



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

Academic achievement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1: CAASPP: The percentage of students who have met/exceeded standard for both ELA and Math.</p> <p>2: CAASPP: The percentage of Students with Disabilities (SwD) who have met/exceeded standard for both ELA and Math.</p> <p>3: % of students being served in Tier 1 and Tier 2 who have successfully meet benchmark goals.</p> <p>4. % of students in each grade 3-8 who have mastered Common Core math standards addressed on aligned benchmark assessments.</p> <p>5. % of all credentialed teachers who have a CLAD certificate.</p>	<p>In the 19-20 school year, CAASPP was suspended due to the pandemic and school closures. In both Fall 19-20 and Fall 20-21 students in grades 2-12 were assessed using NWEA MAP, our local assessment, for both math and reading. This data is the closest data we can use to measure growth in reading and math.</p> <p>1. ALL STUDENTS ELA: % of students who met/exceeded standards for reading on NWEA MAP was 87%. The % of students who met their growth targets from 19-20 to 20-21 was 59%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 83%. The % of students who met their growth targets from 19-20 to 20-21 was 43%.</p> <p>2. SWD ELA: % of students who met/exceeded standards for reading on NWEA MAP was 62%.</p>

Expected	Actual
<p>19-20 1: ELA will be 84%, Math will be 78%.</p> <p>2: 2% over baseline</p> <p>3: >60% of students being served in Tier 1 and Tier 2 will successfully meet benchmark goals.</p> <p>4. >70% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.</p> <p>5. 95% of all credentialed teachers will have a CLAD certificate by July 2020.</p> <p>Baseline 1. All students who have met/exceeded for ELA in 2017-18: 80% All students who have met/exceeded for Math in 2017-18: 74%</p> <p>2. Baseline data to be established with 2018-19 data.</p> <p>3. Baseline data to be established with 2018-19 data.</p> <p>4. More than 70% of students in each grade 3-8 mastered CC math standards on benchmark assessments.</p> <p>5. 89% of teachers have CLAD certification.</p>	<p>The % of students who met their growth targets from 19-20 to 20-21 was 65%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 46%.</p> <p>The % of students who met their growth targets from 19-20 to 20-21 was 58%.</p> <p>3. This data was hard to track because different measures were used by different teachers for goals. For 21-22 a list of students will be gathered and their growth on MAP will be used as an indicator.</p> <p>4. In 2019-20 we opted to use NWEA MAP to monitor student growth on math standards, however due to COVID MAP was not administered in Spring 2020. >70% of students in each grade 2-8 were at/above average on NWEA MAP for Fall 2020.</p> <p>5. 91% of teachers have CLAD certification.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Assist teachers in finding coursework/test to obtain CLAD certificate.</p> <p>2. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$3841.72</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$3841.72</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Provide coordinator for EL to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> • Coordinate implementation of designated ELD instruction. • Coordinate training for teachers with EL students 		
<p>1. Identify students in need of Tier 1 and Tier 2 intervention.</p> <p>2. Assess all students in grades 2-11 using MAP as a Universal Screening tool.</p> <p>3. Continue to assess all students in grades K-1 using K Readiness Assessment and DIBELS as Universal Screening tool.</p> <p>4. Provide substitutes for teachers to assess students in K-8 academies.</p> <p>5. Provide 1.0 FTE for Safety Net teacher to:</p> <ul style="list-style-type: none"> • Implement Tier 1 and Tier 2 Intervention. • Assess students using DIBELS (grades 3-5) and Read Live (grades 6- 8) as benchmark assessment. <p>6. Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums.</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3125</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$51,000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3125</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$51,000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1300</p>
<p>1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction. CGI from PCSG</p> <p>2. Provide staff development in writing across disciplines and calibration of scoring rubrics. PCSG</p> <p>3. Contract with Math Coach as needed to:</p> <ul style="list-style-type: none"> • Continue creation of curriculum • Train/support K-8 teachers 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5,000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$13,000</p> <p>Resource 0000 4000-4999: Books And Supplies \$5000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$2700</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$13,000</p> <p>Resource 0000 4000-4999: Books And Supplies \$2950</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Track/analyze data of common assessments implemented by teachers <p>4. Ensure that all teachers complete years 1-2 of their Induction Program by funding the induction plan and providing continuous support through Reflective Coaches (.125 FTE per coach).</p> <p>5. Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS- aligned math curriculum.</p> <p>6. Communicate to parents expectations for parent involvement events (Meet and Greet, Back to School Night, Goal Setting Conferences, Poetry Cafe', Scholarly Work Showcase (February), Scholarly Presentations).</p>		
<p>1. Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.</p> <p>2. Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to:</p> <ul style="list-style-type: none"> • Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) • Response to Intervention • Instructional strategies • Serving students in independent study • Performance Indicator Process 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$500</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

Goal Analysis

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

Due to COVID, we had many challenges in fulfilling all actions. However, all funds were implemented to support students, families, and staff.

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

One of our teachers completed her CLAD certification, but we plan on continuing with the action of providing them with funding to complete their certification. We will continue to help them find a program of coursework or test prep to complete the requirements. Our EL coordinator was successful in providing our teachers, students and parents with the necessary ELD curriculum. The program was successful in that the lessons were provided online and we provided each individual with the technology and support students needed to complete the lessons.

With the coordination of our intervention teacher, JCS Mountain Oaks was successful in providing the necessary support for all of our students, specifically those at risk and with specific needs. (percentage of students taking MAP) of students at JCS MO took the MAP test, all students in K-2 were assessed using DIBELS. The results of these assessments provided teachers information to drive their instruction along with providing students with the appropriate tier 1 and tier 2 intervention. Our safety teacher provided tier 2 intervention.

Another successful action was providing our teachers with CGI, Cognitively Guided Instruction, professional development in Math. We will continue with the plan to develop critical math thinkers due to COVID shutdown.

Another successful action was the contract with a Math coach. Teachers were provided with successful means to track math data and provided teachers with specific math curriculum to aid all of our students.

Goal 2

College & Career Readiness

State and/or Local Priorities addressed by this goal:

- State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
- Local Priorities: Creating lifelong learners

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1. % of 6-8th grade students who complete a career interest survey.</p> <p>2. % of 8th grade take the PSAT, establish a College Board account, and receive a personalized SAT preparation plan through Khan Academy.</p> <p>3. % of middle school students who participate in at least one college campus tour.</p> <p>19-20</p> <p>1. Baseline to be established in 19-20.</p> <p>2. 70% of 8th grade</p> <p>3. 65% of middle school</p>	<p>1. --</p> <p>2. 82% of 8th graders took PSAT and established their College Board account.</p> <p>3. Cancelled due to COVID</p>

Expected	Actual
<p>Baseline</p> <p>1. Baseline to be established in 2019-20.</p> <p>2. 30 of 50 students in 8th grade took the PSAT, established a College Board account, and received a personalized SAT preparation plan through Khan Academy for 2018. We want to maintain this for 2019-20.</p> <p>3. 6th grade students participated in one college campus tour in 2018.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Contract with high school counselor as needed to coordinate supports and services for college/career readiness.	Resource 0000 1000-1999: Certificated Personnel Salaries \$14,282.00	Resource 0000 1000-1999: Certificated Personnel Salaries \$14,282.00
2. Organize school-sponsored tours to local colleges.	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5000	Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0
3. Research and implement a career interest inventory.	Resource 0000 4000-4999: Books And Supplies \$600	Resource 0000 4000-4999: Books And Supplies \$520
4. Fund participation in PSAT for all 8th graders.		
5. Provide in-house AVID training for all middle school teachers.		

Goal Analysis

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

We had planned a college tour which had to be cancelled due to COVID. All other actions/services were implemented. Funds not budgeted here were directed to support students, families, teachers and staff with distance learning as we ended the year.

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

We were able to get our students on to campus to take the PSAT in person which was a success, however due to COVID, the percentage of students taking the test was less than we expected, 82%.

Goal 3

Health, Wellness & Safety

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
 - Priority 2: State Standards (Conditions of Learning)
 - Priority 3: Parental Involvement (Engagement)
 - Priority 4: Pupil Achievement (Pupil Outcomes)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <ol style="list-style-type: none"> 1. % of families will complete the annual parent/family surveys 2. % of students who respond positively on a School Connectedness/Safety survey. 3. % of students will have access to physical fitness courses aligned to CCSS. 4. % of grade 6-8 students who participate on an intramural sports team. 5. % of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT. 6. % of students identified as at risk through MTSS will make progress using benchmark data points. 	<ol style="list-style-type: none"> 1. Surveys: 37% 2. We did not complete a school connectedness survey in 19-20 due to COVID> 3. 100% 4. 0% but our students did participate in PE until schools shut down in February. 5. PFT 18-19 Grade 5: 73.9% Grade 7: 40% 6. This data was hard to track, but we've identified MAP as our data point for 21-22.
<p>19-20</p> <ol style="list-style-type: none"> 1. 35% of families 2. 85% of students 3. 100% of students 4. 30% of grade 6-8 students 5. 70% of grade 5 and 7 students. 6. 50% of at risk students. 	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. Approximately 30% of families complete the annual surveys. 2. On a School Connectedness/Safety survey 85% of students reported a positive sense of safety and school connectedness. 3. We do not currently have a physical fitness curriculum. We have established a scope and sequence for all grades bands for physical fitness courses. 4. Baseline to be established in 2019-20. 5. Baseline for HFS to be established with 2018-19 PFT scores. 6. Baseline to be established in 2019-20. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Provide ongoing social-emotional learning for K-12 students and training to staff on recognition, prevention and intervention in bullying, sexual harassment, and suicide ideation. 2. Provide emergency training to staff and students to ensure both are prepared for emergency situations at school. 3. Contract with Health and Wellness Coordinator to: <ul style="list-style-type: none"> • Implement Physical Education courses in grade level bands K-2, 3-5, 6-8. • Contract with vendor for daily physical education and participation in Intramural sports. 4. Purchase middle school health curriculum. Positive Prevention Plus - PCSG 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5948.20</p> <p>Resource 0000 4000-4999: Books And Supplies \$12,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5948.20</p> <p>Resource 4000-4999: Books And Supplies \$1016.58</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
5. Provide resources to parents via bi-monthly newsletter or other means on topics such as health, fitness, wellness, reducing stress/anxiety in children.		
<p>1. Explore viable options for a school counselor to provide consultation to staff and counseling/mental health support to all students with an emphasis on 6-8.</p> <p>2. Provide Foster/Homeless Youth Liaison who will:</p> <ul style="list-style-type: none"> • Identify and support F/HY and provide resources/training to all staff as needed. • Maintain in the Knowledge Base an ongoing list of community resources for parents/guardians with an emphasis on Foster/Homeless Youth, Low Income and At Risk students. <p>3. Create a Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students to ensure access to available academic and socio- emotional supports, as needed, including:</p> <ul style="list-style-type: none"> • Tutoring & academic enrichment programs • Academic Counseling • Positive Behavior Interventions and Supports • Mental Health Services • Sports and other extracurricular activities • Career pathways 	Resource 0000 1000-1999: Certificated Personnel Salaries \$3841.72	Resource 0000 1000-1999: Certificated Personnel Salaries \$3841.72

Goal Analysis

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

SEL training was provided in house. The \$3000 budgeted were used instead to support families during the shut down.

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

Due to COVID, our campus ran at a minimum capacity. We provided in person learning for those students who were at risk. The success of our staff was in creating a safe environment for all both virtually and remotely. Due to COVID, we had to restrict our access to the gym where physical activity takes place, however, we still assigned students to work on their physical fitness at home and the students documented that activity on a PE log. Our Leadership students tried to help create an inclusive environment by providing school spirit days both remotely and in person.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase plexiglass shields for classrooms needing them	7711.98	12014.81	No
Purchase electrostatic cleaning machines and cleaner for cleaning between groups of students	2748.64	2736.80	No
Purchase COVID-19 safety posters for campus	40.92	40.92	No
Purchase and install distancing markers for floor throughout the building	118.44	118.44	No
Purchase hand sanitizer containers and stations for use throughout the building	417.04	462.84	No

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

Number and total cost of plexiglass shields increased in order to adequately distribute in classrooms and other areas.

Analysis of In-Person Instructional Offerings

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

Due to government guidelines, at the beginning of the year JCS Mountain Oaks offered virtual daily instruction. All students were provided with devices (Chromebooks or iPads) to allow for access to instruction.
 JCS Mountain Oaks plan 1 - State mandates full remote learning
 Monday-Friday homeschool
 Monday-Thursday - 4 hours of online instruction provided by teachers and staff. This instruction might be in the form of a whole group, small group or individual need basis.
 After instruction, scholars will be provided with practice and enrichment opportunities.

Office Hours will be offered by each teacher on an as needed basis.
Chromebooks/iPads will be provided to all scholars.
Printed copies of material/lessons can be picked up at the office, if needed.

September through December, grades
JCS Mountain Oaks plan 2 - Hybrid Model that promotes physical distancing while on campus:
Hybrid (M/W or Tu/Th or possibly M/Tu or Th/F - This schedule may be adopted in order to allow cleaning between different groups of students.) In-Class Instruction, non-academy days students will complete Homeschool work
50% of students on campus on a given day
Special Education (IEP) Services and Intervention Support
Safety Protocols Aligned to CDC Guidelines
Increased Cleaning/Sanitizing
Temperature Checks and Screening at entry
Hand Washing Procedures
In/Out Traffic Patterns
Reduced Classroom Commingling
Staggered Student Arrival, Dismissal, and Breaks
PPE and Face Coverings for Staff
Individual Student Materials
Reduced Visitors/Volunteers

With the implementation of the above plans, JCS Mountain Oaks implemented distance and hybrid learning to the best of our ability following COVID guidelines.

JCS Mountain Oaks offered in-person instruction to students with identified needs beginning in August.

JCS Mountain Oaks offered mitigating learning loss opportunities and small group instruction beginning in August to support those students who demonstrated academic learning loss.

Beginning in January, JCS Mountain Oaks offered full-time return to in-person instruction to all families interested.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of licenses for iReady Math, CPM Core Connections Math, History Alive, Amplify science for online use	15,478.95	15,478.95	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	1400.00	No
Purchase Middlebury ELD curriculum	360.75	360.75	No
Purchase wireless headphones for teachers	172.14	172.16	No
Purchase additional security for Chromebooks (Securly)	3069.52	3069.52	No
Middlebury training for teachers.	0.00	0.00	Yes
Use BrainPOP ELL for supplemental English Language Development support and primary language support.	0.00	0.00	Yes
Provide internet in home, as needed, for low income students.	750.00	1008.00	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	0.00	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	350.00	355.47	Yes

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

No substantive differences.

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.

Prior to the COVID-19 shutdown JCS-Mountain Oaks had Chromebooks available for all students, so JCS-Mountain Oaks was able to continue instruction without interruption. Chromebooks or iPads were distributed to scholars the week before classes started for the 2021-2022 school year. All students had access to a device. Internet hotspots were distributed to families in need of help with internet connectivity. Wireless headphones were also purchased for teacher use. Families have access to our "help ticket" program for any technology issues. Our Technology and Training Department offered a weekly "drop in" Zoom meeting for all staff to address technical issues and support as well as to identify solutions to problems. We purchased "Securly" to limit student access to certain websites and to ensure greater safety for our students. Teachers and administrators were able to monitor student screens during lessons. Student web searches were also screened for concerning content and administrators contacted parents in some cases to check on the well-being of students.

Teachers used Google Classroom to house their student lessons, assignments and activities throughout the year. Teachers used the video conferencing platform, Zoom, for classes, face-to-face conferences, and presentations. All of our teachers had experience with Zoom prior to COVID, but we provided targeted training as needed to help teachers provide a virtual experience that was engaging and as free from technical issues as possible. JCS Mountain Oaks provided in-house distance learning professional development. (virtual choice boards, SDCOE distance learning webinars, Renzulli learning) Scholars logged into their gmail and Google Classroom Monday -Thursday for daily live interaction with their teacher and other scholars. Teachers provided content through a combination of face-to-face conferencing, pre-recorded videos, independent work, small group, or assisted learning (synchronous and asynchronous instruction). Teachers also held office hours to help support scholars that had additional questions or needed extra guidance. Teachers could also be contacted via Google Classroom or email. Scholars were expected to maintain classroom expectations and scholarly behaviors at all times while engaging with their peers and teachers via distance learning. Licenses for iReady Math, CPM Core Connections Math, History Alive, Amplify science were available for all students for online use. Administrators and staff shared information about many tech tools that could be used to assist during distance learning, including Kami, Jamboard, Kahoot, Bitmoji, and other tools. A Google folder with resources for staff regarding best practices in virtual learning including things like accommodations for students, frequent breaks from Zoom to reduce eye strain, etc. Teachers monitored student understanding with formative assessments such as exit tickets, quizzes or other informal assignments. Teachers and JCS Mountain Oaks regularly communicated with parents to monitor the effectiveness of distance learning and made modifications to their plans based on the feedback received. Teachers and parents were provided training materials, including videos, for virtual MAP testing this year. Students in grades 2-8 completed MAP testing in the fall, winter, and spring in order to determine the effectiveness of instruction and

plan for areas of instructional need. Our school also made the decision to proceed with CAASPP testing this year and 98.7% of our students in grades 3-8 completed testing, either in-person or virtually. Printed materials were provided to students needing these regularly by classroom and special education teachers.

Teachers with English Learners were given training in the use of our new online, self-paced curriculum, Middlebury, for grades 4-12 so they could implement the curriculum and support their students using the curriculum. BrainPOP ELL was also used with our EL learners. Teachers checked in weekly via Zoom with students to ensure they understood what was expected of them in the program and to monitor their progress.

Our academy support teacher provided one-to-one contacts with students and families. Our aides also provided one-on-one academic support for students who demonstrated learning loss due to COVID-19 school closures. Aides also assisted teachers in making contacts with students who were not showing daily engagement. Teachers (academy and educational facilitators) with English Learners monitored and assessed their students' progress in Middlebury (grades 4-12) or Cengage (TK-3) for designated English Language Development (ELD). They also met with their English Learners weekly to address the speaking and listening ELD standards. ELL students who had difficulty engaging or who had attendance issues received additional support - i.e. more regular calls, texts or emails. Mental health check-ins were built into our weekly Zoom meetings and teachers communicated with the administrators when they felt counseling might be needed. We hired a counselor part time to work with students during the last few months of school, due to concerns about some students.

Our students receiving special education services continued to have services provided by their service providers and instructional aides virtually, when possible. Instructional aides and special education teachers "pushed in" to Zoom classes to support students. As deemed necessary by the IEP team students will have in person services, following health and safety guidelines, even when we are virtual. Families were contacted to communicate the ability to receive services in-person. IEP meetings and triennial assessments continued to be held in accordance with all mandated timelines. IEP meetings were held via Zoom throughout the year. Assessments were done virtually or in-person following health and safety guidelines. Students with IEPs who had difficulty engaging or who had attendance issues received additional support - i.e. more regular calls, texts or emails. Mental health check-ins were also built into special education Zoom meetings and counseling was provided as needed.

Our students who are socio-economically disadvantaged had access to any resources that may be needed to ensure participation in our virtual program, such as internet services provided by the school, a school meal to ensure proper nutrition, and additional resources as needed.

We had no identified foster or homeless students during this year.

JCS-Mountain Oaks home study program was not significantly impacted by the transition between virtual and in person offerings since home study students primarily receive instruction at home with their parents.

Several virtual field trips were available for our students. Our fourth and fifth graders were able to participate in a modified field trip on the Star of India at the very end of the year. We were happy to be able to provide this traditional experience for our students.

All academy staff shared responsibility for sanitizing classrooms and office spaces when students were not present.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement MAP testing for 2nd-8th grade, 2-3 x year in reading and math.	3000.00	3000	No
Continue to implement local screening tools for K-2nd grade, 2-3 x year in reading and math.	0.00	0.00	No
Purchase of licenses for IXL, ReadLive for online use	1377.00	1377.00	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0.00	Yes
Staff Development for Georgia Numeracy Project for intervention.	500.00	0	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0.00	No
Provide small group or individual tutoring as needed.	0.00	0.00	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.

There was no cost for the Georgia Numeracy Project training.

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.

At JCS Mountain Oaks, scholars started off the school year in distance learning, moved into a hybrid model where students were on campus two days a week, and then ended the year in full in person learning four days a week.

JCS Mountain Oaks offered in-person instruction to students with identified needs beginning in August.

JCS Mountain Oaks offered mitigating learning loss opportunities and small group instruction beginning in August to support those students who demonstrated academic learning loss

Our academy schedule was:

Instructional minutes for the minimum allotted time for student school day:

- K: 180 minutes
- Grades 1-3: 230 minutes
- Grades 4-8: 240 minutes

Teachers were expected to be available for daily online sessions (8:30-2:30). Teachers set up office hours to provide student/parent contact.

Teachers scheduled for virtual learning that was similar to what it would be for on-campus instruction, and when we moved back into full in person learning our scholars had a smooth transition and less interruption to their learning.

Teachers created daily schedules for Zoom Lesson meetings that met the minimum time requirement for the grade span and each teacher coordinated their schedules with SPED. Total time value of work assigned to scholars met the minimum time requirement for the grade levels

Teachers hosted office hours for parent/teacher conferences, one-on-one student help, and facilitated assessments as needed.

Teachers provided Daily LIVE interaction with students for purposes of instruction, progress monitoring, and maintaining social connectedness.

- Lesson plans reflected time spent with students - shared with directors every week.
- Lesson plans demonstrated the vision of the school's philosophy. (using GATE models of instruction)

Teachers documented daily participation for each pupil on each school day. Scholars who did not participate in distance learning were marked as absent for that school day.

Daily participation included the following as evidence:

- Documentation of participation in LIVE online activities (exit slips can be utilized as evidence)
- Documentation of other online learning activities, such as IXL and ReadLIVE
- Completion of regular assignments
- Completion of assessments
- Teachers were trained in the use of Georgia Numeracy Project assessments and activities to address learning gaps.
- Documentation of contact between teacher and student, parent or guardian (phone log or emails)

Each scholar completed a Scholarly Reflection to indicate weekly engagement in distance learning verifying daily participation and tracking assignments.

Scholarly Reflection Handout (K-1)

Scholarly Reflection Template (grades 2nd-3rd)

Scholarly Reflection Template (grades 4-8th)

Scholarly Reflection Template with sentence starters

COMMUNICATION

Each teacher communicated regularly with parents and guardians about each scholar's academic progress.

- Graded work with comments shared with parents and directors (online portfolio)
- Goal Setting Conferences
- Report cards
- Progress report check ins (2x a month)
- Scholarly Presentations
- Parent conferences (due to lack of daily participation in lessons, progress monitoring, work incompleteness, etc.)
- Emails (updates, class news, positive feedback to scholars, etc.)
- Daily communication is expected through email, phone call, or Zoom conference.

HOME STUDY

Home Study students continued to have daily access to their teachers as they always have by phone and email, as well as Zoom. Student work was submitted either through Canvas, Google Drive, or School Pathways. Since JCS-Mountain Oaks is a non-classroom based charter school, attendance for all school programs continued to be based on work completion, per state guidelines, with a minimum of 80% work completed as measured by teacher records and evaluation of time value. If a student did not meet this minimum expectation developed a plan with the family for more intensive communication and support using our Strike process to document attendance issues and re-engagement strategies. If there was a COVID related illness in the family, it was documented.

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.

All students took the Holistic Student Assessment (HSA) virtually in early fall as a social/emotional measure and screener for mental health needs. Staff was trained on how to read the report and used it for goal setting with families. Our Concern Report process was, and always has been, used for students dealing with mental health or social/emotional challenges. With the extenuating circumstances of COVID-19 we looked for students affected by social isolation. Teachers identified a concern based on the results of the Holistic Student Assessment along with informal data and/or parent feedback. As needed counseling was provided as the intervention, individually or in small group (based on goals and need for confidentiality), either in person or virtually.

We hired a counselor at the end of the school year to act as our liaison for students, families and staff to monitor and support their mental health and social/emotional well-being. We sent out a periodic check in surveys that included a question for addressing the trauma and impacts of COVID-19.

Teachers used the Sanford Harmony program with our scholars daily. We had our teachers hold "morning meetings" for primary and we had an "advisory" period where teachers addressed any concerns and class discussions. We continued to provide resources to parents on our website to address mental health needs for both parents and students. We created a folder for staff on best practices in virtual learning including resources for engaging students in virtual social activities (e.g. virtual field trips, virtual viewing parties, virtual games with teachers and peers). Staff had access to a hotline and counseling services free of charge through benefits.

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.

Pupil engagement was a high priority at JCS-Mountain Oaks.

ACADEMY STUDENTS: Teachers tracked student engagement daily.

Steps for re-engagement were:

Teachers contacted families via phone, email or Zoom meeting.

Teacher set up a meeting to come up with a plan similar to our SST process. Daily check ins with families to ensure students are engaging in lessons. Our Intervention teacher will be present for the meeting.

If there was a lack of connection with families,

3) Our Intervention teacher, support staff or counselor contacted families via phone, email, or Zoom meeting daily until engagement is consistent.

HOME STUDY STUDENTS:

Home study families received daily contact from EFs via email or ParentSquare with tips on planning a homeschool routine, ways to engage students, curriculum choices, etc. EFs met with parents and students every 20 days to assess work completed. For all programs, if a student had not completed 80% of work assigned or if a family missed a scheduled Learning Period meeting the student received a Strike Report and steps were put in place to ensure the family received additional support.

Analysis of School Nutrition

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

Prior to COVID we offered food from a local restaurant. When we surveyed our families in the spring, we did not have any requests for food. We provided a list of community resources for our parents at that time. We also shared an updated list of resources for families on our website (<https://www.jcs-inc.org/covid-resources/>) that listed community resources, including locations for free food offered by churches, farmer's markets, food banks, etc. We continued to assess the need for school-provided meals by staying in contact with our families who qualify.

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	Assess all students grades 4-12 with Holistic Student Assessment (HSA)	975.00	975.00	No
Mental Health and Social and Emotional Well-Being	Use HSA data to screen students for any mental health needs using our Concern Report process.	0.00	0.00	No
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on the resources page of our website.	0.00	0.00	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There are no substantive differences in planned actions or budgeted expenditures.

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.

All students took the Holistic Student Assessment (HSA) virtually in early fall as a social/emotional measure and screener for mental health needs. Staff was trained on how to read the report and used it for goal setting with families.

Our Concern Report process was successful and we will continue to use this process for students dealing with mental health or social/emotional challenges along with pupil learning loss. With the extenuating circumstances of COVID-19 we looked for students affected by social isolation. Teachers identified a concern based on the results of the Holistic Student Assessment along with informal data and/or parent feedback. As needed counseling was provided as the intervention, individually or in small group (based on goals and need for confidentiality), either in person or virtually.

We hired a counselor at the end of the school year to act as our liaison for students, families and staff to monitor and support their mental health and social/emotional well-being. We sent out a periodic check in surveys that included a question for addressing the trauma and impacts of COVID-19. We plan to provide the services of a counselor for the upcoming school year as this was beneficial to our students and families.

Teachers will continue to use the Sanford Harmony program with our scholars daily. We had our teachers hold "morning meetings" for primary and we had an "advisory" period where teachers addressed any concerns and class discussions.

We will continue to provide resources to parents on our website to address mental health needs for both parents and students. We created a folder for staff on best practices in virtual learning including resources for engaging students in virtual social activities (e.g. virtual field trips, virtual viewing parties, virtual games with teachers and peers).

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

At JCS Mountain Oaks, pupil learning loss will continue to be assessed and addressed by the following plan:

Step one: Assessment

Teachers and support staff will assess students at the start of the school year using both formative and summative assessments tools. Click here: [Assessment Expectations for teachers and staff](#).

Teachers will track student data and progress on a master tracker system.

Step two: Concern Report

With students who demonstrate a significant loss of learning as evidenced in a drastic change from the previous year's assessments in March, staff will create an in-house concern report documenting student data and information.

Step three: Setting Learning Targets for each scholar

Our intervention teacher will be notified of any significant deficits in learning by the teacher. Our intervention teacher will document on a spreadsheet learning targets for each student with concerns.

Step four: Parent Meeting

Our intervention teacher will contact parents to set up a meeting to discuss intervention strategies and support to mitigate the learning loss.

Step five: Academic Support Time

Our intervention teacher will set up Academic Support time via Zoom or in person when feasible any one on one or small group intervention instruction.

The academic support team (instructional aides) will receive training on specific intervention strategies to support students learning targets.

Each scholar will receive at least 15 minutes of academic support each day for 4 weeks. The Academic Support team will be documenting progress toward the specific learning targets per child on a weekly basis. Academic Support Team will pre-assess students at the onset of support.

Step six: Reassess student

At the end of 4 weeks, the support team will assess student progress toward the learning target and gather formative feedback from teachers to support growth or lack of growth.

Intervention Tools: Six Minute Solutions, Core Phonics Lessons - Fountes and Pinnell, Explode the Code, Read Live, IXL, Math - Georgia Numeracy Project, 4 Square Writing

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 in actions or services.

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.

Overall our students achieve at a high level academically, but we have have a performance gap for some groups of learners, most notably our students with disabilities and English learners. We want to continue closing that gap. The pandemic also presented some learning loss for all students which will be addressed throughout our LCAP and the ELOP. College and career readiness is also an area we want to emphasize since we couldn't focus on it too much in 20-21.

Based on stakeholder input and assessment data, JCS Mountain Oaks has developed the following goals for the 2021-2022 school year:

1. BROAD GOAL: Students achieve at high academic levels in ELA and Math.
2. BROAD GOAL: Students grow and thrive through a multi-tiered system of support.
3. FOCUS GOAL: Prepare students for high school and beyond by increasing high school and college readiness activities.
4. MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.

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	131,138.64	103,525.22
	131,138.64	103,525.22

* 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	131,138.64	103,525.22
1000-1999: Certificated Personnel Salaries	91,913.64	91,913.64
4000-4999: Books And Supplies	17,600.00	4,486.58
5800: Professional/Consulting Services And Operating Expenditures	21,625.00	7,125.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	131,138.64	103,525.22
1000-1999: Certificated Personnel Salaries		91,913.64	91,913.64
4000-4999: Books And Supplies		17,600.00	4,486.58
5800: Professional/Consulting Services And Operating Expenditures		21,625.00	7,125.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	86,466.72	77,916.72
Goal 2	19,882.00	14,802.00
Goal 3	24,789.92	10,806.50

* 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	\$11,037.02	\$15,373.81
Distance Learning Program	\$21,581.36	\$21,844.85
Pupil Learning Loss	\$4,877.00	\$4,377.00
Additional Actions and Plan Requirements	\$975.00	\$975.00
All Expenditures in Learning Continuity and Attendance Plan	\$38,470.38	\$42,570.66

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,037.02	\$15,373.81
Distance Learning Program	\$20,481.36	\$20,481.38
Pupil Learning Loss	\$4,377.00	\$4,377.00
Additional Actions and Plan Requirements	\$975.00	\$975.00
All Expenditures in Learning Continuity and Attendance Plan	\$36,870.38	\$41,207.19

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,100.00	\$1,363.47
Pupil Learning Loss	\$500.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,600.00	\$1,363.47