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
John Muir Charter Schools	RJ Guess CEO	rjguess@johnmuircs.com 530.272.4008

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

JMCS will provide high quality classroom instruction and curriculum that promotes college and career readiness with interventions in place to eliminate academic barriers to student success.

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:	TABE (Test of Adult Basic Education) RenSTAR (Grade level growth test in ELA and Mathematics), schoolwide

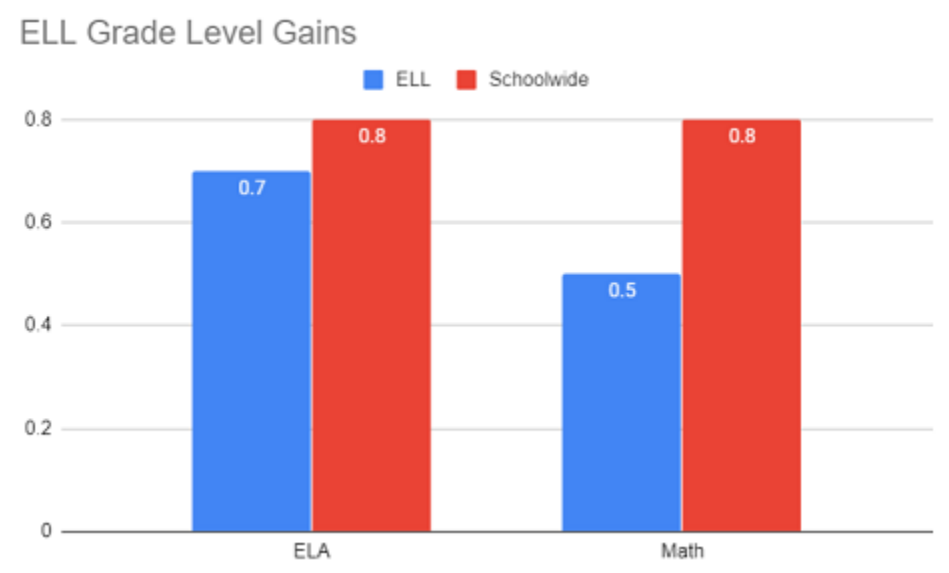
Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 100% of students will have access to a broad course of study, including unduplicated students and those with special needs **19-20** 100% of students have access to a broad course of study **Baseline** 100% of students have access to a broad course of study	100% of students have access to a broad course of study, including unduplicated students and those with special needs.
Metric/Indicator 90% of JMCS teachers will be appropriately credentialed for their teaching assignment **19-20** 100% appropriately credentialed or waivered in accordance with DASS requirements **Baseline**	100% of teachers are appropriately credentialed or waivered in accordance with DASS requirements

Expected	Actual
75% of JMCS teachers are appropriately credentialed for their teaching assignment	
Metric/Indicator 100% of new teachers participate in SCOE's Teacher Induction program **19-20** 100% of teachers participating in Teacher Induction **Baseline** 100% (6/6 teachers) teachers participating in Teacher Induction	100% of new teachers are participating in SCOE's Teacher Induction program
Metric/Indicator Every schoolwide in-service will provide at least 1 session on increasing rigor in instruction **19-20** 100% of in-services include workshops on rigor **Baseline** 100% of in-services include workshops on rigor 4/2017: 6 workshops YTD	100% of in-services included workshops on rigor <u>Fall 2019 In-Service:</u> Inviting the 4 Letter Word into the Classroom [race] Can I Get Credit for That? Building Culture for Student Success Growth Mindset in the Classroom Engaging Students in Dialogue HASPI Curriculum Training
Metric/Indicator 1 ELA and 1 math performance task required for graduation **19-20** 1 ELA task continues to be piloted and revised for board consideration 1 math task will be piloted and revised once new math courses are fully implemented **Baseline** 1 draft ELA task 1 draft math task	1 ELA task is ready for piloting 1 math task will be piloted and revised once new math courses are fully implemented

Expected	Actual
Metric/Indicator Technology plan in place **19-20** Tech plan in place for thorough integration of tech and academics **Baseline** Tech plan expires 6/2017	Tech plan is current and in place for integration of tech and academics Increased use of meaningful technology has been incorporated into our schoolwide goals for the coming years
Metric/Indicator 100% of students have access to standards-aligned curriculum **19-20** Maintain 100% student access at all sites **Baseline** 100% of students have access to AGS textbooks (JMCS' official curriculum)	100% of students have access to standards-aligned curriculum
Metric/Indicator 100% of students and sites have access to supplemental standards-aligned curriculum, including ELL curriculum **19-20** Maintain all supplemental adoptions at 100% of sites and continue training on implementation **Baseline** 7 supplemental curriculum adoptions 4 supplemental curriculum pilots 43 sites have purchased supplemental curriculum 31 sites are currently piloting supplemental curriculum	100% of students and sites have access to supplemental standards-aligned curriculum, including ELL curriculum 96% of teachers have used supplemental curriculum this year
Metric/Indicator Revised math benchmark course outlines aligned to CCSS **19-20** Training on and implementation of Foundational Math BCO All math BCOs complete	Foundational Math BCO fully implemented Applied Math BCO complete, ready for piloting starting spring 2020 thru 2021

Expected	Actual
Baseline Draft Algebra BCO complete	Algebra & Geometry BCOs in draft state, need curriculum alignment to be done in 2020-2021
Metric/Indicator Revised science and history benchmark course outlines aligned to NGSS and new frameworks **19-20** All science BCOs revised **Baseline** Science BCOs aligned to CA state standards 1 NGSS-aligned BCO for Human Biology (HASPI)	Earth Science & Life Science BCOs in draft state in alignment with NGSS Pilot to occur in 2020-2021
Metric/Indicator 80% of sites with coaches to support skills acceleration and English language acquisition **19-20** 100% of sites appropriately staffed according to staffing formula **Baseline** 80% of sites staffed (annual average)	100% of sites appropriately staffed according to staffing formula
Metric/Indicator 100% of students with IEPs are receiving services **19-20** 100% receiving services **Baseline** 100% receiving services (63 active IEPs at 24 sites)	100% of students with IEPs are receiving services

Expected	Actual
Metric/Indicator ELL students meet schoolwide goal of 0.5 grade level increase every 6 months of enrollment for ELA and math **19-20** In six months: 0.5 avg ELA gain 0.5 avg math gain **Baseline** 0.9 avg ELA gain 1.4 avg math gain	ELL students gained an average 0.7 GL in ELA and 0.5 GL in math. 
Metric/Indicator 80% of sites use K12 reports to inform instructional and programmatic decisions **19-20** Evaluate effectiveness of the use of K12 reports **Baseline** 75% of sites use K12 reports to inform instructional and programmatic decisions	K12 reports were undergoing revisions for much of this year and have only recently been re-released as of 1/2020. There is a need for further staff training on using the reports effectively and this will be a part of beginning of year training for 2020-2021.
Metric/Indicator 15% increase in students who meet or exceed ELA and math Smarter Balanced standard **19-20** 15% meet or exceed - ELA 5% meet or exceed - math	ELA - 6% met the standard Math - 1% met the standard 16% of students tested Students enrolled for an average of 19 days before testing

Expected	Actual
Baseline 11% met or exceeded - ELA 0% met or exceeded - math	

2019-20 SBAC	# students tested	% of students t
ELA	107	16%
Math	102	16%

2019-20 SBAC	# (%) exceeded	# (%) met	# (%)
ELA	0 (0%)	6 (5.7%)	1
Math	0 (0%)	1 (1%)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
HIGH QUALITY INSTRUCTION	No additional expenditures Professional Services, Travel LCFF $0	No additional expenditures Professional Services, Travel LCFF $0
1. All teachers appropriately credentialed or have waiver		
2. Support new teachers and preliminary credential holders through the Sacramento County Office of Ed Teacher Induction Program's partnership with JMCS	Teacher Induction 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $12,532	Teacher Induction 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $6,221
3. Provide professional development resources and workshops on increasing rigor in instructional practices	Salaries and travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $26,629	Salaries and Travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $24,426
4. ELA performance task piloted and revised for board consideration		
5. Tech plan in place	No additional expenditures Curriculum $0	No additional expenditures Curriculum $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
6. Further disaggregate student achievement data for 19-20 LCAP review	No additional expenditures Salaries $0 No additional expenditures Salaries $0	No additional expenditures Salaries $0 No additional expenditures Salaries $0
CURRICULUM TO PROMOTE COLLEGE AND CAREER READINESS 1. High-quality, rigorous curriculum provided in all subject areas (CSI) 2. Provide trainings to increase implementation of high quality curriculum 3. Roll out of vision for new math course offerings, curriculum and instruction 4. Revised math and science benchmark course outlines	CSI 4000-4999: Books And Supplies Federal Funds $5,000 No additional expenditures $0 Curriculum stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $1,808 No additional expenditures $0	CSI 4000-4999: Books And Supplies Federal Funds $35 No additional expenditures $0 Curriculum stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $2,305 No additional expenditures $0
ACADEMIC BARRIER REMOVAL 1. Continue to provide individual skills acceleration by training appropriate staff on effective skills acceleration strategies 2. Continue to support the effective implementation of skills acceleration curriculum 3. Maintain staffing of NEVCO's SELPA office of a special ed coordinator to oversee delivery of special education services to JMCS students	Coaches, tutors and aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $377,068 No additional expenditure in-service and curriculum $0 Paid for by NEVCO SELPA $0 1000-1999: Certificated Personnel Salaries LCFF $52,708	Coaches, tutors and aides 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $276,021 No additional expenditure $0 Paid for by NEVCO SELPA $0 Director of Data and Assessment - 50% 1000-1999: Certificated Personnel Salaries LCFF $56,892

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Refine timely and accurate data reporting system as needed to allow teachers to make accurate data-driven decisions about instructional needs of students and analyze effectiveness of use 5. Maintain updated course guide that details course enrollment guidelines, testing indications and credit awarding guidelines	Salaries: 10% Director of Curriculum 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $10,052	Certificated Salaries - 10% of Director of Curriculum 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,635

Goal Analysis

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

The actual expenditures were $110,262 less than the planned expenditures. About 50% of the reduction was re-allocated to equipment purchases to support distance learning. The remaining funds were carried over into the 2020-21 school year and are available for reallocation.

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

JMCS continued to have overall success in implementing the actions/services for this goal. A focus on high quality, engaging curriculum and high levels of student support remained priorities during the initial months of our COVID-19 campus closure and we continued to provide professional development tailored for teacher needs to maintain our work on this goal. We found it challenging to move forward with new curriculum development and piloting our performance tasks, as teachers were extremely busy shifting to developing their distance learning models. The continued creation and roll out of new course outlines was pushed back to 2020-21 as was the deeper disaggregation of student level LCAP data.

Goal 2

Ensure all school sites have safe, welcoming and inclusive climates for all students, their families and staff where students can engage in a course of study that offers opportunities to build academic self-esteem, develop basic job readiness skills, and develop their social and emotional intelligence as they exit into the world of work.

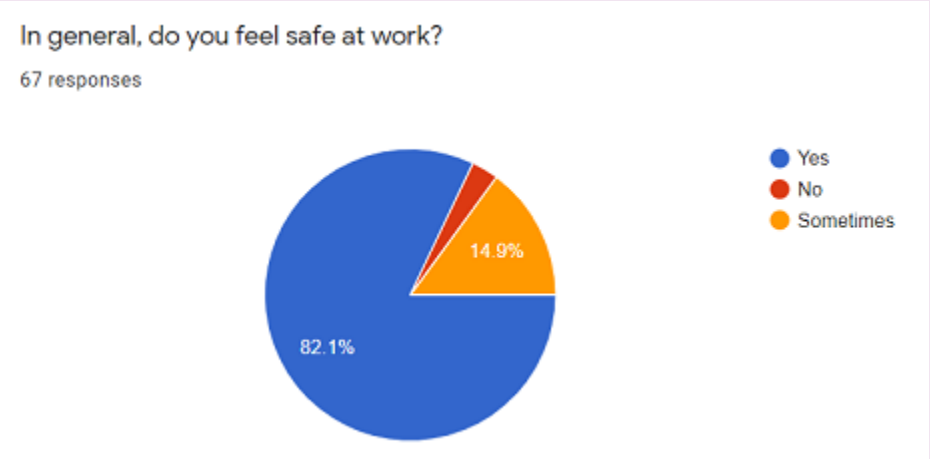
State and/or Local Priorities addressed by this goal:

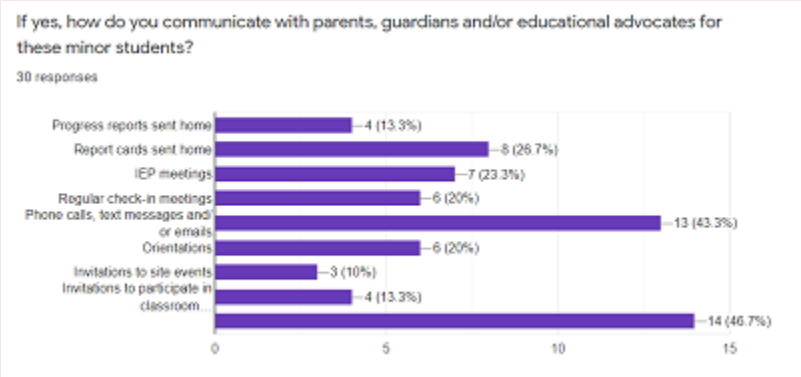
State Priorities:	Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	LOCAL CalPADs, PowerSchool, CCPT Database, school safety compliance records, in-service and training

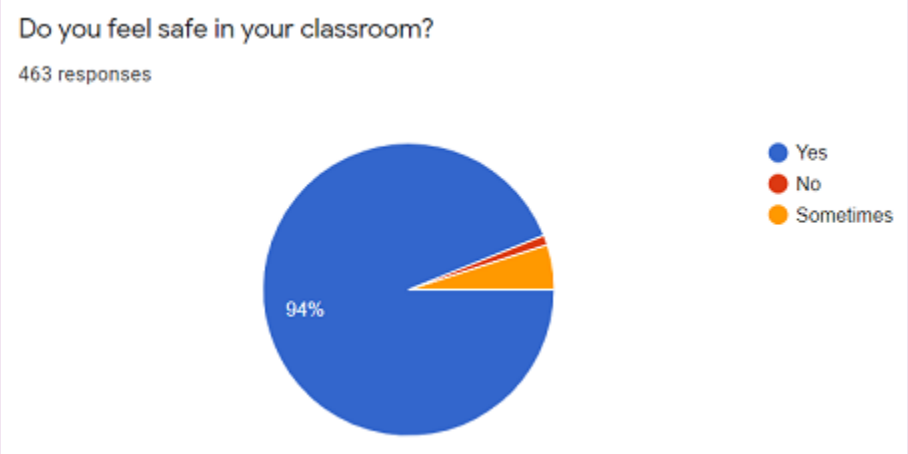
Annual Measurable Outcomes

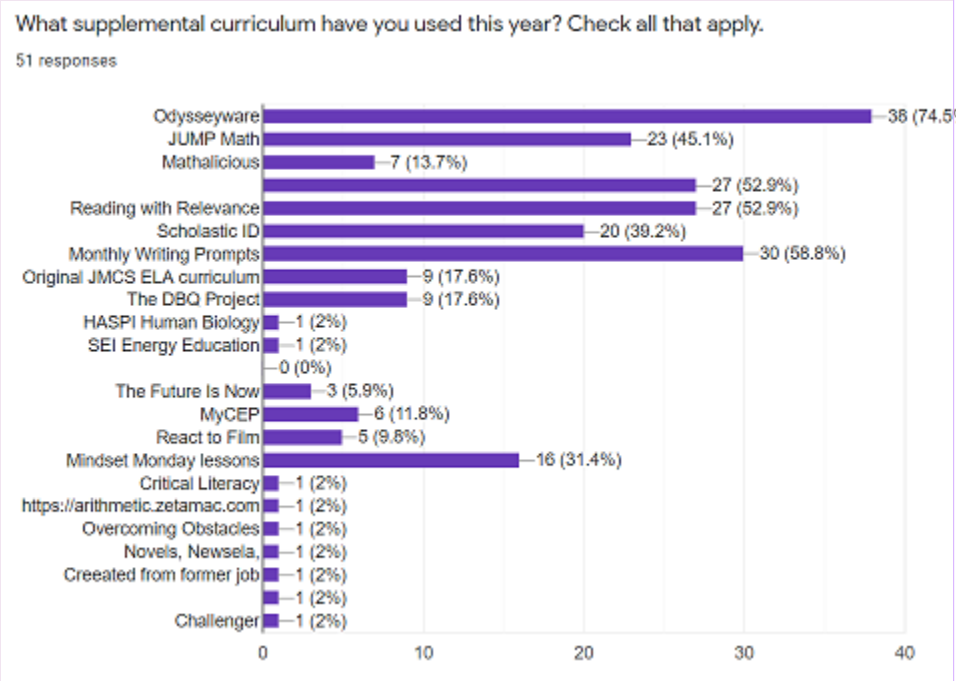
Expected	Actual
Metric/Indicator Maintain 1 school wide safety plan with NCSOS **19-20** Maintain safety plan **Baseline** 1 completed updated plan	1 schoolwide safety plan maintained with NCSOS
Metric/Indicator 100% of JMCS sites will have completed safety plans and be maintained in good repair **19-20** 100% of sites have completed safety plans and 100% are maintained in good repair **Baseline** 53% of sites have completed safety plans	100% of sites have completed safety plans and 100% are maintained in good repair

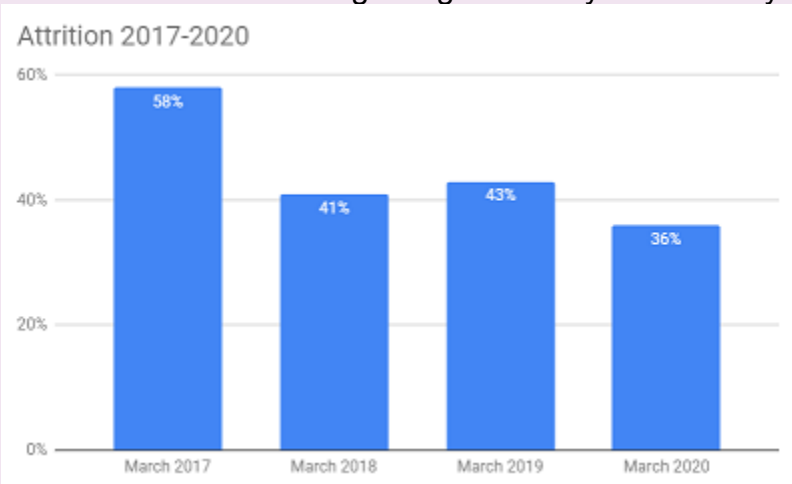
Expected	Actual
100% are maintained in good repair	
Metric/Indicator 100% of JMCS sites will receive school safety training every 3 years (new teachers trained upon hiring) **19-20** 100% of JMCS sites maintain safety training every 3 years (next training due 2020-21) and all new teachers receive training upon hiring **Baseline** 100% of JMCS sites received training in 9/2016	100% of JMCS sites have maintained safety training every 3 years (next training due 2020-21) and all new teachers received training upon hiring
Metric/Indicator 100% of staff receive employee handbook training upon hiring **19-20** 100% of staff will receive training upon hiring **Baseline** 100% of staff attending the winter 2017 in-service received training	100% of new staff received employee handbook training upon hiring
Metric/Indicator 100% of credentialed staff receive on foster youth, homeless youth, ELL and SPED policies **19-20** 100% of credentialed staff will receive training upon hiring **Baseline** Email information has been sent; no formal trainings have occurred	100% of credentialed staff received training on foster youth, homeless youth, ELL and SPED policies upon hiring. All veteran staff have received previous training.
Metric/Indicator 90% of staff report feeling safe at work and connected with the larger JMCS community **19-20**	82% (55) of staff always feel safe at work, 15% (10) of staff sometimes feel safe at work and 3% (2) of staff do not feel safe at work.

Expected	Actual
90% of staff report feeling safe at work and connected with the larger JMCS community **Baseline** No baseline data	55% (37) of staff feel connected with the larger JMCS community. 36% (24) sometimes feel connected and 9% (6) do not feel connected. 
Metric/Indicator 1 Policy Review email sent monthly to all JMCS staff **19-20** Bi-monthly bulletins sent Aug-June that include relevant policy reminders **Baseline** 1 monthly email sent since 5/2016	Bi-monthly bulletins continue to be sent on a regular basis with relevant policy reminders and important schoolwide updates and announcements.
Metric/Indicator Formal parent notification letter created as part of SARB process **19-20** Formal parent notification letter revised and updated as part of SARB process **Baseline** No parent notification letter or SARB process in place	Formal parent notification letter revised and updated as part of SARB process in 2018-19 school year
Metric/Indicator 100% of JMCS staff responsible for supervision of other staff will receive HR training	100% of staff responsible for supervision completed HR training

Expected	Actual
19-20 100% of staff responsible for supervision will receive training annually **Baseline** No staff has received HR training	
Metric/Indicator 100% of sites with minors involve parents/guardians/ advocates on a regular basis to ensure parent involvement for all students, including unduplicated and special needs students **19-20** 100% of sites will communicate consistently with guardians of minors in a variety of ways **Baseline** • 93% of sites make regular phone calls to parents/guardians/ advocates • 53% of sites send progress reports and report cards home • 56% involve guardians in IEPs and other check-in meetings • 54% invite guardians to orientations and other site events	64% of sites report regular communication with guardians of minors. We believe this is low because staff members misread the answer options and many, if not all, of those who responded that they do not communicate regularly do not actually enroll minors at their sites. 
Metric/Indicator 80% sites participating in statewide safety days **19-20** 100% of sites are completing all required safety drills annually **Baseline** 46% of sites participated in CA Shakeout day	94% of school sites have participated in required safety drills as of February 2019 (33/35 sites). Two sites that have not participated are due to client agency expectations and practices.
Metric/Indicator 3 workshops on school culture and safe, inclusive educational environments offered at each JMCS all school in-service (1	5 workshops on school culture and inclusive environments were offered at the Fall 2019 in-service in addition to this being the focus for our schoolwide keynote speaker. *-growth mindset*

Expected	Actual
mental health, 1 curriculum, 1 open round table with school leadership) **19-20** 3 workshops offered at all annual in-services **Baseline** 3 workshops offered at Fall 2016 in-service	*-building culture* *-increasing dialogue* *-discussing race (2 workshops)* *-culturally relevant teaching*
Metric/Indicator 90% of JMCS students report feeling safe at school **19-20** 90% of JMCS students report feeling safe at school **Baseline** No baseline data	94% of students report feeling safe at school. 5% sometimes feel safe and 1% do not feel safe. 
Metric/Indicator 40 sites (90%) using curriculum with a social-emotional focus **19-20** 90% of sites use curriculum with a social-emotional focus **Baseline** 30 sites using Reading with Relevance 10 sites using Scholastic ID 20 sites using Mathalicious 30 sites using React to Film 71% teachers teach Mindset Monday lessons	This year's data is disaggregated by individual curriculum use: Mathalicious - 7 teachers, 14% Reading with Relevance - 27 teachers, 53% React to Film - 5 teachers, 10% Mindset Mondays - 16 teachers, 32% Monthly Writing Prompts - 30 teachers, 59%

Expected	Actual
	
Metric/Indicator 65% of total students served statewide participating in job readiness and/or college prep activities **19-20** 65% of students served participate in job readiness and/or college prep activities **Baseline** 44% of total students served have participated in participating in work-based learning activities YTD (1,020 students)	35% of students (168 students) participated in at least one career pathways activity. JMCS recognizes that data entry has been a challenge and this low number does not accurately reflect the extent to which students engage in college and career readiness activities.
Metric/Indicator 45 sites using curriculum to support job readiness and college preparation (MyCEP, The Future Is Now) **19-20** 100% of sites implement at least one "foundational" job readiness curriculum	100% of sites implement at least one "foundational" job readiness curriculum

Expected	Actual
Baseline 37 sites using MyCEP 6 sites using The Future Is Now	
Metric/Indicator Decrease drop-out attrition rate by 1% **19-20** Maintain 40% attrition rate **Baseline** 57.69% attrition rate (December 2016 - March 2017)	Attrition dropped to 36% this year. This 7% drop is our lowest attrition rate since the beginning of this 3 year LCAP cycle. 
Metric/Indicator Increase ADA by 5% **19-20** 85% ADA **Baseline** 80% ADA (5/2017)	JMCS has a 79.3% attendance percentage which has remained consistent with the past three years.
Metric/Indicator 150 parents, guardians and educational advocates provide feedback on their experience with JMCS **19-20** Create and distribute parent/guardian survey and receive 150 responses	In 2019-20, we created a Friends & Family Survey and received feedback from 10 families digitally and 17 families on paper for a total of 27 responses.
Metric/Indicator	19/19 assigned sites have connections with local service providers. This represents 54% of our total sites.

Expected	Actual
Community resource coordinator will develop long-term local connections between sites and mental health/ community resource providers for 100% of sites **19-20** 50% of sites will have local connections with support providers	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
SCHOOL SAFETY	No additional expenditures, salaries $0	No additional expenditures, salaries LCFF $0
1. Maintain updated schoolwide safety plan	No additional expenditures, salaries $0	No additional expenditures, salaries LCFF $0
2. Ensure up-to-date site-specific safety plans for all sites 3. All staff receive ongoing school safety training	5% of Admin and Director Salary and Travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $32,812	5% of Admin and Director Salary and Travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $32,578
4. All staff track and record participation in mandatory safety drills	No additional expenditures, salaries $0	No additional expenditures, salaries $0
SAFE, WELCOMING AND INCLUSIVE SCHOOL CLIMATE	Curriculum 5000-5999: Services And Other Operating Expenditures LCFF $6,614	Curriculum and Professional Services 5000-5999: Services And Other Operating Expenditures LCFF $5,500
1. Provide staff trainings and resources for creating safe, inclusive environments for all students at in-services and in monthly schoolwide communications including maintaining SARB process	Teacher Advisory Committee 1000-1999: Certificated Personnel Salaries LCFF $20,580	Teacher Advisory Committee 1000-1999: Certificated Personnel Salaries LCFF $19,492
2. Create curated website to assist staff in developing strong school culture	$0	No additional expenditures 1000-1999: Certificated Personnel Salaries LCFF $0
3. Add additional day to New Teacher Training to include training on building school culture	$0	$0
	25% of In-Service 5000-5999: Services And Other Operating	25% on In-Service 5000-5999: Services And Other Operating

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Continue to implement and improve on systems of inclusiveness for all staff	Expenditures LCFF Supplemental and Concentration $19,115	Expenditures LCFF Supplemental and Concentration $21,492
5. Continue to maintain up-to-date HR policies, procedures and employee handbook and hold formal HR trainings for staff responsible for supervision	$0	Safe Schools on HR training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $1,147
6. Continue to increase and maintain parental, guardian and educational advocate involvement at all sites with minors by working directly with teachers to provide support on ways to engage families; distribute parent/guardian survey to families	$0	No additional expenditures 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0
7. All JMCS teachers will maintain training in providing foster, homeless, special education and ELL students with an awareness of their rights in order to make educated decisions about their credit needs	CSI: Community Resource Coordinator 2000-2999: Classified Personnel Salaries Federal Funds $98,797	CSI: Community Resource Coordinator 1000-1999: Certificated Personnel Salaries Federal Funds $115,560
8. Hire a limited term community resource coordinator to develop a network of connections between sites and local mental health and community resource providers in order to support students with barrier removal (CSI)		
COMPREHENSIVE COURSE OF STUDY	25% of In-Service 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $19,115	25% of In-Service 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $21,492
1. Continue to provide trainings, strategies, activities and resources for supporting students' academic self-esteem, social-emotional intelligence and life skills growth (CSI)	No additional expenditures LCFF $0	No additional expenditures LCFF $0
2. Support consistent use of adopted SEL curriculum across classrooms statewide (CSI)	No additional expenditures $0	No additional expenditures LCFF $0
3. Continue to provide career pathways and schoolwide programming that will increase basic job readiness skills and college preparedness for all students through increasing activities and supporting implementation of curriculum offerings (CSI)	No additional expenditures $0	No additional expenditures $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Increase training for proper career pathways tracking and reporting		

Goal Analysis

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

All funding listed in the Planned Actions/Services continued to be used as planned.

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

JMCS continued to make progress towards this goal during the 2019-20 school year. Our focus on school safety and a strong school culture shifted to working to create and maintain these environments in our online classrooms and in our virtual connection spaces for staff. We retained our Community Services Coordinator who continued to provide barrier removal support for students as COVID-19 increased the need of these services for many students. Continuing to adopt new curriculum and support the increased implementation of SEL curriculum was challenging, as was increasing our training and focus on career pathways data reporting. This focus shifted to training staff to capture the various levels of state-mandated data.

Goal 3

Provide professional development for all staff that is a regular and ongoing process. Professional development will address the areas of academic instruction, mental health awareness, career development and safe school culture. It will aim to provide well-rounded support and training for all staff in order to create a continued culture of success for students.

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:	LOCAL RenStar; TABE; in-service surveys, agendas and attendees; staff personal professional development

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1 Director of Curriculum and PD position remains fully staffed **19-20** Maintain 1 Director of Curriculum and PD position fully staffed **Baseline** 1 Director of Curriculum and PD position fully staffed	1 Director of Curriculum and PD position remains fully staffed
Metric/Indicator 5 schoolwide professional development days **19-20** 5 schoolwide professional development days **Baseline** 5 schoolwide professional development days	5 schoolwide professional development days
Metric/Indicator	96% of part-time and above staff attended PD days (classified, certificated)

Expected	Actual
95% of part-time and above staff attend PD days (classified, certificated) **19-20** 95% of part-time and above staff attend PD days (classified, certificated) **Baseline** No baseline data has been collected	97% Fall 2019 In-Service attendance 95% December RWG attendance 95% March RWG attendance
Metric/Indicator 95% of part-time and above credentialed staff set and submit personal professional development goals **19-20** 90% of part-time and above staff set and submit personal professional development goal **Baseline** 65% of part-time and above staff have set and submitted personal professional development goals	100% of part-time and above staff who worked a full school year set and submitted personal professional development goals
Metric/Indicator 100% of traveling supervisors receive and maintain training in formative walkthrough model **19-20** 100% of traveling supervisors receive and maintain training in formative walkthrough model **Baseline** 75% of traveling supervisors have received training (all except CEO)	100% of traveling supervisors maintained training in formative walkthrough model
Metric/Indicator Traveling supervisors complete at least 2 formative walkthroughs per month **19-20** Traveling supervisors complete at least 2 formative walkthroughs per month	Traveling supervisors completed at least 1-2 formative walkthroughs per month

Expected	Actual
Baseline Traveling supervisors completed an average of 1.5 formative walkthroughs per month	
Metric/Indicator 4 PD opportunities offered per month **19-20** 2-4 PD opportunities offered per month **Baseline** 0-1 PD opportunities offered per month (Curriculum Corner newsletter - 6 YTD)	2 PD opportunities offered per month (in-service days, book club meetings, RWG facilitator meetings, Curriculum Corner newsletters, Equity Exploration newsletters)
Metric/Indicator 25% of client agency partners attend at least 1 JMCS PD training per year **19-20** 25% of client agency partners attend at least 1 JMCS PD training per year **Baseline** 18% of client agency partners attended at least 1 JMCS PD training	29% of client agency partners attended the fall in-service (10/35)
Metric/Indicator 1 New Teacher Training occurs annually; 100% of new teachers attend within 1 year of hire **19-20** 1 New Teacher Training occurs annually; 100% of new teachers attend within 1 year of hire **Baseline** 1 New Teacher Training occurs annually; 100% of new teachers attend within 1 year of hire	1 New Teacher Training occurred in the summer of 2019 92% of new teachers attended within first year of hire (1 teacher did not due to travel plans and they have worked closely with a mentor teacher)
Metric/Indicator 1 career pathways-focused workshop offered at each schoolwide in-service	1 open session was held at the fall in-service to address career pathways and other relevant topics

Expected	Actual
19-20 1 career pathways-focused workshop offered at each schoolwide in-service **Baseline** Fall 2016: 1 CP-related session mandatory for all staff Winter 2017: full in-service correlated with CP programming (16 sessions)	
Metric/Indicator 1 external partner training opportunity offered to all staff at least once per year **19-20** 1 external partner training opportunity offered to all staff at least once per year **Baseline** 1 external partner training opportunity at Fall 2016 in-service (Epoch Education)	9 staff attended Courageous Conversations About Race training in Sept. 2019 Outside keynote speaker brought in for fall in-service
Metric/Indicator 2 mental health training opportunities offered to all staff at least once per year **19-20** 1 mental health training opportunities offered to all staff at least once per year **Baseline** 1 mental health training offered at Fall 2016 in-service	1 mental health training (trauma informed care webinar - in person session) offered to all staff at fall in-service
19-20 90% of staff rate in-services as somewhat valuable, valuable or highly valuable to their practice (at least a 3 on a 5-point scale)	90% of staff rated this year's professional development as somewhat valuable, valuable or highly valuable 17% - somewhat valuable (3/5) 39% - valuable (4/5) 35% - highly valuable (5/5)

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
PD AS A REGULAR, ONGOING PROCESS	Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $69,236	Salaries - 50% of Director of Curriculum 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $63,643
1. Full-time Director of Curriculum and Professional Development staff position dedicated to maintaining ongoing PD for all staff	In-Service 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $30,584	In-Service - 40% 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $34,387
2. 5 schoolwide professional development days built into the calendar - 2 whole school in-service days, 3 regional working group days	N/A	$0
3. Part-time and above certificated staff set and submit personal professional development goals and commit to professional growth	Salaries and travel 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $65,623	Salaries and Travel: 10% of Directors 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $65,156

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. All traveling supervisors trained in formative walkthrough model and complete at least 2 per month at sites visited 5. Variety of PD offerings occur regularly throughout the year via in-person days and virtual opportunities (video clubs, forums, book clubs, PLCs)		
WELL-ROUNDED SUPPORT AND TRAINING FOR ALL STAFF 1. Continue to invite client agency partners to schoolwide in-services and provide training as requested 2. Offer New Teacher Training for all new JMCS staff on an annual basis and invite client agency partners 3. In-service attendance includes coaches, client agency partners and all part-time and above certificated staff 4. Include career pathways workshops and trainings during schoolwide in-services 5. Partner with external partners for training to meet schoolwide goals (CSI) 6. Provide mental health training at each in-service for all interested staff	No additional expenditures In-services and salaries New Teacher Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $4,241 No additional expenditures $0 In-service 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $7,646 CSI In-service and Professional Development 5000-5999: Services And Other Operating Expenditures Federal Funds $68,645 $0	No additional expenditures: salaries and in-service 1000-1999: Certificated Personnel Salaries $0 New Teacher Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $6,693 No additional expenditures: in-service $0 10% of In-service 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration $8,597 CSI: Professional Development 5000-5999: Services And Other Operating Expenditures Federal Funds $26,598 No additional expenditures: in-service $0

Goal Analysis

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

The $40,901 in savings in this category were a result of the effects of COVID-19 and the cancelling of travel and professional development activities. These funds have been realloacted for professional services such as mental health support for students and professional learning for staff.

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

This goal continued to be implemented successfully and JMCS found perhaps more success in offering virtual professional learning experiences due to the lowered stress and time commitments when travel requirements were eliminated. JMCS staff shifted easily to connecting in virtual spaces and we saw our participation in voluntary professional learning opportunities increase. We maintained our learning focus on academic instruction, mental health awareness and safe school culture but did not continue to emphasize career development once our campuses closed. It was a challenge to incorporate client agency partners into our professional learning as they were extremely busy navigating their own ability to shift their models to meet COVID-19 restrictions.

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
Monitor CA Counties Monitoring List for "blue" status for at least 14 days before developing a re-opening plan	0	0	Yes
Work in conjunction with partner agencies to develop school re-opening plan for individual sites	0	0	Yes
County must have approved attestation application by the state before school may re-open	0	0	Yes
Ensure physical distancing of staff and students (6 ft apart) through modified schedules and/or furniture rearrangement	0	0	Yes
Daily screening of staff and students using standard set of questions	0	0	Yes
Masks or face shields are to be worn by all staff and students at all times	0	0	Yes
Increased use of sanitation procedures, including hand washing, sanitizing all surfaces, restrooms	0	0	Yes
Purchase face masks for all staff and students	$1,500	$5,574	Yes
Purchase cleaning supplies for all classrooms	$5,000	$5,000	Yes
Modify class schedules to accommodate physical distancing between present students	0	0	Yes
Purchase non-contact thermometers for each site.	$1,700	$128	Yes
Ensure administrative oversight of purchasing and restocking cleaning supplies	0	0	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.

Personal Protective Equipment purchases exceeded initial estimates. Non-contact thermometers were purchased to the degree that was anticipated.

Analysis of In-Person Instructional Offerings

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

*This response is pending a return to in-person instruction at JMCS sites in April. During our school closure, some students remained on site with client agencies, continuing to receive support and in person vocational instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Offer internal professional development through administrative-led workshops on topics requested by staff	0	0	Yes
Offer internal professional development through teacher-led panel discussions on topics requested by staff	0	0	Yes
Maintain yearly access to full Odysseyware learning platform	$50,000	$50,000	No
Maintain yearly access to full DBQ Online curriculum	$3,000	$3,000	No
Offer external professional development in accordance with staff and director identified needs	$15,000	$32,618	Yes
Maintain subscription to Google Apps for schools to ensure consistent functioning with Drive, Docs, Gmail and Classroom, for example	0	0	No
Provide chromebooks and internet access to students in need	$295,400	$166,660	Yes
Provide paid Zoom accounts and access to other online platforms for effective distance instruction as needed	$8,100	$10,586	Yes
Maintain full-time Community Resource Coordinator position	$87,621	$114,357	Yes
Maintain consistent schoolwide tracking of attendance through internal tracking sheets, daily student work logs and formal PowerSchool attendance reporting	0	0	Yes
Offer small group instruction online for EL students and those with significant learning needs	0	0	Yes
Provide online support services for students with exceptional needs through contract with NEVCO SELPA office	0	0	Yes
Maintain full-time IT Coordinator position	$90,705	$114,294	Yes
Maintain part-time Director of Curriculum and Professional Development position	$60,000	$73,490	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide appropriate technology and connectivity support for staff as needed	$45,000	$51,154	Yes
Purchase ergonomic work station support for staff teaching in distance learning settings as needed	$4,000	$3,622	Yes
Create and support ongoing staff support pods with interested staff to encourage connection and collaboration across the state.	0	0	Yes

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

Staffing costs were adjusted to include the full cost of salary and benefits. Professional development costs exceeded initial estimates by adding additional external professional development opportunities. The chromebook purchasing has been completed and the initial budget for chromebooks exceeded the actual cost.

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.

Continuity of Instruction
JMCS has effectively maintained continuity of instruction through utilizing a variety of online connection and learning platforms, such as Zoom, Google Hangouts, Google Classroom, Odysseyware and more. Our primary challenge was meeting the variety of student schedules as students took on more responsibilities at home and at work once classrooms closed.
Access to Devices and Connectivity
JMCS has been able to provide any student in need with a chromebook and a hotspot in order to ensure access to learning. We have provided over 80 hotspots to students and almost 300 chromebooks. Due to systemic inequities in some communities, reception continues to be weak and inconsistent despite our efforts to provide students with access.
Pupil Participation and Progress
JMCS saw a slight drop in pupil participation and progress due to classroom closures at the end of the school year. However, students remained enrolled and in contact with their classroom teachers, maintaining essential connections with supportive staff during our community crisis. For a few students, participation and progress increased with virtual learning as this model was a better fit for their needs.
Distance Learning Professional Development

JMCS offered all professional development as planned through the use of Zoom. Content was modified to address the distance learning situation and to best meet the immediate needs of staff. The amount of hours offered for professional learning were reduced to accommodate appropriate amounts of screen time and ability to remain engaged online, while additional voluntary opportunities for professional learning increased. Staff engagement in additional opportunities increased as virtual connections became normalized and schedules were adjusted for online teaching.

Staff Roles and Responsibilities

Generally, JMCS staff maintained similar roles and responsibilities during distance learning, with the exception of increased student contact efforts. Some staff shifted to working as case managers and supporting student outreach to maintain contact. Our staff has gone above and beyond and worked countless hours, including late nights and weekends, to ensure student support.

Support for Pupils with Unique Needs

JMCS effectively supported all students with unique needs through online communication and learning platforms. Our special education support team maintained connections and support for all students on their caseloads. The primary challenge has been working with student schedules and holding students to set instructional support times that work for them.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Use of RenSTAR/TABE assessments	$6,690	$6,690	Yes
Use of Odysseyware diagnostic tests and skills acceleration curriculum	$50,000	$50,000	Yes
Use of English No Problem diagnostic tests and curriculum	0	0	Yes
Provide targeted skills acceleration instruction both in person and online (Zoom, other online platforms)	0	0	Yes
Use of K12 reports for consistent student progress reporting	$45,000	$45,000	Yes
Purchase JUMP math digital lesson slides to support distance learning teaching of math skills acceleration	$625	$960	Yes
Offer continuous professional learning opportunities specific to distance learning skills acceleration practices	0	0	Yes
Offer increased in-person learning time when possible for students facing significant learning loss	0	0	Yes
Provide additional instructional support for pupils at greatest risk of learning loss	$5,000	$24,223	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.

Additional instructional support for pupils at greatest risk of learning loss was expanded to include additional tutoring hours.

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.

JMCS has effectively supported pupil learning loss through providing virtual tutoring sessions with staff, including bilingual tutoring to specifically support our English learners, and offering a variety of learning tools and class opportunities to support students' schedules and learning needs.

Some teachers participated in a co-teaching model, sharing students across virtual direct instruction classes, which gave students opportunities to engage in direct instruction in multiple subjects with students from across the state. Sites participating in this model saw increased attendance and credit earning from students. Overall, JMCS students earned the same amount of credits as compared to the previous school year and students reported higher levels of engagement and rigor in their academic classes this year than in years past.
Challenges have included the underutilization of tutoring services in its initial launch, which has since been revamped and more effectively implemented as described below, as well as the drop in growth in students' ELA and math gains. Students did not receive as much targeted small group and individual skills instruction and some skills acceleration curriculum was hard to access in the virtual environment.
Upon transitioning to a virtual environment, teachers were having challenges with meeting the needs of individual learners and class attendance. Many students had conflicting schedules and responsibilities that made it difficult to assemble as a group. As a result, most teachers were conducting individual tutoring sessions for some of all of their students. In response, we launched the JMCS Tutoring Program. JMCS staff were selected to take on additional hours as tutors. Teachers were given access to a digital tutoring sign up form to fill out on behalf of their students. Initially, although teachers said that they wanted this service, referrals for tutoring were surprisingly low. After soliciting more teacher input, we relaunched the tutoring program with several changes to make it easier for teachers to refer students, expanded student eligibility for tutoring, and practices that helped increase students' comfort levels. After that relaunch, we have been seeing much greater utilization of the tutoring program. Tutoring logs indicate that students are making gains in their content areas and attending tutoring on a consistent basis. One challenge that still remains is that students frequently cancel or don't show up to their scheduled tutoring sessions. In order to mitigate this challenge, we are looking into using scheduling software with automatic text and email reminders.

Our specific student subgroups have seen the following successes and challenges:
1. English learners - Spanish-speaking tutors were available to support students' language needs and these tutoring services have been successful. English learners did struggle with accessing our online academic content and we have committed to creating an EL focus group in order to better support these students and their academic needs for the 2021-22 school year.

2. Low-income - 97% of the JMCS student body is unduplicated and almost all of our students qualify as low-income. Therefore the successes and challenges described above represent all of our low-income students.

3. Foster youth & students experiencing homelessness - Our Community Resource Coordinator was available throughout the year for any student in need of support, community resources and/or emergency basic services. Students also received direct support from their teachers and our client agency partners. We did not see any significant learning loss for these student populations, indicating the services and instruction we provided met their needs as they would have in any other year.

4. Pupils with exceptional needs - JMCS special education instructors were available throughout the year for online tutoring sessions and were able to maintain and, in some cases, strengthen their connections with students through remote learning support. Challenges included supporting students in remembering to attend their sessions and being able to effectively share and show their work to their instructors. These students also did not show any significant learning loss, indicating the services and instruction we provided met their needs as they would have in any other year.

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.

JMCS' mental health referral program launched this year to support students' mental, social and emotional health. In order to provide seamless access to mental health services, we contracted with an agency to provide no-cost group and individual therapy across the state for any class or student who signed up. The contracted agency provides us with data to monitor the program and as of 3/2021, we have served 25 students in individual sessions as well as groups of students during 16 group sessions at 5 sites. While it has been challenging to monitor students' mental health because teachers are often unable to connect with students as deeply or consistently in a virtual environment, the request for counseling services is steadily increasing. This work is not sustainable, however, without the support of federal grants. In order to sustain this work, JMCS has applied and have been conditionally accepted to become an LEA MediCal provider.
For staff mental and emotional health, we established mindfulness practices and provided regular opportunities for them to connect in small groups. Initial staff data reflecting on this year shows staff continue to feel happy and safe working for JMCS and we have seen an increase in staff feelings of connectedness to the larger JMCS community this year, most likely a result of increased virtual connections.

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.

Initial data indicates that JMCS teachers and staff excelled at engaging students in the 2020-21 school year. Attendance data shows a 5% increase in average daily attendance as compared to the 2019-20 school year. Similarly, the attrition rate has decreased by 7%, indicating that students were even more engaged with school this year. In addition, students reported higher levels of engagement, interest and challenge this year as well as an increase in reporting they have a voice in decision making at their site. 70% of our students felt positively about their distance learning experience this year (4 or 5 out of 5 on our internal LCAP survey).

A challenge was being able to rely on internet connections across so many different communities, although JMCS was able to provide devices and hotspots to any student in need despite initial challenges in obtaining sufficient inventory. Additionally, many JMCS students are working with the closure of classrooms and have had to navigate work schedules and increased home responsibilities with school commitments.

Analysis of School Nutrition

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

Every JMCS student who needed food was able to get the meals they needed. Site staff were effective in making meal distribution available to every student. However, the meal consumption declined this year. Initial analysis indicates that while students may take a meal while on campus, it was not significant enough of a meal for some students to make a trip to the site to pick up. Students who were relying on the meals did continued to utilize this opportunity.

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	Contract with external online mental health and social emotional support services for students	$100,000	$155,985	Yes
Mental Health and Social and Emotional Well-Being	Provide comprehensive, schoolwide training on mental awareness and support for staff and students	$5,000	$5,000	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.

The Learning Loss Mitigation Funds were used to provide external mental health and social emotional support services for students. The actual cost of support exceeded the initial estimate by $55,985, resulting in additional support for students.

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.

JMCS found some surprising successes in distance learning and we are considering how to continue some of these practices in the future:
1) We developed a virtual co-teaching model in which teachers grouped together to each teach a class that was open to any student from any of the other teachers. Each teacher had the opportunity to focus on one subject of their choice and students had the opportunity to engage direct instruction multiple hours a day with students and teachers from across the state. This increased connections and support between teachers and students while also allowing flexibility of scheduling. Some sites saw ADA increase during the co-teaching units.
2) Some students appreciated the virtual learning options and flexible school schedule as it allowed them to work while also attending school and meeting their academic goals. We saw an increase in ADA during distance learning because students were able to participate in academics on their own time as they balanced their other responsibilities.
3) Teachers used digital curriculum and instructional tools more effectively and consistently and discovered these tools increased their effectiveness, management and student engagement. Online curriculum use of Odysseyware, Khan Academy and the DBQ Project increased, for example, as did the use of Google Classroom and Google Suite tools in general. Some teachers have shared they have

increased their ability to leave feedback for students using comments in Google Docs and students appreciate the ease of learning revision and editing skills in this way.
4) Staff felt increased connection with colleagues around the state as we effectively implemented virtual professional development and offered more virtual opportunities than in previous years. With virtual connections becoming the norm, staff became more comfortable using technology to connect, they participated more in virtual learning opportunities and found value in connecting without needing to travel.
Each of these successes is referenced in our goals and actions for our 2021-24 LCAP.

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

JMCS student learning loss will continue to be addressed through the use of RenSTAR and TABE testing data as well as teacher observations of progress to help identify students in need of skills acceleration. Tutoring will continue to be available through the 2021-22 school year and it will be expanded as needed to meet student needs. Tutoring will include having a bilingual tutor on staff to support the needs of Spanish speaking EL students. JMCS will also offer an extended school year with summer school options available for students who are in need of extra support.

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

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

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

Based on student achievement data, JMCS will increase our focus on skills acceleration, specifically in the areas of supporting small group instructional models and the implementation of skills acceleration curriculum. Our data has shown that students did not demonstrate as much grade level growth this past year as in years past, indicating a need to address skills acceleration consistently and effectively. Our data also demonstrates a need to continue to focus on supporting EL students and providing higher level options and challenges for our mid and high level students. JMCS will examine site-level data to determine best practices and consider piloting a skills acceleration practices group that can serve as a model for sites statewide in the future. Specific actions and metrics relating to student achievement outcomes, including unduplicated and EL students, can be found in our 2021-24 LCAP under each goal.

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	928,805.00	797,870.00
	0.00	0.00
Federal Funds	172,442.00	142,193.00
LCFF	79,902.00	81,884.00
LCFF Supplemental and Concentration	676,461.00	573,793.00

* 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	928,805.00	797,870.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	291,980.00	395,908.00
2000-2999: Classified Personnel Salaries	475,865.00	276,021.00
4000-4999: Books And Supplies	5,000.00	35.00
5000-5999: Services And Other Operating Expenditures	124,958.00	89,124.00
5800: Professional/Consulting Services And Operating Expenditures	31,002.00	36,782.00

* 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	928,805.00	797,870.00
		0.00	0.00
	LCFF	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	115,560.00
1000-1999: Certificated Personnel Salaries	LCFF	73,288.00	76,384.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	218,692.00	203,964.00
2000-2999: Classified Personnel Salaries	Federal Funds	98,797.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	377,068.00	276,021.00
4000-4999: Books And Supplies	Federal Funds	5,000.00	35.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	68,645.00	26,598.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,614.00	5,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	49,699.00	57,026.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	31,002.00	36,782.00
		31,002.00	30,089.00

* 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	485,797.00	375,535.00
Goal 2	197,033.00	217,261.00
Goal 3	245,975.00	205,074.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,200.00	$10,702.00
Distance Learning Program	$658,826.00	$619,781.00
Pupil Learning Loss	$107,315.00	$126,873.00
Additional Actions and Plan Requirements	$105,000.00	$160,985.00
All Expenditures in Learning Continuity and Attendance Plan	$879,341.00	$918,341.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings		
Distance Learning Program	$53,000.00	$53,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$53,000.00	$53,000.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,200.00	$10,702.00
Distance Learning Program	$605,826.00	$566,781.00
Pupil Learning Loss	$107,315.00	$126,873.00
Additional Actions and Plan Requirements	$105,000.00	$160,985.00
All Expenditures in Learning Continuity and Attendance Plan	$826,341.00	$865,341.00