



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
JCS-Manzanita	Sheryl McKay Principal	smckay@jcs-inc.org 619-303-4344

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 62%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 62%. The % of students who met their growth targets from 19-20 to 20-21 was 51%.</p> <p>2. SWD ELA: % of students who met/exceeded standards for reading on NWEA MAP was 45%.</p>

Expected	Actual
<p>19-20 1: ELA will be 61%, Math will be 50%.</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: 57% All students who have met/exceeded for Math in 2017-18: 46%.</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 57% of students in grades 3-8 mastered CC math standards on benchmark assessments, but not in each grade level.</p> <p>5. 80% of teachers have CLAD certification.</p>	<p>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 47%.</p> <p>The % of students who met their growth targets from 19-20 to 20-21 was 48%.</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 56% of students in each grade 2-8 were at/above average on NWEA MAP for Fall 2020. Grades 2-6 were all above 50%, while grade 7 was at 45% and grade 8 at 21%.</p> <p>5. 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Assist teachers in finding coursework/test to obtain CLAD certificate.</p> <p>2. Screen and require all new teacher candidates to hold a CLAD</p>	<p>Resource 0000 5800: Professional/Consulting Services</p>	<p>Resource 0000 5800: Professional/Consulting Services</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>certificate before employment is offered.</p> <p>3. Provide coordinator for EL to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> • Coordinate implementation of designated ELD instruction. • Coordinate training for teachers with EL students • Provide additional training to staff in relation to ELD standards/curriculum and how to implement it in conjunction with the CCSS for ELA. 	<p>And Operating Expenditures \$6000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$927.04</p>	<p>And Operating Expenditures \$7718</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$927.04</p>
<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 2-11 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. • Provide substitutes for teachers to complete universal assessments of students in K-8 academy <p>2. Identify and purchase additional assessments to use in Tier 2 intervention.</p> <p>3. Provide .50 FTE for Safety Net intervention teacher to:</p> <ul style="list-style-type: none"> • Implement Tier 2 intervention. • Assist and train teachers in analyzing data from universal assessments • Complete additional assessments as needed for Tier 2 and Tier 3 intervention. <p>4. Provide ongoing professional development to Safety Net and SPED staff in Tier 2 and Tier 3 intervention curriculums.</p> <p>5. Purchase literacy intervention curriculum for students grades 4-12. (\$6000)</p> <p>6. Purchase math intervention curriculum for struggling high school</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$3125</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$30,000</p> <p>Resource 0000 4000-4999: Books And Supplies \$10,000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$100</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$2940</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$24,168</p> <p>Resource 0000 4000-4999: Books And Supplies \$12,067</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$100</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
students.		
<p>1. Provide ongoing professional development for all teachers in Common Core Mathematics and ELA instruction and targeted training in Math and ELA intervention.</p> <p>2. Provide Math Coach (.20 FTE) to:</p> <ul style="list-style-type: none"> • Monitor the use of adopted curriculum and assessments • Train/support new K-5 teachers and begin coaching cycles with current K-8 teachers • 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>4. Continue ST Math with K-5 academy students and purchase for home study students as a daily resource . Monitor progress on CAASPP scores as an indicator of success.</p> <p>5. Establish weekly office hours for high school home study students to receive support and tutoring from their specialists and teachers. Four specialists in Math, English, Science, and History at 0.5 per specialist is 2 FTE.</p> <p>6. Provide weekly learning center classes in Math and ELA support for home study students. (0.5 FTE)</p> <p>7. Replenish Common Core Math materials, including new selections, to ensure all students are using CCSS- aligned math curriculum.</p> <p>8. Purchase a state adopted CCSS aligned ELA curriculum for home study, grades K-12 (McGraw Hill Wonders, and StudySync)</p> <p>9. Provide parent training on Summit Learning platforms for grades 6-12</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$110,000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$9300</p> <p>Resource 0000 4000-4999: Books And Supplies \$10,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$4275</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$112,450</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$13,200</p> <p>Resource 0000 4000-4999: Books And Supplies \$6389</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>to increase parent access to resources, assignments, and scores to support student learning at home.</p> <p>10. 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>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.

Funds not implemented were used for induction and CLAD certification as we had more teachers than anticipated in need of both. Additional literacy and math intervention curriculum was purchased to support struggling middle and high school students. Training through the El Dorado SELPA was provided free of charge.

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

We were able to hire a part time intervention teacher halfway through the year and established a strong RtI process in literacy for grades K-5. In middle and high school, we established WIN periods providing RtI as needed in both math and English Language Arts. Challenges were due to the pandemic which moved all intervention to a virtual environment.

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: a-g met: 12% of seniors met a-g in 19-20.</p> <p>2: 55% of 8th grade students took PSAT in 19-20.</p> <p>3: 8% of high school students completed Dual Enrollment in 19-20</p> <p>4. ELA: 67% Math: 0%</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 8% 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>6. 61% passed Transitional Math with >70%.</p> <p>7. --</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. 100% 7. 0% 	

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 for Dual Enrollment courses. • Materials/online subscriptions for a-g. • CTE curriculum • Membership to NACAC and WACAC for academic counselor • Participation in PSAT for all 8th graders along with any 9th grader who didn't take it in 8th grade • Explore at least one CTE path next year and potential of hiring a part time teacher. <p>2. Provide a 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>Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000</p> <p>Resource 0000 4000-4999: Books And Supplies \$5000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$1000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$15,000</p> <p>Resource 0000 4000-4999: Books And Supplies \$0</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$700</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. • Provide 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 \$15,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$15,000</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>their master agreement, assignment and work records and Personalized Learning Plan.</p> <p>2. Provide student centered College and Technical Education at all levels by:</p> <ul style="list-style-type: none"> Identifying CTE skills, assessments and resources to be used by all teachers Embedding CTE skills into all grade levels. 		

Goal Analysis

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

Funding for CTE curriculum was not implemented due to low high school enrollment and the pandemic. Instead funding was provided to individual students to participate in concurrent enrollment at the community college to pursue individual interests and career pathways.

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

COVID-19 was the overall challenge of the year limiting student involvement in anything that involved in-person activity.

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. 14% of families completing the annual parent/family surveys. 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: 4 students 7th grade: 0 students 9th grade: 3 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: 14% 8. Graduation rate 19-20: 86%

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. Implement character education in grades K-5 using Sanford Harmony or other organization. 3. Ensure a safe and conducive learning environment for all students by: <ul style="list-style-type: none"> • Providing Active Shooter Training for all staff • Purchasing Lock Blocks to be used on all classroom doors 	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$1435.36</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$15000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1000</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$1435.36</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$3764</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Provide Health and Wellness Coordinator (.2 FTE) 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. • Design and implement wellness breaks for 6-12 academy students throughout the school day. • 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>5. Purchase high school health and fitness textbooks.</p> <p>6. Develop a culture of inclusivity so that all students are served by:</p> <ul style="list-style-type: none"> • Purchasing and using a common communication tool ParentSquare for all programs • Advertising and encouraging participation in sports programs for all students academy and home study • Design a flexible schedule that allows and encourages home study students to participate in academy classes. • Organize two schoolwide events at the beginning and end of the school year for all students. • Include home study families in field trips and assemblies planned by academies <p>7. Explore the possibility of sending 20 high school students on an 11-day trip to a Colorado ranch through Pathways in Education.</p> <p>8. Implement a free and reduced meal program designed to serve all students a healthy breakfast.</p>	<p>Resource 0000 4000-4999: Books And Supplies \$3500</p>	<p>Resource 0000 4000-4999: Books And Supplies \$3506</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>Resource 0000 1000-1999: Certificated Personnel Salaries \$927.04</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$927.04</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<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>4. Ensure all teachers understand the process and have the resources to communicate concerns about EL and F/HY when they identify a need.</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.

Funding not implemented was used toward salaries and support staff when funding was frozen as of February 2020.

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

In-person activities were curtailed or suspended as a result of the pandemic. Our sports program was interrupted due to COVID-19, but students were able to participate in physical fitness activities online during the pandemic. We were able to continue to provide a breakfast meal to families during the pandemic.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase plexiglass shields for desks and tables.	4000.00	3585.00	No
Walkie Talkies to be used for communication when on campus	350.00	291.00	No
Obtain masks, gloves, and face shields as protective equipment for students and staff	150.00	155.00	No
Purchase floor labels, posters, and distancing markers	150.00	241.00	No
Purchase necessary cleaning supplies and equipment to ensure proper cleaning	500.00	551.00	No
Hire additional janitorial support for deep cleaning of buildings	1000.00	325.00	No
Purchase portable hand washing stations	2000.00	550.00	No
Purchase electrostatic cleaning machines and cleaner for cleaning between groups of students	3000.00	794.00	No
Hire one part time instructional aide to handle additional supervision and tutoring.	20,000.00	600.00	Yes

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

The number of students that returned to campus did not necessitate hiring an additional aide except for the first 5 weeks that our elementary program returned to campus. An aide was hired for 5 weeks at 8 hours per week (\$15/hour).

Analysis of In-Person Instructional Offerings

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

We were well-prepared for in-person instruction and it went well for the time that we were able to establish it. We had 5 weeks in November and December, and then another 8 weeks in April and May. The greatest challenge was getting the necessary equipment and preparing the buildings for in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase Learning Explorer technology to house lessons for K-12 curriculum	1020.00	1020.00	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.	1289.00	1289.00	Yes
Purchase additional security for Chromebooks (Securly)	3200.00	3261.00	No
Purchase Eduguide Social Emotional Learning online curriculum	1500.00	1500.00	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.	7,500.00	2240.00	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0.00	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	0.00	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	500.00	0.00	Yes
George Couros self-paced class on Developing the Educator's Mindset for Distance Learning (staff development).	1800.00	1800.00	No

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

Although hotspots were acquired and provided to our families, we have not received regular invoices from the company. We anticipate that we will pay the full amount once the company sends the invoices to us. The amount of photocopying required was not nearly as much as we expected and all copying expenses were covered by our regular budget.

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.

Teachers provided consistent and regular instruction to all students via Zoom and asynchronously through various platforms including Google Classroom, Summit Learning, Canvas, Nearpod, and Learning Explorer. 100% of students had access to devices and connectivity. Chromebooks and hotspots were issued to any student in need. Teachers participated in several professional development opportunities including the George Couros self-paced class to improve their online instruction. Students with special needs were provided ongoing support via Zoom and in-person instruction (when possible). Our greatest challenge was pupil participation when we only had distance learning available. Strategies to motivate and engage students included emails, phone calls, and text messages to parents when students were absent or unengaged as well as communication via postcards and emails to students. Awards, competitions and engaging activities were created to encourage students to attend regularly online.

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.	3000.00	2940.00	No
Continue to implement local screening tools for K-2nd grade, 2-3 x year in reading and math.	0.00	0.00	No
Purchase FastForward Reading Intervention for Rtl	2600.00	2625.00	Yes
Purchase Dreambox for Math Intervention	2250.00	2250.00	Yes
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0.00	Yes
Georgia Numeracy Project staff development.	500.00	500.00	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0.00	No
Provide small group or individual tutoring as needed.	0.00	0.00	Yes

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

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.

We were able to successfully administer MAP at least twice in reading and math for all students and three times for students in grades 6-8. Overall students demonstrated growth in both reading and math. Middle school students participated in both FastForward and Dreambox math during WIN periods and students who actively participated demonstrated growth. Georgia Numeracy Project was implemented with students who were far below grade level in math and teachers began providing intervention based on student

stages. Students in K-5 received ongoing Rtl and the SST process was refined to include progress monitoring and regular follow ups. Teachers provided one on one and small tutoring as needed through Office Hours and scheduled appointments.

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.

In January 2021 students in grades 4-12 took the Holistic Student Assessment, a self-assessment survey that looks at a wide variety of social and emotional skills students need for school. 129 students completed the survey (77% of students in grades 4-12). Based on the responses students fell into three categories:

- Tier 1 General Proactive Prevention (schoolwide support): 34.9%
- Tier 2 Targeted Proactive Prevention (targeted schoolwide support in areas of need): 38.8%
- Tier 3 Targeted Intervention (small group or individual): 26.4%

The top 4 overall strengths for our students were empathy, relationships with peers, emotion control, and school bonding. The top 4 overall areas of need for our students were academic motivation, assertiveness, perseverance, and action orientation. Given the current climate with students at home, we were happy to see students feeling connected to peers, and having a sense of emotional control. Areas of greatest need indicate that our students feel they have little input about their education and are not interested in the curriculum. Optimism and perseverance may be low due to the pandemic.

During the school year, teachers worked to provide a sense of community in their classrooms despite the lack of in-person interaction. K-5 students participated in online playdates, physical fitness activities, and games with classmates and their teachers. 6-12 students met bi-weekly with mentors to discuss personal progress and goal setting.

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.

Regular communication to the entire school was provided via ParentSquare at least monthly. Educational Facilitators met every 20 days with their students and communicated via text, phone and email weekly and at times daily. Academy programs sent out weekly emails to families and teachers communicated daily and/or weekly about assignments or class activities.

Surveys were sent out several times centered around re-opening our facilities to gather parent and staff feedback. A task force comprised of both parents and staff met several times to determine a timeline for re-opening our elementary academy after the winter surge.

The greatest challenge was when students were unresponsive or absent from virtual classes. When this happened, academy office personnel would text or call parents to notify parents.

Analysis of School Nutrition

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

As a school, we provide breakfast to qualified students. When the pandemic hit, we continued to provide a bag of weekly breakfast items each Friday for families. When in-person instruction resumed, we provided breakfast to students in their classroom and then gave them a bag of items for the days that they would be at home.

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)	834.40	834.40	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	0.0	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	0.0	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.

No substantive differences.

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.

As a result of the data gathered from the HSA administered in January 2021, we have decided that in 2021-2022 we will give the assessment twice - beginning and end of year - to develop schoolwide goals for Tier 1 and Tier 2 as well as individual goals for Tier 3. A School Counselor will be hired in Fall 2021 and will be training staff on how to utilize HSA data and will collaborate in the planning of goals aligned with our SEL curriculum.

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

Learning loss will continue to be assessed using our universal screeners (MAP, DIBELS, Georgia Numeracy Project) and a full time intervention teacher along with a part time aide will be hired to oversee Rtl for the entire school.

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.

During the 2020-2021 school year, we applied for and received Title 1 funding. This allowed us to also receive ESSER funding which will allow us to increase instructional aide support, intervention and counseling support in the upcoming LCAP.

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

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

Although our students demonstrated some growth, it was not as much as we would have expected in a more traditional year. A continued focus on academic achievement is needed to ensure students are making satisfactory progress. The lack of engagement by some of students leads us to develop a more specific plan for student engagement through small social groups and individual counseling as needed. In addition, we are finding that a number of students have not participated in physical activity and this will be returning to school needing a focus on not only mental health, but also physical health.

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

1. BROAD GOAL: Students achieve at high academic levels in Language Arts and Math.
2. BROAD GOAL: Students grow and thrive through a multi-tiered system of support.
3. FOCUS GOAL: Significantly increase the number of students meeting 5 or 6 standards on the HFZ to improve students' physical health and wellness.
4. FOCUS GOAL: Increase the % of students who meet a-g requirements and/or complete college credit courses over the next two years to better prepare students for college and career pathways.
5. FOCUS GOAL: Prepare 8th grade students for high school and beyond.
6. MAINTENANCE GOAL: 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	242,564.44	224,566.44
	242,564.44	224,566.44

* 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	242,564.44	224,566.44
1000-1999: Certificated Personnel Salaries	158,289.44	154,907.44
4000-4999: Books And Supplies	28,500.00	21,962.00
5000-5999: Services And Other Operating Expenditures	28,425.00	20,604.00
5800: Professional/Consulting Services And Operating Expenditures	27,350.00	27,093.00

* 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	242,564.44	224,566.44
1000-1999: Certificated Personnel Salaries		158,289.44	154,907.44
4000-4999: Books And Supplies		28,500.00	21,962.00
5000-5999: Services And Other Operating Expenditures		28,425.00	20,604.00
5800: Professional/Consulting Services And Operating Expenditures		27,350.00	27,093.00

* 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	184,702.04	184,234.04
Goal 2	36,000.00	30,700.00
Goal 3	21,862.40	9,632.40

* 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	\$31,150.00	\$7,092.00
Distance Learning Program	\$19,652.00	\$13,953.00
Pupil Learning Loss	\$8,350.00	\$8,315.00
Additional Actions and Plan Requirements	\$834.40	\$834.40
All Expenditures in Learning Continuity and Attendance Plan	\$59,986.40	\$30,194.40

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,150.00	\$6,492.00
Distance Learning Program	\$10,363.00	\$10,424.00
Pupil Learning Loss	\$3,000.00	\$2,940.00
Additional Actions and Plan Requirements	\$834.40	\$834.40
All Expenditures in Learning Continuity and Attendance Plan	\$25,347.40	\$20,690.40

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$20,000.00	\$600.00
Distance Learning Program	\$9,289.00	\$3,529.00
Pupil Learning Loss	\$5,350.00	\$5,375.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$34,639.00	\$9,504.00