



JCS
CEDAR COVE

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-Cedar Cove	Hillary Gaddis Principal	hbertran-harris@jcs-inc.org 760-230-2870

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 84%. The % of students who met their growth targets from 19-20 to 20-21 was 55%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 80%. The % of students who met their growth targets from 19-20 to 20-21 was 49%.</p> <p>2. SWD ELA: % of students who met/exceeded standards for reading on NWEA MAP was 60%.</p>

Expected	Actual
<p>19-20 1: ELA will be 62%, 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: 58% 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 50% 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 0%.</p> <p>MATH: % of students who met/exceeded standards for math on NWEA MAP was 60%.</p> <p>The % of students who met their growth targets from 19-20 to 20-21 was 50%.</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. Students in grades 5 and 6 were the only grades where <50% of students were not projected to met/exceed standard.</p> <p>5. 100% of teachers have CLAD certification.</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 \$1852.18	Resource 0000 1000-1999: Certificated Personnel Salaries \$1852.18

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 2-11 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. <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 \$1250</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5000</p>	<p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$1250</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$1538</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 \$5000</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$11000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$8700</p> <p>Resource 0000 4000-4999: Books And Supplies \$5000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$5250</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$11000</p> <p>Resource 0000 5000-5999: Services And Other Operating Expenditures \$8700</p> <p>Resource 0000 4000-4999: Books And Supplies \$11,236</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4. Continue ST Math with K-5 homestudy and academy 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, 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 • Response to Intervention • Instructional strategies • Serving students in independent study • Performance Indicator Process 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$150</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p>

Goal Analysis

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

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

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

Our EL coordinator was successful in providing our teachers, students and parents with the necessary ELD curriculum. The program was successful in that the lessons were provided online and we provided each individual with the technology and support students needed to complete the lessons.

With the coordination of our intervention teacher, JCS-Cedar Cove was successful in providing the necessary support for all of our students, specifically those at risk and with specific needs. 100% of all 2-12 students at JCS-Cedar Cove took the MAP test, all students in K-2 were assessed using DIBELS. The results of these assessments provided teachers information to drive their instruction along with providing students with the appropriate tier 1 and tier 2 intervention. Our safety teacher provided tier 2 intervention.

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

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

Goal 2

College & Career Readiness

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Creating lifelong learners

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator</p> <p>1: % 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% of seniors successfully completed a-g.</p> <p>2. 0% completed PSAT</p> <p>3. 14% of high school students successfully completed a dual enrollment semester course.</p> <p>4. ELA: 50% Prepared. Math: 17% Prepared</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 3 students complete 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. Only one 9th grader took Transitional Math in 19-20 and the student completed it with >70%.</p> <p>7. 0%</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/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>Resource 0000 4000-4999: Books And Supplies \$1000</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$250</p> <p>Resource 00000 1000-1999: Certificated Personnel Salaries \$6885.86</p>	<p>Resource 0000 4000-4999: Books And Supplies \$0</p> <p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$250</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$6885.86</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 their master agreement, assignment and work records and Personalized Learning Plan. 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$12,000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$27,888</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.

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. None of our 8th or 9th graders took PSAT in 19-20.

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

Students successfully completed community college classes. Naviance was used successfully by high school students for personal assessment, career research, and goal setting. 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> <p>1. % of families completing the annual parent/family surveys.</p> <p>2. % of students responding positively on a School Connectedness/Safety survey.</p> <p>3. % of students with access to physical fitness courses aligned to CCSS.</p> <p>4. % of grade 6-12 students participating on an intramural sports team.</p> <p>5. % of students in the Healthy Fitness Zone (HFZ) for 5/6 standards or greater on PFT.</p> <p>6. % of students identified as at risk through MTSS making progress using benchmark data points.</p> <p>7. Maintain high school dropout rate for all students, numerically significant subgroups and unduplicated students. (<10%)</p> <p>8. High school graduation rate for all students, numerically significant subgroups and unduplicated students for continuously enrolled students (4-year cohort).</p>	<p>1. 47%</p> <p>2. A survey was not completed in 19-20 due to school closure.</p> <p>3. 100%</p> <p>4. 0%</p> <p>5. PFT was suspended for 2019-20 due to the pandemic. Data for 2018-19: Grade 5: 6 Grade 7: 0 Grade 9: 1</p> <p>6. 100% of students who were identified for Tier 2 made progress and were returned to Tier 1.</p> <p>7. All students: 0%</p> <p>8. All students: 100%</p>

Expected	Actual
<p>19-20</p> <ol style="list-style-type: none"> 1. 30% 2. >85% 3. 100% 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. 	

Expected	Actual
<p>Baseline</p> <ol style="list-style-type: none"> 1. Approximately 25% 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 providing Active Shooter Training for all staff. 3. Contract with Health and Wellness Coordinator to: <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. 	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$500</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2867.78</p> <p>Resource 0000 4000-4999: Books And Supplies \$12000</p>	<p>Resource 0000 5800: Professional/Consulting Services And Operating Expenditures \$0</p> <p>Resource 0000 1000-1999: Certificated Personnel Salaries \$2867.78</p> <p>Resource 0000 4000-4999: Books And Supplies \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> • 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>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 \$1852.18</p>	<p>Resource 0000 1000-1999: Certificated Personnel Salaries \$1852.18</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.

MTSS provided in house after leadership attended conference July 2019 (we paid for that in FY 18-19). SEL training was provided in house. 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.

Due to COVID, our campus ran at a minimum capacity. We provided in person learning for those students who were at risk. The success of our staff was in creating a safe environment for all both virtually and remotely. Due to COVID, we had restrict visitors, included P.E. coach, however, we still assigned students to work on their physical fitness at home and the students documented that activity on a PE log. In the spring, when the Academy community returned to full days of learning, our PTO supported the reintroduction of weekly P.E. classes. 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	1767.90	1767.90	No
Purchase sanitizing stations and hand washing equipment	536.60	536.60	No
Purchase PPE gear (masks, gloves, face shields, thermometers) for students and staff	845.56	845.56	No
Purchase cleaning supplies and equipment to ensure proper cleaning and disinfection	1312.37	1312.37	No
Walkie Talkies to be used for communication when on campus	205.79	205.79	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.

Our budgeted funds aligned with actual expenditures.

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 were able to open our school for a modified day in September. In March, we reopened on-campus learning for full days of instruction. Safety procedures outlined in our Covid Safety Plan worked well to minimize the spread of disease and we had 0 outbreaks of the Covid-19 virus at school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Change Zoom to user-based subscription to accommodate additional Zoom Classroom use	1400.00	1400	No
Purchase additional textbooks for Cengage ELD curriculum.	310.32	310.32	No
Purchase headphones for student use at home.	400.00	200.00	Yes
Purchase additional security for Chromebooks (Securly)	3100.00	3100	No
Purchase BrainPOP ELL for supplemental English Language Development support and primary language support.	3,370.50	3,370.50	Yes
Provide internet in home, as needed, for low income students.	4,500.00	600	Yes
Provide additional support for engagement and attendance (calls, texts, emails, Zoom, etc.) for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0	Yes
Provide additional mental health check-ins for English learners, foster/homeless students, low income students and students with IEPs.	0.00	0	Yes
Send monthly survey to assess family needs in terms of learning, access to internet and devices, food and shelter.	0.00	0	Yes
Copies of materials will be provided as needed for families who do not have access to a printer, if materials need to be printed, or they can submit assignments electronically.	500.00	0	Yes
Teacher Professional Development on Virtual Learning for Balanced Literacy	500.00	500	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.

We offered headphones, home internet, and in-house copying for students who did not have access to these resources at home, but the need was less than we had planned for.

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.

We were able to negotiate with T-mobile to provide mobile hot spots. We had access to Chromebooks for students and loaned these out for home use. We communicated with students daily while in the virtual/distance learning environment and integrated learning activities that would assess and monitor mental and emotional health and well-being. We designed virtual enrichment through weekly, teacher-led FLEEX (Family, Learning, Enrichment, Exercise, eXtreme) activities. Access to food and technology resources were offered weekly via newsletter. Socio-economically disadvantaged students were identified in the school information system and contacted with support resources. Additional learning resources for ELLs were provided (BrainPop and Cengage curriculum). The Zoom video conference platform was utilized to conduct virtual/distance learning and and teachers were provided professional development to develop best practices of online teaching and learning. Pupil participation was high. SPED and intervention services also continued, without interruption, in the virtual learning environment.

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 3rd-12th grade, 2-3 x year.	1320.00	1320	
Continue to implement local screening tools in Reading and Math for K-2nd grade, 2-3 x year.	0.00	0	No
Provide small group and individual tutoring, as needed.	0.00	0	Yes
Continue to implement Response to Intervention (Rtl) and Concern Report (CR) process.	0.00	0	No
Develop Individualized Learning Plan for each English learner, foster youth or homeless youth	0.00	0	Yes
Purchase Doc Cams to enhance student learning virtually and mitigate learning loss.	877.94	877.94	No
Parent workshop, "Helping Children Learn"	500.00	500	No

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.

All budgeted spending aligned with actual expenditures.

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.

MAP data and DIBELS were successfully used to identify learning loss and diagnose needs for intervention. 1:1 and Small group tutoring were provided in house, by core and support staff. Document cameras supported distance learning and increased the teacher's instructional ability to demonstrate skills and highlight exemplars. Parent workshop has approximately 15 attendees and empowered parent to support reading development at home.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

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

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

Staff had access to a hotline and counseling services free of charge through benefits.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil engagement was a high priority at JCS-Cedar Cove.

ACADEMY STUDENTS: Teachers tracked student engagement daily. If re-engagement was necessary, teachers contacted families via phone, email or Zoom meeting. Teacher set up a meeting to come up with a plan similar to our SST process. Daily check ins with families to ensure students are engaging in lessons. Our Intervention teacher will be present for the meeting. If there was a lack of connection with families, our Intervention teacher, support staff or counselor contacted families via phone, email, or Zoom meeting daily until engagement is consistent.

HOME STUDY STUDENTS:

Home study families received daily contact from EFs via email or ParentSquare with tips on planning a homeschool routine, ways to engage students, curriculum choices, etc. EFs met with parents and students every 20 days to assess work completed.

For all programs, if a student had not completed 80% of work assigned or if a family missed a scheduled Learning Period meeting the student received a Strike Report and steps were put in place to ensure the family received additional support.

Analysis of School Nutrition

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

JCS-Cedar Cove provided a shelf-stable grab-and-go breakfast that was NSLP compliant, containing 2 grains, 1 fruit, and 1 dairy. This was available for students to pick-up during virtual learning and, when Academy classes resumed, it was available through a snack cart at recess. We also promoted food drives with local community partners such as Venture Church in the weekly school newsletter so families knew where/how they could pick up bags of groceries on a weekly basis.

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)	312.55	312.55	No
Mental Health and Social and Emotional Well-Being	Use HSA data to screen students for any mental health needs using our Concern Report process.	0.00	0	No
Distance Learning Program (Supports for Pupils with Unique Needs)	A list of community resources will be made available for families on the resources page of our website.	0.00	0	Yes

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

All budgeted expenses aligned with actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

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

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

We plan to provide the services of a counselor for the upcoming school year as this was beneficial to our students and families.

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

We will continue to provide resources to parents on our website to address mental health needs for both parents and students.

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

At JCS-Cedar Cove, pupil learning loss will continue to be assessed and addressed by the following plan:

Step one: Assessment

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

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

Step two: Concern Report

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

Step three: Setting Learning Targets for each scholar

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

Step four: Parent Meeting

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

Step five: Academic Support Time

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

The academic support team (instructional aides) will receive training on specific intervention strategies to support students learning targets. The Academic Support team will be documenting progress toward the specific learning targets per child on a weekly basis. Academic Support Team will pre-assess students at the onset of support.

Step six: Reassess student

At the end of 4-6 weeks, the support team will assess student progress toward the learning target and gather formative feedback from teachers to support growth or lack of growth.

Intervention Tools: Core Phonics Lessons, Explode the Code, Read Live, IXL, Math - Georgia Numeracy Project, Ongoing Math Assessment, NWEA MAP

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

There are no substantive differences in actions or services.

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

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

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

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

1. BROAD GOAL: Students achieve at high academic levels in ELA, Math and Science.
2. BROAD GOAL: Students grow and thrive through a multi-tiered system of support.
3. FOCUS GOAL: Significantly increase the % of students who meet a-g requirements and/or completing college credit courses over the next two years to better prepare students 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	75,308.00	80,570.00
	75,308.00	80,570.00

* 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	75,308.00	80,570.00
1000-1999: Certificated Personnel Salaries	24,458.00	24,458.00
4000-4999: Books And Supplies	18,000.00	11,236.00
5000-5999: Services And Other Operating Expenditures	9,950.00	9,950.00
5800: Professional/Consulting Services And Operating Expenditures	22,900.00	34,926.00

* 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	75,308.00	80,570.00
1000-1999: Certificated Personnel Salaries		24,458.00	24,458.00
4000-4999: Books And Supplies		18,000.00	11,236.00
5000-5999: Services And Other Operating Expenditures		9,950.00	9,950.00
5800: Professional/Consulting Services And Operating Expenditures		22,900.00	34,926.00

* 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	37,952.18	40,826.18
Goal 2	20,135.86	35,023.86
Goal 3	17,219.96	4,719.96

* 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	\$4,668.22	\$4,668.22
Distance Learning Program	\$14,080.82	\$9,480.82
Pupil Learning Loss	\$2,697.94	\$2,697.94
Additional Actions and Plan Requirements	\$312.55	\$312.55
All Expenditures in Learning Continuity and Attendance Plan	\$21,759.53	\$17,159.53

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$4,668.22	\$4,668.22
Distance Learning Program	\$5,310.32	\$5,310.32
Pupil Learning Loss	\$2,697.94	\$2,697.94
Additional Actions and Plan Requirements	\$312.55	\$312.55
All Expenditures in Learning Continuity and Attendance Plan	\$11,669.03	\$11,669.03

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$8,770.50	\$4,170.50
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$8,770.50	\$4,170.50