



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 74%. The % of students who met their growth targets from 19-20 to 20-21 was 67%.</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 60%.</p> <p>2. SWD ELA: % of students who met/exceeded standards for reading on NWEA MAP was 44%.</p>

Expected	Actual
<p>19-20 1: ELA will be 51%, Math will be 33%.</p> <p>2: 2% over baseline</p> <p>3: >75% of students being served in Tier 1 AND Tier 2 will successfully meet benchmark goals.</p> <p>4. >50% of students in each grade 3-8 will master Common Core math standards addressed on aligned benchmark assessments.</p> <p>5. 100%</p> <p>Baseline 1. All students who have met/exceeded for ELA in 2017-18: 47% All students who have met/exceeded for Math in 2017-18: 29%.</p> <p>2. Baseline data to be established with 2018- 19 data.</p> <p>3. All Tier 1 students made significant progress on their benchmark assessments. There were no students in Tier 2.</p> <p>4. On average 53% of students in grades 3-8 mastered CC math standards on benchmark assessments, but not in each grade level.</p> <p>5. 100% of teachers have CLAD certification.</p>	<p>The % of students who met their growth targets from 19-20 to 20-21 was 78%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 43%.</p> <p>The % of students who met their growth targets from 19-20 to 20-21 was 60%.</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. On average 69% of students in each grade 2-8 were at/above average on NWEA MAP for Fall 2020. Grades 2-8 were all above 50%.</p> <p>5. 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	Resource 0000 1000-1999: Certificated Personnel Salaries \$1451.61	Resource 0000 1000-1999: Certificated Personnel Salaries \$1451.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2. 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 • Provide additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA. 		
<p>1. Identify students in need of Tier 1 and Tier 2 intervention:</p> <ul style="list-style-type: none"> • Assess all students in grades 2-9 using MAP as a Universal Screening tool. • Continue to assess all students in grades K-1 using K Readiness Assessment and DIBELS as Universal Screening tool. <p>2. Explore options for implementing Tier 2 intervention with existing staff.</p> <p>3. Provide ongoing professional development to SPED staff in Tier 2 and Tier 3 intervention curriculums.</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$1562.50</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$250</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$1562.50</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>
<p>1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction.</p> <p>2. Provide Math Coach to:</p> <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>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>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$2000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5200</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$3000</p> <p>Resource 0000 4000-4999: Books And Supplies \$5000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$6000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5200</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$3000</p> <p>Resource 0000 4000-4999: Books And Supplies \$2000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Continue ST Math with K-5 homestudy students as a daily resource . 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. Provide parent training in Canvas and the Portal to increase parent access to resources, assignments, and scores to support student learning at home.</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 \$250</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.

None of our teachers needed induction in 19-20. Training from the SELPA was provided for free.

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

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. Some students struggled with virtual tutoring which was used due to COVID restrictions. Math tutors and teachers struggled with technology limitations in providing Tier II supports. All teachers hold CLAD certification and have passed induction classes. Two teachers completed staff development in teaching reading to struggling students. They will train other staff in August. Many staff completed numerous free trainings via SDCOE offerings. The fact that many trainings were offered via recorded webinars and could be accessed when convenient, allowed for more opportunities for professional development. Parent trainings were offered via Zoom, but were not widely attended. Parents did benefit from individual "hop on Zoom with me" trainings.

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. 0% students successfully completing “a-g” requirements.</p> <p>2. 88% of academy students completed the exam and had scores linked to Khan Academy.</p> <p>3. 1% of high school students successfully completed community college classes.</p> <p>4. ELA: 50% Math: 50%</p> <p>5. 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 1% 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>

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. 2% increase over 2018-19. 2. 100% 3. Baseline to be established with 2019- 20 data. 4. 2% increase over 2018-19. 5. 2% increase over 2018-19. 6. 100% 7. 50% <p>Baseline</p> <ol style="list-style-type: none"> 1. Baseline to be established with 2018- 19 data. 2. 100% 3. Baseline to be established with 2019- 20 data. 4. Baseline to be established with 2018- 19 data. 5. Baseline to be established with 2018- 19 data. 6. 50% 7. 0% 	<ol style="list-style-type: none"> 6. 1 9th grade student successfully completed Transitional Math. All other 9th grade students completed Math I. This outcome showed improvement in 9th grade readiness for high school math. 7. --

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 Attend conference to learn more about Dual Enrollment opportunities for meeting a-g requirements <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. <p>3. Encourage community college enrollment by having a flexible high school schedule in the academy program.</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5396.64</p> <p>Resource 0000 4000-4999: Books And Supplies \$3000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$3000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$5396.64</p> <p>Resource 0000 4000-4999: Books And Supplies \$137.50</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$800</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$8000</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. Providing Educational Units (EUs) in home study for students to take classes and/or purchase curriculum/materials related to 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$90,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$129,460</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
their master agreement, assignment and work records and Personalized Learning Plan.		

Goal Analysis

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

Funds were used for a-g online classes in foreign language, CTE pathways, English, math, and history to provide access for college and career readiness. Funds supported improved elective choices for exploration in college and career exploration including Art, Ag Science, and Nature Studies courses.

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 able to offer the PSAT8 on campus to 8th grade and 11th grade students. Our classified staff supported students with monitoring progress and helping student set priorities in completing assignments. Phone calls and email communication proved to be an immeasurable support. COVID restrictions proved to be a challenge in implementing and achieving success in some areas. Academy students were educated to two days per week on campus with a few choosing to Zoom from home. Students and teachers felt the restriction of plexiglass and social distancing requirements. Group work was implemented via Google Docs and shared documents with success, but could not replace the hands-on group activities and projects desired.

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 completing the annual parent/family surveys. 2. % of students responding positively on a School Connectedness/Safety survey. 3. % of students with access to physical fitness courses aligned to CCSS. 4. % of grade 6-12 students participating 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 making progress using benchmark data points. 7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (<10%) 8. High school graduation rate for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort). 	<ol style="list-style-type: none"> 1. 10% of parents completed the survey. 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 was suspended for 19-20. 18-19: 5th grade: 0 students 7th grade: 4 students 9th grade: 5 students 6. This data was hard to track, but we've identified MAP as our data point for 21-22 7. Dropout rate 19-20: 0% 8. Graduation rate 19-20: 100%

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. 25% 2. >85% 3. 100% 4. Baseline to be established in 2019-20. 5. 2% over baseline. 6. Baseline to be established in 2019-20. 7. Baseline to be established in 2019-20. (<10%) 8. Baseline to be established in 2019-20. 	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. Approximately 20% of families completed 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 HFZ to be established with 2018-19 PFT scores. 6. Baseline to be established in 2019-20. 7. Baseline to be established in 2019-20. 8. 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. Ensure a safe and conducive learning environment for all students by: <ul style="list-style-type: none"> • Providing Active Shooter Training for all staff • Implementing recommendations made by county fire department 3. Contract with Health and Wellness Coordinator to: 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$2500</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2247.59</p> <p>Resource 0000 4000-4999: Books And Supplies \$3500</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2247.59</p> <p>Resource 0000 4000-4999: Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>4. Purchase high school health and fitness textbooks.</p> <p>5. Implement a free and reduced meal program designed to serve all students a healthy breakfast.</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$8000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$4000</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 • Sports and other extracurricular activities • Career pathways 	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$1451.61</p>	<p>\$2247.59 1000-1999: Certificated Personnel Salaries \$1451.61</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.

Sanford Harmony curriculum was used for SEL support for students. This curriculum was free, which accounts for the \$2500 difference. All training for staff was provided for free as well. Our school meal program cost about 1/2 of what was budgeted.

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

Health, Wellness, and Safety were areas of great need this year. The summer planning to ensure that plans were in place for safety of both students and faculty was a challenge. The fact that academy classes were held September 8th - May 21st without ANY COVID cases on campus is a success to everyone following procedures. Students had set aside time for art and gardening. Free art was offered to all home study students as well as academy students. This time proved so valuable that it was expanded. More breakfast items were available and provided multiple times a day for any student who was hungry. Sanford Harmony activities provided time for student discussion around SEL topics. Families were contacted often to ascertain information on needs and wellbeing. Using Securly as an internet alert system provided intervention opportunities for mental health concerns. The lack of in-person counseling options was a challenge for some students and families. Some academy students opting to come to class via Zoom struggled with anxiety being on camera for Zoom classes, and had low participation. Our services to families in both home study and academy proved essential for all. The continued support of staff via mental health tips and activities was appreciated. The overall attitude was gratefulness for school.

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
Limit class sizes to 10 students/grade level. Days on site are 2 days/week per grade level.	0.00	0.00	No
Implement block schedule with two core subjects/semester.	0.00	0.00	No
Establish cohorts with two teachers/cohort to support students on home study days.	0.00	0.00	No
Provide small group and individual tutoring based on student need. Aides are providing small group instruction 4 hours per week.	2,000.00	2,000.00	Yes
Implement protocols to maintain clean and safe environment, including sanitizing stations, temperature checks and use of plexiglass shields.	0.00	0.00	No
Purchased hands free sanitizing stations for all classrooms.	1,100.00	1100.00	No
Purchased forehead temperature reading thermometers purchase for each classroom.	250.00	250.00	No
Purchased plexiglass shields for office, student aide stations, and teacher stations.	3,100.00	3,100.00	No
PPE purchased includes face shields for students and staff, disposable masks for any staff/student who show up without a face covering, approved sanitizing solution for a 6 month supply, wipes, spray, and additional PPE is still coming from the state.	1,600.00	1,600.00	No
Hands Free Paper Towel Dispensers	175.00	175.00	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.

Planned and budgeted expenditures were as budgeted.

Analysis of In-Person Instructional Offerings

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

Although implementing the needed changes to ensure in-person school could be an option for those students wanting to participate was challenging, it was very successful. The low number of staff on campus each day was a challenge. The director covered for any absent staff so as to prevent adding people to our cohorts. From day one, the students were very obedient and respectful in following procedures. Parents were careful to keep students home if they were not feeling well, or there was a possible exposure to COVID. Students were able to Zoom for classes when they could not come in person. Wearing masks for hours at a time proved to be more challenging to teacher and staff. Students were provided breaks outside time socially distanced to remove masks. There were ZERO cases of COVID on campus.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide internet or hot spots in home, as needed, for low income students.	1500.00	360.00	Yes
Staff training related to distance learning	250.00	250.00	No
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	1400.00	No
Purchase Middlebury ELD curriculum	1443.00	1443.00	No
Purchase headphones for student use at home.	200.00	200.00	No
Purchase additional security for Chromebooks (Securly)	3100.00	3100.00	No
Middlebury training for teachers.	0.00	0.00	No
Use BrainPOP ELL for supplemental English Language Development support and primary language support.	850.00	850.00	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. Pay is for an extra hour per week for our Spanish teacher.	550.00	550.00	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
Monthly survey by phone 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.	500.00	500.00	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.

Hot Spots worked well for only a few families where T-Mobile or cell service was available. Internet is a challenge and not available for some families. Some students had to participate via zoom with their cameras off in order to hear what was being taught. This limited engagement and success. Teachers learned new techniques for collaboration among students to combine virtual and in-person students. Teachers and support staff worked hard to provide multiple ways of communication for students and families. ELD services were a challenge without an in-person class. Teachers were able to work with students, but the family connection was a struggle. BrainPop, Pearson Spanish supports, and Achieve EL provided useful language development opportunities. Mental health materials in Spanish were well received.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Continue to implement MAP testing in Reading and Math for 2nd-12th grade, 2-3 x year.	1500.00	1500.00	No
Continue to implement local screening tools in Reading and Math for K-2nd grade, 2-3 x year.	0.00	0.00	No
Purchase extra Chromebooks so that all students have a home Chromebook and all academy students have access to a personal Chromebook on campus,	6,269.50	6,269.50	Yes
Purchase Amazon Fire8's for TK-1 students	5,155.50	5,155.50	Yes
Purchase Achieve3000/Smarty Ants with MAP Integration	11,000	11,000.00	Yes
Purchase Math Shelf for grades TK-1 to help with success in Math	2,155.00	2,155.00	Yes
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0.00	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0.00	No
Provide tutoring in small group or individually, as needed. Cost already in another category.	0.00	0.00	Yes
IXL - Math with diagnosis and individualized math	\$500.00	500.00	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.

No substantive differences

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes include implementing Math Shelf and Smarty Ants at the TK-1 level. Providing one-to-one devices for all students was successful. Students saw growth toward grade level achievement by using IXL math. Academy middle school students achieved personal goals of growth in math by using IXL. All academy students set and tracked personal growth goals in ELA using Achieve3000. There was an average of 5% growth overall. Zoom intervention proved to be both a challenge and a success depending upon the student. It will be nice to offer both ways to support students next year as we look to the student's strength and learning modalities assessment.

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.

JCS-PV used PEAR as our HSA survey. Within the program there is valuable data to inform individual and small group supports. The survey showed that JCS_PV is a safe place for students. They feel supported by staff and social bonding was a strength for students. 56% of students were found to need tier 2 supports in SEL. Securly was used to monitor internet safety and mental health. Students were referred to help as needed. For one student, suicide intervention proved crucial and successful. Other issues were mild with success seen by communication with teacher, student, and parent/guardian. The area of mental health and SEL will continue to be an area monitored and supported.

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.

JCS-Pine Valley had great success with daily emails to families. Teachers provided mental health tips, free activities for fun while learning, tips for setting up a work space at home, and much more. There were so many free resources provided by a variety of sources that we were able to pass along via Parent Square, Facebook, Canvas, and email. Academy staff also made frequent phone calls for wellness checks and school support. Although efforts worked for over 90% of our families, we did have a few families with little engagement. Some students were really supported by family and others were on their own to sink or swim. Teacher support became crucial. Students missed traditional school events, but creativity prevailed with outdoor activities and many socially distanced labs and online group work. Our participation on School Site Council was low with only one parent consistently participating in meetings. Zoom meetings worked well individually, but were not well attended when virtual open house was offered.

Analysis of School Nutrition

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

JCS-Pine Valley continues pick up food bags in August. Once students were on campus, free breakfast was provided for all students. Our lunch option was pizza from a local restaurant via a punch card system. This worked well and will continue next year. Food was provided to families in need through local agencies. Many times extra items were provided for family pick up. We opened the healthy choice snack cabinet for any student who was hungry. We will continue this next year as well. Overall, this was an area of success. I do know that food insecurity was a real challenge for some families. Thanksgiving baskets were given to any family requesting one. We partnered with Thrivent to provide the meals.

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)	505.75	505.75	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.

All sections were implemented and expended as planned.

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.

When developing goals and actions for 2021-24, we reflected upon the successes and challenges of 2020-21. We learned that teachers had trouble with both in-person and Zoom students in the same class. Since teachers were mostly sitting behind plexiglass, it was manageable this year, but will not work next year as group work, small group, and teacher movement will be the best modality for learning loss mitigation. We started using a block system to provide cohorts of grade levels with 2 teachers per semester. Students, families, and teachers like the block schedule and it will be continued with a few changes. Hands-free devices will continue to be used in restrooms and hand sanitizing. If there is an outbreak of some virus or flu in the future, techniques learned can be quickly implemented.

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 are starting ahead of the game with assessing learning loss. All students completed either CAASPP , grade level checks and/or MAP testing in April and May of 2021. Some students are signed up for various summer school programs, and have access to continue school online supports through the summer. We will reassess in the first 30 days of school, plan small groups based upon data, and implement new and proven supports for all students. These assessments tools will be used to screen students:

- Grades K-1: Kindergarten Skills Inventory
- Grades 1-6: DIBELS
- Grades 2-12: NWEA MAP 2-3x year for reading and math
- Grades K-12: Benchmark assessments for math
- English Learners: any of the above that applicable based on grade level as well as ELPAC and SOLOM
- Students with Disabilities: any of the above that are applicable based on grade level as well as informal measures related to IEP goals

Social
emotional: Holistic Student Assessment (HSA)

Students identified as being below standard will also be given Dibels/DAZE for ELA and/or Georgia Numeracy for math to determine the types of academic intervention, if any, are needed and to monitor progress in intervention. HSA results will be used to determine any types of social/emotional intervention that may be needed.

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.

We will continue and build upon our actions and services provided by SPED resource staff. Other actions or services implemented to meet the increased or improved services include an additional day on campus for our mental health counselor, additional training and days on campus for our instructional aide who will qualify as a paraprofessional and have a new job description, new reading program using Cracking the code with upper grade level students to bridge gaps in reading, adding a bilingual staff to support EL families, and new resources and training for MTSS.

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.

The information gathered from parents, guardians, staff and students played a large roll in the reflection and planning process. In some ways, conversations were more meaningful than previous years as the traditional reflection process had been turned upside down and real emotions came pouring out. Families are in touch with the heartbeat of school and their students in particular. The benefit of grant funds has allowed resources that spurred creativity in developing the 21-24 LCAP. Although some of these thoughts go outside the description of student outcomes, the whole child is seen and will be addressed in a purposeful manner.

Based on stakeholder input and assessment data, JCS-Pine Valley 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. BROAD GOAL: Students are prepared for college and career pathways.
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	138,809.95	170,707.45
	138,809.95	170,707.45

* 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	138,809.95	170,707.45
1000-1999: Certificated Personnel Salaries	15,747.45	15,747.45
4000-4999: Books And Supplies	11,500.00	2,137.50
5000-5999: Services And Other Operating Expenditures	15,562.50	16,562.50
5800: Professional/Consulting Services And Operating Expenditures	96,000.00	136,260.00

* 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	138,809.95	170,707.45
1000-1999: Certificated Personnel Salaries		15,747.45	15,747.45
4000-4999: Books And Supplies		11,500.00	2,137.50
5000-5999: Services And Other Operating Expenditures		15,562.50	16,562.50
5800: Professional/Consulting Services And Operating Expenditures		96,000.00	136,260.00

* 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	18,714.11	19,214.11
Goal 2	102,396.64	143,794.14
Goal 3	17,699.20	7,699.20

* 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	\$8,225.00	\$8,225.00
Distance Learning Program	\$9,793.00	\$8,653.00
Pupil Learning Loss	\$26,580.00	\$26,580.00
Additional Actions and Plan Requirements	\$505.75	\$505.75
All Expenditures in Learning Continuity and Attendance Plan	\$45,103.75	\$43,963.75

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$6,225.00	\$6,225.00
Distance Learning Program	\$6,393.00	\$6,393.00
Pupil Learning Loss	\$1,500.00	\$1,500.00
Additional Actions and Plan Requirements	\$505.75	\$505.75
All Expenditures in Learning Continuity and Attendance Plan	\$14,623.75	\$14,623.75

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,000.00	\$2,000.00
Distance Learning Program	\$3,400.00	\$2,260.00
Pupil Learning Loss	\$25,080.00	\$25,080.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$30,480.00	\$29,340.00