

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

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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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

Improve the academic achievement of all students enrolled in GYA

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4

### Annual Measurable Outcomes

Expected	Actual
100% of teaching staff will be credentialed and participate in Professional Development to ensure strong implementation of the Common Core State Standards.	Met
Students will earn at least 60 high school credits while enrolled at GYA	Met

Students will show average overall growth on TABE greater than 1.0 grade levels.	Met for the Fall Class but unknown for Spring Class as we sent students home and were unable to proctor a Post TABE test.
Student survey responses of at least 90% reporting they feel safe at school, reporting they feel they belong at school, and 90% feeling prepared for the real world in their ability to read, write, do math, present information, and to use technology	Met

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Ensure all core subject areas are taught by teachers who are appropriately credentialed. <ul style="list-style-type: none"> <li>Employ and retain appropriately credentialed teachers who participate and embrace in the mission and vision of Grizzly Youth Academy</li> <li>Monitor credential/course alignment</li> <li>Keep class size average near 25:1</li> </ul>	\$1,033,555	\$1,108,135
Ensure all facilities are in good condition. <ul style="list-style-type: none"> <li>Facilities reports -ensure work orders are completed in a timely fashion</li> </ul>	\$9,680	\$9,198
Increase the academic rigor and student engagement. <ul style="list-style-type: none"> <li>Identify and implement materials aligned to CCSS</li> <li>Implement AIM Algebra curriculum.</li> <li>Stanford History Project – (DBQ)</li> <li>Provide ELD staff development</li> <li>NGSS (Next Generation Science Standards)</li> <li>Provide student engagement staff development</li> </ul>	\$37,130	\$35,478
Remove barriers to graduation. <ul style="list-style-type: none"> <li>Provide after school tutoring services</li> <li>Enroll all students in dual enrollment courses with Community College</li> </ul>	\$30,480	\$15,459
Engage the National Guard, in loco parentis, as partners in education of all students. <ul style="list-style-type: none"> <li>Meet regularly with the National Guard to discuss counseling, behavior, and overall program and policy issues.</li> </ul>	\$82,839	\$80,864
Provide reading intervention instruction. <ul style="list-style-type: none"> <li>Identify and enroll students in Read 180 course</li> <li>Implement AIM Math</li> </ul>	\$53,182	\$50,190
Parent Engagement <ul style="list-style-type: none"> <li>Provide access to student grades and daily assignments.</li> </ul>	\$1,500	\$6,347

<ul style="list-style-type: none"> <li>• Increase parent opportunities for input</li> <li>• Increase technological communication to parents</li> </ul>		
Support emotional well-being of all students <ul style="list-style-type: none"> <li>• Provide access to counseling and mental health services (counselor, therapist, and school psychologist).</li> <li>• Develop assets and resiliency traits in students</li> </ul>	\$83,838	\$106,823

## 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

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

Students did exceptionally well in the fall class of 2019/2020 (Class 43). Their TABE improvement was 1.5 grade level improvement in Math, Reading, and English. Students in Class 43 followed a pattern of success at Grizzly. All students attending Grizzly have a history of school failure and attendance issues yet in their enrollment with the school they performed very well during their attendance at GYA. In addition to their average overall improvement during their five-month period they also earned 65 high school credits as well as 3 college credits.

For Class 44 in the Spring of 2020 students were sent home from the academy in March due to COVID closure. We sent them home with Chromebooks and developed a structured daily schedule to continue educating them and fostering their personal development. We could not proctor a Post TABE test to measure Class 44 growth while they were at home. Their credit accrual was generally the same as previous classes and students completing the program earned 65 high school credits and 3 college credits. One predictable characteristic is that we did have more students fail to complete the program after being sent home and were dismissed from the overall academy yet stayed enrolled with the school. Of the 220 students enrolled, 48 dropped (22%) from the program and did not earn all 65 high school credits. We invited all the disenrolled students back to re-enroll with us for the subsequent Fall Class of 2020/2021.

## Goal 2

Prepare all students for college and careers.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 6, 7, 8

### Annual Measurable Outcomes

Expected	Actual
<ul style="list-style-type: none"> <li>100% of enrolled students will participate in experiential career activities.</li> </ul>	Met
<ul style="list-style-type: none"> <li>25% of enrolled students will successfully complete a four-week internship.</li> </ul>	Met for Fall Class but Spring Class sent home due to Covid and unable to participate in Internships
<ul style="list-style-type: none"> <li>100% of students will complete an aptitude survey and a college/career search.</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will become knowledgeable in FAFSA</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will participate in a Career Day</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will complete a job application, a resume, and participate in a mock interview.</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will complete Career Planning and Dual Enrollment course</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will develop a plan with their parents stating educational and career goals</li> </ul>	Met
<ul style="list-style-type: none"> <li>100% of students will earn at least one employability certification</li> </ul>	Met

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide instruction, activities, and opportunities connecting post-secondary education to careers. <ul style="list-style-type: none"> <li>Enroll all students in Career Planning</li> <li>Provide employability certifications for all students</li> </ul>	\$27,393	\$51,232

<ul style="list-style-type: none"> <li>• Provide enrichment activities to include field trips, guest speakers, community collaborations, and extracurricular activities</li> </ul>		
<p>Ensure all students have current TABE assessments, updated transcripts, and are in appropriate courses.</p> <ul style="list-style-type: none"> <li>• Assess each student, perform credit analysis and identify initial goals</li> <li>• Develop learning goals with each student.</li> </ul>	\$33,892	\$34,294
<p>Provide range of courses needed for high school diploma.</p> <ul style="list-style-type: none"> <li>• Implement distance learning courses.</li> <li>• Offer blended Instruction to students</li> </ul>	\$54,284	\$54,903
<p>Provide Career Technical Education.</p> <ul style="list-style-type: none"> <li>• Provide Career Technical Education classes</li> <li>• Implement job internships in the community.</li> </ul>	\$41,077	\$58,079

## 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.

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

Overall effectiveness is high. We met our goals and parents and students are very enthusiastic about our college and career emphasis. They understand that they are taking early exploration steps along their path and because we are not a four-year high school that students cannot complete an entire pathway. Nevertheless, our actions and services have resulted in all students enrolling in and completing a dual enrollment course with Cuesta College to develop career direction and goals that match their interests and values. Of a more immediate concern, all students were trained and earned a Food Handlers Certificate so they can have a competitive advantage to getting hired in a job after completion of the Academy.

Unfortunately, due to closure, our Spring Class were not able to participate in our Internship program like our Fall Class. Other than that component our program as very successful for students as they all received 1:1 attention from a School Counselor, all received instruction in career exploration and identified pathways of interest, participated in instruction on college and other postsecondary

options to receive additional training and education, and lastly they all received a certification to better help them obtain immediate employment.

### Goal 3

Support all students to successfully transition in the post residential phase.

State and/or Local Priorities addressed by this goal:

State Priorities: 3,5

### Annual Measurable Outcomes

Expected	Actual
90% of our students will be engaged full time in high school, college, work or some combination 12 months after program completion.	Partially Met. 87% of students who completed our program a year ago are positively engaged in high school, college or employed.

### Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
Provide individual assistance to program completers that need help enrolling and forming a connection in high school, college registration, and the workforce <ul style="list-style-type: none"> <li>• Provide support after students have completed Grizzly but still need assistance</li> <li>• Develop partnerships with schools in other counties to support our students on their return</li> <li>• Develop partnerships with employers to hire our students</li> <li>• Provide Parent Workshops/trainings</li> </ul>	\$44,539	\$44,000
Increase student capacity to be resilient and persistent. <ul style="list-style-type: none"> <li>• Provide staff-wide training in social emotional learning</li> <li>• Provide direct counseling services</li> </ul>	\$84,118	\$79,737

## 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

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

Fall 2019 Class had the full complement of services available and offered to them. Students and families were prepared for life after Grizzly. Students in the Spring Class of 2020 who went home on Covid had a different experience. Students were living at home while we were still teaching which is atypical for our program. Because of this, we were actually in a better position to continue to support them in a prep for Post Residential life. We were able to maintain the connections, coaching, counseling, therapy and overall support while they were at home. Students reaped great benefits from this when they encountered struggles or challenges. We were able to provide real time instruction on getting a job, enrolling in community college or entering the military. It actually provided us an idea and opportunity that we would later seize upon the following school year of 2020/2021 when students were also sent home 21 days early at Thanksgiving time. We saw an opportunity to continue working with students for 3 weeks until the end of their program in December in a distance-coaching model which will be detailed in a later section.

# 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
Certificated staff (Teachers and Administrators)	\$2,419,143	\$2,444,084	[N]
Classified staff (Paraeducators, Office Staff)	\$865,855	\$865,104	[N]
Chromebooks	\$112,256	\$0.00	[Y]
Supplemental Materials	\$52,872	\$82,326	[Y]
Counseling/Therapy Services	\$203,817	\$192,575	[Y]
Professional Development	\$50,307	\$50,307	[Y]
Custodial Services	\$42,763	\$42,763	[N]
CTE Instruction	\$81,202	\$78,900	[Y]
Services for English Learners	\$42,236	\$43,130	[Y]
Stakeholder Engagement	\$66,621	\$66,824	[Y]
Support for Foster and Homeless Youth	\$34,511	\$35,066	[Y]



Web-based Instructional Software	\$34,607	\$20,095	[Y]
Student Technology Supports (headphones, WiFi access points, hotspots)	\$9,459	\$12,453	[Y]
Additional Tech Equipment for Staff to Work Remotely	\$1,499	\$76,036	[Y]
Dual Enrollment in Career Planning all Students	\$26,255	\$26,358	[Y]

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The only substantive differences between what we budgeted and what was spent for In-Person Instruction had to do with Chromebook expenditures. We purchased the chromebooks at the very end of the 2019-2020 school year rather than the beginning of the 2020-2021 school year. In addition, we greatly increased the expenditures for staff to work remotely to include new laptops, monitors, and other appropriate equipment.

### Analysis of In-Person Instructional Offerings

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

For the school year 2020/2021 in-person instruction did not occur until March 22, 2021. As of this writing we have been doing in-person instruction for 3 weeks. Academy enrollment numbers were decreased to allow small class sizes that would comply with CDPH guidelines requiring students to be seated 6 feet between one another. Class sizes average less than 15 per class. All students and staff wear face coverings in buildings and classrooms and outside of classrooms at times when six feet of distancing cannot be maintained. All classrooms are appropriately cleaned at least daily and in high frequency areas they are cleaned several times per day. Students and staff have their temperature taken daily as well as undergo a self assessment for signs and symptoms. In the case that anyone has a temperature of 100.4 or above or exhibits any symptoms related to COVID-19, per CDC guidelines, they are sent home or in the case of a student they return to the barracks.

While in the classroom, students have the immediate extra support needed from classroom paraeducators, access to special education services, as well as access to the school counselors and therapists to address their social-emotional needs. Through our Multi-Tiered System of Support structure, we are able to respond to students' social-emotional, and physical and/or academic needs with an in-person yet safe team approach. Being physically present allowed staff and students to develop more meaningful and supportive relationships and to address the needs much more quickly and efficiently. Students receive more timely and individualized support.

# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Certificated staff (Teachers and Administrators)	\$2,419,143	\$2,444,084	[N]
Classified staff (Paraeducators, Office Staff)	\$865,855	\$865,104	[N]
Chromebooks	\$112,256	\$0.00	[Y]
Supplemental Materials	\$52,872	\$82,326	[Y]
Counseling/Therapy Services	\$203,817	\$192,575	[Y]
Professional Development	\$50,307	\$50,307	[Y]
Custodial Services	\$42,763	\$42,763	[N]
CTE Instruction	\$81,202	\$78,900	[Y]
Services for English Learners	\$70,717	\$71,611	[Y]
Stakeholder Engagement	\$66,621	\$66,824	[Y]
Support for Foster and Homeless Youth	\$34,511	\$35,066	[Y]
Web-based Instructional Software	\$34,607	\$20,095	[Y]
Student Technology Supports (headphones, WiFi access points, hotspots)	\$9,459	\$12,453	[Y]
Additional Tech Equipment for Staff to Work Remotely	\$1,499	\$76,036	[Y]
Dual Enrollment in Career Planning all Students	\$26,255	\$26,358	[Y]

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

The main substantive differences between what we budgeted and what was spent for the Distance Learning Program had to do with Chromebook expenditures. We purchased the chromebooks at the very end of the 2019-2020 school year rather than the beginning of the 2020-2021 school year. In addition, we greatly increased the expenditures for staff to work remotely, and later in person, to include new laptops, monitors, and other appropriate equipment.

## **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.

“Distance Learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance Learning may include video or audio instruction in which the primary mode of communication between the student and instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback.

Unlike in the Spring when students were sent home, we have a unique situation whereby students are residentially located in our Academy under the supervision of the National Guard but we are required to offer instruction via Distance Learning. Offering Distance Learning while our students live with us residentially provides an opportunity to work with our National Guard partners to continue to provide consistent structure, attendance and supervision.

Distance Learning occurred as a full day of live instruction/engagement from the hours of 8:05 a.m. - 3:30 p.m. All students were provided a Chromebook with access to a full curriculum. Students participated in live Google Meet instruction in the morning hours from 8:05 a.m. - 12:00 p.m. using our regular block schedule of three core classes per day. In the afternoon we will use that time for live engagement as well, where all students meet with their teachers for individualized lesson instruction in English, Math, and Social Emotional Learning. We use a variety of online software to address individual needs including Mangahigh for math, Membean, Lexia, Core5 for English and Evidenced Based Practices for daily Social Emotional lessons.

Staff roles and responsibilities remained largely the same but in a different format. Teachers taught live to students. Resource Teachers continued to meet and support students with special needs in a virtual environment. Paraeducators provided support and small group instruction in breakout rooms and our counselors and therapists also met with students 1:1 in virtual breakout rooms. We continued.

## Pupil Learning Loss

### Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Supplemental Reading Instruction	\$6,880	\$3,780	[Y]
Tiered Support Services	\$899,521	\$905,907	[Y]
Counseling/Therapy Services	\$34,588	\$34,588	[Y]
Student Information System for Data-Informed Decision Making	\$6,350	\$5,625	[Y]

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.

We replaced our supplemental reading instruction from Lexia to Mindplay at a lower cost.

### 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 teachers and staff of our Special Education students, 504 Plan students, and English Language Learners were able to purchase the necessary tools in order to meet the needs of these groups while in distance learning. Mindplay and Core-5 are web-based reading intervention programs, so both English Learner and students below grade level were able to continue during distance learning as well. Students in the Spring of 2020 were able to take the Pre-TABE (Test of Adult Basic Education) but were not able to take the Post-TABE; however, students in the Fall of 2020 were able to take both assessments to measure their growth. Not having a post assessment has been the main challenge to analyze learning loss. However, student and parent surveys show a high degree of satisfaction with the classroom learning experience.

Teachers were still able to personalize content and pace for students based on their learning needs during distance learning. Classes taught at this time followed a very similar format to that of in-person instruction (i.e. warm-ups, vocabulary, lectures, Cornell Notes, and

class discussions), and regular class assessments (quizzes, unit tests, formative and summative assessments) were adapted to all digital versions using Google Forms and Docs. Our learning management system at the time, Hapara and Google Classroom, provided flexibility for teachers to modify learning based on student proficiency and interests. Course-level, grade-level, and school-level data allowed instructors, paraeducators, and administrators to know what was working and what was not. Teachers were able to incorporate UDL (Universal Design for Learning) strategies to create activities and offerings to students so that they may have choice, thus buy-in, on how and what they learn.

## **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.

Similar to the rest of the nation's schools at this time, our students and staff endured high levels of stress due to the pandemic and the uncertainties and worries about personal well-being and the well-being of others. In the Spring of 2020, our students were sent back home for an unknown amount of time, which very much disrupted their progress in the program up to that point. Essentially, they were back in the same home environment that was distracting them from school to begin with before they came. The Fall cohort of students, for the beginning of the 2020-2021 school year, were back to being physically in residence at Grizzly; however, classes were still taught through distance learning. School staff spent a great deal of time working with and counseling students remotely via Zoom and Google Meet. Similarly, counseling and therapy services continue virtually until the school went in-person. Gratefully, our students were living residentially at Camp San Luis Obispo in a stable and safe environment and our delivery of mental health services continued to support student wellness and be effective and intervening when necessary.

## **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.

Again due to the nature of our residential program, we were able to communicate effectively with parents and students throughout the year. Parents were kept informed and knowledgeable of student progress throughout the program. Students too were connected, informed and engaged throughout their Grizzly Cycle. There wasn't a noticeable difference in engagement and student and parent surveys remarked how fortunate they felt to be enrolled at Grizzly during Covid.

## Analysis of School Nutrition

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

At Camp San Luis Obispo during the residential phase of the program, 22 weeks, students are provided three meals a day with snack offerings in between meals. The meals provided are based on a balanced nutrition with the proper portions and provides accommodations to any dietary needs. Students have been in residence this entire school year and continue to receive these meals free of charge to students and families. When students were not in residence we communicated with all families about accessing their local school district to meet their food needs.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Counselors	\$96,248	\$97,357	[Y/N]

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 were no substantive differences between our actions under this item and the budget we put together for it.

## 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.

During the 2020-2021 school year it was necessary to update not only teacher laptops, but to purchase laptops for all certified and classified staff. The reliability of teacher and paraeducator devices was essential to ensure seamless synchronous daily learning; which

is also true during the current in-person learning. Some of these practices and skills picked up by staff during distance learning, such as remote collaboration and mainstreaming workflow digitally, are going to continue beyond this school year given their efficiency and quality. In spite of the difficulties of distance learning and remote collaborating, both staff and students felt connected and capitalized on the connectedness that came from working together live over both Zoom and Google Meet. Virtual connections became the norm during the pandemic, and everyone became comfortable and efficient with the technology involved pretty quickly. No doubt there is relief to back to in-person learning; however, there are a lot of technical skills that everyone (staff, students, and parents) gained that are essential in the 21st-Century.

During distance learning in-person meetings and committees were not an option, so it was necessary to meet with staff and stakeholders virtually. What we found out fairly quickly is that parents and other community members were more apt to attend meetings on Zoom than they ever were in-person. Our students come from different parts of California and it was often difficult for families to make the journey all the way to San Luis Obispo. Often, only parents and community members living locally would be willing to commit to the School Site Council. Now that there is an option for parents to attend virtually, we expect more stakeholders to be involved.

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

Grizzly staff and stakeholders agree on the need to continue professional development pertaining to reading intervention, English language development, critical thinking, and social-emotional learning to meet the specific needs of the different pupil groups. Further development of these strategies and services contributes to the success of foster youth, English Learners, socially-economically disadvantaged youth, students with IEPs and Section 504 Plans, as well as all students enrolled.

The teachers, ELD Coordinator, ELD Paraeducator, and teachers at Grizzly will continue to provide designated and integrated ELD services that go above and beyond to meet the needs of our English Learners (EL). Data from the ELPAC and Test of Adult Basic Education (TABE) will inform the creation of individual English learner plans that will serve as the foundation for proficiency plans for EL students.

Because our school is a five month intervention program for students at risk of not graduating high school, we are accustomed to our enrollment experiencing learning loss. Our student population has large gaps in their school history of engagement, attendance, learning and earning of credits. We are a school that has developed an instructional program designed to intervene and accelerate learning and skill acquisition for all of our students. We will continue to use our assessment tools at enrollment as well as ongoing formative assessments to identify all students needing support services. We will be monitoring the data to see if we notice an even greater amount of learning loss than what is usual and then responding to the data at that time.

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 description of the actions or services identified as contributing towards meeting the increased or improved services requirements and the actions or services implemented to meet the increased or improved services requirement.

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

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

Based on student achievement data (TABE, course assessments), Grizzly students still demonstrated significant grade level growth this past school year as compared to historical data prior to the COVID-19 pandemic. Like most schools in March of 2020, the transition into distance learning was swift and full of uncertainties. We sent our students home with Chromebooks and quickly gave them the instructions and tools they would need to connect to the internet to attend synchronous classes and some students were issued WiFi Hotspots. It is always our goal at Grizzly to address learning loss, and to continue to provide a safe, engaging, rigorous learning experience for all of our students, and that same can be said for our approach during this COVID-19 Pandemic and distance learning. Although the pandemic altered the way in which we provided services and support for our students and families, the school staff put great effort into establishing new protocols, policies, and guidance to ensure the safety and health of our students. Teachers were not only teaching synchronous classes daily, but all staff (certificated and classified) were spending each afternoon connecting with students and families to support, intervene, guide, and also listen.

Our goals for the 2021-2022 school year will remain the same as they were pre-pandemic and distance learning. Students, staff, and stakeholders have a strong desire to return to a sense of normalcy. Grizzly does such an amazing service to our student population and we are all very much looking forward to continuing to be supportive, inclusive, and an academically-rich school.



## **Instructions: Introduction**

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

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

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

### **Annual Update**

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

### **Annual Measurable Outcomes**

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

### **Actions/Services**

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

### **Goal Analysis**

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

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

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

### **Annual Update**

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

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

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

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

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

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

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

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

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

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

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

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

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

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

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

## **Analysis of School Nutrition**

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

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

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

California Department of Education  
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