

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

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

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The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Ensure excellence in teaching and learning so each student is prepared to succeed in college and career.

State and/or Local Priorities addressed by this goal:


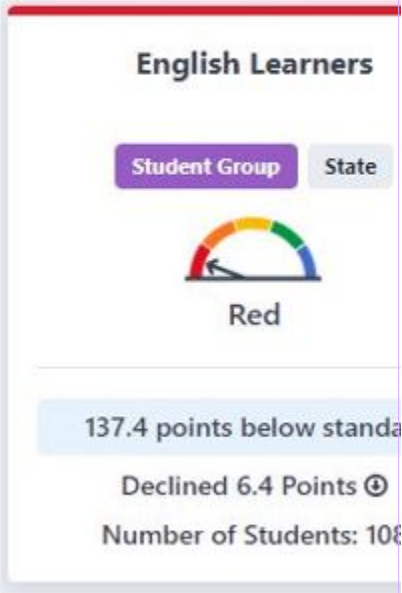
State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

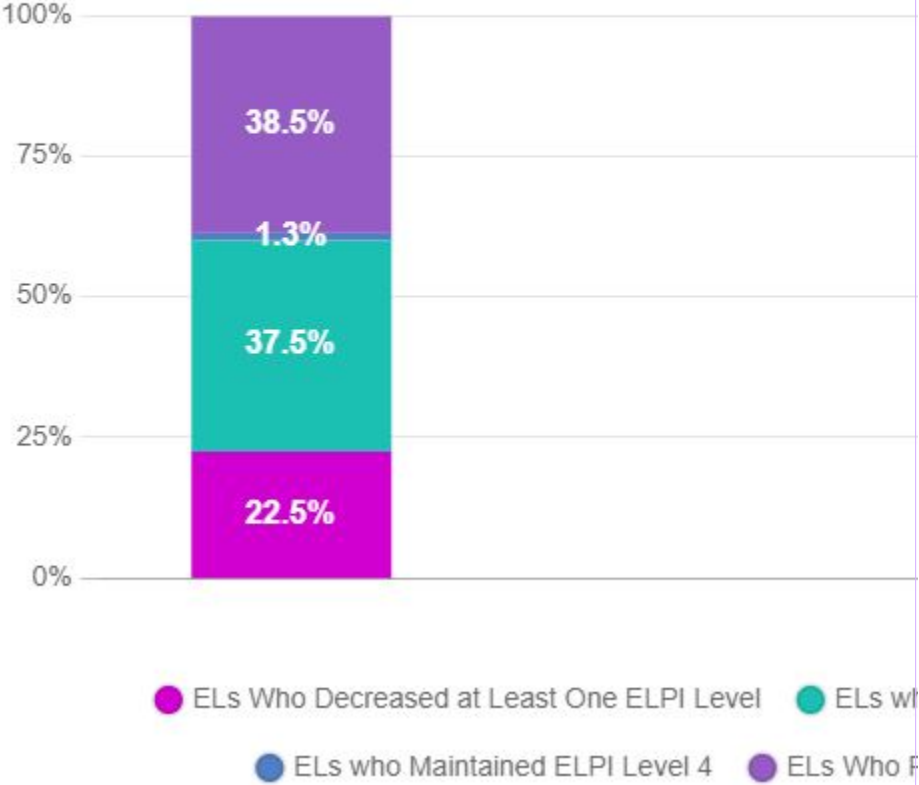
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Appropriately credentialed and assigned teachers</p> <p>19-20 100% of teachers are appropriately credentialed and assigned</p> <p>Baseline 90% of teachers are appropriately credentialed and assigned.</p>	<p>100% of teachers are appropriately credentialed and assigned</p>
<p>Metric/Indicator Student access to instructional materials and supplies</p> <p>19-20 100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution</p> <p>Baseline 100% of students have access to board-adopted materials and instructional supplies</p>	<p>100% of students have access to board-adopted materials and instructional supplies as evidenced by SARC data and board instructional materials sufficiency resolution</p>
<p>Metric/Indicator Percentage of students completing "a-g" course requirements</p>	<p>2019-20 CALPADS EOY Data: 879 students completed "A-G" * 69 students who are foster youth completed "A-G" courses *263 student who are English learners completed "A-G" courses</p>

Expected	Actual
<p>*The school does not have sufficient data to calculate percentages. For this metric the district will report on the number of students completing "a-g" courses</p> <p>19-20 875 students completing "a-g" courses 125 students who are foster youth completing "a-g" courses 212 students who are English learners completing "a-g" courses</p> <p>Baseline 796 students completed "A-G" courses as of May 28, 2017</p>	<p>*789 students who are socio economically disadvantaged completed "A-G" courses *Students may be counted more than once in multiple categories</p>
<p>Metric/Indicator Implementation of academic content and performance standards</p> <p>19-20 Increase percentage of tasks aligned by 5% each year</p> <p>Baseline Based on fall 2016 learning walk data: 55% of tasks were mostly/significantly aligned with grade--level standards; 84% mostly/significantly or somewhat aligned</p>	<p>This outcome was originally to be measured by classroom walk through data, but the formal assessment and protocol for walk throughs was discontinued during the 2017-2018 school year. A revised process will begin during the 2020-2021 school year after the COVID-19 crisis and school closures have passed. This year the Local Indicator section of the California Dashboard (Access to a broad course of study) was used. A summary of the results indicate that all content areas are either in the Exploration and Research Phase, the Beginning Development Phase, or the Initial Implementation Phase.</p>
<p>Metric/Indicator The percentage of students who are English learners provided access to the state standards and English language development (ELD) standards as measured by placement at registration centers Reclassified Fluent English Proficient (R-FEP), Long--term English learners (LTEL), English learners (EL) only</p> <p>19-20 Discontinued</p> <p>Baseline Establish baseline in 2017--18</p>	<p>100% of English learners had access to the ELD state standards through Integrated and Designated ELD through teacher instructions and/or one-on-one with ELD teacher assistants. Per the 2019 Dashboard there were 148 English learners and they increased a total of 19.6 points on their CAASPP ELA. We moved from Red to Orange on the CA Dashboard.</p>

Expected	Actual
	<div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <p>2019</p>  </div> <div style="text-align: center;"> <p>2018</p>  </div> </div>
<p>Metric/Indicator Percentage of students who are English learners making progress toward English proficiency as measured by the CELDT.</p> <p>19-20 75% of ELs making annual progress as measured by ELPAC.</p> <p>Baseline 54.9% of students who are English learners made annual progress in 2016--17</p>	<p>2019 Dashboard Data Student English Language Acquisition Results</p> <p>Our goal was to have 75% of our ELs making annual progress on the new instrument, ELPAC</p> <p>38.5% Progressed at least one ELPI Level and 1.3% Maintained Level 4 (Well Developed), 37.5% Maintained their ELPI Level and 22.5% decreased at least one ELPI Level</p>

Expected	Actual										
	<p data-bbox="1075 172 2007 224">Student English Language Acquisition Results</p> <p data-bbox="1075 248 2007 345">The percentage of current EL students who progressed at least one level, maintained ELPI level 4, or maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H),</p>  <table border="1" data-bbox="1094 386 2007 1166"> <caption>Student English Language Acquisition Results Data</caption> <thead> <tr> <th>Category</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>ELs Who Decreased at Least One ELPI Level</td> <td>22.5%</td> </tr> <tr> <td>ELs who Maintained ELPI Level 4</td> <td>37.5%</td> </tr> <tr> <td>ELs who Progressed at Least One ELPI Level</td> <td>1.3%</td> </tr> <tr> <td>ELs Who F</td> <td>38.5%</td> </tr> </tbody> </table>	Category	Percentage	ELs Who Decreased at Least One ELPI Level	22.5%	ELs who Maintained ELPI Level 4	37.5%	ELs who Progressed at Least One ELPI Level	1.3%	ELs Who F	38.5%
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ELs Who F	38.5%										
<p data-bbox="107 1198 348 1230">Metric/Indicator</p> <p data-bbox="107 1235 604 1268">English learner reclassification rate</p> <p data-bbox="107 1287 193 1320">19-20</p> <p data-bbox="107 1325 533 1357">5% growth over previous year</p> <p data-bbox="107 1377 241 1409">Baseline</p> <p data-bbox="107 1414 957 1479">As of April 1, 2017, 4% of students who are English learners have been reclassified in 2016-17</p>	<p data-bbox="1052 1190 1969 1336">21% of students enrolled in JCCS are reclassified by referring districts in the 2019 school year. JCCS received Board approval, in 2020, for their updated Reclassification Plan and will begin using the criteria for the 2020-21 school year.</p>										

Expected	Actual
<p>Metric/Indicator The percentage of pupils who have passed an Advanced Placement (AP) examination with a score of three or higher.*</p> <p>19-20 1% growth over baseline</p> <p>Baseline 0% -- No students completed online AP courses during the 2016-17 school year</p>	<p>Six (6) students completed online AP courses during the 2019-20 school year</p>
<p>Metric/Indicator The percentage of pupils demonstrating college preparedness as measured by the Early Assessment Program (EAP)*</p> <p>*This measure will utilize 11th-grade student performance on California Assessment of Student Performance and Progress (CAASPP)</p> <p>19-20 3% growth over the baseline Gap-closing metrics for: English learners African American student group Homeless youth Foster youth R-FEP student group</p> <p>Baseline ELA overall- 5%; Math overall- 3% Due to small performance percentages, baseline has not been set for gap-closing metrics for sub--categories. As performance increases, gap-closing metrics will be established for: English learners African American student group Homeless youth</p>	<p>Per the 2019 Dashboard, there was great growth in the 2018-2019 school year. All subgroups (Hispanic, Black/African American, White, EL, RFEP and English Only, improved by one or more percent for ELA. In Mathematic we had four subgroups score Conditionally Ready and they are: Hispanic 1%, Black/African American 2%, RFEP 2% and English Only 2% from 0% the previous year. Although we didn't make the 3% growth as anticipated, we are well on the way.</p>

Expected	Actual		
Foster youth	Early Assessment Program (EAP)		
	English Language Arts (ELA)		
		2018 Conditionally Ready	2019 Conditionally Ready
	Hispanic	6%	11%
	Black or African American	5%	7%
	White	9%	13%
	English Learner (EL)	2%	5%
	RFEP	7%	8%
	English Only (EO)	7%	13%
	Early Assessment Program (EAP)		
	Mathematics		
		2018 Conditionally Ready	2019 Conditionally Ready
	Hispanic	0%	1%
Black or African American	0%	2%	
White	0%	0%	
English Learner (EL)	0%	0%	
RFEP	0%	2%	
English Only (EO)	0%	2%	
<p>Metric/Indicator Student enrollment in a broad course of study as measured by report cards (K--6) and the 8--12 grade master schedules demonstrating all students have access to all required courses, including unduplicated students and students with exceptional needs</p> <p>19-20 100% enrollment in UC "A-G" courses at all schools</p> <p>Baseline Monarch 100% SPA 100% Community 94.76% Court 96.73%</p>	As of EOY 2019-20 JCCS Enrollment in UC "A-G "courses Monarch 100% San Diego County Community 100% San Diego County Court 100% San Pasqual Academy 100%		

Expected

Actual

Priority 7

Self-Reflection Tool: Access to a Broad Course of Study

<p>1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.</p>	<p>We are an alternative school with a transient student population, and we have systems in place to ensure our students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs. During our enrollment process, every student undergoes a transcript review (by a school counselor and student-support specialist), reading and mathematics assessments, a career/interests survey, and, when needed, a review of their IEP (by a special education teacher). Our counselors then work with our school office staff and school administrators to ensure our students are enrolled in the right courses and a broad course of study that advances them towards culmination/graduation based on our graduation requirements and course list. At each grading period, counselors review student transcripts to ensure students are taking a broad course of study that advances students towards culmination/graduation.</p>
<p>2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are in a broad course of study. The summary should identify differences across school sites and student groups in access, enrollment, and in a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.</p>	<p>We have four CDS codes in our LEA: Court Schools (schools in detention facilities), Community Schools (serving students who have been expelled or referred from their districts, social services or probation), San Pasqual Academy (serving foster youth at a residential facility), and Monarch School (serving students impacted by homelessness). Each CDS code enhances our orientation/transcript review and scheduling process in ways that best meet the needs of their student population. For example, San Pasqual Academy is long-term, and there is a stronger college-going culture, where a full A-G course load en route to admission to a 4-year university is offered. In our Court Schools, we have a shorter term placement and so in addition to A-G approved courses, students are exposed to a wider range of CTE options, including graphic arts and fire science. At Monarch, the emphasis is greater on social-emotional learning thus all high school students have annual access to social-emotional learning courses, in addition to a full A-G course load. Finally, our community schools, due to their size and shorter terms are limited in their Foreign Language and Science Labs of A-G. However, the strategies offered are more flexible such as Independent Study, which allow students to personalize their learning experience based on their future plans while offering more opportunities for A-G courses.</p>
<p>3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to broad course of study</p>	<p>Some barriers that can prevent our LEA from providing a broad course of study for all students include the fact that our sites are small (to meet the needs of our student population) and with so few teachers at each site, we are only able to offer a limited amount of courses in any given grading period. Another barrier is our students' transiency (movement between sites), which can lead students to earn only partial course credit in one of our CDS codes and then landing in one of our other CDS codes without the immediate ability to close the partial (and complete the course). A third barrier that we face in providing a broad course of study for all students is the challenge we have with student attendance. Many of our students struggle to attend school consistently due to housing insecurity, mental health challenges, appointments with lawyers and special advocates, etc., and this leads to challenges with ensuring students are taking and completing the exact courses they need within our broad course of study.</p>
<p>4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new action will the district implement, or has the LEA implemented, to ensure access to a broad course of study for all students.</p>	<p>Our LEA is seeking to address the barriers we face in the following ways. First, we are updating our curriculum to better meet the needs of our students' diverse transcript needs through consistency in curriculum and professional learning focused on stronger instructional strategies. Second, we are moving our system towards having more broad supplemental course sequences where students can take "Critical Literacy 1, 2, or 3" for example and thus engage in the literacy learning they need based on their skill level and transcripts without having to worry about duplicating courses or leaving courses only partially complete (because students would just pick up where they left off after moving to a new CDS code in our LEA). Third, we are implementing a multi-tiered system of support (MTSS) to help improve student attendance and a broad range of needs that would preclude them from being heavily involved in their school program and thus missing out on the opportunities for them to maximize their time.</p>

Metric/Indicator

School facilities maintained and in good repair

19-20

100% of sites have exemplary rating on Facilities Inspection Tool

Expected	Actual
<p>100% of sites have exemplary rating on Facilities Inspection Tool</p> <p>Baseline 100% of sites have exemplary rating on Facilities Inspection Tool</p>	
<p>Metric/Indicator Other pupil outcomes: Students concurrently enrolled in community college classes increase by 5% over baseline of 71 students</p> <p>District-wide there will be a 5% increase in the percent of students achieving at the level of “Standard Met” or “Standard Exceeded” on the ELA CAASPP based on the 2014--15 baseline results.</p> <p>Each of the unduplicated student groups and students with disabilities will demonstrate greater than 5% growth in achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by ELA CAASPP, according to 2016--17 scores.</p> <p>19-20 Increase the percentage of students concurrently enrolled in community college courses by 5% over the prior year</p> <p>CAASPP Baseline plus 5%</p> <p>Baseline Based on the 2015--16 CAASPP results, 7% met or exceeded standard in ELA and 2% in math.</p>	<p>Per the 2019 Dashboard Data, 89 students are concurrently enrolled in college courses, an increase of 20%, more than the 5% over our baseline.</p> <p>In addition, all students increased in their performance on the ELA (20.9 points) and specifically, Students with Disabilities (increased 3.8 points), Low Income (increased 20.7 points) and Foster Youth (increased 15.6 points)</p> <p>Local Data: 2019-20 Reading Renaissance % showed an increase >.5 points in their Post Test= .5 of year in > =90days Hispanic = 29%, AA = 30%, EL = 34%, SPED = 27%, Foster Youth = * not enough for calculation, Homeless = 34%, SED = 34%, All JCCS = 33%; **Due to COVID only a quarter of the student population were able to Post-Test**</p> <p>Local Data: 2019-20 Mathematics Renaissance % showed an increase >.5 points in their Post Test= .5 of year in >= 90days Hispanic = 39%, AA = 30%, EL = 34%, SPED = 34%, Foster Youth * Not enough for calculation, Homeless = 40%, SED = 38%, All JCCS = 38% **Due to COVID only a quarter of the student population were able to Post-Test**</p>

Expected

Actual

English Language Arts

All Students

All Students State



Orange

101.5 points below standard

Increased 20.9 Points Ⓢ

Number of Students: 323

Students with Disabilities

Student Group State



Orange

139.2 points below standard

Increased 3.8 Points Ⓢ

Number of Students: 79

Socioeconomically Disadvantaged

Student Group State



Orange

100.6 points below standard

Increased 20.7 Points Ⓢ

Number of Students: 308

Foster Youth

Student Group State



No Performance Color

113.7 points below standard

Increased 15.6 Points Ⓢ

Number of Students: 29

Metric/Indicator

District-wide there will be a 5% increase in the percentage of students achieving at the level of “Standard Met” or “Standard Exceeded” on the math CAASPP.

Per the 2019 Dashboard Data, the All students' performance in mathematics maintained its red color by maintaining within 2.5 points from the previous year. Students with disabilities declined 16.1 points, and Low Income students declined 3.5 points. Our

Expected

Each of the unduplicated student groups, and students with disabilities will demonstrate a 10% growth in students achieving at the level of “Standard Nearly Met” or “Standard Met” as measured by math CAASPP, according to 2016--17 scores.

19-20

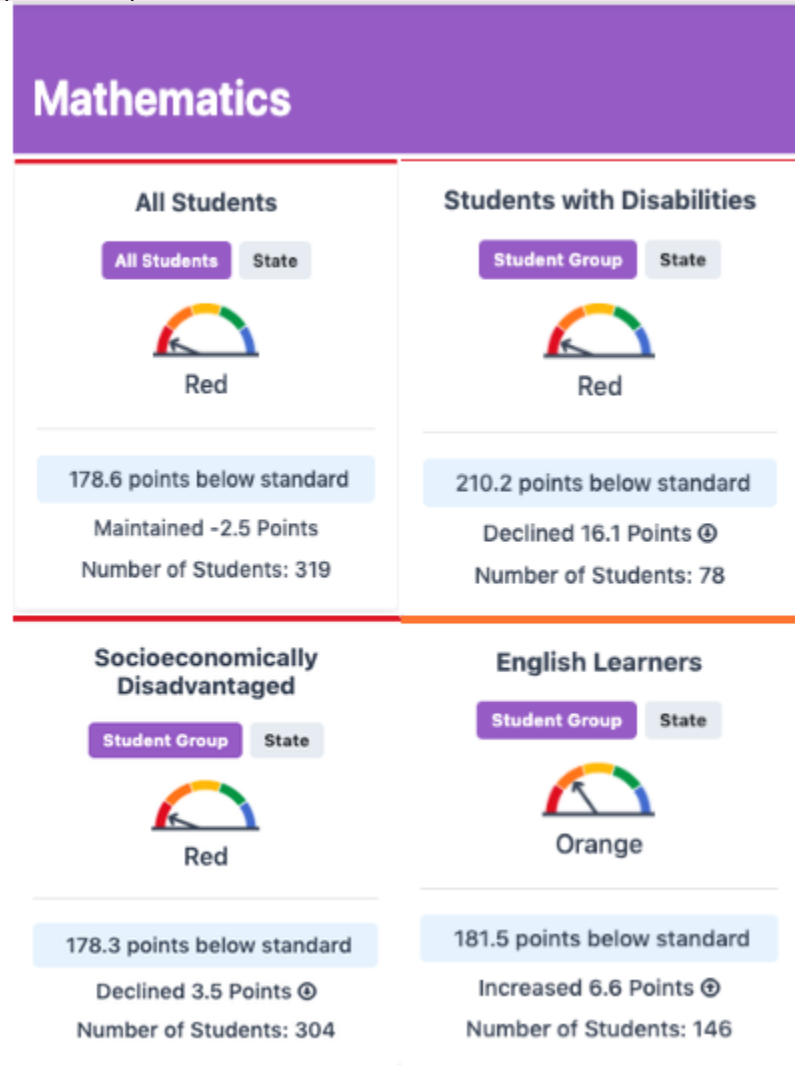
Baseline plus greater than 5%

Baseline

Based on the 2015--16 CAASPP results 2% of students tested met or exceeded standards in math.

Actual

English learners improved slightly by 6.6 points, earning an orange (from red) on the Dashboard.



Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<ul style="list-style-type: none"> * Continue same as 2018-19 school year. * Identify selection committee (DCC) and adopt materials for instructional materials for Math * Continue to pilot, and then adopt materials for ELA/ELD * Identify selection committee (DCC) to pilot materials for Next Generation Science Standards (NGSS) and history/social science. 	<p>School Teachers and Nurse for Court, Community and Monarch School Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$3,129,120</p> <p>Food Services Supervisor and Workers Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$705,771</p> <p>Staff Computer Refresh and Classroom's Books/Material/Supplies and Textbook Adoption 4000-4999: Books And Supplies Supplemental and Concentration \$201,763</p> <p>Food Services Non-Reimbursable Sub-agreement Contracts and Maintenance Repairs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$172,400</p> <p>Food Services Reimbursable Sub-agreement Contracts 5000-5999: Services And Other Operating Expenditures NSLP \$510,000</p>	<p>School Teachers and Nurse for Court, Community and Monarch School Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$2,865,923</p> <p>Food Services Supervisor and Workers Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$621,930</p> <p>Staff Computer Refresh and Classroom's Books/Material/Supplies, Textbook Adoption & Supplemental Services Plus Food Services Non-Reimbursable Sub-agreement Contracts and Maintenance Repairs 4000-4999: Books And Supplies Supplemental and Concentration \$842,473</p> <p>Supplemental Services: travel, graphics, Consultant Contracted Services, and Other paid by CARES-LLMF 3220 Funds 5000-5999: Services And Other Operating Expenditures Federal Funds \$199,544</p> <p>Food Services Reimbursable Sub-agreement Contracts 5000-5999: Services And Other Operating Expenditures NSLP \$177,625</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Textbook Adoption 4000-4999: Books And Supplies Restricted Lottery \$272,795</p> <p>Supplemental Services: travel, graphics, Consultant Contracted Services, and Other paid by Title I-Part A&D 5000-5999: Services And Other Operating Expenditures Title I \$668,838</p> <p>Travel, graphics, Consultant Contracted Services, and Other paid by Title II 5000-5999: Services And Other Operating Expenditures Title II \$96,399</p> <p>Travel, graphics, Consultant Contracted Services, and Other paid by Title III 5000-5999: Services And Other Operating Expenditures Title III \$61,111</p> <p>Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title IV 5000-5999: Services And Other Operating Expenditures Title IV \$133,553</p>	<p>Supplemental Services: travel, graphics, Consultant Contracted Services, and Other paid by CSI 5000-5999: Services And Other Operating Expenditures CSI Funding \$171,570</p> <p>Supplemental Services: travel, graphics, Consultant Contracted Services, and Other paid by Title I-Part A&D 5000-5999: Services And Other Operating Expenditures Title I \$445,708</p> <p>Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title II 5000-5999: Services And Other Operating Expenditures Title II \$86,106</p> <p>Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title III 5000-5999: Services And Other Operating Expenditures Title III \$10,978</p> <p>Supplemental Books, Supplies and Services. Travel, graphics, Consultant Contracted Services, and Other paid by Title IV 5000-5999: Services And Other Operating Expenditures Title IV \$56,025</p>
Strengthen the implementation, and assess and refine system of professional learning.	Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel	Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to implement Integrated ELA/ELD Curriculum Map/Units of Study/Benchmark Assessments as well as an Instructional Framework aligned to best- practices for inclusive teaching and learning (with English learners, students with IEPs, and general education students in the same classroom)</p> <p>Continue to train and implement components of the E3 evaluation system.</p> <p>A Division Curriculum Committee (DCC) was created and it developed Integrated Math Curriculum Maps/Units of Study/Benchmark Assessments to pilot in middle and high school classrooms throughout JCCS.</p>	<p>Salaries & Benefits Supplemental and Concentration \$125,341</p> <p>Not Applicable Not Applicable Not Applicable Not Applicable</p>	<p>Salaries & Benefits Supplemental and Concentration \$156,357</p> <p>Not Applicable Not Applicable Not Applicable Not Applicable</p>
<p>Phased support of instructional support team as teacher and administrator capacity increases</p>	<p>Services for EL - Professional Development Specialist Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$40,000</p> <p>Teacher's Coaches Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title I \$671,644</p>	<p>Services for EL - Professional Development Specialist Salaries and Benefits Title I 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$40,000</p> <p>Teacher's Coaches Salaries and Benefits paid by Title I-Part A&D 1000-3999: Certified Personnel Salaries & Benefits Title I \$612,728</p> <p>Teacher's Coaches Salaries and Benefits - Split Funding 1000-3999: Certified Personnel Salaries & Benefits Title III \$47,749</p> <p>Teacher's Coaches Salaries and Benefits - Split Funding 1000-3999: Certified Personnel Salaries & Benefits Title IV \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners to promote opportunities, for remediation, acceleration, and increase access to a broad course of study including the following programs: iPBL Integrated ELA/ELD Integrated CTE Integrated VAPA Specialized experiences Interdisciplinary UC "A--G" approved courses Concurrent enrollment with college courses</p>	<p>CTE and Regular Teacher Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$329,684 VAPA Textbooks and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$40,000 VAPA Consultant Service Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$160,000</p>	<p>CTE and Regular Teacher Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$331,262 VAPA Textbooks and Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$1,419 VAPA Consultant Service Contracts 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$237,694 VAPA Consultant Service Contracts 5000-5999: Services And Other Operating Expenditures Title IV \$1,442</p>
<p>Review, revise, and refine implementation of differentiated learning models to respond to the needs of diverse learners and promote opportunities for remediation, acceleration, and increased access to a broad course of study including the following programs: Independent study and Credit recovery</p>	<p>VAPA Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$126,017</p>	<p>VAPA Technician Salaries and Benefits paid by Title I-Part A&D 2000-3999: Classified Personnel Salaries & Benefits Title I \$116,560 VAPA Technician Salaries and Benefits (cost split) 2000-3999: Classified Personnel Salaries & Benefits Title IV \$15,895</p>
<p>Monitor progress to strengthen implementation and refine the system of assessment ensuring efficient and effective classroom/course placement and acceleration of learning.</p> <p>Use assessment and monitoring information to inform the development of a Multi--Tiered System of Support to meet the needs of all students in JCCS.</p>	<p>Assessment Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$57,575 Not Applicable Not Applicable Not Applicable Not Applicable</p>	<p>Assessment Technician Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$54,261 Not Applicable Not Applicable Not Applicable Not Applicable</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Math Software Subscription and Data Coaching 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$25,000 MTSS Grant-Consultant Contracts for Staff Training 5000-5999: Services And Other Operating Expenditures Other \$20,000	Math Software Subscription and Data Coaching 5000-5999: Services And Other Operating Expenditures Other \$3,184 MTSS Grant-Consultant Contracts for Staff Training 1000-3999: Certified Personnel Salaries & Benefits Other \$9,790 MTSS Grant-Consultant Contracts for Staff Training 7000-7439: Other Outgo Other \$1,698 MTSS Grant-Consultant Contracts for Staff Training 5000-5999: Services And Other Operating Expenditures Other 8,025
	Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable	Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable Not Applicable

Goal Analysis

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

Material Differences between 2019-20 Budgeted Expenditures and Actual Expenditures:

Goal 1, Actions 1, 3, 4 and 5 have no material differences between the budgeted expenditures and actual expenditures.

While increases in salaries and benefits for the Professional Development Specialist reflects a higher-than-expected cost for Action 2, decreases to math software contract with Renaissance due to software access prepayment in the previous year 2018-19 resulted in lower-than-expected costs for Action 6.

Action 2 total actual expenditures in the amount of \$156,357 represents 125% of budgeted expenditures at \$125,341.

Action 6 has a material difference between the budgeted expenditures and estimated actuals of 25%. During the 2019-20 school year, expenditures total was \$76,957 compared to \$102,575 originally budgeted.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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

SDCOE Juvenile Court and Community Schools serve approximately 1,200 students daily throughout the county. Our educational services are provided to youth impacted by expulsion, incarceration, pregnancy/early parenting, foster care, chronic truancy, substance dependency, neglect, abuse, and homelessness. SDCOE had an enrollment of unduplicated pupils in excess of 89% who qualify as low income. Per our needs assessment and stakeholder feedback, there is a continued need for improving our English language arts (ELA) and mathematics performance. While all of our students are in need of great assistance, we noticed that our foster youth and our English learners (ELA 117.8 and math 181.5 points below standard) have a significant need for improvement. In addition, in mathematics, our students who are low income had the most significant need (178.3 points from standard) for improvement.

We implemented all seven actions and services to help prepare each student for success in college and career. All teachers were appropriately credentialed and assigned. 100% of students had access to Board-adopted curriculum materials.

Teachers shared that the new student assessment system Renaissance Learning (RenLearn for ELA and math) is a much more efficient and user-friendly, diagnostic system. Students can be assessed every 90 days in 20 to 30 minutes (The MAP assessment took much longer). Teachers and admin can now analyze student scores to guide instruction and develop necessary supports. Renaissance test data results for ELA and math indicate after the second post-test that students were improving from their initial baseline scores. Overall results showed 73% had improved from 44% initial results for ELA. Overall results showed that 65% of students improved from 52% initial results for math.

A coherent professional learning system was implemented and aligned by utilizing whole-group PL, site-based PLCs, instructional coaching, and administrator observations/feedback. Our Division Curriculum Committee has improved the alignment of our ELA/ELD curriculum with CAASPP and established a foundation for us to improve the alignment of all core curriculum with state standards. All teachers were trained in the use of CAASPP Interim Assessment Blocks (IABs). Student assessment results indicated growth areas to be targeted. We were able to establish a baseline for teachers and students to focus on before the actual SBAC testing. All teachers were trained in integrating ELD across all content areas with emphasis on the ELD standards cluster "interacting in meaningful ways" (interpretation, collaboration, production).

The 2019-20 school year began with a greater focus on our ELA/ELD and mathematics curriculum in addition to the beginning of our science review for pilot/adoption. Our professional learning also increased in the area of Reading Intervention and English Learner Development. There appeared to be a great increase in the understanding of the new curricula as well as a willingness to try new things for students and faculty/staff alike.

Our first step when the COVID-19 shutdown occurred was to contact our students and families to offer immediate assistance with accessing basic needs, such as food, health care, housing, etc. In addition, we inquired about whether they had access to the internet and to a device that could help facilitate distance learning.

The greatest needs surfaced in the area of access to technology for instruction. In addition, the area of professional learning in technology for the purpose of ensuring our teaching and learning was advancing for all, was indeed a greater challenge than once thought. The need to provide both basic technological skills as well as the need for more applications that made the teaching more accessible, and the need to provide more advanced pedagogical shifts in teaching and learning were our greatest areas of need. We were able to spend more dedicated time and attention to our students, families, teachers and staff and provide them with just-in-time training to help us reach our goals.

Specifically, we increased our support for professional learning, personnel, and curriculum development to target efforts at improving our outcomes for all unduplicated students. In addition, to further support our distance learning, we had specific professional learning and materials to support ELs.

At the outset of the COVID-19 distance learning, we sent a survey to stakeholders. Based on the data received, the decision was made to prepare the distance learning curriculum in two formats: online platforms (Google Classroom, Haiku, Seesaw, Canvas) and printed curriculum. This was a hybrid of the work that teachers were already facilitating for students in the classroom and for independent study (online), as well as for those in institutions and without technology (printed). Every three weeks, this curriculum was curated by instructional coaches, teacher leaders, and administrators, and delivered alongside food. In addition, via ZOOM and phone calls, we ensured that all credentialed and classified staff were utilized to ensure students received the support they needed in both their academic and their social and emotional needs through scheduled times of contact. Furthermore, our professional development plan included training teachers and staff members to effectively utilize online tools and help create the printed curriculum for those without technology.

This was our initial best thinking for the continuity of learning across JCCS, so we continued in this vein through the end of the school year and into summer. It proved successful, however, the challenges of equitable access proved to be greater; and we realized that there would be a continual need for paper/pencil options even as we continued with our digital platforms.

Goal 2

Cultivate stakeholder engagement to support excellence in each student's success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Parent input in district and school decision-making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums and surveys, and School Site Councils (SSC))</p> <p>19-20 100% of district governance groups are compliant and solicit parent input</p> <p>Baseline 100% of district governance groups are compliant and solicit parent input</p>	<p>100% of district governance groups are compliant and solicit parent input</p>
<p>Metric/Indicator Promotion of parent participation in programs for unduplicated pupils</p> <p>19-20 Increase 10% each year</p> <p>Baseline</p>	<p>In 2019-20 school year 904 parents participated in school-related activities</p>

Expected	Actual
480 parent or guardians participated in school-related activities	
<p>Metric/Indicator Promotion of parent participation in programs for students with exceptional needs</p> <p>19-20 From baseline increase by 10% each year</p> <p>Baseline Baseline data set in June 30, 2017 2016--17 YTD Davila Day 14 Friendship 17 North County Academy 5</p>	<p>In 2019-20 Parent Participation Numbers Davila Day - 14 Friendship - 26 North County Academy - 6 JCCS - baseline will be established 2020-21</p>
<p>Metric/Indicator Local measures on the sense of safety and school connectedness</p> <p>19-20 Increase by 5% each year</p> <p>Baseline 2015--16 Healthy Kids Survey School Environment Indicator of 81% moderate and high School Connectedness Indicator of 67% moderate or high</p>	<p>In 2019-20 School Environment Indicator of 92% (combined measures of moderate and high) School Connectedness Indicator of 67% (combined measures of moderate and high)</p>
<p>Metric/Indicator Strengthen community partnerships as measured by partner satisfaction survey</p> <p>19-20 Increase 5% from baseline</p> <p>Baseline Establish baseline number of partner agencies Develop and administer partner satisfaction survey June 30, 2017</p>	<p>Indicator was not measured</p>

Expected	Actual
<p>Metric/Indicator Increase the number of parents of students who are English learners involved in leadership development programs</p> <p>19-20 Increase by 10% each year</p> <p>Baseline Committee to develop criteria and establish baseline and growth</p>	<p>Through DELAC/ELAC and other parent engagement opportunities, a total of 35 parents of students who are English learners were involved in leadership development. Parents provided feedback and planning support for the development of workshops, parent trainings, experiential learning trips, and educational book clubs.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Dialogue with new and returning parents regarding ways to strengthen parent and community participation. Review and revise plan as needed.</p>	<p>Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$100,000</p> <p>Bus Services for Parent Travel 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,206</p> <p>Services for Parent Engagement Meetings 5000-5999: Services And Other Operating Expenditures Title I \$15,157</p>	<p>Parent Family Liaisons Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$100,000</p> <p>Parent Bus Services for Parent Travel and Other Services 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$4,775</p> <p>Services for Parent Engagement Meetings 5000-5999: Services And Other Operating Expenditures Title I \$17,514</p>
<p>Continue to promote parent Involvement and engagement</p> <p>Offer parent education to enhance home and school partnerships as well as parental interests</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$116,322</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$114,011</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>In English and Spanish provide education on: Restorative Practices; trauma-informed care; learning and behavior; U.S. school system; and other topics selected by parents and families (i.e., from parent meetings, survey's, and LCAP Forums)..</p> <p>Continue to implement: Parent education transportation to and from school and community events</p> <p>Additional supports for parents to gain knowledge and understanding of the instructional program</p> <p>Expand parent/community volunteer and leadership opportunities</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$220,885</p> <p>Not Applicable Not Applicable Not Applicable</p>	<p>Parent Family Liaisons & Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$233,090</p> <p>Not Applicable Not Applicable Not Applicable</p>
<p>Analyze, review, revise, and refine internal and external communication systems to ensure alignment of messaging and engagement of students, parents, and staff with the school.</p> <p>Implement common communication protocols across sites</p> <p>System for translation services established</p> <p>System for calendaring and disseminating information across the organization</p> <p>Capacity built across levels to lead and facilitate monthly systems meetings</p>	<p>Administrative Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$514,755</p>	<p>Administrative Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$649,611</p> <p>Administrative Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits LCFF 24,833</p>
<p>Continue to foster and develop internal and external partnerships to support the needs of all students.</p>	<p>Student Support Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$162,735</p>	<p>Student Support Supervisor Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$117,742</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.

Material differences between Budgeted Expenditures and Actual Expenditures:

Goal 2, Actions 1 and 2 had no material differences between the budgeted expenditures and actual expenditures.

Aligning 100% salaries and benefits for administration support staff reflects a higher amount than was originally budgeted in LCAP cost for Action 3; a decrease in salaries and benefits for supervisor student support caused a lower-than-projected-cost in Action 4.

Action 3 total actual expenditures in the amount of \$674,444 represents 131% of budgeted expenditures at \$514,755.

Action 4 has a material difference between the budgeted expenditures and estimated actuals of 28%. During the 2019-20 school year, the expenditures total was \$117,742 compared to \$162,735 originally budgeted.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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

SDCOE/JCCS has worked to increase their stakeholder involvement in a number of substantive ways. Training opportunities for parents were developed to target areas of need and those requested by parents. Priority was given in the area of social and emotional learning, "Strengths Finder" for parents, and Restorative Practices. Other themes were covered at parent outreach events including building a bridge with your child, drug/alcohol abuse prevention, gang awareness, and Parent Leader Appreciation Day. We have had a substantive increase in the number of parents/partners who have participated in school-related activities. The activities included Title 1 Open Houses, parent training in areas of parenting skills, educational opportunities, substance use disorders, mental health, and other sessions. The parents/guardians/partners also participate in Coffee with the Principal as well as our new Student-Led Conferences

LCAP updates were given during School Site Council (SSC) meetings, Division Advisory Committee (DAC), and Division English Language Advisory Committee (DELAC) meetings. LCAP Community Forums were conducted to seek parent input on LCAP goals and priorities.

Throughout our 2019-20 school year the LCAP updates and feedback is solicited in a variety of locations and platforms. Status updates are provided on Local Indicators, status, Goals, Actions and Services as well as expected Annual Measurable Outcomes.

The District Parent Advisory Committee and District English Learner Advisory Committee received updates and gave their solicited input during LCAP development in February and March 2020. In addition, School Site Council meetings for each school included information on our goals and how they are connected to the site and the actions in the SPSAs.

Eight community forums were held in the month of January 2020 with representation from all stakeholder groups, including: parents of unduplicated students (71), students (24), community-based organizations/partner agencies (32), classified & credentialed staff (97), and Administrators (17) inclusive of Special Education Administration.

The LCAP Forums were held in each of our JCCS Regions:

January 9, 2020 for the SOAR Academy @ SCREC

January 14, 2020 at North Region (NCREC)

January 15, 2020 at San Pasqual Academy (Foster Youth Stakeholders present)

January 22, 2020 at East Region (ECREC)

January 23, 2020 at South Region (SCREC) (two sessions am/pm)

January 29, 2020 at Monarch School

January 30, 2020 at Metro Region (37ECB)

These services were halted for a bit with the onset of COVID and support was redirected to basic needs for well-being and educational excellence.

100% of SSC, DELAC, and DAC, and special education CAC committees are compliant and participate in district governance groups. Parent participation increased significantly: 954 parents participated in school events, resulting in an increase of 98.8%. This goal was met. We worked with Parent Family Liaisons to develop a long-term plan to build capacity and leadership from among English learners. DAC and DELAC parent groups' attendance and participation is strong, active, and consistent. Blackboard Connect was utilized to improve parent communication and provide updates on student attendance. A new student information system, Synergy, was launched and will provide access to student grades and attendance through a Parent Portal and Student Portal starting in spring 2021.

Davila School and North County Academy had 100% parent participation in Individual Education Program meetings.

When schools were shut down due to COVID-19, staff and faculty initially made contact with approximately 1,050 students/families (89%). We determined that 516 (44%) students had internet access and 663 (56%) still needed a device, including 240 incarcerated students. We were able to ultimately engage 989 students/families (approximately 82%) by the end of the school year. We also learned that many moved out of our area due to job loss and homelessness. By the end of the school year, we had distributed 825 Chromebooks for a total of 73% of students with a device to access the curriculum. Students with access to the curriculum (online and printed) include: English Learners 78%, Foster Youth 91%, Socio Economically Disadvantaged 79%, Homeless 93%, Students with Disabilities 73%, African American 69%, and Latino students 81%. We had 68% of students actively engaged and making progress with their teachers and the curriculum weekly. At that point we had 123 of 196 students incarcerated with access via ZOOM to teachers. Finally, we worked with our local internet providers to place service in the homes of students that needed it. This was a continual request from our parents and other stakeholders, as connectivity issues lingered.

We also learned that parents were appreciative of the constant contact made by school staff and the level of responsiveness to the needs for food. The realization of more need and more availability of food also required us to become more intentional and organized about regional distribution. With safety and efficiency in consideration, this meant that we worked with our SDCOE staff and created a schedule of days for delivery to coincide with Chromebook, school supplies, and curriculum distribution. In addition, staff was tasked with identifying our most vulnerable families in need by calling families directly and listing those who responded to our auto dialed phone calls. After speaking with families, we realized barriers existed to food access. Some would be able to pick up, and some would need the food to be delivered due to transportation issues, the weight of the boxes, and consideration for essential work schedules.

By the end of the school year and through the summer, our food distribution grew to almost 700 emergency food boxes being delivered on alternating weekly schedules using two non-profits: The San Diego Food Bank and Feeding San Diego. Allocated food was organized and distributed by the site administrator and staff, including teachers, who volunteered weekly in addition to the food service personnel.

Goal 3

Develop coherent and transparent systems for operational excellence to support each student's success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator School attendance rates</p> <p>19-20 90% attendance rate at all schools</p> <p>Baseline Community 80.7% Monarch 88.8% SPA 93.7%</p>	<p>JCCS 2019-20 School Attendance Rates: All JCCS = 89% Monarch = 86% San Diego County Community = 86% San Diego Court = 100% San Pasqual Academy = 94%</p>
<p>Metric/Indicator Chronic absenteeism</p> <p>19-20 Will decrease by 3% from previous year</p> <p>Baseline Community 49.5% Monarch 48.2%, SPA 19.7%</p>	<p>JCCS 2019-20 Chronic Absenteeism Rates: K-8 Monarch = 53.7% (Declined 9.4%) K-8 San Diego County Community = 47.9% (Declined 14.7%) K-8 San Diego County Court = 0% (Maintained)</p>
<p>Metric/Indicator Targeted professional development for classified support staff to support therapeutic learning environments</p>	<p>2019-20 Total opportunities for professional development in support of therapeutic environments - all staff CSEC - All Staff</p>

Expected	Actual
<p>19-20 Increase from baseline by 10%</p> <p>Baseline 2016--17 Baseline PD Total Staff CSEC 61 Gang Awareness 62 Special Ed 68 Restorative Practices 66 Restorative Justice 62 Trauma-Informed Care 62 English learner (CA PD) 22</p>	<p>Restorative Practices - 4 Trauma-Sensitive Schools - 11 English learner - 2 due to COVID-19 changed schedule Reading intervention - 43 MTSS/DELT - 6 PBIS - 8 days of 9 Teams</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to monitor, refine, and implement systems/structures to increase student agency.</p> <p>Monitor and refine the implementation of a new student information system (SIS) and data management system</p> <p>Use assessment and monitoring information to inform the development of a Multi--Tiered System of Support, including both academic and social and -emotional learning, to meet the needs of all students</p>	<p>Not Applicable Not Applicable Not Applicable Not Applicable</p> <p>Assessment Technician & Assessment Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$265,985</p> <p>Consultant Contracts PROMIS & Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$40,000</p> <p>Student Support Specialists Salaries and Benefits paid by Title I-Part A 2000-3999: Classified Personnel Salaries & Benefits Title I \$343,837</p>	<p>Not Applicable Not Applicable Not Applicable Not Applicable</p> <p>Assessment Technician & Assessment Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$264,089</p> <p>Consultant Contracts PROMIS & Illuminate 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>Student Support Specialists Salaries and Benefits paid by Title I-Part A 2000-3999: Classified Personnel Salaries & Benefits Title I \$552,940</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Student Support Specialists Salaries and Benefits paid by Title I-Part D 2000-3999: Classified Personnel Salaries & Benefits Title I \$612,176	Student Support Specialists Salaries and Benefits paid by Title I-Part D 2000-3999: Classified Personnel Salaries & Benefits Title I \$354,603 Student Support Specialists Salaries and Benefits paid by Title IV-A 2000-3999: Classified Personnel Salaries & Benefits Title IV \$72,201 Student Support Specialists Salaries and Benefits paid by S&C 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$333
<p>Review and refine bell schedules and master schedules to ensure opportunity and access</p> <p>Continue to monitor and refine placement, grading, and articulation practices</p> <p>Expand submission for UC courses of study approval</p>	<p>Lead Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$104,049</p> <p>Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$110,330</p>	<p>Lead Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$103,970</p> <p>Registrar Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Title I \$116,014</p>
Continue to implement a coherent system for recording and monitoring student attendance to ensure increased student attendance; adjust as necessary.	Attendance Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$208,410	Attendance Support Staff Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$209,827

Goal Analysis

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

Material Differences between 2019-20 Budgeted Expenditures and Actual Expenditures:

Goal 3, Actions 1, 2 and 3 have no material differences between the budgeted expenditures and actual expenditures.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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

As a system, we revised our structures for monitoring LCAP goals and operational excellence by expanding our MTSS Leadership Team. Members of the MTSS Leadership (now called the District Equity Leadership Team or DELT), includes staff from: classified, certificated, JCCS management, and staff from the division of Student Support Services (SSS). The MTSS/DELT leadership team monitors the implementation of our system of support along with equity issues, resources, and data analysis. We've also hired a new coordinator for JCCS Operations to organize our business, purchasing, educational technology, and monitor contracts and operational systems. The next part of our operational improvements were a newly designed and implemented new employee on-boarding process in partnership with SDCOE Human Resource Services (HR). New employees now have the benefit of a blended overview process with a video-streaming curriculum and a direct coaching/on-boarding process with our coordinator of operations.

We established an Attendance Improvement and Management Team (AIM Team) to identify and address factors contributing to chronic absenteeism, including school suspension rates. The team also tracked our progress as we continued to transition our community schools from a primarily independent-study based model to a seat-based model to support each student with an increase of instructional minutes, and to provide additional intervention and support. To this end, we enhanced our process for monitoring master schedules and site-based bell schedules that are in compliance with state law in terms of the required number of minutes for full credit hours.

In an effort to create systems that provide opportunities for our students to improve the ability to advocate for themselves and become more independent (student agency and self-monitoring) we created and/or streamlined the following:

A new student personalized learning plan (PLPs) that includes individual assessments for college and career readiness (Journeys)

A student credit history and status report (graduation status reviews)

A Career Technical Education (CTE) interest assessment and monitoring

A computer-adaptive K-12 reading and math assessment (Renaissance) to be used as diagnostic and for progress monitoring

Development of transition plans for students in Court Schools (education plan for reentry into the community)

Post-secondary experiences and exposure, including concurrent enrollment and college recruitment tours

To assist with this process, our school transition technicians, counselors, and other support staff (parent family liaisons) meet with students to provide resources and information to assist students with their transition back to the district of residence. Transition meetings may also include information and support for college/career planning and other supports. For expelled students, the team member provides a review and monitoring of progress toward their completion of rehabilitation plans. This team also assists with our new online transcript request system to improve communication with partner districts. We regularly analyze transcripts, student schedules, and course offerings to ensure rigorous course offerings and zero duplication of courses.

Compliance and monitoring systems were developed and implemented including site-based coaching and inspections. Central office staff conducted audits that showed improvements in student enrollment documentation and required reporting.

Back-to-Basics professional development offerings and other compliance training were attended by 98% of our support staff.

Our attendance rates represent hard work carried out by our teams, two out of our four programs met the goal of 90% or better attendance rate while two other programs were within 5-7% of reaching the goal of 90%; we will continue to work as a system to achieve our target.

According to the State dashboard and an analysis of our work in Differentiated Assistance Year 1, our successes are many and can be seen as an indicator of much focused and intentional work throughout our educational programs. Below is a summary of our Dashboard results to-date from the 18-19 school year:

~Overall, JCCS' Suspension rates decreased for all of our schools, by 4.7%, earning an overall performance level of yellow (from red).

~San Diego County Community Schools (Community Schools) entered orange (from red) in Chronic Absenteeism by decreasing 2.3%; they also entered yellow in Suspension (from red) decreasing 3.9%

~San Diego County Court Schools (Court Schools) entered blue (from red) by decreasing 17% in Chronic Absenteeism; in addition, they moved to green (from orange) decreasing 6.1% in Suspension

~San Pasqual Academy entered a performance level of orange (from red) by decreasing their Suspension Rate by 8.5%. In addition, San Pasqual Academy exited ESSA's CSI because of their decreased Suspension Rate.

Our Year 1 work in Differentiated Assistance (DA) helped us to address the multiple needs of our students and their families who are experiencing the effects of chronic absenteeism. We addressed the issue by identifying and communicating with multi-disciplinary teams to address the myriad of reasons our students are absent. Our root cause analysis helped us to see the issue from a systems lens; we then worked to enact policy and procedures from the district level to assist our students, families, and schools. Finally, we put in proactive measures to address these challenges in a manner that is trauma sensitive and preventative in nature. The continual work of the teams on alternatives to suspensions seemed to allow for great improvement as well.

Our most significant work in operational excellence has been impactful in the area of graduation rates. The work of the SDCOE/JCCS staff was to identify our challenges with our graduation rate. They then worked to create, train, and implement policies intended to concentrate on properly identifying seniors and juniors in a timely manner in order to ensure them the best service possible and the best educational experience.

Prior to COVID-19, our system was trending lower in our rates of suspension, chronic absenteeism, and trending upward in our graduation rates. We were also building solid systems of support to work with children and families to ensure proper communication and support for students who need it most.

Finally, while much of our professional learning had to be halted and adjusted for a few weeks, we were able to complete much content as well as intervention and training to support a therapeutic environment. In addition, we added trainings to support our work in Distance Learning and the newer challenges the students and staff faced. The work to educate all staff of Commercial Sex Exploitation of Children (CSEC) was a commitment for all staff. In addition, we continued our work with Restorative Practices, and we were successful in conducting Trauma-Sensitive Schools Training for all staff with their regional teams. Finally, our commitment to our Multi-Tiered System of Support for both academic and behavioral support is evident through the work of a cross-division team (our District Equity Leadership Team) that meets monthly and it is continually working to ensure systemic systems of support are available across JCCS and SDCOE schools. Our work with PBIS is well into its second year of implementation and our team of over 90 members has been trained and are ready to implement a sound program upon return. Finally, our work with Reading Intervention has been a powerful opportunity that is showing a great deal of success with all of our students who need it most.

Goal 4

Support the integration and transition of students who are at promise (formerly at-risk), expelled, English learners, and foster youth to be prepared to succeed in college and career.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)
 Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Middle school dropout rates</p> <p>19-20 Maintain 0% middle school dropouts</p> <p>Baseline 0% middle school dropouts</p>	<p>Maintain 0% middle school dropouts</p>
<p>Metric/Indicator High school dropout rates</p> <p>19-20 County Schools now have a metric for dropout rates. Baseline will be established this year.</p> <p>Baseline 2015--16 baseline</p>	<p>2019-20 JCCS Dropout Rates in CALPADS ALL JCCS= 9% Monarch= 0% San Diego County Community School= 9.5% San Diego County Court = 12.4% San Pasqual= 7%</p>
<p>Metric/Indicator High school graduation rates currently based on DataQuest. In subsequent years we will also calculate a rate that takes into account student mobility, at least until the new ASAM criteria are approved by SBC</p>	<p>2019-20 High School graduation rates based on DataQuest: All JCCS = 94.25% Monarch = 93.3% (Increased 10%) San Diego County Community School =90.8% (Increased 33%) San Diego County Court =92.9% (Increased 32.9%) San Pasqual Academy= 100% (Increased 19%)</p>

Expected	Actual
<p>19-20 Increase by 2% over previous year</p> <p>Baseline 2015--16 baseline All 19.9% Monarch 56% North Coastal 71.43% San Diego County Community 19.23% San Diego County Court 12.84% San Pasqual Academy 77.78%</p>	<p>Students with Disabilities(SWD) = TOTAL = 95% Monarch (SWD) = 100%, San Diego County Community School (SWD) = 90.8% San Diego County Court (SWD) = 90%, San Pasqual Academy (SWD) = 100%</p>
<p>Metric/Indicator Pupil suspension rates</p> <p>19-20 4% or less in all schools</p> <p>Baseline Monarch 4.6% San Diego County Community 5.2% San Diego County Court 9.2% San Pasqual Academy 16.3%</p>	<p>2019-20 JCCS Suspension Rates based on DataQuest: Monarch 2.5% (Declined 1.7%) San Diego County Community = 7% (Increased .1%) San Diego County Court = 0% (Declined 3.1%) San Pasqual Academy = 15.4% (Declined 11.2%)</p>
<p>Metric/Indicator The number of expulsion incidents will continue to be at a level of 0% due to the nature of the county programs. SDCOE does not make a practice of expelling students, instead opting to refer students to other more appropriate school placement alternatives.</p> <p>19-20 0</p> <p>Baseline 0</p>	<p>The number of expulsion incidents will continue to be at a level of 0% due to the nature of the county programs. SDCOE does not make a practice of expelling students, instead opting to refer students to other more appropriate school placement alternatives.</p>
<p>Metric/Indicator</p>	<p>Reporting year-to-date (Most recent data available) 31 of 53 students successfully met rehabilitation goals. 5 of 53 were</p>

Expected	Actual
<p>All JCCS students will experience successful transition into, through, and beyond JCCS schools.</p> <p>19-20 Will increase by 3% over baseline</p> <p>Baseline Baseline data will be established in 2017--18</p>	<p>graduates (of the total, 3 moved out of county, 2 transferred to a charter school, and 10 are continuing to work on requirements). For the 48 qualifying students - 65% transitioned successfully</p>
<p>Metric/Indicator 100% of districts within the county have a plan in conjunction with the San Diego County Office of Education to provide educational services for all expelled students</p> <p>Increase the number of expelled students meeting their goals in their rehabilitation plans by 10% from the previous year</p> <p>19-20 Monitor existing plan and develop new three--year plan with input from districts.</p> <p>Increase by 5% over the previous year.</p> <p>Baseline Three--year plan was developed in May 2016~ 100% of districts signed on</p>	<p>100% of districts have signed on to the SDCOE Plan for Serving Expelled Pupils.</p> <p>2019-20 80 eligible expelled students 83% graduated or successfully reinstated. 53 students were reinstated 13 students graduated/passed HiSET 14 students did not complete reinstatement plan (2 students moved 4 students transferred to a charter school)</p>
<p>Metric/Indicator 100% of foster youth will be immediately enrolled and placed in appropriate courses per state and local statute.</p> <p>Monitoring of positive and negative behavior incidents within classrooms where paraeducators are assigned.</p> <p>19-20</p>	<p>100% of foster youth have been immediately enrolled and placed in appropriate courses. Positive and negative behaviors are also being monitored and tracked through the use of the student information system.</p>

Expected	Actual
<p>Continue to monitor and ensure compliance</p> <p>Baseline In 2016--2017 all sites were 100% compliant</p>	
<p>Metric/Indicator SDCOE will coordinate with San Diego county districts, charters, and the Juvenile Court system to ensure there is process in place for the expeditious transfer of health/education records/passport and delivery of educational services for foster youth.</p> <p>19-20 100% - Foster Youth appropriately enrolled and placed</p> <p>100% - Coordination process with districts</p> <p>Baseline 100% of Foster Youth appropriately enrolled and placed Coordination process with 100% of districts</p>	<p>SDCOE maintains an Interagency Agreement with all 42 districts to ensure the immediate enrollment of students and expeditious transfer of student records</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Expand and deepen professional learning and practices</p> <p>Provide professional learning to focus on de-escalation and crisis response strategies (cohort 3)</p> <p>Continue to review and refine team practices</p>	<p>Teacher Substitutes & Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$632,761</p> <p>High School Athletics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p>	<p>Teacher Substitutes & Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$1,038,956</p> <p>High School Athletics Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$852</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracted Services for High School Athletics and Student Bus Passes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$456,000	Contracted Services for High School Athletics and Student Bus Passes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$239,610 Teacher Substitutes & Extra Days Salaries and Benefits (split cost) 1000-3999: Certified Personnel Salaries & Benefits Title II \$22 Teacher Substitutes & Extra Days Salaries and Benefits paid by CSI grant 1000-3999: Certified Personnel Salaries & Benefits CSI Funding 26,356
Continue to implement, review, refine [comprehensive school guidance program at all sites]	Counselors & Counselor Subs-- Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$374,466 Student Transition Technicians Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$471,836 Counselors Salaries and Benefits paid by Title I-Part A 1000-3999: Certified Personnel Salaries & Benefits Title I \$490,427 Counselors Salaries and Benefits paid by Title I-Part D 1000-3999: Certified Personnel Salaries & Benefits Title I \$519,653 Counselors Salaries and Benefits 1000-3999: Certified Personnel	Counselors & Counselor Subs-- Extra Days Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$383,633 Student Transition Technicians Salaries and Benefits 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$480,497 Counselors Salaries and Benefits paid by Title I-Part A 1000-3999: Certified Personnel Salaries & Benefits Title I \$548,579 Counselors Salaries and Benefits paid by Title I-Part D 1000-3999: Certified Personnel Salaries & Benefits Title I \$464,576 Counselors Salaries and Benefits 1000-3999: Certified Personnel

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries & Benefits Locally Defined \$124,037 Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title IV \$36,217	Salaries & Benefits Locally Defined \$149,719 Counselors Salaries and Benefits 1000-3999: Certified Personnel Salaries & Benefits Title IV \$0
Continue to implement, review and refine	Not Applicable Not Applicable Not Applicable Not applicable Not Applicable Not Applicable Not Applicable Not applicable Not applicable Not Applicable Not Applicable Not applicable	Not applicable Not Applicable Not Applicable Not applicable Not applicable Not Applicable Not Applicable Not applicable Not applicable Not Applicable Not Applicable Not applicable
Continue professional learning, monitor impact, and adjust professional learning for the following year	Classroom, ELD & IS Assistants for Community, Court and Monarch sites 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$2,873,009	Classroom, ELD & IS Assistants for Community, Court and Monarch sites 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$2,225,183
Monitor, refine, and adjust support for teachers and leaders in identifying and implementing high-quality integrated and designated ELD in alignment with the site professional learning plan and the ELA/ELD Framework and curriculum adoption. Incorporate courses and processes to increase the number of students attaining the Seal of Biliteracy.	Not Applicable Not Applicable Not Applicable \$0	Not applicable Not Applicable Not Applicable 0
Monitor and continue instructional support and wraparound services at San Pasqual Academy. Continue to identify and support foster youth at all schools as they integrate and transition through our school programs.	Teachers & Teacher Substitutes & Extra Days at SPA site 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$164,054	Teachers & Teacher Substitutes & Extra Days at SPA site 1000-3999: Certified Personnel Salaries & Benefits Supplemental and Concentration \$269,438

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Classroom, ELD & IS Assistants at SPA site 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$107,275</p> <p>Supplemental Books/Materials & Supplies/Equipment at SPA site 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,050</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Title I \$50,618</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Title IV \$1,078</p>	<p>Classroom, ELD & IS Assistants at SPA site 2000-3999: Classified Personnel Salaries & Benefits Supplemental and Concentration \$84,914</p> <p>Supplemental Books/Materials & Supplies/Equipment at SPA site 4000-4999: Books And Supplies Supplemental and Concentration \$8,244</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$9,214</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures Title I \$0</p> <p>Professional Services/Consultants at SPA site 5000-5999: Services And Other Operating Expenditures CSI Funding \$47,385</p> <p>Professional Services/Consultants at SPA site 4000-4999: Books And Supplies CSI Funding \$32,868</p> <p>Teachers & Teacher Substitutes & Extra Days at SPA site 1000-3999: Certified Personnel Salaries & Benefits CSI Funding \$1,543</p>
<p>Continue to increase integrated CTE pathways and course offerings to provide equitable access for all JCCS students.</p>	<p>CTE Supervisor and Instructors Salaries and Benefits 1000-3999: Certified Personnel Salaries &</p>	<p>CTE Supervisor and Instructors Salaries and Benefits 1000-3999: Certified Personnel Salaries &</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Benefits Supplemental and Concentration \$314,292</p> <p>CTE Program Books/Materials/Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$82,200</p> <p>CTE Program Professional Services/Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$92,025</p> <p>CTE Capital Outlay 6000-6999: Capital Outlay Supplemental and Concentration \$45,000</p>	<p>Benefits Supplemental and Concentration \$268,843</p> <p>CTE Program Books/Materials/Supplies 4000-4999: Books And Supplies Supplemental and Concentration \$24,283</p> <p>CTE Program Professional Services/Consultants 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$45,319</p> <p>CTE Capital Outlay 6000-6999: Capital Outlay Supplemental and Concentration \$6,124</p> <p>CTE Supervisor and Instructors Salaries and Benefits paid by CTE Grants 1000-3999: Certified Personnel Salaries & Benefits Other \$59,019</p> <p>CTE Program Books/Materials/Supplies paid by CTE Grants 4000-4999: Books And Supplies Other \$14,433</p> <p>CTE Program Professional Services/Consultants paid by CTE Grants 5000-5999: Services And Other Operating Expenditures Other \$73,748</p> <p>CTE Capital Outlay paid by CTE Grants 6000-6999: Capital Outlay Other \$5,103</p>
Continue	Cost included in Goal 3, Action 1	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Targeted staff to provide social emotional support, Multi-Tiered System of Supports, Positive Behavior Intervention and Supports (PBIS), hosted county-wide collaboration meetings between foster youth liaisons and district child welfare and district LCAP developers.		

Goal Analysis

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

Material Differences between 2019-20 Budgeted Expenditures and Actual Expenditures:

Goal 4, Actions 2, 3, 5, 7 and 8 have no material differences between the budgeted expenditures and estimated actual expenditures.

Aligning 100% of salaries and benefits for substitute teachers and supplemental teachers reflected a higher than expected LCAP budgeted cost for Actions 1 and 6, decreases in salaries and benefits for classroom and ELD and Independent Study Assistants resulted in lower than expected costs for Action 4.

Action 1 total actual expenditures in the amount of \$1,305,796 represents 119% of budgeted expenditures at \$1,094,761.

Action 4 has a material difference between the budgeted expenditures and estimated actuals of 23%. During the 2019-20 school year, expenditures total was \$2,225,183 compared to \$2,873,009 originally budgeted.

Action 6 total actual expenditures in the amount of \$453,605 represents 137% of budgeted expenditures at \$331,075.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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

Our 2018-19 school year produced the greatest results in our organization around staffing, funding, and programming to meet the needs of ALL of our students (students who are at-risk, English learners, expelled, incarcerated, in foster care, and/or impacted by homelessness). We utilized the Scale-Up MTSS grant that was won during 2018 to expand our Multi-Tiered System of Support (MTSS) to all JCCS sites. MTSS tiered interventions ensure universal academic and school culture (behavior, social and emotional) supports for all of our students. The grant provided additional training to help staff monitor student data and provide additional support/intervention to help students succeed and become college/career ready. Below are a few highlights of the journey and the steps we have taken:

~Implemented bi-monthly meetings between the SAFE team and district leadership to enhance supports/program alignment with the ASCA standards/domains.

~Hired a head counselor to provide leadership, guidance, capacity development, and direction for the counseling program.

~Strengthened the partnership and the coordination of Mobile Adolescent Services Team (MAST) services to ensure our students have greater access to mental health services.

~Participated in the Historically Black Colleges and Universities (HBCU) Tour, serving on the planning committee and ensuring attendance of students from all four of our programs. We also co-hosted the Latino College Expo (student tours).

~Expanded our work with SDCOE's Student Support Services to place social work interns from local universities in all regions of our Community Schools to provide social and emotional support to our students and their families.

~Expanded our contracts with the National College Resource Foundation to provide our students with access to college readiness tutoring (via the Movement Enrichment Program) focused primarily on math, language development, mentoring, and college and career planning such as FAFSA completion, college application support, SAT/ACT prep, etc..

~Trained our teachers on the CPI Model (Crisis Prevention Institute, a nonviolent crisis intervention) via a trainer of trainers model in which a core group of our teachers served as the trainers.

~Increased our partnership with Project AWARE to provide direct training to students in our Court and Community Schools in the areas of Restorative Practices and emotional literacy.

~Expanded our CTE advisory board to provide direction and oversight for the JCCS CTE program to expand CTE pathways and course offerings in all four of our programs.

~We partnered with all 42 San Diego school districts to fully implement the countywide expulsion plan and to improve student transition to JCCS schools. The improved communication with districts has also helped students meet their rehabilitation plan goals to ensure a smooth transition back to their district of residence.

~We contracted with SDCOE's Learning and Leadership Services (LLS) division to assist with training English Language Development (ELD) assistants to provide classroom support for English language acquisition. ELD assistants were trained in the new ELD standards and the new English learner assessment. (ELPAC Summative and ELPAC Initial assessments).

In partnership with LLS and our ELA/ELD Division Curriculum Committee, we have developed an Integrated ELA/ELD Curriculum that will strengthen universal support for all students, particularly our English learners and students with IEPs (SPED). This same committee also identified an evidence-based instructional framework that brings to the forefront differentiation and integrated English language development (Integrated ELD), and will strengthen instructional support for our English learners and SPED students. Five Units of Study/Curriculum Maps/Benchmark assessments were developed and implemented. In addition, we added an online support, StudySync, that offers year-to-year grade-level advancement and support.

Our district leadership participated in a number of strategic partnership meetings aimed at strengthening/coordinating support for our foster youth students: SPA Advisory, Transition Task Force, Dependency Policy Group, and the Georgetown/Blue-Ribbon Task Force. To this end, we continued to monitor, refine, and adjust practices and services to support prompt enrollment, placement, and course credit completion for foster youth transitioning in and out of county-run programs.

Our work on our dropout rates has seen the greatest opportunity for improvement due to a systemic shift in responsibility and accountability with our transition team. They have been instrumental in ensuring a decrease in the number of students considered dropouts by ensuring that there is a transition/handoff of students from one educational institution to another. This is especially important with our vulnerable youth in our Court and Community Schools.

These processes were also helpful in systemically addressing Chronic Absenteeism rates (K-8) students in all programs: (African American students 61.9% an increase of 2.3%)(Hispanic students 52.6%) (Homeless students 61.6% an increase of 8.2%) (SED 55.6% an increase of 2.9%) (White students 51% an increase of 16.7%) through actions such as improved site-level monitoring of student attendance through our Multi-Tiered System of Support (MTSS). We have also implemented policies and procedures from the division office level to assist as well.

The other areas of concern included college and career indicators and suspension rates from our Dashboard, pre-COVID-19.
~Monarch School maintained and entered yellow (from green) in Suspension due to no change in the percentage of students being suspended. There were not enough students to earn a performance level for College/Career or Graduation Rate (though it increased 6.1%).

~San Pasqual Academy didn't have enough students to earn a performance level in College/Career, Graduation Rate, ELA, nor mathematics; however, they exited ESSA's CSI because of their decreased Suspension Rate.

The Court Schools and The Community Schools are still eligible, under ESSA's Customized Support and Improvement (CSI).

~Community Schools maintained a color of red in the indicators: College/Career (maintaining at -0.3%) and Graduation Rate increasing 20.4% but not meeting the threshold of 68% for two years.

~Court School maintained a color of red in the Graduation Rate (increasing by 18.2%), however, it is below the 68% threshold for two years as well.

Our work to support and successfully transition our expelled youth and our foster youth continue to be areas of success in our program.

During COVID-19 many of our priorities shifted to meet basic needs, then academic and social and emotional needs of our student and staff population as well as technological assistance. The transition to distance learning helped us to see the vulnerability of our students and families in ways unimaginable. Our rates of students who were homeless increased as well as those who qualified for free and reduced lunch. Our work with the community to meet the various needs of our students, staff and families has been one bright spot for certain.

All JCCS and Special Education school sites during 2020-21 are committed to focus on continual improvement in Chronic Absenteeism, English Learner Progress, Graduation Rate, College/Career, ELA, and Math.

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
Student Chromebooks, computer refresh, internet hot spot purchases, and ongoing internet services in 2020-21 school year	90,752	332,670	Yes
Teachers and guest teachers	2,052,476	1,883,650	Yes
Professional development for teachers, teacher supervisors, classified support staff, and administrators	102,955	95,993	Yes
Instructional coaches	254,141	258,700	Yes
Renaissance Learning and assessment personnel	20,420	14,966	Yes
Services for English learners ELD support and development	475,352	346,689	Yes
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops and the Synergy student information system to improve communication with parents	122,702	123,089	Yes
VAPA and Expanded Learning programs	122,558	176,852	Yes
Classroom assistants, attendance clerks, and program data technicians, bus passes	1,203,649	901,894	Yes
Support for foster youth at San Pasqual Academy	560,982	553,367	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.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

In-Person Instructional Offerings, Actions 2, 3, 4, 7 and 10 have no material differences between the budgeted expenditures and estimated actual expenditures.

Action 1 estimated actual expenditures in the amount of \$332,670 represents 267% of budgeted expenditures at \$90,752. This is due to CARES-increased Learning Loss Mitigation Funds expenditures in Chromebooks, computer refresh, internet hot spot, and ongoing internet services to meet COVID-19 distance learning needs.

Action 5 has a material difference between the budgeted expenditures and estimated actuals of -27%. During the 2020-21 school year, estimated total expenditures is \$14,966 compared to \$20,420 originally budgeted. This is due to Renaissance software that was prepaid for 3 years in 2018-19 for 2018-19, 2019-20, and 2020-21.

Action 6 estimated actual expenditures in the amount of \$346,689 represents 73% of budgeted expenditures at \$475,352. This is due to reduced salaries and benefits cost for vacant ELD classroom assistant positions.

Action 8 has a material difference between the budgeted expenditures and estimated actuals of +44%. During the 2020-21 school year, estimated total expenditures is \$176,852 compared to \$122,558 originally budgeted. This is due to increased CARES-Learning Loss Mitigation Funds expenditures in VAPA additional instructional materials or supports in response to stakeholders' input.

Action 9 estimated actual expenditures in the amount of \$901,894 represents 75% of budgeted expenditures at \$1,203,649. This is due to reduced salaries and benefits cost for vacant independent study and classroom assistant positions and lower bus passes cost due to distance learning format in 2020-21 school year.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

Analysis of In-Person Instructional Offerings

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

The school year was full of great challenges and even greater successes. At the beginning of the school year (July 1), we remained in distance learning as our tiered systems of the state were in the red and then to purple and ultimately at the time of this writing, we were in deep purple. Our plan was to bring students back to school facilities for in-person learning when state and county public

health officials determined it safe to do so. Though we planned to return all schools to in-person instruction by the spring, students, teachers, and staff only returned to our San Diego County Court Schools. The Juvenile Detention Facilities were able to return to a full time schedule of M-F from October to December with the support our San Diego Probation Department, as planned. In addition, San Pasqual Academy was able to reopen to in-person instruction for one week before having to return to Distance Learning. Both of the closures resulted from the county's move to the deep purple tier and a greater risk of possible COVID-19 virus transmission to staff and students. Although JCCS was consistent with public health guidance, including: campus access, hygiene practices, protective equipment, physical distancing, and cleaning and disinfecting to ensure physical health and safety in school facilities and vehicles, the county rates and the person-to-person risk became too great to continue in person.

All of our schools are in talks to return to in-person learning as soon as it is deemed appropriate for children and staff. Following state guidance that date is currently April 1, 2021. Our San Diego County Court Schools are planning to reopen for in-person instruction with a full-time M-F schedule as before, as is San Pasqual Academy. We had no in-person instruction happening as of the writing of this document. This has just happened in the last few weeks.

San Diego County Community Schools and Monarch School are in the planning stages of having students return to in-person learning in a pod model for elementary and a small group model for secondary. JCCS will follow their specified plans for reopening to ensure safety and facilitate a positive environment of learning for all students. The administration, along with staff and faculty, are proposing a few different styles. The initial thinking was to fill the classrooms 50% at a time, however, until we can achieve a level of herd immunity the proposal is to return in small pods with a ratio of 1:2 students initially and 1 teacher to 12 students for the longer term. The goal is to have the students on campus, for example, M/W or T/F for 240 minutes per day (grades 4-12, 230 minutes for Grades 1-3, 180 minutes for TK-K). There will still be a virtual offering for those whose parents/guardians are working at home and have a desire to stay in the Distance Learning mode, or need extra assistance. While in the classroom, students will have the extra support needed from classroom assistants and special education services. In addition, the school counselors are prepared to address social and emotional needs as they occur. In addition, there will be a staggered release time to avoid crowding and the gathering of students after school. Finally, if it is deemed necessary, students will remain with one teacher and support staff member for the entire stay to avoid multiple contacts daily.

As stated above, we will continue to interact both synchronously and asynchronously with our students so that we can determine to what degree learning may need to be accelerated, as indicated by our Renaissance Learning reading and mathematics 90-day assessment. We have solidified a systematic cycle of assessments (see our robust assessment schedule), including our initial screening and formative/summative assessments. In addition, through our Multi-Tiered System of Support structure and our daily/weekly engagement logs, we will be able to respond to students' social and emotional, physical and/or academic needs with a team approach. Our faculty and staff is receiving ongoing support and professional learning in our curriculum and interim assessments along with learning to effectively create classroom environments and flexible structures that are conducive to learning and meeting the needs of each student.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Student Chromebooks, computer refresh, internet hot spot purchases, and ongoing internet services in 2020-21 school year	90,752	332,670	Yes
Teachers and guest teachers	2,052,476	1,883,650	Yes
Professional learning - Division Curriculum Committee and curriculum specific for teachers, teacher leaders, classified support staff, and administrator	102,955	95,993	Yes
Instructional coaches - provide training and professional learning to adapt the curriculum to Distance Learning platforms	254,141	258,700	Yes
Renaissance Learning and assessment personnel - Our pre/post test helps to assess our progress in Distance Learning and ensure our interventions to accelerate learning are working	20,420	14,966	Yes
Services for English learners ELD support and development	475,352	346,689	Yes
Stakeholder engagement - Resources assigned for parent engagement distance meetings and webinar workshops and Synergy student information system to improve communication with parents	122,702	123,089	Yes
VAPA and Expanded Learning programs; diverse learning models: independent study, dual and concurrent enrollment, support for graduates	243,594	270,894	Yes
Classroom assistants, attendance clerks, program data technicians	928,649	829,562	Yes
Support for foster youth at San Pasqual Academy	560,982	553,367	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.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

Distance Learning Program, Actions 2, 3, 4, 7 and 10 have no material differences between the budgeted expenditures and estimated actual expenditures.

Action 1 estimated actual expenditures in the amount of \$332,670 represents 267% of budgeted expenditures at \$90,752. This is due to CARES-increased Learning Loss Mitigation Funds expenditures in Chromebooks, computer refresh, internet hot spot and ongoing internet services to meet COVID-19 distance learning needs.

Action 5 has a material difference between the budgeted expenditures and estimated actuals of -27%. During the 2020-21 school year, estimated total expenditures is \$14,966 compared to \$20,420 originally budgeted. This is due to Renaissance software 3-years prepaid in 2018-19 for 2018-19, 2019-20 and 2020-21.

Action 6 estimated actual expenditures in the amount of \$346,689 represents 73% of budgeted expenditures at \$475,352. This is due to reduced salaries and benefits cost for vacant ELD classroom assistant positions.

Action 8 has a material difference between the budgeted expenditures and estimated actuals of +11%. During the 2020-21 school year, estimated total expenditures is \$270,894 compared to \$243,594 originally budgeted. This due to increased CARES-Learning Loss Mitigation Funds expenditures in VAPA additional instructional materials or supports in response to stakeholders' input.

Action 9 estimated actual expenditures in the amount of \$829,562 represents 89% of budgeted expenditures at \$928,649. This is due to reduced salaries and benefits cost for vacant independent study and classroom assistant positions and lower bus passes cost due to distance learning format in 2020-21 school year.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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.

“Distance learning” means instruction in which the student and instructor are in different locations. This may include interacting through the use of a computer and communications technology, as well as delivering instruction, and check-in time with the teacher. Distance learning may include video or audio instruction in which the primary mode of communication between the student and

instructor is online interaction, instructional television, video, telecourses, or other instruction that relies on computer or communications technology. It may also include the use of print materials incorporating assignments that are the subject of written or oral feedback. The online platforms we use to facilitate successful student engagement through distance learning include Google Classroom, Haiku, and Seesaw. There will be the same high quality of instruction and mitigation of learning loss through a continuity of learning, whether in person or in distance learning. With the assistance of our weekly engagement with families, our bargaining units as well as student, teachers and staff, we continued to refine our Distance Learning program with their feedback. This feedback helped us to create a program that has been extremely successful and greatly supported by our families. Meeting the needs of students technologically, educationally and social-emotionally has been the greatest response we could give and per our surveys and forums, it has continuously improved.

In an effort to ensure the continuity of learning, we began our school year addressing our most pressing need - technology access and connectivity for each of our students. We ultimately distributed over 1,050 Chromebook and over 400 hot spots to students; in addition, we facilitated the installing of 50 Cox home internet services for students/families. When this occurred, we were able to secure internet connectivity for 90% of our students, this included each student who requested or requests one as they enroll. As mentioned above, this is a substantial increase to the amount of funds we budgeted for Chromebooks. We used our LLMF funds for more Chromebooks (many had to be updated and replaced due to the level of usage) and to purchase software that would both assist in instruction and accelerate learning for students. These programs include items such as NEWSELA, which allow for leveled reading of the same articles and quizzes for multiple grade levels in a class, as well as Nearpod, which is used to make the traditional slide deck more engaging and student-friendly. The mathematics curriculum was purchased for full online use (texts were purchased last year). Also, we purchased a fully supported science curriculum. More Integrated ELD supports were also purchased to ensure more online access to those students who needed them and a new ELD curriculum was purchased to assist in our Designated ELD small group sessions. We are in the process of selecting new history/social science curriculum as well; however, the current units of study are online as well.

After the coaches and administration created curriculum for enrichment and review through the summer, the new school year began with a plethora of training and time to delve into the core curriculum and adapt it for the learning platforms being used. We purchased online materials for all core subjects and curriculum supports in order to help make the learning more accessible to students. All of the core as well as our work in social and emotional learning have been adapted for Google Classroom, Haiku and Seesaw integration where at all possible for ease of access for students. The instructional staff asked for more specific online professional learning in order to make their classes more welcoming and responsive to the students' needs. The teachers and aides received training in advanced ZOOM techniques, getting started with google classroom and advance google classroom integration. They also received training in creating and managing small groups in distance learning and creating/managing projects that made impact with students. Finally the distance learning training included learning to make screencast (video) to embed in the learning platforms to assist students who may have missed a lesson or may need to review a lesson on their own. Each of these professional learning opportunities helped to provide the space educators needed to hone their craft for this environment. In addition, our visual and performing arts (VAPA) partners have adapted their material to the online learning environment and have worked with the instructional coaches to support the work of students' academics to support two large LEA-wide projects. The first was the fall Virtual Design Jam, entitled Creating Our Future, in which students were encouraged to create projects addressing relevant issues their communities. Our

VAPA partners assisted with creating the visuals for the students to share the stories. In addition, the students created an online student publication with over 100 submissions called “The Storytellers.”

We have ensured that all credentialed and classified staff are utilized to make sure students are receiving the support they need in their academics and their social/emotional needs are met through scheduled times of contact both online (through Zoom and Google) as well as phone calls, as necessary. All have been affected by COVID-19, unfortunately some more than others. Instructional staff and support staff are continually working to engage families and students in the online realm. In addition, many of the counselors and parent family liaisons have availed themselves to the families as resources for basic needs, food, shelter, etc. All staff are on the platforms with students offering support and another set of eyes for the teacher by offering interventions in math, ELA/Reading, and socio-emotional support. In addition, the school site staff led by administrators, provide backpacks filled with educational supplies such as books, paper, pencils, Chromebooks, and headsets to help facilitate greater student engagement in the distance learning environment. Finally, administrators and teacher/staff volunteers are responsible for organizing and ensuring family meals are available and delivered, as needed, to families who have requested assistance.

We adopted the daily/weekly engagement logs, as suggested by CDE, to have a means to document our students progress and any barriers that may occur. This worked well with our MTSS structures already in place to ensure that each student and family accessed both their academic and social and emotional learning as described. Accommodations are made to address students with more need. For example, hot spots primarily went to our students impacted by homelessness to ensure a continuity of learning and access. In addition, our English learners received more tools in their backpacks to support their learning and the teachers taught them how to use them. We have also continued to ensure our classified support and English learner development assistants, as well as our Special Education teachers and assistants, provide support during distance learning in synchronous and asynchronous activities. We have also been diligent in providing meals and other basic needs for families including diapers and wipes for our adolescent parents. Finally, we have not penalized students for their lack of productivity due to connectivity. Instead, we have made arrangements to ensure they receive paper packets of the work to ensure they are having the opportunity to learn.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Diverse learning models for students (independent study, CTE, VAPA, dual and concurrent enrollment) - these models help us to meet the individual needs of our students in order to ensure rigorous learning and social and emotional development	677,787	748,679	Yes
Instructional coaches – work to accelerate learning and modify lessons to mitigate loss	338,855	344,934	Yes
Renaissance Learning and assessment personnel – this assessment is used to conduct our 90-day assessments and our assessment technicians are there to help monitor, analyze, and report progress	40,840	29,931	Yes
Services for English learners – intentional supplies, applications (Rosetta Stone, etc.) and supplemental texts as well as ELD assistants assist in ensuring progress in learning for ELs	42,826	40,111	Yes
Student information system for data-informed decision making – Having comprehensive and transparent data is beneficial when accelerating learning to mitigate learning loss	11,750	9,550	Yes
Reading intervention – Our assessments help to identify students who need to accelerate their skills in reading and literacy. This reading intervention strategically trains teachers and support staff closest to these students	68,000	68,000	Yes
VAPA coordinator, Expanded Learning, After-school athletics - In an effort to meet the needs of our students in a wholistic manner, VAPA, expanded learning, and athletics are made available to students to provide varied activities and help increase motivation to tackle the challenging work of accelerating learning	369,929	340,140	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.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

Pupil Learning Loss, Actions 1, 2, 4, 6, and 7 have no material differences between the budgeted expenditures and estimated actual expenditures.

Action 3 estimated actual expenditures in the amount of \$29,931 represents 73% of budgeted expenditures at \$40,840. This reduction is due to Renaissance software 3-years prepaid in 2018-19 for 2018-19, 2019-20 and 2020-21.

Action 5 has a material difference between the budgeted expenditures and estimated actuals of -19%. During the 2020-21 school year, estimated total expenditures is \$9,550 compared to \$11,750 originally budgeted. This is due to slightly lower than estimated cost for student data software: Synergy, Promise, and Illuminate.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

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.

As an LEA, we have worked tirelessly to mitigate against the affects of the shutdown in the area of learning loss. Our primary tool has been to ensure that students have internet connectivity and contact with a school staff person on a daily basis. This has helped to address issues of health, mental health, basic needs, and computer issues expediently. In addition to this, we have utilized our same curriculum that we previously utilized to ensure a continuity of instruction and a standards-aligned, grade-level curriculum. We have conducted professional learning to address the pedagogical differences that accompany Distance Learning as well as ensured all of our expected curriculum is aligned to the learning management systems: Google Classroom, Haiku, and SeeSaw. Our work in integrated and designated ELD in addition to our reading and mathematics interventions will also assist in this effort of mitigating learning loss. In addition, we have continued to offer a plethora of opportunities for students to engage and experience other avenues to achieve their goals of college and career readiness. We have also increased the number of and access to online courses, including CTE opportunities. We have also endeavored to provide parents with information to support their child's learning, including both written materials and virtual workshops.

In addition to our robust formal assessment schedule, we are using teacher-generated assessments for progress monitoring and to accelerate learning for our students who need English language, English development, and mathematics support. These assessments (formal and informal) include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status, as well as students impacted by homelessness.

Our MTSS structure, with the data from our CDE Daily/Weekly engagement document has worked to provide targeted and strategic support to the students mentioned above and those in most need. In addition, there is progress monitoring in both academics as well as social and emotional learning that triggers the MTSS intervention process, which seeks to identify students in need of more

intensive assistance. With the assistance of our weekly engagement with families, our bargaining units as well as student, teachers and staff, we continue to refine our program with their feedback. This feedback helped us to create a program that has been extremely successful and greatly supported by our families. Meeting the needs of students technologically, educationally and social-emotionally has been the greatest response we could give and per our surveys and forums, it has continuously improved. Through a review of the engagement document, as well as the online learning platforms, teachers and staff are continually able to identify students in need of more assistance and strategize their involvement. The MTSS structure utilizes data, and most importantly a connected adult to reach out to the student, and ascertain the needs and resources that can be provided to ensure that learning is taking place and the student's needs are met.

Finally, through our 90-day assessments, our curriculum-embedded assessments, as well as CAASPP Interim Assessment and Focused Interim Assessment Blocks (IABS and FIABS), we are able to monitor our students' progress as well as our need to change our courses of action. Our screener also helps to guide our work in MTSS, in which we are able to offer support in academics and behavior in order to help the student become more successful in reaching their academic and social and emotional needs. The results of our screener for the year end 2019-20 ELA All JCCS = 33% and Math Renaissance All JCCS = 38% (% shows an increase of >.5 points in their Post Test; an increase of 1/2 year in 90 days).

****Due to COVID only a quarter of the student population were able to Post-Test****

For Mid-year 2020-21 Reading Renaissance % showed an increase >.5 points in their Post Test= .5 of year in >=90 days Hispanic = 35% AA = 0%, EL = 30%, SPED = 56%, Foster Youth * Not enough for calculation, Homeless = 33% , SED = 28%, All JCCS = 32%

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.

Our students' and staffs' mental health and social and emotional well-being are always critically important but especially at this time of closure and re-entry to the classroom. Our concerns for our students have prompted us as a system to ensure we have supportive personnel, services, and referrals as necessary to address the needs of our students, families, and employees. As all staff have been trained in trauma-sensitive schools, Restorative Practices, and positive behavioral interventions and supports (PBIS), we found it important to bring in adapted curriculum from the Collaborative for Academic, Social, and Emotional Learning (CASEL), "a trusted source for knowledge about high-quality, evidence-based social and emotional learning (SEL)." This curriculum is centered around its five components: Relationship Skills, Responsible Decision-Making, Self-Awareness, Self-Management, and Social Awareness. These components were utilized to curate a curriculum to meet the immediate need of our students, staff, and families. In addition, our counseling team began to curate and create meaningful lessons based on the American School Counselor Association (ASCA) standards. These CASEL-based social and emotional learning (SEL) lessons as well as the ASCA-based program for our staff and students have been well received as evidenced by the survey results and comments from parents, staff, and students. The lessons have been administered by either teaching them in a class as a stand-alone lesson or embedded in the curriculum taught throughout the day. In practice, this looks like advisory classes teaching skills weekly as well as counselors hosting weekend sessions with students in the virtual environment. For the other teachers, it looks like pieces of SEL curriculum embedded in their daily check-ins and weekly assignments through their respective Google Classroom platforms.

For the adults in the system, these same ideas have permeated through the regions as well. There was the need for space to process and learn the techniques to handle the multiple challenges that pandemic life brings, especially tools and resources to assist staff with the challenging news that arrived daily/weekly affecting our students and families. The leads for positive school culture and SEL have been working tirelessly to extend these options to staff and faculty as well in the form of healing circles and staff weekly and/or emergency circles and conferences as needed. They have also availed themselves to coaching opportunities for teachers and classroom staff to ensure they are comfortable implementing strategies and lessons for students. To this end, Learning Loss Mitigation Funds (LLMF) were used to purchase items to create cool-down rooms/corners (rugs, virtual reality mindful headsets/apps), singing bowls to set the environment for classes, and class humidifiers to purify the air (for when we return to in-person learning).

Internal/external mental health providers have identified appropriate curriculum and therapeutic tools to ensure students' mental health needs are met across all JCCS/SDCOE programs. Mental health providers also established a plan for participation in professional learning on social and emotional topics such as grief/loss, motivation, coping skills, suicide risk, anxiety/depression, and trauma-sensitive schools. The providers are engaged in ongoing communication and check-ins with students and families through phone calls, emails, surveys, and online meetings. Furthermore, the effect of the training is being tabulated by after-action surveys to monitor what is learned.

For teachers and support staff, we provide support through weekly check-ins, and restorative social and emotional learning circles. The Student and Family Engagement (SAFE) Team, which includes student support staff, parent/family liaisons, counselors, student

transition technicians, social work and counseling interns, and mentoring support, has been involved in training and helps students and families access needed resources. We have also provided training on secondary trauma for teachers and instructional support staff, in addition to fitness and yoga classes offered by Wellness Together. Our arts partners, including Playwrights Project and AJA, have also offered support and training for our staff during distance learning. Finally, we have solicited our Community-Based Organizations (CBOs) for assistance with housing, food, diapers, and legal services, as necessary.

In JCCS, the SAFE Team is dedicated to students' mental health and well-being. The identified professional learning opportunities and resources are shared with the SAFE Team members and then disseminated to teachers and classified staff through participation in weekly, administrator-led professional learning for teachers. Additionally, instructional coaches have developed distance learning lessons with social and emotional learning embedded in all core curriculum. School counselors also provide individual student check-ins and small group online sessions to address social and emotional well-being on a weekly basis.

JCCS is also committed to providing exceptional mental health services to students with disabilities. JCCS special education mental health team includes two registered associate clinical counselors and three school psychologists, who provide mental health services for all students in JCCS programs.

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.

Engagement and outreach is ongoing through communication from instructional staff, which includes: teachers, classroom assistants, independent study assistants, English language development assistants, campus youth advocates, special education teachers, and special education aides. This includes phone calls, Zoom meetings, and online learning platforms. Calls are made by bilingual staff for families whose primary language is not English. Auto-dial phone messages in English and Spanish were instituted and have been the norm since schools closed to prevent the spread of COVID-19. We will continue to provide information on schools, learning options, food and supplies distribution, and community resources in both English and Spanish. Empathy interviews and surveys are continually conducted with students and families in order to gain a better understanding of their learning progress, social and emotional needs, and access to needed resources. Teachers and school staff maintain the CDE-recommended Daily/Weekly Engagement Documents to gain a clear understanding of how/which students are engaging and progressing, and to monitor the effectiveness of family outreach. Weekly Multi-Tiered System of Support (MTSS) meetings are held by regional teams in order to discuss how student engagement/family outreach is progressing and if there are identified needs. Principals provide feedback and information on students who are identified as needing extra support, and then staff members are assigned to check in and provide resources and/or tutoring as needed.

Through our MTSS structure, we are able to respond to students' social and emotional, and physical and/or academic needs with a team approach. The MTSS team (which includes: administrator, parent and family liaison, transition technician, head teacher and Special Education teacher and a site representative with the instructional coach) meets every week to review the weekly metrics. The

staff are responsible for contacting students who may be absent, disengaged, or experiencing difficulty in accessing the instruction. Their days for intervention via small group is also helpful to this end. The administrator and their team, on a weekly basis, review the metrics and the best way to connect with the students and family in an effort to ensure every student is making progress and has the resources they need.

Each staff has a group of students that they are responsible for contacting prior to each scheduled meeting. Students' attendance, engagement, and progress are captured on the Daily/Weekly Engagement Documents. The process is as follows:

Tier 1 - staff conduct check-ins with students daily/three times a week depending on the schedule.

*Students have predictable school schedules and more days in JCCS.

*A designated staff member (classified or teachers) with a relationship to the student will notify the students via text and/or phone call of the upcoming synchronous opportunity.

*Teachers have published websites and office hours, as necessary, to assist students

*Small groups and data determined intervention times and groups.

*The teachers are responsible for contacting the student if the student misses a day of school/contact and/or lacks work product.

*The MTSS team is composed of school staff (administrator, parent and family liaison, transition technician, head teacher and Special Education teacher and a site representative with the instructional coach) and they meet every week to review the weekly metrics.

These staff are responsible for contacting students who may be absent, disengaged, or experiencing difficulty in accessing the instruction. The administrator and their team, on a weekly basis, review the metrics and the best way to connect with the students and family in an effort to ensure every student is making progress and has the resources they need.

Tier II - Staff does the above and sets time for small group and for one-to-one instruction, as needed

*Teachers/staff decide on targeted supports to meet academic needs, social and emotional needs, and referral to a supportive system

*Teachers/school staff conduct more frequent check-ins of these students and document their needs

*Support for English learners is critical, accessing technology and support for it

*Accelerated learning strategies and/or software to meet the needs in a more diagnostic and targeted manner

Tier III - more and more frequent visitations, calls, and strategy to engage

*Supports given in an effort to meet the needs of English learners even further with online access

*Supports for clothing, food, bus passes, and small-group instruction

*Continued progress monitoring toward grade-level standards

*Calls to foster agencies, probation, parents, and all others that we can fit.

Analysis of School Nutrition

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

There have been many challenges in school food service over the 2020-21 school year navigating in territory never seen before. Working with the federal USDA and state CDE, School Nutrition divisions were able to pivot from standard national school breakfast and lunch programs, policies, and procedures, to new COVID-19 non-congregate service, community feeding, home delivery, distance learning, hybrid and in-person meals. This required a partnership with the emergency operations management for messaging to the community, fielding complaints, and monitoring the change in federal administration guidelines.

School food service departments have managed well and become better because of it, rising to the challenge in each phase of this pandemic. We consider ourselves a great success and it is echoed by our stakeholders as well. With safety and efficiency at the forefront, we continue to work with SDCOE staff as we plan meal deliveries to coincide with Chromebook, school supplies, and curriculum packet distribution. Additionally, staff members are tasked with identifying our most vulnerable students by calling families directly and keeping weekly record of those who respond to our auto-dial phone calls. This communication helps to identify barriers to food access. Some students and families pick up food, while others need the food delivered due to transportation issues, the weight of the boxes, and essential work schedules.

To-date, food distribution to our JCCS students, families, and community has grown to 11,540 emergency food boxes and meals being delivered on alternating weekly schedules through partnership with two local nonprofit organizations: the San Diego Food Bank and Feeding San Diego. Allocated food is organized and distributed by the site administrator and staff, including teachers, who volunteer weekly, in addition to the food service personnel. Our regional distribution sites are:

Mondays at 37ECB (serving our students from 37-ECB, CTEC, Lindsay, Second Chance, Bridges, and Project Aware) 1 to 3 p.m.

Tuesdays at SCREC (serving our students from South County, Victoria, and Bayside) 9 to 10 a.m.

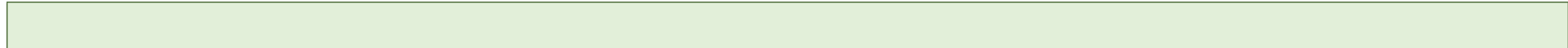
Wednesday at ECREC (serving our students from East County, Cuyamaca Prep, and La Mesa) 9 to 11 a.m.

Thursday at Fallbrook, (serving our students from Innovations, Escondido, and NCTA) 11:30 a.m. to 12:30 pm..

Friday at NCREC (serving our students at NCTA, Innovations, and Escondido) 12:30 to 1:30 p.m.

The food service department will continue to serve JCCS students and families during the COVID-19 pandemic free meals at qualifying JCCS community school sites under our Community Eligibility Provision (CEP). We will have an additional service for our distance learners and students who are sick, under quarantine, or attending distance learning during continued school closures. Using the same regional sites listed above, we will have pick-up meal service for parents, guardians, or students in the event they are not attending a physical school site while on a distance learning plan or are sick at home due to COVID-19.

In accordance with our health department, our schools are planning to open to an "In-Person Hybrid" model. This is where students will come to the physical school campus, as an example, on Monday and Tuesday. They will be served breakfast and lunch under the CDE's CEP. CEP allows high-poverty schools to serve breakfast and lunch at no charge to all students. On Tuesday afternoon upon dismissal from school, the students will be given their breakfast and lunch meals for the rest of the week. These "Grab and Go" meals will be individually packaged and ready to taken home. They will be served following the CDE's no-contact guidance.



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	Nurse MTSS PBIS/ SEL/TSS Community Youth Advocates Counselors	2,135,360	2,235,329	Yes
Pupil Engagement and Outreach	Student Led Conferences and Exhibitions, Assessment Technician, Student Support Specialist and 25% Synergy, Promise, Illuminate, Student Transition Technicians and other pupil engagement activities funds, Registrars and Administrative Support, CTE Pathways and Supervision.	3,565,169	3,444,247	Yes
School Nutrition	Food Services Field Assistant, Food Services Program Assistant and Supervisor, and Non-Reimbursable Supplies and Services to Support this Program	1,193,520	1,157,264	Yes
Stakeholder Engagement	Parent and Family Liaisons and Supervisor (to develop plans and encourage stakeholder engagement and parent leadership providing input for program), Parent Portal Training and Workshops	444,350	454,856	Yes
Mental Health and Social and Emotional Well-Being	Mental health providers established a plan for participation in professional learning on social and emotional student support that includes topics such as grief/loss, motivation, coping skills, suicide risk, and anxiety/depression.	17,463	17,463	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Mental health providers identified appropriate curriculum and therapeutic tools to ensure students' mental health needs are met across all JCCS programs.	98,224	98,224	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.

Material Differences between 2020-21 LCP Budgeted Expenditures and Estimated Actual Expenditures:

All additional actions included in 2020-21 LCP have no material differences between the budgeted expenditures and estimated actual expenditures.

NOTE: For the purpose of this section, material differences are considered those that exceed 10%.

Overall Analysis

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

As one would imagine, the number of students who are low-income, per our census data, has increased to 93% up from 89%. In addition, our attendance rates have decreased to 77% due to a decrease of 25% (from 86% to 61%) in our San Diego County Community School attendance percentage; our attendance at Monarch is up 4% to 90% and San Pasqual Academy is up 6% to 100%. Our San Diego County Court School maintained at 100%. Despite our attendance numbers, our stakeholders have shared their overwhelming appreciation for the connections made over the last year with students, families, and school personnel. We know that our community school students have experienced the brunt of the pandemic and its effects and we have worked tirelessly to accommodate those challenges. We have learned that we will have to continually provide access to a variety of resources in order to meet the needs of our students and families.

We had only seven weeks of in-school instruction in the last year and we learned many lessons. Because this took place in our juvenile institutions with support of our partners in probation, we realized that we needed to return to distance learning until the pandemic subsided and the rates of infection and hospitalization was reduced. From the experience we also learned that our safety measures, our decision tree in conjunction with our Human Resource policies were effective in keeping all of our stakeholders safe. In addition, it showed us the power of consistency in our curriculum and in our instruction. The students were able to complete more academic and social and emotional learning when their teachers were present. Our overall assessment was that there was much

accomplished this year and as a school system we adjusted fairly well; however, in terms of the education of our students, we realized that we have a number of challenges ahead that we will have to address. The struggle to get students present in the asynchronous atmosphere and to produce the work they need with the level of rigor that is beneficial takes all of the support that we have in place. The areas we are most proud of are development of our teachers and staff on such short notice and the adaption of our curriculum for distance learning. We are also proud of our students, as the majority of them have weathered the pandemic, attended school, accessed the resources available, and have done their best to continue to make progress.

Academically, as we review our measurements for success in teaching and learning, we see that we have appropriately credentialed teachers and aides supporting our students and that all students had access to appropriate curriculum. Those with court orders or parent requests to avoid internet activities received paper packets. This is an area of challenge as it does not provide the rich experience that the students with access to the internet were able to receive. In addition, it required much coordination with the office staff and administrators who were all based from home. Also, the percentage of students making progress on their Post-Test (every 90 days) has decreased about 5% points from last year; this is a skewed statement in that only about a quarter of the population was able to be tested due to the COVID-19 conditions. On our local assessment, Renaissance Learning, there was an overall 39% of the students who increased 1/2 year in 90 days in mathematics and 32% of the students who increased 1/2 year in 90 days in English language arts. These reports as well as our class assessments show us that our students are able to benefit from the online experience and they will also benefit from returning to in-person learning, probably in a hybrid manner as the best of both worlds.

Our parents and stakeholders have been trusted partners and have given us their input as to what we have and could continue to do engage the students. For many, the stakeholders highlighted the challenge of having to teach their students and their students lacking the motivation to ask for assistance when necessary. It is a goal of ours to continue to teach our students to be advocates for themselves and this experience has taught us the importance of this goal. In addition, their requests for more CTE, VAPA, and other engaging opportunities for students will be carried over as well. We continued to have opportunities for parents to engage; we held 11 community forums with 380 participants. The forums were conducted in English, Spanish, and Arabic. In addition, we received over 250 survey responses. Finally, our DELAC and DPAC have been instrumental in the development of our goals and the actions we need to improve the educational outcomes for their students. A total of 35 parents of students who are English learners were involved in leadership development. Parents provided feedback and planning support for the development of workshops, parent trainings, experiential learning trips, and educational book clubs. Their input and feedback are included in every iteration of the process and their requests are included in every way possible.

The work we have done in creating systemic improvements for our students and staff (classified and credentialed) have led to great improvement in our systems of support. Our commitment to placing students in their appropriate grades upon entry and assessment of their transcripts has produced fruitful gain. Our graduation rates have improved tremendously; the graduation rates are based on our 2019-20 DataQuest: Monarch = 93.3% (Increased 10%); San Diego County Community School = 90.8% (Increased 33%); San Diego County Court = 92.9% (Increased 32.9%); and San Pasqual Academy = 100% (Increased 19%). Our 2020-21 High School graduation rates via Synergy/CALPADS San Diego County Community School = 31%*
San Diego County Court School = 62% **graduation rate % reflects the number of students who have graduated on or before January 15; of note, Monarch and San Pasqual Academy only hold graduations in June as well as Court and Community.

Our middle school dropout rates continually maintain at 0% for 2019-20 as well as 2020-21. We saw great gains in our high school dropout rates which had decreased tremendously in 2019-20 CALPADS: Monarch = 0%; San Diego County Community School = 9.5%; San Diego County Court = 12.4%; San Pasqual Academy = 7%. Our most recent 2020-21 data shows us needing more work in this area: 2020-21 JCCS Dropout Rates (Grades: 7-12) via Synergy/CALPADS All JCCS =149 Students or 13% Monarch = 3 Students or 2%* San Diego Community School = 74 Students or 24% * San Diego County Court = 72 Students or 18%* San Pasqual= 6 Students or 9% **JCCS dropout rate % reflects the number of students who have exited on or before January 15 that have not yet re-enrolled in a CA School.

Finally, our work in engagement and communication with our students and families have also seen great success in our fight to decrease chronic absenteeism. According to CALPADS our rates for 2019-20 are: K-8 San Diego County Community = 47.9% (Declined 14.7%); K-8 San Diego County Court = 0% (Maintained); K-8 Monarch = 53.7% (Declined 9.4%). Our JCCS 2020-21 Chronic Absenteeism Rates via Synergy: K-8 San Diego County Community = 54.5% (Out of 54.5% the demographics are: 75% Hispanic, 8.3% African American, 33.3% Homeless, 50% EL, 100% SED, 0% are Foster Youth); K-8 San Diego County Court = 0% (Maintained); *K-8 Monarch= 51.3% (Out of 51.3% the demographics are: 73.3% Hispanic, 13.9% African American, 100% are Homeless, 32.7% EL, 100% SED, 2.0% Foster Youth) * Monarch is a school for our Students impacted by homelessness

As a county office, we have a moral, ethical, and state requirement to provide all the services we can to the most underserved populations: students who are English learners, foster youth, low-income as well impacted by the criminal justice system, expelled youth, and those impacted by homelessness. The pandemic showed us many challenges and some areas for further consideration. Our need to provide social and emotional learning and a strong Multi-Tiered System of Support for every child and family became more apparent. In addition, there were so many other challenges that some families were navigating, the staff and instructors had to create avenues to ascertain the need and then do everything in their power to meet them by referrals or through the network created in the division. For those sent to JCCS as expelled youth, the division worked tirelessly to ensure the students met their rehabilitation plan goals and a possible return to their referring district. In 2019-20, of the 80 eligible expelled students, 83% graduated or were successfully reinstated. 53 students were reinstated, 13 students graduated/passed HiSET, 14 students did not complete reinstatement plan (two students moved and four students transferred to a charter school). Our work with Reading Intervention and English learner support have led to much better outcomes and an avenue to improve. This is yet another area we will carry into the LCAP 2021-22.

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

SDCOE's Juvenile Court and Community Schools is an alternative education program designed to meet the needs of the most at-risk youth enrolled in our county. SDCOE has an enrollment of unduplicated pupils in excess of 93% of the total enrollment. These include students who are English learners, foster youth, students with exceptional needs, students who are impacted by low-income status, and students impacted by homelessness. Through our 90-day universal screener process, in addition to our other

assessments, (curriculum-embedded assessments, CAASPP Interim Assessment and Focused Interim Assessment Blocks - IABS and FIABS), we are able to monitor our students' progress as well as our need to change our courses of action. In an effort to accelerate learning, it is important for all to know where the students are academically and work to provide interventions, including reading, mathematics, integrated and designated ELD, time management, etc. Our screener process also helps to guide our work in MTSS, in which we are able to offer support in academics and behavior in order to help the students become more successful in reaching their academic and social/emotional needs.

The division did extremely well in reaching out to the students/families to ascertain and attempt to meet the needs (basic, mental/physical health, housing referrals, emergency EBT for food, deliveries weekly of food and supplies, etc.) of each student and family. According to our records and surveys, every student has a device that has asked for one with over 1,050 in circulation. Also, 90% of our students have internet connectivity and 85% are using SDCOE devices with the connectivity. For those who are impacted by homelessness and uncertainty of cell towers, we provided over 400 hot spots and over 50 internet access portals in homes. To assist with school supplies and the expectations of school, we supplied students with backpacks that included pens, pencils, paper, notebook, highlighter, post-its and backpacks; for our English learners we added bilingual dictionaries and leveled ELD reading books in addition to ELD assistants. For those students enrolled in the local community college, either dually enrolled or in corresponding with college classes, we purchased over 120 textbooks. In addition, we were able to provide 365 visual and performing arts kits for students along with radical self-care units for them to tend to their mental/ social and emotional health as well. Finally, we delivered breakfast, lunch and family food boxes (29,270 total) every week in a safe manner during the shutdown and continue to do so. We served breakfast and lunch under the CDE's Community Eligibility Provision (CEP); CEP allows high-poverty schools to serve breakfast and lunch at no charge to all students.

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.

This information has been included in each section of the LCP and per the instructions is not needed in this section.

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.

Our overall assessment was that there was much accomplished this year and as a school system we adjusted fairly well; however, in terms of the education of our students, we realized that we have a number of challenges ahead that we will have to address. As we reopen for in-person instruction, there are a number of items we will address going forward related to our system's efforts at meeting student needs.

Academically, as we review our measurements for success in teaching and learning, we see that we have appropriately credentialed teachers and aides supporting our student and that all students had access to appropriate curriculum. Those with court orders or parent request to avoid internet activities will continue to receive paper packets and will be encouraged to return to the classroom so that they are able to take advantage of the work the teachers continue to prepare. Our work in developing our teachers to instruct in the distance learning environment will continue to be beneficial going forward. We believe it will allow for a multimedia-rich environment, which has proved beneficial for all students and especially our students who are English learners.

Our parents and stakeholders, as trusted partners, continuously give us their input as to what we have and could continue to do engage the students. For many, the issue of motivating students will continue to be necessary and getting them assistance as well. One of our goals is to continue to teach our students to be advocates for themselves and this experience has taught us the importance of this goal. In addition, the stakeholder requests for more CTE, VAPA, and other engaging opportunities for students is continually being met through more programming and access. Parent and stakeholder input and feedback are included in every integration of the process and their requests are included in every way possible.

The work we have done in creating systemic improvements for our students and staff (classified and credentialed) have led to great improvement in our systems of support. These systems will assist us in reopening to in-person instruction, which is essential for many of our students' academic success. Our work with public health has assisted us in creating reopening plans to continue to keep our staff and our students safe while working to develop independent and self-regulated students. The self-regulation is assisted by our data systems that offer more accurate and up-to-date information about our students' progress. Our personnel and data system upgrade will be a great asset and will help to improve our dashboard areas of attendance, decreasing chronic absenteeism. In addition, we will continue to provide multiple options for food distribution of meals and family boxes as we know that our return to school will not decrease the needs of families in the immediate future.

The pandemic showed us many challenges and some areas for further consideration. Our need to provide social and emotional learning and a strong Multi-Tiered System of Support for every child and family became more apparent. All school staff worked together to utilize the structures in place, including our CDE adopted weekly/daily engagement log, as the basis for ascertaining short

term and long term need. We did everything in our power to meet the need and then utilized a network of stakeholders and partnerships created by the division. Finally, our work with Reading Intervention and English learner support have shown promise for better outcomes and an avenue to improve. This is yet another area we will carry into the the LCAP 2021-24.

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		
	0.00	279,722.00
	0.00	199,544.00
	0.00	24,833.00
	124,037.00	149,719.00
	0.00	0.00
	510,000.00	177,625.00
	20,000.00	175,000.00
	272,795.00	0.00
	11,966,349.00	11,418,956.00
	3,992,317.00	3,844,143.00
	96,399.00	86,128.00
	61,111.00	58,727.00
	170,848.00	145,563.00
	170,848.00	145,563.00

* 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		
	6,951,696.00	7,274,493.00
	7,100,967.00	6,512,504.00
	608,758.00	924,572.00
	2,507,435.00	1,835,466.00
	45,000.00	11,227.00
	0.00	1,698.00
	0.00	0.00
	0.00	0.00

* 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		
		0.00	27,899.00
		124,037.00	149,719.00
		0.00	68,809.00
		5,109,718.00	5,354,412.00
		1,681,724.00	1,625,883.00
		0.00	22.00
		0.00	47,749.00
		36,217.00	0.00
		0.00	24,833.00
		5,524,987.00	4,644,537.00
		1,575,980.00	1,755,038.00
		0.00	88,096.00
		0.00	32,868.00
		0.00	14,433.00
		272,795.00	0.00
		335,963.00	877,271.00
		0.00	218,955.00
		0.00	199,544.00
		510,000.00	177,625.00
		20,000.00	84,957.00
		950,681.00	536,612.00
		734,613.00	463,222.00
		96,399.00	86,106.00
		61,111.00	10,978.00
		134,631.00	57,467.00
		0.00	5,103.00
		45,000.00	6,124.00
		0.00	1,698.00
		0.00	0.00
		0.00	0.00

* 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	7,547,011.00	7,115,946.00
Goal 2	1,133,060.00	1,261,576.00
Goal 3	1,684,787.00	1,673,977.00
Goal 4	6,848,998.00	6,508,461.00

* 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	\$5,005,987.00	\$4,687,870.00
Distance Learning Program	\$4,852,023.00	\$4,709,580.00
Pupil Learning Loss	\$1,549,987.00	\$1,581,345.00
Additional Actions and Plan Requirements	\$7,454,086.00	\$7,407,383.00
All Expenditures in Learning Continuity and Attendance Plan	\$18,862,083.00	\$18,386,178.00

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		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$5,005,987.00	\$4,687,870.00
Distance Learning Program	\$4,852,023.00	\$4,709,580.00
Pupil Learning Loss	\$1,549,987.00	\$1,581,345.00
Additional Actions and Plan Requirements	\$7,454,086.00	\$7,407,383.00
All Expenditures in Learning Continuity and Attendance Plan	\$18,862,083.00	\$18,386,178.00