2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Janesville Union Elementary School District
CDS Code:	18-64105
LEA Contact Information:	Name: David Andreasen Position: Superintendent/Principal Email: dandreasen@janesvilleschool.org Phone: 530-253-3660
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$3,448,960
LCFF Supplemental & Concentration Grants	$257,204
All Other State Funds	$253,746
All Local Funds	$170,106
All federal funds	$153,331
Total Projected Revenue	$4,026,143

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$4,142,540
Total Budgeted Expenditures in the LCAP	$393,991
Total Budgeted Expenditures for High Needs Students in the LCAP	$375,778
Expenditures not in the LCAP	$3,748,549

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$195,202
Actual Expenditures for High Needs Students in Learning Continuity Plan	$182,107

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$118,574
2020-21 Difference in Budgeted and Actual Expenditures	$-13,095

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Certificated Salaries: $1,616137 Classified Salaries: $603,701 Employee Benefits/Payroll Costs: $1,190,428 Supplies $205,092 Services $526,451

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The non-substantive difference ($13,095) between the budgeted and actual expenditures for high needs students reflects funding carried forward into the 2020/21 school year.

LCFF Budget Overview for Parents

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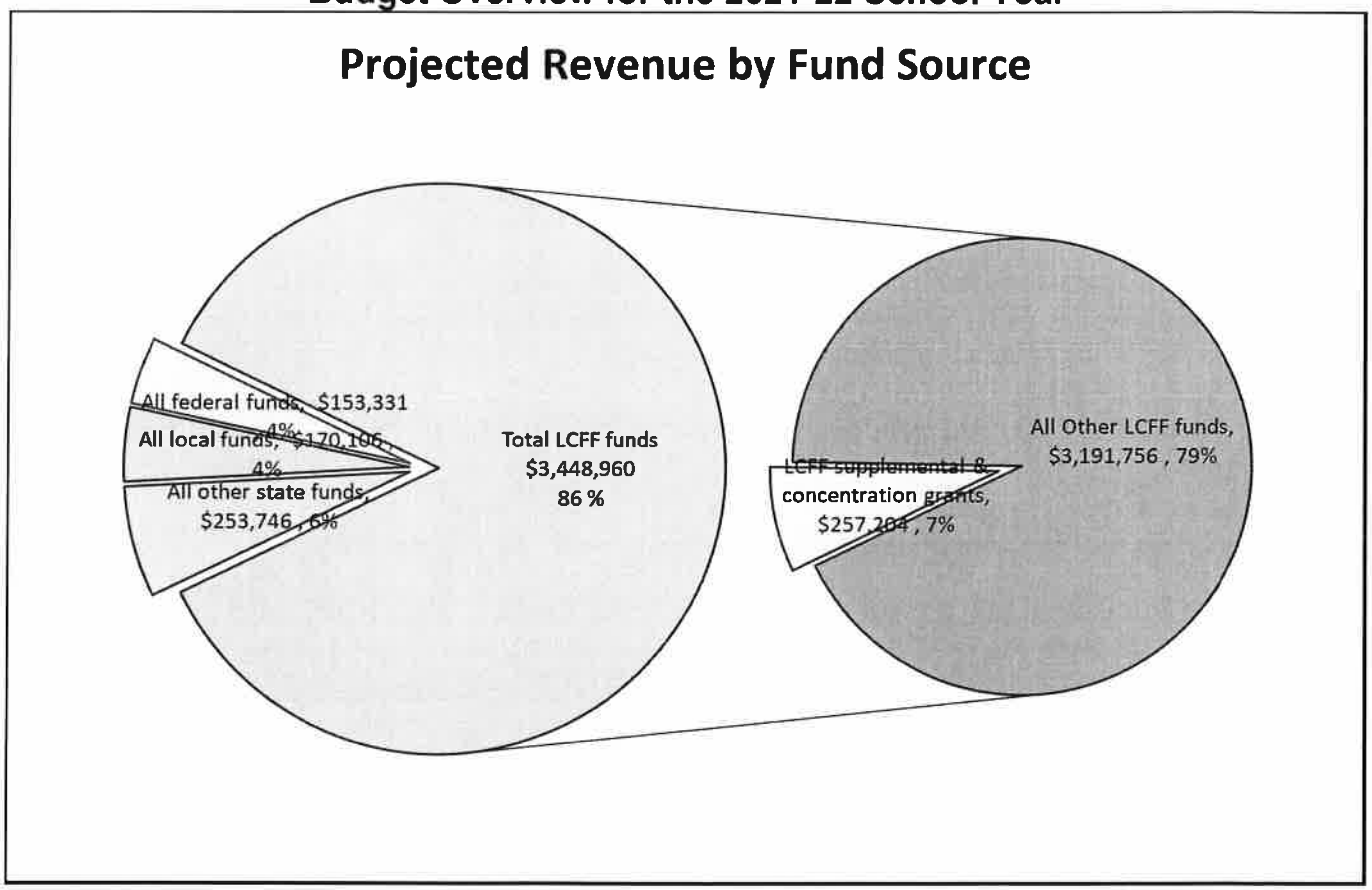
CDS Code: 18-64105

School Year: 2021-22

LEA contact information:
David Andreasen
Superintendent/Principal
dandreasen@janesvilleschool.org
530-253-3660

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

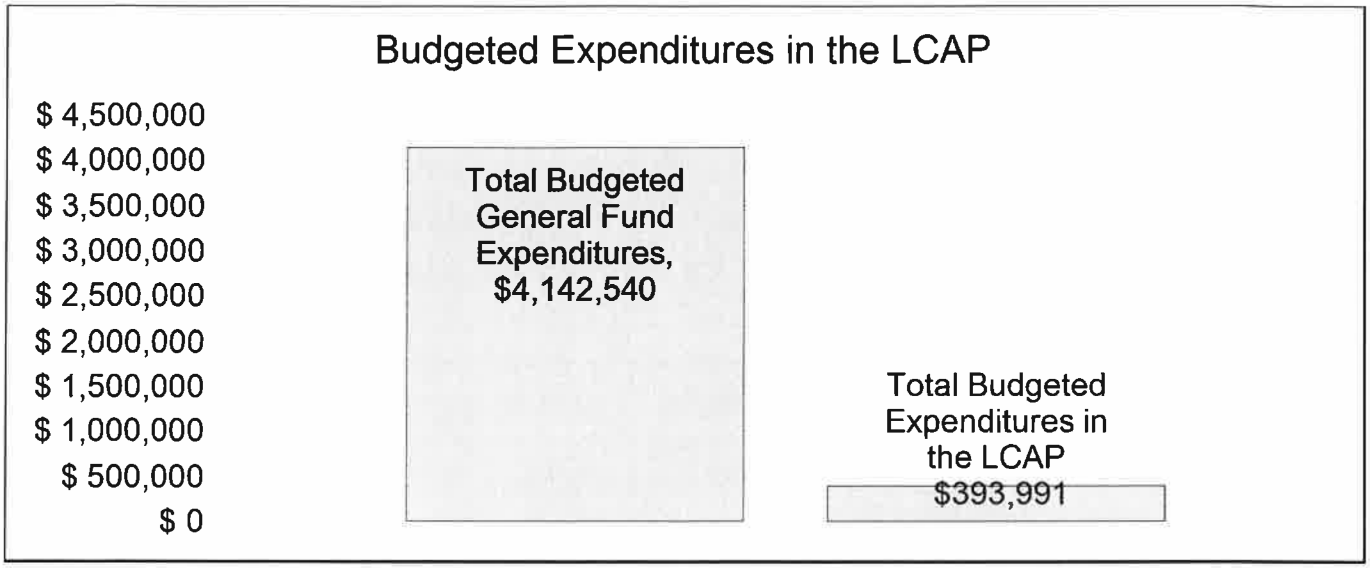


This chart shows the total general purpose revenue Janesville Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Janesville Union Elementary School District is $4,026,143, of which $3,448,960 is Local Control Funding Formula (LCFF), $253,746 is other state funds, $170,106 is local funds, and $153,331 is federal funds. Of the $3,448,960 in LCFF Funds, $257,204 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Janesville Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Janesville Union Elementary School District plans to spend $4,142,540 for the 2021-22 school year. Of that amount, $393,991 is tied to actions/services in the LCAP and $3,748,549 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Certificated Salaries: $1,616137

Classified Salaries: $603,701

Employee Benefits/Payroll Costs: $1,190,428

Supplies $205,092

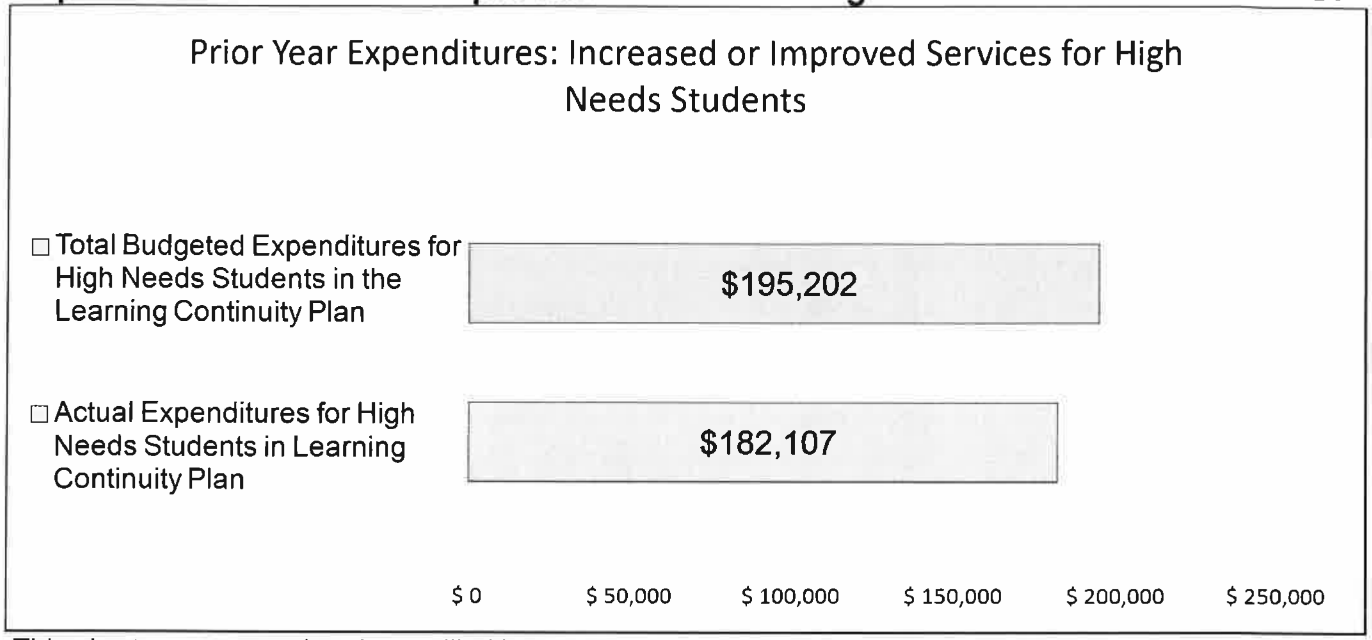
Services $526,451

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Janesville Union Elementary School District is projecting it will receive $257,204 based on the enrollment of foster youth, English learner, and low-income students. Janesville Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Janesville Union Elementary School District plans to spend $375,778 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Janesville Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Janesville Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Janesville Union Elementary School District's Learning Continuity Plan budgeted $195,202 for planned actions to increase or improve services for high needs students. Janesville Union Elementary School District actually spent $182,107 for actions to increase or improve services for high needs students in 2020-21.

The non-substantive difference ($13,095) between the budgeted and actual expenditures for high needs students reflects funding carried forward into the 2020/21 school year.

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

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

LEA Name	Contact Name and Title	Email and Phone
Janesville Union Elementary School District	David Andreasen Superintendent/Principal	dandreasen@janesvilleschool.org 530-253-3660

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

LCAP Year: 2019/2020

Janesville School will strive to provide a broad course of study for all students from a highly qualified credentialed staff working towards full implementation of the California State Standards.

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 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 1A - The District will maintain 100% highly qualified and appropriately placed staff, as documented on the District's SARC report. **Baseline** 1A - 100% of teachers are appropriately assigned and fully credentialed.	1A - The District maintained 100% highly qualified and appropriately placed staff, as documented on the District's SARC report (School Accountability Report Card).

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 1B - 100% of our classrooms will have have sufficient instructional materials as verified by Board Resolution and the Williams' report. **Baseline** 1B - Every pupil has access to standards-aligned instructional materials: 100% of our classrooms have sufficient instructional materials as verified by Board Resolution (dated 9-15-2019) and the Williams Report.	1B - 100% of our classrooms have sufficient instructional materials as verified by Board Resolution and the Williams report.
Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair **19-20** 1C - The District will maintain the facility in good condition as measured by the Facility Inspection Tool (FIT) and Williams report. **Baseline** 1C - Facilities are maintained in good repair as measured by the Facility Inspection Tool (FIT) and Williams report. The overall FIT report rating increased from 94.77% GOOD to 96.48% GOOD. An increase of 1.71%.	1C - The District maintained the facility in good condition as measured by the Facility Inspection Tool (FIT) and Williams report. The percentage remained unchanged at 96.48% GOOD condition.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 2A - The District's Staff Needs Survey will show an improvement over the previous year's survey by at least one (1) point on a five (5) point scale on the LEA's progress in one or more of the indicated instructional areas:	2A - In the spring, the District distributed a Staff Needs Survey to help identify needs related to academic standards and/or curriculum frameworks. The results of that survey are as follows (reported overall average score): (1 = initial awareness; 2 = Early Training & Planning; 3 = Initial Implementation; 4 = Full Implementation; 5 = Full Sustainability) 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. CCSS ELA = 3.43 ELD (aligned to ELA standards) = 3.21

Expected	Actual
1. Providing professional learning for teaching to the CCSS ELA, ELD (aligned to ELA standards), CCSS Math, Next Generation Science, and History-Social Science standards. 2. Making instructional materials aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught for CCSS ELA, ELD (aligned to ELA standards), CCSS Math, Next Generation Science, and/or History-Social Science. 3. Implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teaching pairing) for CCSS ELA, ELD (aligned to ELA standards), CCSS Math, Next Generation Science, and/or History-Social Science. 4. Implementing each of the following academic standards adopted by the state board for all students. Career Technical Education, Health Education Content Standards, Physical Education Model Content Standards, Visual and Performing Arts, and/or World Language. 5. Engaging in the following activities with teacher and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole, Identifying the professional learning needs of individual teachers, and/or Providing support for teachers on the standards they have not yet mastered. **Baseline** 2A - In the spring, the District distributed a Staff Needs Survey to help identify needs related to academic standards and/or	CCSS Math = 3.23 Next Generation Science = 2.08 History-Social Science = 1.92 (Overall increase of 1.07 from prior year) 2. Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. CCSS ELA = 3.43 ELD (aligned to ELA standards) = 3.57 CCSS Math = 3.5 Next Generation Science = 1.85 History-Social Science = 2.64 (Overall increase of 1.19 from prior year) 3. Rate our progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teaching pairing) CCSS ELA = 2.64 ELD (aligned to ELA standards) = 2.85 CCSS Math = 2.92 Next Generation Science = 1.92 History-Social Science = 2.29 (Overall increase of 1.02 from prior year) 4. Rate our progress implementing each of the following academic standards adopted by the state board for all students. Career Technical Education = 2

Expected	Actual
curriculum frameworks. The results of that survey are as follows (reported overall average score): (1 = initial awareness; 2 = Early Training & Planning; 3 = Initial Implementation; 4 = Full Implementation; 5 = Full Sustainability) 1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below. CCSS ELA = 3 ELD (aligned to ELA standards) = 2 CCSS Math = 3 Next Generation Science = 1 History-Social Science = 2 2. Rate our progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught. CCSS ELA = 4 ELD (aligned to ELA standards) = 3 CCSS Math = 4 Next Generation Science = 1 History-Social Science = 2 3. Rate our progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teaching pairing) CCSS ELA = 2 ELD (aligned to ELA standards) = 2 CCSS Math = 3 Next Generation Science = 1 History-Social Science = 2	Health Education Content Standards = 2.73 Physical Education Model Content Standards = 2.93 Visual and Performing Arts = 2 World Language = 1.29 (Overall increase of 0.85 from prior year) 5. During the 2019-20 school year (including summer 2019), rate our success at engaging in the following activities with teacher and school administrators. Identifying the professional learning needs of groups of teachers or staff as a whole = 2.71 Identifying the professional learning needs of individual teachers = 221 Providing support for teachers on the standards they have not yet mastered = 2.29 (Overall increase of 1.21 from prior year)

Expected	Actual
4. Rate our progress implementing each of the following academic standards adopted by the state board for all students. Career Technical Education = 2 Health Education Content Standards = 2 Physical Education Model Content Standards = 2 Visual and Performing Arts = 2 World Language = 2 5. During the 2016-17 school year (including summer 2016), rate our success at engaging in the following activities with teacher and school administrators. Identifying the professional learning needs of groups of teachers or staff as a whole = 2 Identifying the professional learning needs of individual teachers = 2 Providing support for teachers on the standards they have not yet mastered = 2	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **19-20** 2B - These programs and services will enable English learners to access the CCSS and ELD standards for purposes of gaining academic content and English language proficiency. **Baseline** 2B - Certificated staff will continue to attend professional development for ELD standards.	2B - Certificated staff are using ELD standards in 2019/20. There is currently only one EL student.
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20**	7A - All students have access to a broad course of study. The District has developed and adheres to schedules which define access to a broad course of study for the following content areas:

Expected	Actual
7A The LEA will examine the school master schedule for junior high course offerings, the SchoolWise list of active courses for TK-8 grade reporting, and the school calendar kept in the school office and on the District website to determine the extent to which all students have access to, and are enrolled in, a broad course of study. The LEA further examines class rosters to compare them against rosters of unduplicated student groups the ensure they and individuals with exceptional needs are being served with a broad course of study. All students in TK-8 will be enrolled in grade appropriate courses of English-Language Arts, mathematics, social sciences, science, health, physical education, computer education, and visual/performing arts throughout the academic year. Students in grades 7 and 8 have access to additional courses including foreign language (Spanish), forensic science, character building, lip sync, and desktop publishing through exploratory classes offered at various times during the academic year. Some of the barriers to providing a broad course of study with greater variety include the limitations among the staff and access to facilities in a small rural school. With only four junior high teachers rotating exploratory classes, students are limited by scheduling conflicts and how often certain exploratory classes can be offered. With only one resource teacher in the district, scheduling with special education students is sometimes balanced against their access to the full range of the broad course of study. With the gymnasium and stage also being used as the school cafeteria, classes are limited in their access to the facilities for physical education and theater/dance. In order for the students to have access to a greater range of enrichment opportunities, the LEA pays stipends for staff to be club advisors for after school clubs including Garden Club (fall and spring), Coding Club (computer and robot programming),	English Language Arts, Math, Social Sciences, Science, Health, Visual and Performing Arts, Applied Arts, Physical Education and Career and Technical Education. Schoolwise (student information system) is used to generate rosters of all students and specific reports identify unduplicated student groups and individuals with exceptional needs to ensure students are enrolled in a broad course of study.

Expected	Actual
and band. Planning is underway to add more clubs such as art, theater, and chess clubs. Four teachers have received grant funding for training, equipment, and material for visual and performing arts instruction to students throughout the school. **Baseline** 7A - 100% of students have access to the required core of instruction. All students have the opportunity to participate in visual and/or performing arts throughout the year. The District has a foreign language curriculum in the middle school (Spanish).The District will provide a foreign language curriculum. A forensic science class is also provided for 7th/8th grades. Gardening Cub is open to all K-8 students in the spring and fall.	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** 7B - All of the unduplicated students in the District will have access to the core curriculum as referenced in 7A. **Baseline** 7B - 100% of the unduplicated students in the District have access to the core curriculum.	7B - All unduplicated students have access to a broad course of study as referenced in 7A.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20** 7C - All of special needs students will have access to the core curriculum as referenced in 7A. **Baseline** 7C - 100% of special needs students have access to the core curriculum.	7C - All students with exceptional needs have access to a broad course of study as referenced in 7A.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 - Maintain 100% highly qualified and appropriately placed staff.	Routine teacher salaries - no additional cost 1000-1999: Certificated Personnel Salaries Base 0	Routine teacher salaries - no additional cost 1000-1999: Certificated Personnel Salaries LCFF Base $0.00
1.2 - Action eliminated and moved to Action 2.10	Action eliminated (moved to 2.10) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0.00	Action eliminated (moved to 2.10) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $0.00
	Action eliminated (moved to 2.10) 3000-3999: Employee Benefits LCFF Supplemental and Concentration $0.00	Action eliminated (moved to 2.10) 3000-3999: Employee Benefits LCFF Supplemental and Concentration $0.00
	Action eliminated (moved to 2.10) 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0.00	Action eliminated (moved to 2.10) 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0.00
1.3 - Increase Facility Inspection Tool Overall Rating from prior year.	Maintenance - No additional cost anticipated 4000-4999: Books And Supplies Base 0	Maintenance - No additional cost 4000-4999: Books And Supplies LCFF Base $0.00
1.4 - Maintain an additional classroom teacher in grade TK-3 to reduce class sizes in those grades. The goal will be to have an average class size of 20:1.	Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental $53,371	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $53,371
	Certificated Benefits 3000-3999: Employee Benefits Supplemental $23,864	Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $23,864
1.5 - Offer high quality professional development to staff regarding academic content standards.	Professional Development 5000-5999: Services And Other Operating Expenditures Title I $6,380	Professional Development 5000-5999: Services And Other Operating Expenditures Title I $0.00

Goal Analysis

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

All of the actions in Goal 1 were accomplished with the exception of Action 1.5 (professional development). Due to COVID shutting down schools in March, professional development opportunities were not available. The funds allocated for this use, $6,380, were re-directed to the costs of teacher induction programs.

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

Successes:
The District was able to maintain fully credentialed and appropriately assigned teaching staff (as evidenced by local accountability measures) that were able to provide a high quality standards based instruction to all students. The District was also able to maintain an additional classroom teacher in grades Tk-3 which allowed for greater teacher/parent/student interaction.

Challenges:
Due to the limitations exacerbated by the COVID pandemic, planned professional development was not secured for safety reasons.

Goal 2

LCAP Year: 2019/2020

Janesville School will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 3A - The state approved self reflection tool will be used to measure Parent Involvement. Parent surveys distributed through survey monkey will be utilized in determining the rating given to the District in the self reflection tool.	3A - The District distributed the parent survey both online and in paper form. 68 responses representing 108 students were received. The annual survey was distributed and administered in February/March 2020. Responses were received from all grade levels. (Percentage levels are based on answering Strongly agree/agree) 94% of respondents feel welcome to visit the school and their child's classrooms. (Priority 3) 95% feel welcome to contact their child's teacher about questions and concerns. (Priority 3) 89% feel that they receive adequate reports on their child's progress. (Priority 3, 6) 95% use technology to check their student's homework assignments. (Priority 3) 94% feel that parent-teacher conferences help them to be involved in their child's education. (Priority 3)

Expected	Actual
Baseline 3A - The District distributed the parent survey both online and in paper form. 89 responses were received. Only 26 surveys were collected in 2016/17. This is a 342% increase! This exceeded expectations and enough responses were collected that the results are from a good cross section of parents. The annual survey was distributed and administered in February/March 2018. Responses were received from all grade levels. (Percentage levels are based on answering Strongly agree/agree) 100% of respondents feel welcome to visit the school and their child's classrooms. (Priority 3) 98% feel welcome to contact their child's teacher about questions and concerns. (Priority 3) 93% feel that they receive adequate reports on their child's progress. (Priority 3, 6) 86% use technology to check their student's homework assignments. (Priority 3) 96% feel that parent-teacher conferences help them to be involved in their child's education. (Priority 3) 98% feel that their student receives a good education at Janesville School. (Priority 3) 99% feel that Janesville School is a supportive and inviting place to learn. (Priority 3) 85% feel that their student is safe at school. (Priority 3) 97% feel that the school's facilities are kept attractive and safely maintained. (Priority 1) 91% feel that disciplinary practices are appropriate at Janesville School. (Priority 6) 93% fee that they receive adequate communications regarding discipline, activities and emergency events. (Priority 3) 90% fee their student has access to extra help from teachers and staff in addition to class time. (Priority 7) 94% feel that their student has access to homework help outside of school time. (Priority 7) 91% feel that their student has access to quality extracurricular clubs and activities. (Priority 7) 91% are aware that they can participate/observe in PTO, Site	96% feel that their student receives a good education at Janesville School. (Priority 3) 95% feel that Janesville School is a supportive and inviting place to learn. (Priority 3) 82% feel that their student is safe at school. (Priority 3) 91% feel that the school's facilities are kept attractive and safely maintained. (Priority 1) 76% feel that disciplinary practices are appropriate at Janesville School. (Priority 6) 86% feel that they receive adequate communications regarding discipline, activities and emergency events. (Priority 3) 82% feel their student has access to extra help from teachers and staff in addition to class time. (Priority 7) 89% feel that their student has access to homework help outside of school time. (Priority 7) 86% feel that their student has access to quality extracurricular clubs and activities. (Priority 7) 88% are aware that they can participate/observe in PTO, Site Council and school board meetings at Janesville School. (Priority 7)

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 3B - All unduplicated student will be considered in the survey reference in 3A. **Baseline** 3B - Parent participation is being monitored for Back to School Night and parent teacher conferences. 2017/18 will be the benchmark year for monitoring and comparing parent participation year over year. 88% of the teaching staff turned in rosters for parent teacher conference participation. The participation rate was 79% overall and 64% for unduplicated students for conferences. The attendance rate for Back to School Night was 59% overall and 43% for unduplicated students. Communication was also achieved by the use of the school's newsletter, the District's website and the SchoolWise automatic phone calling system.	100% of teaching staff turned in rosters for Back to School Night. The participation rate of parents/students for Back to School Night was 57% overall and 53% for unduplicated students. Conference participation data was not available in 2019/20. Communication was also achieved by the use of the school's newsletter, the District's website and the SchoolWise automatic phone calling system.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 3C - All students with exceptional needs will be considered in the survey referenced in 3A. **Baseline** 3C - Parent participation is being monitored for Back to School Night and parent teacher conferences. 2017/18 will be the benchmark year for monitoring and comparing parent participation year over year. 88% of the teaching staff turned in rosters for parent teacher conference participation. The participation rate was 79% overall and 64% for unduplicated students for conferences. The attendance rate for Back to School Night was 59% overall and 43% for unduplicated students.	100% of teaching staff turned in rosters for Back to School Night. The participation rate of parents/students for Back to School Night was 57% overall and 53% for unduplicated students. Conference participation data was not available in 2019/20. Communication was also achieved by the use of the school's newsletter, the District's website and the SchoolWise automatic phone calling system.

Expected	Actual
Communication was also achieved by the use of the school's newsletter, the District's website and the SchoolWise automatic phone calling system.	
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates **19-20** 5A - The District's will increase the attendance rate to 95.1% at P-2. **Baseline** 5A - The District's attendance rate at P2 was 94.92%	5A - The District's attendance rate at P-2 was 94.70%
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** 5B - The District will reduce the chronic absenteeism rate by 1 to 3 percentage points from the prior year by continuing to participate in the Lassen County SARB program. **Baseline** 5B - The chronic absenteeism percentage for 2016/17 was 10% (38 out of 380 students). This percentage has decreased slightly in the current year due to a higher cumulative enrollment count, the number of students who are chronically absent is 38. The percentage is 9.64%. All students who are deemed to be "chronic absentees" have been referred to SART and have been sent letters and where necessary requested for attendance to SART/SARB meetings.	5C - The percentage of chronic absenteeism for the 2019/20 school year was 6.62%.
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate	5C - The District had zero middle school drop-outs, as measured by SchoolWise.

Expected	Actual
19-20 5C - The District will have no middle school drop-outs, as measured by SchoolWise. **Baseline** 5C - The District had zero middle school drop-outs, as measured by SchoolWise.	
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** 5D - Not relevant since we are a K-8 district. **Baseline** 5D - Not relevant since we are a K-8 district.	5D - Not relevant since we are a K-8 district.
Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator **19-20** 5E - Not relevant since we are a K-8 district. **Baseline** 5E - Not relevant since we are a K-8 district.	5E - Not relevant since we are a K-8 district.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** 6A - The District suspension rate will decrease from the prior year, as measured by the California School Dashboard.	6A - The District suspension rate increased to 3.07%, as measured by SchoolWise suspension rate report.

Expected	Actual
Baseline 6A - The District suspension rate decreased to 1.53%, as measured by SchoolWise suspension rate report.	
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** 6B The District expulsion rate will remain at zero in 2019/20 as measured by CalPADS. **Baseline** 6B - The District did not expel any students in the 2017/18 school year.	6B - The District expelled two students (0.47%) in the 2019/20 school year as measured by Schoolwise expulsion records.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** 6C - The sense of safety and school connectedness percentage will increase from the prior year as measured by the California Healthy Kids Survey. **Baseline** 6C - 69% reported feeling safe or very safe and 16% reported feeling unsafe or very unsafe, as measured by the 2017/18 California Healthy Kids Survey.	6C - 55% reported feeling safe or very safe and 14% reported feeling unsafe or very unsafe, as measured by the 2019/20 California Healthy Kids Survey.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 - Provide annual survey in a format that is easy for families to complete and return (survey monkey and paper forms sent home with students) to measure school connectedness.	Survey Monkey 5000-5999: Services And Other Operating Expenditures Supplemental $360	Survey Monkey 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $360
2.2 - Host a variety of events for families. Family participation will be tracked by staff estimates.	Events for families 4000-4999: Books And Supplies Title I $300	Events for Families 4000-4999: Books And Supplies Title I $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.3 - Reduce the expulsion and suspension rates from prior year levels by utilizing alternative placement, community service options and behavioral counseling, where applicable.	Postage - Parent Communications 5900: Communications Supplemental $500	Postage-Parent Communications 5900: Communications LCFF Supplemental and Concentration $500
2.4 - Hire a part time behavioral health counselor.	Contracted services for counseling. 5000-5999: Services And Other Operating Expenditures Supplemental $25,000 Cost included above Not Applicable Not Applicable $0.00	Hire a part time behavioral counselor directly with the District 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $15,904 Benefits for part-time behavioral counselor 3000-3999: Employee Benefits LCFF Supplemental and Concentration $8,002
2.5 - Provide additional learning opportunities for students through a variety of assemblies.	PTO sponsored events Other 0.00	PTO sponsored events Other $0.00
2.6 - Continue to distribute an on-line student survey for grades 4-8 regarding school climate.	Survey Monkey (Expense included in Action 2.1) 5000-5999: Services And Other Operating Expenditures Supplemental 0.00	Survey Monkey (Expense included in Action 2.1) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0.00
2.7 - Increase overall attendance rates from prior year. Increase communication to families (truancy notifications)	Postage 5000-5999: Services And Other Operating Expenditures Supplemental $200	Postage 5700-5799: Transfers Of Direct Costs LCFF Base $200
2.8 - Increase communication to families (truancy notifications) through the SART/SARB program.	Postage 5000-5999: Services And Other Operating Expenditures Supplemental $200	Postage 5000-5999: Services And Other Operating Expenditures LCFF Base $200
2.9 - Curriculum for Girls Circle	Curriculum 4000-4999: Books And Supplies Supplemental $2,000	No additional curriculum for Girl's Circle was purchased in 2019/20 0000: Unrestricted LCFF Supplemental and Concentration $0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.10 - Offer after school learning programs such as band, coding, art club, science bowl, reading club, chess club, drama club, tutoring and homework club	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $20,000 Fixed costs for Certificated salaries 3000-3999: Employee Benefits LCFF Supplemental and Concentration $4,266	Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration $9,522 Fixed costs for certificated salaries 3000-3999: Employee Benefits LCFF Supplemental and Concentration $1,981
2.11 - Recognize students with good, excellent and perfect attendance each quarter and for the whole school year.	Supplies for rewards. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000	No rewards were awarded in 2019/20 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0.00
2.12 - Provide various avenues to increase and improve parent participation/engagement including site council meetings.	Parent participation activities 4000-4999: Books And Supplies Title I $4,939	Parent participation activities incurred no additional costs 4000-4999: Books And Supplies Title I $0.00

Goal Analysis

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

The District did not have any expenditures for events for families or parent participation activities ($300). This was largely due to COVID since many of the family events are held in the Spring. Expenditures for the behavioral counselor were changed from contracted to employee costs (decreased from $25,000 to $23,906) . The behavioral counselor was hired mid-year so the costs were lower than projected. No expenditures for materials for Girl's Circle were made as there was leftover material from the prior year so no expenditures were needed ($2,000). After school tutoring was not expanded as expected so the expenditures were much less (decreased by $2,285). Attendance rewards were never finalized in 2019/20 so there were no expenditures ($1,000). No funds were expended to provide various avenues to increase and improve parent participation/engagement ($4,939). The funds that were not spent in 2019/20 were carried over to the 2020/21 school year to target the same actions.

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

Successes:
The District provided a parent survey which had the highest return rate in the history of the school. The district was able to maintain the suspension rate of 3% and the expulsion rate remained at 0%. The District hired a part-time counselor who was able to serve over

20 students with over 50% of the students being identified as unduplicated. The District administered an online survey for students in grades 4-8.

Challenges:
The District was unable to host a variety of family events ($300), provide assemblies, increase attendance rates ($200), increase communication to families ($200), recognize students for attendance ($2,000) and provide various avenues for parent participation ($4,939). After school programs were not expanded to the level expected so the cost was not fully expended for a cost savings ($2,285). Base don stakeholder input (LCAP advisory group) funds not expended were re-directed to assist with Title 1 costs.

Goal 3

LCAP Year: 2019/2020

Janesville School will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and career readiness.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** 4A - Increase standard met or exceeded by 3% - 5% annually, as measured by Statewide assessment testing. **Baseline** 4A - Statewide Assessments: Scores from the 2017/18 CAASPP Assessment testing are not available at this time. The scores from the 2016/17 testing show the percentage of students meeting or exceeding standards decreased by 2.2 points in ELA and by 26 points in Math.	4A - Statewide Assessments: The 2018/19 CAASP scores showed an average decrease of 4.13 points from 2017/18 in math of students who met or exceeded standards. 2018/19 CAASPP scores show a slight average decrease of .84 points from 2017/18 in ELA of students who met or exceeded standards.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20**	4B - The Academic Performance Index - The California Department of Education is in the process of developing a new accountability system to replace the API to better measure our State's educational goals.

Expected	Actual
4B - The Academic Performance Index replacement **Baseline** 4B - The Academic Performance Index - The California Department of Education is in the process of developing a new accountability system to replace the API to better measure our State's educational goals.	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** 4C - Satisfaction of UC or CSU entrance requirements: Not relevant since we are a K-8 district. **Baseline** 4C - Satisfaction of UC or CSU entrance requirements: Not relevant since we are a K-8 district.	4C - Satisfaction of UC or CSU entrance requirements: Not relevant since we are a K-8 district.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **19-20** 4D - English Learners (EL) Pupils will make progress toward English Proficiency as measured by the ELPAC test. **Baseline** 4D - (English Learners) EL Pupils will make progress toward English Proficiency as measured by the CELDT Test. The District currently has zero EL students. One student was reclassified per parent request. Two students moved from the area.	4D - (English Learners) EL Pupils will make progress toward English Proficiency as measured by the CELDT (now ELPAC) Test. The District currently has zero EL students.
Metric/Indicator	4E - EL Reclassification Rate:

Expected	Actual
Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20** 4E - While the district does not have a signifcant subgroup, all students who are classified as English Language Learners will be assessed utilizing the ELPAC test. **Baseline** 4E - EL Reclassification Rate: Not a significant subgroup (zero pupils).	Not a significant subgroup (zero pupils).
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate **19-20** 4F - Not relevant since we are a K-8 district. **Baseline** 4F - Not relevant since we are a K-8 district.	4F - Not relevant since we are a K-8 district.
Metric/Indicator Priority 4: College and Career Ready/A-G course completion **19-20** 4G - Not relevant since we are a K-8 district. **Baseline** 4G - Not relevant since we are a K-8 district.	4G - Not relevant since we are a K-8 district.
Metric/Indicator	MAP testing was not completed by all grades in 2019/20. Of those who were tested the percentage of students who were average or

Expected	Actual
Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20** 8A - Increase the percentage of students performing at grade level over prior year for students in grades 2 - 8 as measured by MAPS testing in the Fall and Spring. Grades TK-4 will test for fluency each quarter and review and collaborate results as grade clusters. Fluency scores will increase each quarter. **Baseline** 8A - The MAPS Assessment Program is being utilized for grades 3-8 to test twice per year. Grades 3-6 only completed Fall testing so there is not a comparision for these grades. The average score for 7th grade increased from 220 to 226, however, the number of students at or above norm grade level decreased from 20 students to 15 students. The average score for 8th grade increased from 225 to 227, however, the number of students at or above norm grade level decreased from 22 students to 17 students. Grades TK-4 will test for fluency each quarter and review and collaborate results as grade clusters. Fluency scores will increase each quarter.	above in math was 59.33%. Of those who were tested the students who were average or above in reading was 59.17%. Of those students who were tested, the students who were average or above in language usage was 98% (only 7th and 8th grade were tested in this area). The reporting for MAP that was used last year was not available at the time of preparing the LCAP. Fluency percentages were not monitored in a way that was reportable as there was not consistency available at the time of preparing the LCAP.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 - Action eliminated	Not Applicable Not Applicable 0.00	Not Applicable Not Applicable $0.00
3.2 - Action eliminated as it is a duplication from 1.5)	Professional Development (Expense is included with Action 1.5) 5000-5999: Services And Other Operating Expenditures Title I 0.00	Not Applicable Not Applicable $0.00
3.3 - Provide reading and math interventions to TK-8 students. Unduplicated students are targeted but the program is open to all students performing below grade level standards.	Classified Salaries for Instructional Aides - Reading Groups 2000-2999: Classified Personnel Salaries Supplemental $42,353	Classified Salaries for Paraeducators 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration $30,981
	Benefits 3000-3999: Employee Benefits Supplemental $17,094	Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration $$7,873
	Title I Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I $500	Title I Coordinator Stipend 1000-1999: Certificated Personnel Salaries Title I $500
	Title I coordinator stipend benefits 3000-3999: Employee Benefits Title I $113	Title I Coordinator stipend benefits 3000-3999: Employee Benefits Title I $113
	Classified Salaries for Instructional Aides 2000-2999: Classified Personnel Salaries Title I $29,329	Classified Salaries for Paraeducators 2000-2999: Classified Personnel Salaries Title I $33,944
	Classified Benefits for Instructional Aides 3000-3999: Employee Benefits Title I $7,732	Classified Benefits for Instructional Aides 3000-3999: Employee Benefits Title I $8,744
3.4 - Purchase computer program to assess and provide intervention support to students performing below grade level in reading, such as Study Island. The program will target students that qualify as low income, English learners, foster youth but any student(s) that need additional will be allowed to participate.	Study Island Computer Program 4000-4999: Books And Supplies Supplemental $2,275	Happy Numbers and Mobymax computer programs to supplement the needs of unduplicated students during synchronous and asynchronous instruction. 4000-

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		4999: Books And Supplies LCFF Supplemental and Concentration $2,275
3.5 - Continue SST Coordinator. This position schedules meetings and collaboration between staff and family to provide interventions to help students better meet grade level standards.	SST Stipend 2000-2999: Classified Personnel Salaries LCFF Base $1,200 SST Stipend benefits 3000-3999: Employee Benefits LCFF Base $378	SST Stipend 2000-2999: Classified Personnel Salaries LCFF Base $1,200 SST Stipend Benefits 3000-3999: Employee Benefits LCFF Base $378
3.6 - Utilize interim assessments through the MAPS Assessment Program for grades 1 - 8 twice per year.	MAPS Assessment Computer Program 4000-4999: Books And Supplies Title I $3,348 MAPS Assessment Computer Program 4000-4999: Books And Supplies Supplemental $1,026	MAP Assessment Computer Program 4000-4999: Books And Supplies Title I $3,378 MAP Assessment Computer Program 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,009
3.7 - Provide additional collaboration time for certificated staff to administer and monitor alternative supports for Title I students during school hours.	Substitute Personnel 1000-1999: Certificated Personnel Salaries Title I $800 Substitute Benefits 3000-3999: Employee Benefits Title I $182	Additional collaboration time had no cost impact Not Applicable Not Applicable $0.00 Additional collaboration time had no cost impact Not Applicable Not Applicable $0.00
3.8 - Action Eliminated	Not Applicable Not Applicable 0.00 Not Applicable Not Applicable $0.00	Not Applicable Not Applicable $0.00 Not Applicable Not Applicable $0.00
3.9 - Provide 1.84 additional hours of Pareducator time to support upper grade math intervention and additional supervision.	1.84 hours paraeducator salary 2000-2999: Classified Personnel Salaries Supplemental $2,594	A paraeducator was placed in a combination 6/7/8 set of classrooms to support low achieving learners 2000-2999: Classified Personnel Salaries Not Applicable $2,594

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Benefits associated with additional hours for pareducators 3000-3999: Employee Benefits Supplemental $1,091	A paraeducator was placed in a combination 6/7/8 set of classrooms to support low achieving learners Not Applicable Not Applicable $1,091
3.10 - Purchase additional Chromebooks and carts to provide additional opportunities for intervention for students who are not proficient in reading and math.	Chromebooks and carts 6000-6999: Capital Outlay Supplemental $20,000	Chromebooks and carts 6000-6999: Capital Outlay LCFF Supplemental and Concentration $17,256
	Chromebooks and carts 6000-6999: Capital Outlay Other $5,000	Chromebooks and carts 6000-6999: Capital Outlay Other $2,173
3.11 - Purchase and install long throw projectors for both Kindergarten and Fifth grade classrooms.	Long throw projectors for Kindergarten and fifth grades 4000-4999: Books And Supplies LCFF Supplemental and Concentration $6,877	Televisions for Kindergarten classrooms 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,878
3.12 - Indirect costs to operate Title I program	Indirect Cost charges 7000-7439: Other Outgo Title I $3,890	Indirect Cost Charges 7000-7439: Other Outgo Title I $4,385
3.13 - Reduce the number of suspensions for students with disabilities by 1.Providing professional development regarding special education behavior supports. 2. Ensuring district staff cross check each other on data entry into the school information system and the special education information system. 3. Special Education staff will teach pragmatic skills and social skills. Self-esteem-building sessions will be included in the appropriate classes and sessions.	Exceptional Child training modules 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $1,000	Exceptional Child training modules 5800: Professional/Consulting Services And Operating Expenditures LCFF Base $1,000

Goal Analysis

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

Due to the COVID pandemic, the District changed the entire instructional day. Paraeducators were pulled from academic duties to perform COVID safety functions such as temperature/health screening and separating student groups throughout the day. Due to the restrictions, the District was unable to offer targeted interventions to the level intended, however, teachers tried to fill this gap in the classroom ($20,953). Additional paraeducator time was also not staffed to the level hoped due to COVID ($5,627). The District was unable to coordinate additional collaboration time for certificated staff ($982). The District purchased Chromebooks but the cost was less than estimated ($5,571). The District purchased long throw projectors for the 5th grade classrooms and televisions for Kindergarten at a lower cost than anticipated ($4,999). These funds were rolled in to the new year to continue the goals set forth above.

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

Successes: The biggest successes that the District kept the school on an in-person educational model for the 2020/21 school year with the exception of a total of one week due to fires/air quality and five weeks of shutdown due to COVID. Additionally, the District changed the online supplemental programs offered which allowed more students to utilize these intervention programs

The biggest challenge was the re-structuring of personnel duties and classroom instruction in order to maintain a COVID-safe school. This was most evident in the decreased costs for personnel to provide intervention ($20,953) and additional support ($5,627). Staffing levels were higher but many paraeducators were only able to provide additional supervision which was not paid from supplemental funds. Another big challenge was the inconsistency of MAP testing and monitoring of fluency scores making it nearly impossible to report valuable information.

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
The district will assign a certificated teacher to provide intervention instruction to students lacking in fundamental language arts and/or mathematics skills.	$69,235	$0.00	No
The district will pay stipends to certificated teachers to provide after school academic assistance four days per week for one hour to mitigate learning loss for four grade-similar groups in 1st through 8th grades. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	$11,123	$23,611	Yes
The district will purchase additional Chromebooks to ensure every family has at least one Chromebook at home (preferred 2 student:1 device ratio) while maintaining the 2:1 ratio for the classrooms at school. The availability and use of the Chromebooks will be principally directed toward low income, foster youth, homeless and ELL students.	$40,000	$42,655	Yes
The district will purchase licenses for MobyMax, Discovery Education Online, and other programs that provide proven instructional quality in combination with classroom instruction or as a major component of instruction in case of distance learning. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	$7,896	$6,062	Yes
The district will hire/assign two persons to ride the school buses in the mornings to take temperatures of each student prior to riding the bus in order to help ensure COVID-19 isn't spread into the school thereby causing in-person education to be interrupted or to cease.	$9,862	$13,751	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will purchase PPE for staff and students and cleaning supplies rated for COVID-19 sanitation to help ensure COVID-19 isn't spread into the school thereby causing in-person education to be interrupted or to cease.	$4,000	$5,000	No
The district will, when applicable, purchase non-reusable books such as scholastic reading and science booklets instead of hardbound text books to help ensure COVID-19 isn't spread into the school thereby causing in-person education to be interrupted or to cease. These items will be principally directed toward low income, foster youth, homeless and ELL students.	$2,091	$1,877	Yes
The District will continue to employ a teacher in the lower grades to reduce class sizes. These programs will be principally directed toward low income, foster youth, homeless and ELL students.	$86,185	$86,469	Yes
The District will continue to employ a part-time behavioral counselor to meet the social and emotional needs of students. These services will be principally directed toward low income, foster youth, homeless and ELL students.	$34,812	$34,528	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.

There was difficulty recruiting this position as a result the $69,235 was not spent.
The district spent $12,488 more that budgeted on after school intervention
The district spent an additional $3,339 on health check personnel

Analysis of In-Person Instructional Offerings

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

Successes:
In the 2020/21 school year the biggest success was being able to offer in person instruction for all but five weeks of the school year. The District was able to offer one-to-one Chromebooks for all students. Staffing was restructured to ensure the safety of students and staff. Input from parent advisory groups, staff and students indicated great satisfaction with this accomplishment.

Challenges:
The District's biggest challenge was the inability to secure an intervention teacher to mitigate learning loss. Another major challenge was the inconsistency of MAP testing and fluency testing throughout several grades. Chronic absenteeism was another challenge. There were 117 students who were chronically absent in 2020/21 (compared to 28 in 2019/20). This equated to 19.42% of all students being identified as chronically absent. 23 students were chronically absent due to COVID. Stakeholders recognized the deficiency.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire/Assign one or more certificated teachers to the distance learning classroom(s).	$69,235	$35,868	No
Purchase additional Chromebooks for distribution to ensure all families have a suitable device in a preferred ratio of 2 students to 1 device when engaged in distance learning. (Expense included in prior section)	$0.00	$0.00	No
Survey distance learning families to ensure students have access to an adequate internet connection to partake of all the available features of distance learning.	$360	$360	No

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

The budgeted amount for a distance learning teacher was less than expected as the majority of students came back from distance learning after the second quarter thereby eliminating the need for an additional distance learning teacher ($33,367).

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction - was successful as the district was able to provide a teacher who maintained provide fidelity of instruction as students transitioned in and out of distance learning
Access to Devices and Connectivity - The district was able to provide sufficient devices and ensure connectivity to maintain uninterrupted instruction when distance learning was necessary
Pupil Participation and Progress - The district experienced challenges in that students had a more difficult time engaging on distance learning as reported by teaching staff; Chronic absenteeism was more present in distance learning students that in-person students.
Distance Learning Professional Development - While staff participated in training regarding distance learning platforms and virtual instruction, this remained an area of challenge for the district.

Staff Roles and Responsibilities - The district's small staff recognized and rose to the challenges of meeting both in-person and distance learning instruction and operation with agility and integrity
Support for Pupils with Unique Needs - Students with disabilities received the services outlined in their IEPs with no interruption.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The actions and services described above have already been addressed in previous pages of this document (hire additional teachers/pay stipends for intervention, purchase MobyMax license).	0	$0.00	Yes

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

The actions and services described above have already been addressed in previous pages of this document (hire additional teachers/pay stipends for intervention, purchase MobyMax license).

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.

ADDRESSING PUPIL LEARNING LOSS - The district sought to identify pupil learning loss through MAP assessment, however consistency of assessment was a barrier to capturing complete data in this regard. Identified students were eligible for extensive after school tutoring/intervention by certificated staff throughout the school year.

EFFECTIVENESS OF EFFORTS - Due to inconsistency in MAP assessments in a number of grade levels, the district will rely on Spring 2021 CAASPP data to further inform on pupil learning loss and has processes in place for analysis of this data to inform instruction in the coming year. While the district promoted the after school program proactively among its low income, foster youth and English learner students, data is forthcoming on the effectiveness of its efforts among these student groups.

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.

Although informally driven, the district approached mental health and social emotional well-being of its students in a multi-tiered approach with tier 1 monitoring/support occurring through regular classroom check-ins. Students who needed additional support had access to the behavioral counselor, who had a full docket of students on her caseload. While services were prioritized for unduplicated student groups, all students were able to benefit from these services. With the traumas and challenges presented by pandemic-related conditions, a significant challenge was having sufficient staff to support tier 2 level needs. Significant lessons were learned throughout the year which will inform the coming LCAP.

Monitoring and supporting staff's social emotional well-being occurred organically. As a small school, the staff is a close-knit professional community with a natural rhythm of check-ins and informal support. The district is implementing systems in the coming year to ensure that staff are well supported in this regard.

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.

The District implemented a tired reengagement plan for students who were not participating in distance learning. The plan consisted of tier 1 teacher outreach to families of students who are either not attending or not participating. If non-engagement reached 3 days in a week, office attendance team reached out to families through emails and personal telephone calls. If tier 2 efforts were unsuccessful, district administration met with families to identify barriers to engagement and support consistent engagement. An analysis of distance learning engagement across all grade spans yields disappointing results. Chronic absenteeism increased from 10% for in-person learning to nearly 20% during the distance learning model. MAP scores showed a marked decrease in all grades with the greatest loss in mathematics. Many students dropped by double digit percentiles since the last MAP testing cycle. The teachers report a significant increase in unsatisfactory grades (D's or F's) during grading periods that included distance learning.

Due to the COVID restrictions, Pupil/Family engagement opportunities were not available for in-person gatherings. The district continued its regular production of newsletters and website postings to keep families informed of important information and dates, but this was hardly a substitute for the connections experienced by in-person community events.

Analysis of School Nutrition

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

Successes:

The school nutrition program has undergone a major overhaul with the help of an outside consultant. His main goal was to expand the meal service for breakfast and lunch to provide more students with nutritious meals. The percentage of students participating in the program has nearly tripled since last school year. Students, staff and parents are regularly giving positive comments on the quality of the meals at school. We are all crazy happy about these positive changes. Continuation of service while maintaining appropriate safety precautions for COVID was another success.

Challenges:
The biggest challenge in providing school nutrition was the inability to serve students breakfast in the cafeteria due to COVID restrictions. This was handled by utilizing additional staff to provide grab-and-go breakfasts for students to take back to their classrooms.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

One of the most substantive differences in planned actions and services was the expansion of the after school program. The program was offered to students who needed additional intervention and was invitation only. Unduplicated students were given priority but the programs were available to all students.

Overall Analysis

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

Many lessons were learned this school year from implementing distance learning and in seat instruction:
* Staff work hard to keep students and cohorts while following all safety protocols and delivering instruction
* Student engagement became a high priority whether the instruction was delivered remotely or in person
* COVID changed how the school community members interacted together and increased the importance of safety practices and cleaning protocols
* Students, parents and staff learned to use technology in new ways
* There is a continued need for social and emotional well-being
* Consistent assessment and follow-up data analysis to drive instruction

As a result of these important lesson the 2021-20222 LCAP will focus on engaging students, providing data informed high quality instruction, addressing the social emotional well-being of students and staff and providing a safe and clean learning environment for all.

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

The District administration, staff, and Board of Trustees have firmly committed to an on-going system of fall and spring assessments of all students in 1st grade through 8th grade using the MAP testing. A staff member is assigned to coordinate the testing and analyze the results for presentation and decision-making with staff and stakeholders. Students identified as high needs through their MAP testing will be targeted for intervention and/or the Student Study Team as appropriate. Students identified as high needs due will be given priority for intervention. Students with disabilities will receive increased support through the addition of additional aide support and one additional special education teacher. Chronic absenteeism will be addressed using a multi tiered approach starting with identifying barriers to consistent engagement, outreach to families and positive reinforcement. Counseling services will be expanded to three days per week (last year was 2 days per week) to address the social emotional needs of 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.

One of the most substantive differences in planned actions and services was the expansion of the after school program. The program was offered to students who needed additional intervention and was invitation only. Unduplicated students were given priority but the programs were available to all students.

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.

In analyzing District MAP test data in the fall of 2020, the students experienced severe regression in their math scores in several grades. In response to those concerns, the LCAP stakeholders prioritized additional learning time and supports including smaller class sizes, no combination classes, additional funds for supplemental educational programs, intervention opportunities both during school and after school. When school resumed in-person instruction, the District learned of many students with severe social emotional needs. The District will expand the opportunities for counseling by adding an additional day of counseling. The District will also provide staff with training to address social emotional learning throughout the school day in all areas - classroom, cafeteria, playground, library, computer lab etc.

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	289,162.00	226,803.00
Base	0.00	0.00
LCFF Base	2,578.00	2,978.00
LCFF Supplemental and Concentration	32,143.00	166,903.00
Not Applicable	0.00	3,685.00
Other	5,000.00	2,173.00
Supplemental	191,928.00	0.00
Title I	57,513.00	51,064.00
		191,928.00
		57,513.00

* 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	289,162.00	226,803.00
	0.00	0.00
0000: Unrestricted	0.00	0.00
1000-1999: Certificated Personnel Salaries	74,671.00	79,297.00
2000-2999: Classified Personnel Salaries	75,476.00	68,719.00
3000-3999: Employee Benefits	54,720.00	43,082.00
4000-4999: Books And Supplies	21,765.00	8,540.00
5000-5999: Services And Other Operating Expenditures	32,140.00	560.00
5700-5799: Transfers Of Direct Costs	0.00	200.00
5800: Professional/Consulting Services And Operating Expenditures	1,000.00	1,000.00
5900: Communications	500.00	500.00
6000-6999: Capital Outlay	25,000.00	19,429.00
7000-7439: Other Outgo	3,890.00	4,385.00
Not Applicable	0.00	1,091.00

* 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	289,162.00	226,803.00
	Other	0.00	0.00
0000: Unrestricted	LCFF Supplemental and Concentration	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	20,000.00	78,797.00
1000-1999: Certificated Personnel Salaries	Supplemental	53,371.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	1,300.00	500.00
2000-2999: Classified Personnel Salaries	LCFF Base	1,200.00	1,200.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	30,981.00
2000-2999: Classified Personnel Salaries	Not Applicable	0.00	2,594.00
2000-2999: Classified Personnel Salaries	Supplemental	44,947.00	0.00
2000-2999: Classified Personnel Salaries	Title I	29,329.00	33,944.00
3000-3999: Employee Benefits	LCFF Base	378.00	378.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	4,266.00	33,847.00
3000-3999: Employee Benefits	Supplemental	42,049.00	0.00
3000-3999: Employee Benefits	Title I	8,027.00	8,857.00
4000-4999: Books And Supplies	Base	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	7,877.00	5,162.00
4000-4999: Books And Supplies	Supplemental	5,301.00	0.00
4000-4999: Books And Supplies	Title I	8,587.00	3,378.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	360.00
5000-5999: Services And Other Operating Expenditures	Supplemental	25,760.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	6,380.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF Base	0.00	200.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	1,000.00	1,000.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5900: Communications	LCFF Supplemental and Concentration	0.00	500.00
5900: Communications	Supplemental	500.00	0.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	17,256.00
6000-6999: Capital Outlay	Other	5,000.00	2,173.00
6000-6999: Capital Outlay	Supplemental	20,000.00	0.00
7000-7439: Other Outgo	Title I	3,890.00	4,385.00
Not Applicable	Not Applicable	0.00	1,091.00

* 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	83,615.00	77,235.00
Goal 2	58,765.00	36,669.00
Goal 3	146,782.00	112,899.00

* 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	$265,204.00	$213,953.00
Distance Learning Program	$69,595.00	$36,228.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$334,799.00	$250,181.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$83,097.00	$18,751.00
Distance Learning Program	$69,595.00	$36,228.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$152,692.00	$54,979.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$182,107.00	$195,202.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$182,107.00	$195,202.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Janesville Union Elementary School District	David Andreasen Superintendent/Principal	dandreasen@janesvilleschool.org 530-253-3660

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Our school is a small rural school nestled up against the eastern slope of the Sierra Nevada Mountains. We have approximately 385 students in transitional Kindergarten through 8th grade in attendance.

The student to teacher ratio is 21.12:1 schoolwide and 19.33:1 in grades TK-3. Our student population is made up of 77% white (291 students), 14% Hispanic (54 students), 7% Native American (25 students) and 2% from other races (9 students). The District has 1 foster youth and 3 English learners as reported on the CALPADS report 1.17.

In 2020/21 the District had a student population of 386 students. The unduplicated pupil percentage is 43%. This includes 1 foster youth and 3 English learners as of the CBEDS data collection date (2 English learners left the district in January, 2021).

Our faculty consists of twenty teachers (including two resource teachers) and one part time counselor. Our class sizes generally stay under twenty-five students. The school district itself is geographically large with coverage including the communities of Janesville and Milford along Highway 395.The mission of the Janesville Union Elementary School District is to prepare students to be productive citizens and confident authors of their future. We will strive to achieve this by offering academically challenging curriculum, quality teaching, and modeling integrity and empathy for others.

Our students participate in a variety of enrichment, academic, and athletic activities. We have three busy afterschool clubs – gardening club in the fall and spring, band (all school year), and coding club (also all school year). Interested upper grade students may be involved in our Science Bowl team, our Geography Bowl team, Lit Jam, and a county-wide chess tournament held at our school. Kindergarten through 8th grade students are invited to join our cross country team, and 7th and 8th graders can join our flag football team in the fall. In the winter, we have 7th and 8th grade girls' basketball teams, 7th and 8th grade boys' basketball teams, a very active cheerleading squad, and a K-8 wrestling program. In the spring, our 6th through 8th grade students can go out for track and field or girls' volleyball.

The Janesville School staff provides a safe and productive learning environment for students. Janesville School has an active student council that meets each month to discuss student-identified school issues. Parents and guardians are also very active at this school through an extensive classroom volunteer program (VIP), our Parent-Teacher Organization (PTO), and our school site council (SSC).

We have excellent technology in our classrooms and we intentionally teach our students how to use this technology. Our school has gigabit Internet access in each classroom, wireless connections available across our campus, a fully modern traditional computer lab staffed by an excellent computer technician, and a mobile computer lab for each classroom. We are constantly updating our technology with new equipment to improve student learning. Most classrooms have document cameras and ceiling-mounting projectors to enhance student learning. Our full-time computer technician who also provides support to our students to help them learn how to use our ever-changing technology. Our school library is bright, modern, and inviting, and the library is staffed by a knowledgeable and dedicated library technician. Classes have access to the library at least one day per week, and students have individual access several times per day.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of the dashboard the district improved services to our high needs students by expanding after school intervention for reading and math in first though eighth grades which will include transportation which has been a barrier to serving students who need services. 2019 Dashboard results for ELA increased from -22.7 distance points from standard (DFS) in 2018 to -20.4 DFS in 2019 for all students and from -90.4 DFS in 2018 to -74.1 DFS for students with disabilities.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on a review of the dashboard the district showed a decrease in math proficiency. Dashboard results increased from -48.1 DFS to -54.11 DFS. Based on this and other data the district has identified the following needs:

- Fidelity of MAP testing in the fall and spring for every student.
- Quarterly Fluency evaluation using a common method at each grade level.
- Testing data analysis to inform grade level groupings.

- Data informed instructional methods and tools.
- A systematic approach to address attendance and chronic absenteeism.
- Relevant professional development
- A system of social emotional supports, including expanded counseling services
- Engaging with families through web site, newsletters, events, automated communications, advisory committees and personal outreach.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Key features of this year's LCAP include:

Hiring an additional teacher in TK-3rd grade
Hiring an additional teacher to reduce class size
High quality professional development
Provide annual survey
Reduce suspension rates
Expand counseling services
Increase attendance rates
Increase communication to families
Offer after school program including transportation
Interim assessments
SST Coordinator
Title I Coordinator
Supplemental educational instruction

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

None

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

12/10/20 LCAP Committee Meeting Stakeholders/Parent Advisory Committee (PAC): Ed Brown-Superintendent/Principal, Kimber Azevedo-Teacher, Lara Amrein-Teacher, Jennifer Fine-Classified Employee, Jennifer Szostak-Parent, Sabrina Johnson-Parent. The committee discussed MAP scores which have decreased from the prior year. The committee found that the depth of learning loss was very evident.

1/21/21 LCAP Committee meeting Stakeholders/PAC: Ed Brown-Superintendent/Principal, Kimber Azevedo-Teacher, Lara Amrein-Teacher, Jennifer Fine-Classified Employee, Jolea Clapp-Parent, Jennifer Szostak-Parent, Andrea Kellogg-CBO. The committee discussed prior year actions and services and made revisions such as adding another teacher to provide single grade level classes and increased dollars allocated to professional development.

2/10/21 Board Meeting-Strategic Planning: Melissa McMullen-Board Member, Charity Moore-Board Clerk, Nathan Roderick-Board Member, Lee Bailey-Board President, Tom Jaso-Board Member, Troy Amrein-Director of Maintenance and Operations, Kimber Azevedo-Teacher, Andrea Kellogg-CBO. The parties discussed the Strategic Plan list which comprises many priorities including Curriculum and Instruction, Technology, Positive Learning Environment, Facilities and Fiscal. The consensus of the group was that adding a teacher to prevent combo classes was the top priority. Facilities were also noted as a high priority. Additionally, technology replacement was indicated as a great need as well.

2/11/21 LCAP Committee meeting Stakeholders/PAC: Ed Brown-Superintendent/Principal, Lara Amrein-Teacher, Jennifer Fine-Classified Employee, Jolea Clapp-Parent, Jennifer Szostak-Parent, Sabrina Johnson-Parent Andrea Kellogg-CBO. The committee discussed changes to the actions/services in prior year LCAP. The committee decided that an additional teacher to prevent combo classes was a major priority to increase and improve services for students.

3/11/21 LCAP Committee Meeting Stakeholders/PAC: Ed Brown-Superintendent/Principal, Kimber Azevedo-Teacher, Jacob George-Teacher, Jennifer Fine-Classified Employee, Jennifer Szostak-Parent, Jolea Clapp-Parent. The committee discussed the attendance of students. It was recognized that the District's chronic absenteeism rates have doubled over the prior year.

4/15/21 LCAP Committee Meeting Stakeholders/PAC: Ed Brown-Superintendent/Principal, Kimber Azevedo-Teacher, Jennifer Fine-Classified Employee, Jolea Clapp-Parent, Sabrina Johnson-Parent, Jennifer Szostak, Parent, Jacey Herman-Teacher, Karri Gamez-Teacher, Andrea Kellogg-CBO. The committee brainstormed various ways to improve student outcomes by utilizing web based intervention/supplemental programs, periodicals and grade specific materials to assist students with learning loss.

4/28/21 LCAP/SELPA Consultation with Lassen County Office of Education (LCOE). The District and LCOE representatives, Jan DeMers and Camille Taylor discussed actions and services related to students with special needs. Some of the shortcomings in past years have been a higher rate of suspension and lower test scores for students with special needs.

Students completed the California Healthy Kids Survey. The survey results indicated that the social and emotional needs of students are at an all time high. Interpretation of this data shows the need for expanded time for counseling so that more students may benefit from additional social and emotional support.

April, 2021: A parent guardian survey was sent out and respondents accounted for 45% of the student population. The survey results reflected a need for more teacher outreach to parents regarding their students academic progress.

April 2021: A staff survey was sent out to all teachers. The results reflected a strong need for high quality professional development.

5/5/21: A meeting with Certificated unit members reflected a need to hire an additional full-time teacher to eliminate combo classes. It was also communicated that the Special Education program needs additional support by way of an additional teacher or paraeducator or both.

5/6/21: A meeting with Classified members reflected similar needs with the teachers. The classified members indicated that additional staffing would enhance the educational experience of students.

5/13/21 LCAP Committee Meeting Stakeholders/PAC: Ed Brown-Superintendent-Principal, Kimber Azevedo-Teacher, Jacey Herman-Teacher, Jacob George-Teacher, Sabrina Johnson-Parent, Andrea Kellogg-CBO. The committee discussed different options for professional development including, reading development training. The committee also discussed looking in to a schoolwide license for Teachers Pay Teachers or use other supplemental programs. The committee did a final review of the draft LCAP.

6/15/21 Board Meeting: Lee Bailey-Board President, Charity Moore-Board Clerk, Nathan Roderick-Board Member, Ed Brown-Supt./Principal, Andrea Kellogg-CBO, Amy Malone-Teacher. A public hearing was held regarding the 2021/22 LCAP, the 2019/20 Annual Update and the 2021/22 Budget Overview for Parents.

6/22/21 Board Meeting: Lee Bailey-Board President, Charity Moore-Board Clerk, Nathan Roderick-Board Member, Melissa McMullen-Board Member, Joanna Harrison-Board Member Ed Brown-Supt./Principal, Andrea Kellogg-CBO, troy Amrein-Director of Maintenance. The Board voted 5-0 to approve the 2021/22 LCAP, the 2019/20 Annual Update and the 2021/22 Budget Overview for Parents.

A summary of the feedback provided by specific stakeholder groups.

Feedback from the LCAP committee/PAC, which is comprised of teachers, classified and parents, determined that an expansion of the counseling services was necessary. This group also, with feedback from certificated and classified groups, deemed that an additional teacher to prevent combo classes (Goal 1, Action 6), a continuation of a teacher to reduce the K-3 class sizes (Goal 1, Action 4), continue to offer after school tutoring (Goal 2, Action 7) including transportation (Goal 2, Action 9), supplemental web based intervention tools (Goal 3, Action 6) and robust professional development for all employees (Goal 3, Action 1) would be the most effective use of supplemental funds.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

While all aspects of the LCAP were informed by stakeholder input, some of the most prominent feedback throughout all stakeholders was the need for additional staffing which includes an additional teacher to prevent combo classes and provide more meaningful relationships to enhance social emotional learning in the classroom(Goal 1, Action 5) continuing to employ a teacher in grades K-3 to reduce classes sizes and provide more meaningful relationships to enhance social emotional learning in the classroom (Goal 4, Action 4), expanded counseling time to meet the social and emotional needs of more students (Goal 2, Action 4), provide after school tutoring prioritizing unduplicated students (Goal 2, Action 7) including transportation (Goal 2, Action 9) and professional development to increase the capacity of teachers to provide high quality first instruction, integrated SEL and designated ELD instruction (Goal 3, Action 1). Additional parent education/communication will be provided to inform parents of the importance of students being in school (Goal 2, Action 5) and a focus on expanding parent involvement will be done ((Goal 2, Action 2/Goal 2, Action 8).

Goals and Actions

Goal

Goal #	Description
1	All JUSD students will have access to a broad course of study and will be taught by highly qualified staff. All curriculum will be aligned to CCSS. All facilities will be maintained in a good to excellent standard Priority 1: Basic Priority 2: Implementation of State Standards Priority 7: Course Access

An explanation of why the LEA has developed this goal.

Our stakeholders determined it is essential that we adequately prepare all of our students with a well rounded education for high school and beyond. In this maintenance of progress goal, Janesville School is honoring the successes in the baseline data and committing to stakeholders to maintain the goal and ongoing improvement for the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1A: CALPADS - Percentage of teaching staff who are fully credentialed	100% Percent of teaching staff are fully credentialed				100% Percent of teaching staff are fully credentialed
Priority 1A: CALPADS - Percentage of teachers who are appropriately assigned	100% Percent of teachers are appropriately assigned				100% Percent of teachers are appropriately assigned
Priority 1B: Williams Report - Percentage of pupils who have	100% Percent of pupils have access to				100% Percent of pupils have access to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to standards-aligned instructional materials.	standards-aligned instructional materials.				standards-aligned instructional materials.
Priority 1C: FIT Report - Percentage of facilities maintained in good repair	96.48% of facilities are in good repair				100% of facilities are in good repair
Priority 2A: Local Performance Indicator Self-Reflection Tool Rating on the district's implementation of state board adopted academic content and performance standards for all students Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	2019/20 English Language Arts - 3.58 English Language Development 3.03 Mathematics 3.46 Next Generation Science Standards 1.46 History Social Science 2.42 Health Education Content Standards 2.10 Physical Education Model Content Standards 3.00 Visual and Performing Arts 2.00 World Language 1.70				English Language Arts - 4 English Language Development 4 Mathematics 4 Next Generation Science Standards 3 History Social Science 4 Health Education Content Standards 3 Physical Education Model Content Standards 4 Visual and Performing Arts 3 World Language 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Rate the Professional learning and support for teachers 1.40				Rate the Professional learning and support for teachers 4
Priority 2B: Local Performance Indicator - Self Reflection Tool Rating on the district's programs and services enabling English learners access to CCSS and ELD standards Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability	2019/20 learner access to ELD standards and CCSS standards - 2				learner access to ELD standards and CCSS standards - 5
Priority 7A: Local Performance Indicator - Self Reflection Tool	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Extent to which students have access to and are enrolled in a broad course of study Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability					
Priority 7B: Rosters and sign-in sheets Extent to which students have access to and are enrolled in programs and services developed and provided to low income, English learner and Foster youth students.	75%				100%
Priority 7C: SEIS	100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue to Employ an Additional TK-3 Teacher	The District will continue to employ an additional FTE in TK-3rd grade (placement depending on need) to ensure lower class sizes in lower grades. Additionally, these class sizes will improve student/teacher relationships, SEL, engagement, suspensions and feelings of success Stakeholders have reported that they feel teacher are more effective in smaller classes for the aforementioned reasons. Lower class sizes address the needs of low income students.	$81,888.00	Yes
2	Additional 1.0 FTE Teacher	The District will employ an additional 1.0 FTE teacher to maintain single-grade classrooms to allow for more differentiated instruction and improve student/teacher relationships, mental health, engagement, suspensions, and feelings of success.	$85,817.00	Yes
3	High Quality Professional Development (PD).	The Superintendent will coordinate PD for all staff based on data informed needs of the district and specifically focused on SEL and high quality first instruction including Time To Teach.	$6,380.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	JUSD will maintain a safe, positive and productive learning environment where students are meaningfully engaged in academics as well as a wide variety of co-curricular activities. Parents will feel welcomed and valued as partners in this educational process. Parents will work cooperatively with school personnel to establish priorities and meet goals. Priority 3: Parental Involvement Priority 5: Pupil Engagement Priority 6: School Climate

An explanation of why the LEA has developed this goal.

As reflected in the Identified Needs, data points and stakeholder input, school community climate are a high priority for the district. Attendance is low, chronic absenteeism is high and these two factors have significant impacts on student academic performance and social emotional development. Recognizing that the learning environment strongly influences student and family engagement, school climate, and staff morale, the district has developed the following actions focused on designing a system of engagement through events, multi-directional communication, stakeholder education, mental health supports and expanded learning opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3A: CHKS Parent Survey - Percentage of parents/guardians who agree/strongly agree that the school district seeks parent input in making decisions for the school district	45%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3B: CHKS Parent Survey - Percentage of parents/guardians who agree/strongly agree that the district promotes parental participation in programs for low income, English learner and foster youth students	Disaggregated data from the CHKS Parent Survey is unavailable but will be available Fall 2021				90%
Priority 5A: Attendance Rate as measured by Schoolwise	93.12% of attendance at P-2				95% at P-2
Priority 5B: Chronic Absenteeism as measure by Schoolwise	19.42% of students are identified as chronic absentees				0% of students are identified as chronic absentees
Priority 5C: Percentage of middle school dropouts	0% of students are middle school dropouts				0% of students are middle school dropouts
Priority 5D: Percentage of high school dropouts	Not relevant since we are a K-8 District				Not relevant since we are a K-8 District
Priority 5E: Percentage of high school graduation rates	Not relevant since we are a K-8 District				Not relevant since we are a K-8 District

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6A: Percentage of suspensions	3% of students have been suspended				0% of students have been suspended
Priority 6B: Percentage of expulsions	0% of students who have been expelled				0% of students who have been expelled
Priority 6C: Percentage of suspensions for students with special needs	3% of suspensions for students with special needs				0% of suspension for students with special needs
3C - Local Performance Indicator - Self Reflection Tool Rating of the school district's promotion of parental participation in programs for students with disabilities	Disaggregated data from the Local Performance Indicator is unavailable but will be available Fall 2021				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Annual Parent/Guardian Survey	The site council will review and develop a parent survey that will be available online and in paper to ensure the largest response from parents/guardians. The survey will be provided in other languages based on family needs. The Superintendent will ensure that the survey is ready for distribution each April. The CBO will tally results for the surveys.	$360.00	No

Action #	Title	Description	Total Funds	Contributing
2			$0.00	
3	Part-Time Counselor	The District will continue to employ a part-time counselor to meet the social emotional needs of students. Priority will be given to unduplicated students, however, the services are available to all students in need of counseling.	$67,484.00	Yes
4	Communication Plan to Support Attendance	The District will oversee the development of a parent/guardian communication plan. Parent education and parent outreach explaining the importance of attendance will be done several times throughout the year. This information will also be included in newsletters and other communications. SART meetings will be scheduled for any students who have missed more than 10% of the school year.	$700.00	Yes
5	Family Outreach Program	Monthly mailing will be sent to parents to make them aware of upcoming events and other important information such as resources available to students and families. This will be done by the Public Relations Coordinator	$1,131.00	Yes
6	After-School Targeted Tutoring	Off after school targeted tutoring throughout all grade levels and supported by certificated teachers. Unduplicated students will have priority but all students with a need for intervention/tutoring will be eligible.	$24,546.00	Yes
7	Community Events	The District will offer a variety of events that parents can join in throughout the year to improve school and family connectedness. The teaching and classified staff will coordinate with other groups and offer Back to School Night, Science Night, Math Night, etc.	$5,239.00	No

Action #	Title	Description	Total Funds	Contributing
8	After School Program Transportation	The District will provide additional transportation for students who attend after school programs in order to make after school tutoring available on a wider basis for unduplicated students.	$25,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Janesville students will make significant progress in meeting or exceeding state standards in ELA and mathematics. Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes

An explanation of why the LEA has developed this goal.

Summative assessments results for the students at Janesville School have historically been below the county and state averages in math and/or language arts each year. Feedback from the stakeholders indicates that Janesville School can and should do better in these areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4A: CAASPP assessment for students in grades 3-8 Distance from standard in ELA and mathematics for all students and socioeconomically disadvantaged students	2018/19 ELA All Students: -20.4 Socioeconomically Disadvantaged: -53.7 Math All Students: -54.1 Socioeconomically Disadvantaged: -84.4				ELA All Students: -5 Socioeconomically Disadvantaged: -24 Math All Students: -24 Socioeconomically Disadvantaged: -50
Priority 8: MAP Assessments percentage of students with average or above proficiency in	Spring 2021 Reading 2nd - 67% 3rd - 58% 4th - 56% 5th - 59%				Spring 2021 Reading 2nd - 85% 3rd - 85% 4th - 85% 5th - 85%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reading, Language Usage and Mathematics	6th - 34% 7th - 45% 8th - 75% Language Usage 2nd - 69% 3rd - 46% 4th - 45% 5th - 54% 6th - 48% 7th - 55% 8th - 86% Mathematics 1st - 47% 2nd - 65% 3rd - 36% 4th - 30% 5th - 27% 6th - 27% 7th - 43% 8th - 72%				6th - 85% 7th - 85% 8th - 85% Language Usage 2nd - 75% 3rd - 75% 4th - 75% 5th - 75% 6th - 75% 7th - 75% 8th - 75% Mathematics 1st - 65% 2nd - 65% 3rd - 65% 4th - 65% 5th - 65% 6th - 65% 7th - 65% 8th - 65%
Priority 4B: the percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University	Not relevant since we are K-8 District.				Not relevant since we are K-8 District.
Priority 4C: The percentage of pupils	Not relevant since we are K-8 District.				Not relevant since we are K-8 District.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who have successfully completed courses that satisfy the requirements for career technical education sequences or programs of study that align with SBE-approved career technical education standards and frameworks					
Priority 4D: The percentage of pupils who have successfully completed both types of courses described in subparagraphs (B) and (C)	Not relevant since we are K-8 District.				Not relevant since we are K-8 District.
Priority 4E: The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California	0% 2020/21				100% progress toward English proficiency
Priority 4F: The English learner reclassification rate	0% 2020/21				100% reclassification
Priority 4G: The percentage of pupils who have passed an	Not relevant since we are K-8 District.				Not relevant since we are K-8 District.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
advanced placement examination with a score of 3 or higher					
Priority 4H: The percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness	Not relevant since we are K-8 District.				Not relevant since we are K-8 District.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for Certificated and Classified Employees	The District will secure professional development for all employees. The primary focus of the professional development will focus on high quality first instruction, discipline/behavior, expectations and social emotional learning.	$11,318.00	Yes
2	Assessment Licensing and Testing Coordinator Stipend	The Testing Coordinator will ensure that all teachers engage all students in MAP Fall and Spring summative assessments. This cost includes the cost of licensing and the stipend.	$7,199.00	Yes
3	Reading Fluency	All TK-3rd grade teachers will assess students quarterly for fluency at their grade level. The percentage of proficiency will be monitored by the Title I Coordinator and shared with teachers using Wonders assessments.	$613.00	Yes
4	SST Coordinator	The District will assign an SST Coordinator to schedule all SST's and 504's.	$1,578.00	No

Action #	Title	Description	Total Funds	Contributing
5	Paraeducator .75 FTE	Increase paraeducator staffing to assist with intervention and learning loss mitigation.	$40,409.00	Yes
6	Supplemental Instructional Resources	The District will purchase supplemental programs instructional resources based on identified needs for schoolwide use.	$33,831.00	Yes
7	Indirect Costs for Title I	Indirect costs to operate Title I	$4,256.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.03%	$247,846

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

The unduplicated students at Janesville Union School District are almost entirely low-income students. Reflecting upon this student group, including disaggregated data and stakeholder input, the district is mindful that low income students face significant challenges. Barriers to academic growth often include unreliable transportation, conflicting school/work schedules, lack of adult supervision and support after school, lack of access to quality reading materials, unreliable food sources, increased levels of adverse childhood experiences, unstable housing and/or unsafe neighborhood environments. Pandemic-related impacts only serve to heighten the inequities for low income and foster youth in our community. JUSD's commitment to serving all students equitably includes the following increased and improved services which, although available to all district students, are principally directed to meet the needs, circumstances and conditions stated above in supporting unduplicated students in successfully accomplishing the goals within this LCAP.

Goal 1, Actions 1 and 2: In order to ensure that JUSD's low income students have equitable access to high quality, standards-aligned instruction in a safe and engaging environment, the district will continue to employ an additional primary grades teacher, allowing classroom configurations to be aligned to the needs of students on a year-by-year basis, as well as limit the degree of broad differentiation within classrooms. The district has been able to determine that these two ongoing actions are effective based upon improved academic outcomes and stakeholder input. While we continue to grapple with ongoing pandemic related impacts to instruction, these actions also allow an additional degree of agility for our small staff in providing meaningful adult-student relationships, increasing the district's ability to monitor and support additional needs of low income students, as they arise.

Goal 2, Actions 3, 4, 5, 6 and 8: Research shows that the needs of low income students are most effectively monitored and supported through meaningful relationships. Local data highlights the applicability of this finding among JUSD's students, as well. The district's unduplicated students represent a majority of chronically absent students and students receiving suspensions. A significant gap exists with regard to academic achievement between all students and low income students. Additionally, JUSD's unduplicated students represent the majority of students receiving counseling to support mental health and social emotional well-being. In order to ensure that JUSD's low income and foster youth students have meaningful relationships among adults and peers, the district will continue and increase its counseling staff, develop and implement a parent/guardian communication plan and a multi-tiered attendance support system, continue after school tutoring and increase transportation stops for students participating in the after school tutoring program. The combination of these new and continued increased services will enhance the effectiveness of actions being carried forward in support of all students, and particularly the district's unduplicated students for whom these actions are principally directed.

Goal 3, Actions 1, 2, 3, 5 and 6: JUSD has place a high priority on closing its historical academic gaps between all students and low income, foster you and English learners. Monitoring academic growth is the first step in supporting academic success. To that end, JUSD will build upon its system of assessment through strategically selected professional development for both classified and certificated staff and the assignment of a testing coordinator to facilitate data - informed instruction practices through consistent fall and spring summative assessment, quarterly reading fluency checks in grades TK-3, increased paraeducator support and the purchase of supplemental instructional resources. Each of the elements will contribute to the district's commitment to learning at every level, and combine with the increased and improved actions of Goals 1 and 2 to provide the nost effective, principally directed support to the unique needs, conditions and circumstances of its low income, foster youth and English learner students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The service to be provided for JUSD's unduplicated pupils will meet the district's minimum proportionality percentage (MPP) requirements through the above LEA -wide increased actions. The combined increased/improved actions and their related expenditures result in a proportional increase of services principally directed to support JUSD's unduplicated students' needs in successful achieving the three goals in this LCAP, as compared to the services it will provide to all students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$298,023.00	$74,920.00		$24,806.00	$397,749.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$304,722.00	$93,027.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Foster Youth Low Income	Continue to Employ an Additional TK-3 Teacher	$81,888.00				$81,888.00
1	2	Foster Youth Low Income	Additional 1.0 FTE Teacher	$43,823.00	$41,994.00			$85,817.00
1	3	All	High Quality Professional Development (PD).				$6,380.00	$6,380.00
2	1	All	Annual Parent/Guardian Survey	$360.00				$360.00
2	2							$0.00
2	3	English Learners Foster Youth Low Income	Part-Time Counselor	$67,484.00				$67,484.00
2	4	Low Income	Communication Plan to Support Attendance	$700.00				$700.00
2	5	Low Income	Family Outreach Program	$1,131.00				$1,131.00
2	6	Foster Youth Low Income	After-School Targeted Tutoring	$24,546.00				$24,546.00
2	7	All	Community Events				$5,239.00	$5,239.00
2	8	Low Income	After School Program Transportation		$25,000.00			$25,000.00
3	1	Foster Youth Low Income	Professional Development for Certificated and Classified Employees		$3,000.00		$8,318.00	$11,318.00
3	2	English Learners Foster Youth Low Income	Assessment Licensing and Testing Coordinator Stipend	$3,851.00	$3,348.00			$7,199.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3	English Learners Foster Youth Low Income	Reading Fluency				$613.00	$613.00
3	4	All	SST Coordinator		$1,578.00			$1,578.00
3	5	English Learners Foster Youth Low Income	Paraeducator .75 FTE	$40,409.00				$40,409.00
3	6	Low Income	Supplemental Instructional Resources	$33,831.00				$33,831.00
3	7	All	Indirect Costs for Title I				$4,256.00	$4,256.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$297,663.00	$379,936.00
LEA-wide Total:	$297,663.00	$354,936.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$25,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Continue to Employ an Additional TK-3 Teacher	LEA-wide	Foster Youth Low Income	All Schools	$81,888.00	$81,888.00
1	2	Additional 1.0 FTE Teacher	LEA-wide	Foster Youth Low Income	All Schools	$43,823.00	$85,817.00
2	3	Part-Time Counselor	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,484.00	$67,484.00
2	4	Communication Plan to Support Attendance	LEA-wide	Low Income		$700.00	$700.00
2	5	Family Outreach Program	LEA-wide	Low Income		$1,131.00	$1,131.00
2	6	After-School Targeted Tutoring	LEA-wide	Foster Youth Low Income	All Schools	$24,546.00	$24,546.00
2	8	After School Program Transportation	Schoolwide	Low Income	All Schools		$25,000.00
3	1	Professional Development for Certificated and Classified Employees	LEA-wide	Foster Youth Low Income	All Schools		$11,318.00
3	2	Assessment Licensing and Testing Coordinator Stipend	LEA-wide	English Learners Foster Youth Low Income		$3,851.00	$7,199.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	3	Reading Fluency	LEA-wide	English Learners Foster Youth Low Income	All Schools		$613.00
3	5	Paraeducator .75 FTE	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,409.00	$40,409.00
3	6	Supplemental Instructional Resources	LEA-wide	Low Income		$33,831.00	$33,831.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

***Percentage to Increase or Improve Services*:** Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

  - **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.