



JCS LIVE

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

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

LEA Name	Contact Name and Title	Email and Phone
Julian Charter School (JCS-LIVE)	Lori Cummings School Director	lcummings@jcs-inc.org (760) 420-3690

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 assessment results will increase for All Students by 5 points on the distance from level 3 (DF3) LCFF indicator for both ELA and Math.</p> <p>2: CAASPP assessment results will increase for English Learners (EL) by 7 points, Low Income (LI) students and Students with Disabilities (SwD) by 5 points on the distance from level 3 (DF3) LCFF indicator for both ELA and Math.</p> <p>3: The number of English Learners who make progress towards English Proficiency on the LCFF indicator will increase by 5%.</p> <p>4: 50% of students being served in Tier 1 and Tier 2 will successfully meet benchmark goals.</p> <p>5. 50% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.</p> <p>6. 100% of all credentialed teachers in all programs and grade levels will obtain a CLAD certificate by July 2020.</p> <p>7. Increase use of CCSS aligned math curriculum for all students.</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</p> <p>ELA: % of students who met/exceeded standards for reading on NWEA MAP was 76%. The % of students who met their growth targets from 19-20 to 20-21 was 54%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 69%. The % of students who met their growth targets from 19-20 to 20-21 was 53%.</p> <p>2. SWD</p> <p>ELA: % of students who met/exceeded standards for reading on NWEA MAP was 57%. The % of students who met their growth targets from 19-20 to 20-21 was 48%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 48%. The % of students who met their growth targets from 19-20 to 20-21 was 22%.</p> <p>3. ELPI: In Fall 2020 50% of returning students made progress towards ELPI.</p> <p>4. This data was hard to track because different measures were used by different teachers for goals. For 21-22 a list of students</p>

Expected	Actual
<p>19-20</p> <p>1. On the DF3 LCFF indicator for 2018-19: All Students will be at least 22 points above level 3 for ELA and no more than 15 points below level 3 for Math.</p> <p>2. On the DF3 LCFF indicator for 2018-19: LI - 3 points above level 3 for ELA and no more than 40 points below level 3 for Math. SwD - no more than 48.7 points below level 3 for ELA and no more than 100 points below level 3 for Math. EL - no more than 10 points below level 3 for ELA and no more than 45 points below level 3 for Math.</p> <p>3. 75% of ELs will make progress towards English Proficiency on the LCFF indicator.</p> <p>4. >50% of ALL students being served in Tier 1 and Tier 2 will successfully meet benchmark goals.</p> <p>5. At least 50% of students in EACH grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.</p> <p>6. 90% of currently credentialed teachers will have a CLAD certificate.</p> <p>7. 100% of students will use CCSS-aligned math curriculum.</p>	<p>will be gathered and their growth on MAP will be used as an indicator.</p> <p>5. In 2019-20 we opted to use NWEA MAP to monitor student growth on math standards. 33% of students in grade 6, 75% in grade 7 and 44% were projected to met or exceed state standards on the Fall 2019 MAP.</p> <p>6. 100% of teachers have CLAD certification.</p> <p>7. All students used CCSS aligned math curriculum in 19-20.</p>

Expected	Actual
<p>Baseline</p> <p>1. 2015-16: Our All Students were 17.7 points above level 3 for ELA and 23.8 points below level 3 for Math on the DF3 LCFF indicator.</p> <p>2. 2015-16: LI students were 3.7 points below for level 3 ELA and 47.5 points below level 3 for Math. SwD were 54.5 points below level 3 for ELA and 83.3 points below level 3 for Math on the DF3 LCFF indicator. English Learners - 9.9 points below level 3 for ELA and 56.9 below level 3 for Math on the DF3 LCFF indicator.</p> <p>3. 40% of English Learners maintained or improved their performance by one level on CELDT testing.</p> <p>4. Approximately 60% of academy students met benchmark goals. Home study was more difficult to track because parents weren't willing to bring their children in for intervention.</p> <p>5. On average, 55% of students in grades 3-8 mastered standards on the benchmark assessment by mid school year (2017-18). Grades 7 and 8 however were below the 50% mark.</p> <p>6. Approximately 75% of credentialed teachers currently have a CLAD certificate.</p> <p>7. All students currently have access to CCSS aligned math curriculum, however our home study families aren't happy with the current selections.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ol style="list-style-type: none"> 1. Assist teachers in finding coursework/test to obtain CLAD certificate. 2. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered. 3. Provide coordinator for EL to identify, track and coordinate related services such as: <ul style="list-style-type: none"> • Coordinate implementation of designated ELD instruction. • Coordinate training for teachers with EL students • Provide additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA. 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2905.13</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$0</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2905.13</p>
<ol style="list-style-type: none"> 1. Identify students in need of Tier 1 and Tier 2 intervention: <ul style="list-style-type: none"> • Assess all students in grades 2-11 using MAP as a Universal Screening tool. • Develop formative and summative assessments that can be done virtually. 2. Provide ongoing professional development to all teachers in Tier 1 intervention 3. Provide ongoing professional development to SPED staff in Tier 2 and Tier 3 intervention curriculums. 	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$625</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1500</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$625</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures</p>
<ol style="list-style-type: none"> 1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction. 2. Contract with Math Coach to: <ul style="list-style-type: none"> • Monitor the use of adopted curriculum and assessments • Assist in the creation of at least one workshop for home study parents on math instruction • Assist teachers in analyzing data of common assessments implemented twice a year. 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1500</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$15747.20</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$500</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$15747.20</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3. Ensure that any new 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>4. Continue ST Math with K-5 homestudy as needed for intervention. Monitor progress on CAASPP scores as an indicator of success.</p> <p>5. Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS- aligned math curriculum.</p> <p>6. Review and select relevant curriculum and apply effective teaching methods to support all students needs with an emphasis on low-performing student needs.</p> <p>7. Provide parent training in Canvas, the Portal and ParentSquare to increase parent access to resources, assignments, and scores to support student learning at home.</p> <p>8. Attend professional development to learn the latest trends in virtual learning and implement these into the curriculum.</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$1200</p> <p>Resource 0000 4000-4999: Books And Supplies \$12000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$4200</p> <p>Resource 0000 4000-4999: Books And Supplies \$4500</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 \$1000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

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 one teacher complete induction this year. We will have at least one more next year.

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

We have successfully implemented the actions and goals for this goal. We are continuing to work on RTI/MTSS. Our goal to personalize instruction for students has been very successful, particularly for our struggling learners. We continue to find new and better strategies for tackling math in new and improved ways. Assessments was an area of overall success. All students K-1 were assessed using K Readiness Assessment and DIBELS as Universal Screening tool. Teachers were trained by our Math coach on Georgia Numeracy, and it was added as a math Tier II intervention based upon MAP scores. Although there were some challenges with testing MAP and CAASPP virtually, it was very successful. Students had one-to-one access to Chromebooks for testing. Multiple opportunities were available in order to achieve high percentage of students tested. Families had choices to make appointments for in-person testing if they chose. Student growth was achieved as seen by MAP data. Tutoring was another area of challenge and success.

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: % students successfully completing “a-g” requirements.</p> <p>2: % of 8th grade students taking PSAT, establishing a College Board account, and receiving a personalized SAT preparation plan through Khan Academy.</p> <p>3: % of high school students successfully completing a Dual Enrollment semester course.</p> <p>4. % of 11th grade students Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program.</p> <p>5. % of graduates considered "Prepared" for college/career on the LCFF indicator.</p> <p>6. % 9th grade students enrolled in Transitional Math with >70%.</p> <p>7. % students with Personalized Learning Plan.</p>	<p>1. 39% of seniors successfully completed a-g.</p> <p>2. 7% completed PSAT</p> <p>3. 6% of high school students successfully completed a dual enrollment semester course.</p> <p>4. No available data due to the suspension of the CA School Dashboard. However we can calculate data that results in the indicator. In addition to the a-g requirements met we had 6% of students completed college course credits. AP testing was suspended in 2020 due to the pandemic. No students completed any of the other measures (CTE, IB, State Seal of Biliteracy or Military Science).</p> <p>5. 21% considered "Prepared" in 2019.</p> <p>6. 43% of 9th graders completed Transitional Math with >70%.</p> <p>7. 100%</p>

Expected	Actual
<p>19-20</p> <p>1. 40% of high school students will successfully complete “a-g” requirements for college admission.</p> <p>2. 100% of all 8th grade students will take the PSAT, establish a College Board account, and receive a personalized SAT preparation plan through Khan Academy.</p> <p>3. 15% of high school students will successfully complete either a Dual Enrollment semester course or a College Readiness counseling class.</p> <p>4. 25% of of 11th grade students will be Conditionally Ready or Ready for college in ELA and Math on the Early Assessment Program.</p> <p>5. The percent of 2019 graduates who are considered "Prepared" for career/college on the LCFF indicator will be 28%.</p> <p>6. All 9th grade students enrolled in Transitional Math will demonstrate readiness for Integrated Math I by passing the course with a 70% or better by the end of their 9th grade year.</p> <p>7. All students will create a Personalized Learning Plan.</p>	

Expected	Actual
<p>Baseline</p> <p>1. 16% of high school students successfully completed “a-g” requirements for college admission in 2013-14, 19% participated in a-g requirements in 2015-16.</p> <p>2. Approximately 20% of 8th graders took PSAT in 2016-17; all created their SAT prep plan.</p> <p>3. New baseline - implementing these courses in 2017-2018.</p> <p>4. The percent of 11th grade students who were considered Conditionally Ready or Ready in 2015-16 was 59% for ELA and 10% for Math.</p> <p>5. The percent of 2016 graduates who were considered "Prepared" for career/college on the LCFF indicator was 30.5%.</p> <p>6. Fall 2017 80% of 9th grade students enrolled in Transitional Math (semester 1) had a passing grade with a 70% or better.</p> <p>7. Baseline to be established in 2018-19.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Fund services to support college/career readiness in grades 8 and higher:</p> <ul style="list-style-type: none"> • Materials/online subscriptions for a-g • Seek out ways to offer various pathways for CTE completion • Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade <p>2. Contract with high school counselor to create curriculum and assessments, offer high school guidance, and coordinate other supports and services for college/career readiness including:</p> <ul style="list-style-type: none"> • Assist in maintaining and updating the 4-year Plan to ensure graduation and achievement of post-secondary college or career goals. • Identifying possible Dual Enrollment options both online within the network of JCS Schools and also locally. • Assisting in school-sponsored tours with transportation to local colleges and college fairs. • Maintaining a college & career webpage on the JCS site • Training/assisting teachers to support 8th and 9th grade students in creating a College Board account linked to Khan Academy account with a personalized SAT prep plan. • Work with teachers in Identifying a CTE pathway and available courses/curriculum. • Partner with local community colleges to develop a CTE program and pathways for dual enrollment <p>3. Establish programs to provide internships for students in grades 11-12. Revise Work Experience Education plan and community partnerships</p> <p>4. Revise 4-year plan.</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$10800.37</p> <p>Resource 0000 4000-4999: Books And Supplies \$500</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$5500</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$10800.37</p> <p>Resource 0000 4000-4999: Books And Supplies \$50</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1200</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$5000</p>
<p>1. Guide all students to be active participants in their education and to become self-directed lifelong learners with parental support by:</p> <ul style="list-style-type: none"> • Assisting students in creating and following a Personalized Learning Plan with personal and academic goals. 	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$5000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> Write lessons and select curriculum that is geared toward Career Technical Education and build scopes and sequences that allow students to focus on their goals and field of interest. <p>2. Develop partnerships with the local community to provide guest speaker opportunities, field trips, and college tours to support students' interests and build a platform for success</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.

All funds were used specifically to support students using our virtual curriculum or supports for our students and families. We were able to implement our goals other than the PSAT this school year. Our CTE courses are provided through Edgenuity credentialed teachers. All students have a personalized path, and all high school students work on Naviance and their career path via JCS-LIVE teacher led courses or Edgenuity. We were unable to hold any in-person field trips to colleges this school year.

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

Students successfully completed community college classes. Although the number of students taking college classes was low, all students passed classes. Naviance was used successfully by high school students for personal assessment, career research, and goal setting. We were not able to offer the PSAT8 on campus to 8th grade and 11th grade students this year due to COVID. Our mentor teachers monitored progress and helped student set priorities in completing assignments, setting goals, and successfully reaching targets and deadlines.

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> <p>1. % of families completing the annual parent/family surveys.</p> <p>2. % of students responding positively on a School Connectedness/Safety survey.</p> <p>3. % of students with access to physical fitness courses aligned to CCSS.</p> <p>4. % of grade 6-12 students participating on an intramural sports team.</p> <p>5. % of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT.</p> <p>6. % of students identified as at risk through MTSS making progress using benchmark data points.</p> <p>7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (<10%)</p> <p>8. High school graduation rate for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort).</p>	<p>1. 22%</p> <p>2. A survey was not completed in 19-20 due to school closure.</p> <p>3. 100%</p> <p>4. 0%</p> <p>5. PFT was suspended for 2019-20 due to the pandemic. Data for 2018-19: Grade 5: 0 Grade 7: 1 Grade 9: 1</p> <p>6. This data was not collected</p> <p>7. All students: 21.1%, Low Income: 27.3%</p> <p>8. All students: 68.4%, Low Income: 63.6%</p>

Expected	Actual
<p>19-20</p> <p>1. 20%</p> <p>2. >85%</p> <p>3. 100%</p> <p>4. Baseline to be established in 2019-20.</p> <p>5. Increase by 2% over 2017-18 scores in all grades. 5th: 57.3% 7th: 43.6% 9th: 30.9%</p> <p>6. Baseline to be established in 2019-20 with the creation of our MTSS model.</p> <p>7. >5% for all subgroups and overall.</p> <p>8. Increase of 2% for all subgroups and overall. Hispanic/latino: 78.2% White: 85% 2 or more Races: 100%</p>	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. Approximately 25% of families complete the annual surveys. 2. On the School Connectedness/Safety survey for 2016-17 75% of students, reported a positive sense of safety and school connectedness. 3. Approximately 5% of students are currently enrolled in a physical fitness course designed by our school. The remaining 95% participate in fitness activities and sports that address CCSS physical fitness standards. 4. In 2017-18 89 students participated in intramural sports, a decrease of 5. In 2016-17 the percent of students in the HFZ on 5/6 standards or higher: 5th grade: 50% 7th grade: 50.8% 9th grade: 42.4% 6. Baseline to be established in 2018-19 with the creation of our MTSS model. 7. Dropout rate for all subgroups is less than 5%. 8. Graduation rate for hispanic/latino is 76.2%, white 83% and two or more races is 100%. 	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>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.</p> <p>2. Ensure a safe and conducive learning environment for all students by providing Active Shooter Training for staff in facilities.</p> <p>3. Contract with Health and Wellness Coordinator to:</p> <ul style="list-style-type: none"> • Oversee Physical Education courses in both home study and academy. • Oversee Fitnessgram testing and reporting. • Organize, promote and oversee the sports program. • Track and encourage greater participation in sports. • Revise the health course and participate in the California Healthy Youth Act team • Provide Hands Only CPR training for all high school seniors to meet graduation requirements. 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$3000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$4498.07</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$4498.07</p>
<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 	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2905.13</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2905.13</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • Sports and other extracurricular activities • Career pathways 		

Goal Analysis

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

Budgeted funds were used and implemented accordingly. Training for staff was free.

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

Using Securly as an internet alert system provided intervention opportunities for mental health concerns. We were able to complete health surveys, integrate health, physical education, and nutrition, into our curriculum for grades K-12, and support all students this school year.

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
N/A as JCS LIVE is a virtual school.	0.00	0.00	

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.

N/A

Analysis of In-Person Instructional Offerings

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

N/A

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Edgenuity curriculum	1500.00	1500.00	No
Purchased additional Chrombeooks	30,000.00		No
Purchase additional Edgenuity online curriculum.	16,000.00		No
Purchased Doc Cams for teacher use in virtual learning.	1000.00	1000	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	1400	No
Purchase Middlebury ELD curriculum	481.00	481	No
Purchase additional security for Chromebooks (Securly)	1151.07	1151.07	No
Middlebury training for teachers.	0.00	0.00	No
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.	1350.00	600	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	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	0	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to printed, or they can submit assignments electronically.	500.00	2000	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.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

All students were provided with the tools that they needed to succeed this school year, and with the team support provided by mentor teachers and parents, students had little to no learning loss this school year. All of our teachers participated in leading edge certification to become certified online teachers, and we worked together to provide LIVE instruction to students as well as one-on-one tutoring and support. All students were provided with Chromebooks, and those who needed other devices were provided hot spots. Printed assignments were sent home, as well as all other materials needed for students in grades Tk-12.

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-12th grade, 2-3 x year in reading and math.	780.00	780	No
Continue to implement local screening tools for K-2nd grade, 2-3 x year in reading and math.	0.00	0	No
NWEA and Pathblazer integration to mitigate learning loss	1280.00	1280	No
Continue online curriculums (e.g. Pathblazer & Newsela) to personalize student learning	2875.00	2875	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0	Yes
Provide small group or individual virtual tutoring as needed.	0.00	0	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.

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.

We successfully completed all of the items listed in this section.

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.

Mentor teachers met weekly or more often with student to guide and assist them with any challenges they might have. Surveys were sent to parents and students to determine if additional supports were needed. We also had 60 students take the Holistic Student Assessment to determine areas of tiered strengths, challenges, and intervention. Having a strong virtual community was paramount in helping our students keep moving forward during a time when many students were struggling. We held several "fun" events to help students meet other students, such as game days, virtual field trips, science experiments, project week, and invention convention. Students were encouraged to work together during LIVE classes and collaborate on projects to help increase their interests. We also purchases Securly as a tool to help us identify any students who made need additional support.

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.

Parents are part of our virtual community and therefore are a huge factor in supporting our program and students. The JCS-LIVE PTO worked to set up a virtual Student Store as well as other virtual events to get families involved. In addition, the JCS-LIVE team worked to support parents and guide them in the growth mindset objectives of the school. Tools such as newsletters, ParentSquare, Google Classroom, and class announcements were used to keep in close contact with parents.

Analysis of School Nutrition

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

We do not provide a school nutrition program; however, if students need a breakfast or lunch our sister schools will provide it for them.

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)	255.00	255	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	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	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.

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.

We have learned that students need more support in the teaching of mathematics from grade 3 and up. We will providing additional support in mathematics. We will also be teaching more life skills to students in all grade levels to prepare them for the world of work or college.

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

We have purchased MyPath, which is an integrated program between NWEA and Edgenuity. This personalized path helps all students to fill in any gaps. In addition, students who show a significant learning need will be involved in summer intervention with

certificated staff, as well as additional opportunities for support throughout the school year. We are hiring paraprofessionals to work with students next school year to support them both online and in person.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

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

Overall our MAP data demonstrated that throughout the 20-21 school year our students made growth from Fall to Spring, particularly in elementary school. Our HSA data was added to our overall view of students and helped identify areas of social-emotional wellness that are students are in need of, which will help us to build on the areas, such as motivation, that need to be addressed. We have identified the varying needs of our student population and made the proper steps to address needs in the development of our LCAP. We will continue to support all students in a supportive virtual environment, and add additional supports in the areas of most concern, currently math across most grade levels. Teachers will continue to develop their understanding of SEL and implement additional supports into the curriculum. Students and parents will have access to the resources they need to support learning.

Based on stakeholder input and assessment data, JCS LIVE 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. FOCUS GOAL: Develop partnerships with community organizations and parents to address learners' social and emotional needs (SEL)
3. BROAD GOAL: All students are prepared for the world of work.
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	76,680.90	52,930.90
	76,680.90	52,930.90

* 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	76,680.90	52,930.90
1000-1999: Certificated Personnel Salaries	36,855.90	36,855.90
4000-4999: Books And Supplies	12,500.00	4,550.00
5000-5999: Services And Other Operating Expenditures	12,325.00	9,825.00
5800: Professional/Consulting Services And Operating Expenditures	15,000.00	1,700.00

* 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	76,680.90	52,930.90
1000-1999: Certificated Personnel Salaries		36,855.90	36,855.90
4000-4999: Books And Supplies		12,500.00	4,550.00
5000-5999: Services And Other Operating Expenditures		12,325.00	9,825.00
5800: Professional/Consulting Services And Operating Expenditures		15,000.00	1,700.00

* 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	41,477.33	28,477.33
Goal 2	24,800.37	17,050.37
Goal 3	10,403.20	7,403.20

* 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		
Distance Learning Program	\$53,382.07	\$8,132.07
Pupil Learning Loss	\$4,935.00	\$4,935.00
Additional Actions and Plan Requirements	\$255.00	\$255.00
All Expenditures in Learning Continuity and Attendance Plan	\$58,572.07	\$13,322.07

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$51,532.07	\$5,532.07
Pupil Learning Loss	\$4,935.00	\$4,935.00
Additional Actions and Plan Requirements	\$255.00	\$255.00
All Expenditures in Learning Continuity and Attendance Plan	\$56,722.07	\$10,722.07

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,850.00	\$2,600.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,850.00	\$2,600.00