-related educational needs of identified students. These actions/services were developed using input from stakeholders, including educators, parents, students, and community members to be effective in meeting the pandemic-related needs of unduplicated students. These actions/services are designed to increase or improve services and are principally directed toward unduplicated students. The percentage to increase or improve services has been calculated at 9.23% using the dollar amount of \$1,718,841.00. By directing all the supplemental and concentration funding toward actions principally directed toward our unduplicated students, the school has increased or improved services by at least the percentage calculated above as compared to the services provided for all students. Therefore, our school has demonstrated that it has met the minimum proportionality percentage by expending \$1,718,841.00 on actions and/or services principally directed towards the unduplicated student population. These actions are found both in this plan and in other plans such as the Local Control Accountability Plan (LCAP).

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.

Yosemite Valley Charter School has taken an analytical approach in the development of the 21-24 LCAP. We have analyzed school achievement data using the California School Dashboard, Dataquest, and our student information system. We have presented that data to stakeholders including staff, students, parents, and community members in an effort to gain honest feedback about the needs of our students and families and to evaluate whether the plans we have in place are truly meeting the needs of the students we serve.

Based on our analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 LCaP, we know that we need to continue to focus our efforts on improving the academic achievement of our students. To address this area of need, YVC will include the following efforts in the 21-22 through 23-24 LCAP:

- 1) Continue to implement a comprehensive Multi-Tiered System of Support (MTSS) Program, including Tier 2 intervention and supports in order to increase literacy rates, academic achievement on state and local assessments, and increase English learner progress towards English proficiency. (LCAP Goal 1, Actions 1-9 and Goal 3, Action 1)
- 2) Provide professional development for staff and learning coaches to ensure that evidence-based practices are being used in daily instruction. (Goal 1, Action 10 and Goal 3, Action 8)
- 3) Implement a robust Parent University program designed to engage parents as partners in the academic and social-emotional development and progress of their students. (Goal 2, Action 3)
- 4) Continue to recruit and retain highly qualified teachers to support learning coaches and students through a standards-aligned educational plan for achievement. (Goal 1, Action 1)
- 5) Formalize our system of analyzing the effectiveness of curricular choices, programs, and community partners. (Goal 1, Actions 2 and 14)

We have learned that we need to continue to implement health and safety measures to help prevent the spread of illness including COVID-19. Virtual meeting platforms and PPE such as face masks, gloves, hand sanitizer, sanitization equipment, etc. need to continue to be provided for staff and students to safely participate in learning period meetings. While statewide case rates of COVID-19 are improving, YVC will continue to follow state and local guidelines to protect the health and safety of its staff and students.

We believe that these steps, which are embedded in the actions and services of the 201-22 LCAP will improve student outcomes.

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	11,476,389.00	9,209,472.55
	0.00	0.00
LCFF	9,802,860.00	7,351,100.70
LCFF Base	0.00	0.00
LCFF Supplemental and Concentration	1,645,864.00	1,830,707.35
Low Performing Student Block Grant (LPSBG)	27,665.00	27,664.50

* 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	11,476,389.00	9,209,472.55
	0.00	0.00
1000-1999: Certificated Personnel Salaries	7,042,952.00	5,440,143.86
4000-4999: Books And Supplies	495,530.00	703,700.73
5000-5999: Services And Other Operating Expenditures	2,771,114.00	2,117,476.15
5800: Professional/Consulting Services And Operating Expenditures	1,166,793.00	948,151.81

* 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	11,476,389.00	9,209,472.55
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	6,450,952.00	5,379,960.69
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	592,000.00	60,183.17
4000-4999: Books And Supplies	LCFF	495,530.00	677,793.43
4000-4999: Books And Supplies	Low Performing Student Block Grant (LPSBG)	0.00	25,907.30
5000-5999: Services And Other Operating Expenditures	LCFF	2,743,449.00	895,951.97
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,221,524.18
5000-5999: Services And Other Operating Expenditures	Low Performing Student Block Grant (LPSBG)	27,665.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	112,929.00	397,394.61
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,053,864.00	549,000.00
5800: Professional/Consulting Services And Operating Expenditures	Low Performing Student Block Grant (LPSBG)	0.00	1,757.20

* 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	8,104,128.00	6,490,482.47
Goal 2	1,882,397.00	1,044,282.73
Goal 3	0.00	0.00
Goal 4	1,489,864.00	1,674,707.35

* 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	\$7,000.00	\$7,000.00
Distance Learning Program	\$638,380.00	\$660,056.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,088,530.00	\$1,188,452.80

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$150,000.00	\$166,573.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$150,000.00	\$166,573.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$7,000.00	\$7,000.00
Distance Learning Program	\$488,380.00	\$493,483.76
Pupil Learning Loss	\$443,150.00	\$521,396.04
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$938,530.00	\$1,021,879.80