



## 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	Edward J. Brown Superintendent/Principal	ebrown@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
<b>Metric/Indicator</b> Priority 1: Local Indicator/Teacher credential <b>19-20</b> 1A - The District will maintain 100% highly qualified and appropriately placed staff, as documented on the District's SARC report. <b>Baseline</b> 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
<p><b>Metric/Indicator</b> Priority 1: Local Indicator/ Instructional materials</p> <p><b>19-20</b> 1B - 100% of our classrooms will have have sufficient instructional materials as verified by Board Resolution and the Williams' report.</p> <p><b>Baseline</b> 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.</p>	<p>1B - 100% of our classrooms have sufficient instructional materials as verified by Board Resolution and the Williams report.</p>
<p><b>Metric/Indicator</b> Priority 1: Local Indicator/ Facilities in good repair</p> <p><b>19-20</b> 1C - The District will maintain the facility in good condition as measured by the Facility Inspection Tool (FIT) and Williams report.</p> <p><b>Baseline</b> 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%.</p>	<p>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.</p>
<p><b>Metric/Indicator</b> Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p><b>19-20</b> 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:</p>	<p>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 &amp; 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</p>

Expected	Actual
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>CCSS Math = 3.23 Next Generation Science = 2.08 History-Social Science = 1.92</p> <p>(Overall increase of 1.07 from prior year)</p> <p>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</p> <p>(Overall increase of 1.19 from prior year)</p> <p>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</p> <p>(Overall increase of 1.02 from prior year)</p>
<p><b>Baseline</b> 2A - In the spring, the District distributed a Staff Needs Survey to help identify needs related to academic standards and/or</p>	<p>4. Rate our progress implementing each of the following academic standards adopted by the state board for all students. Career Technical Education = 2</p>

Expected	Actual
<p>curriculum frameworks. The results of that survey are as follows (reported overall average score):  (1 = initial awareness; 2 = Early Training &amp; Planning; 3 = Initial Implementation; 4 = Full Implementation; 5 = Full Sustainability)</p> <p>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</p> <p>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</p> <p>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</p>	<p>Health Education Content Standards = 2.73  Physical Education Model Content Standards = 2.93  Visual and Performing Arts = 2  World Language = 1.29</p> <p>(Overall increase of 0.85 from prior year)</p> <p>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 = 2.21  Providing support for teachers on the standards they have not yet mastered = 2.29</p> <p>(Overall increase of 1.21 from prior year)</p>

Expected	Actual
<p>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</p> <p>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</p>	
<p><b>Metric/Indicator</b>  Priority 2: Local Indicator/Implementation of State Standards/ELD</p> <p><b>19-20</b>  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.</p> <p><b>Baseline</b>  2B - Certificated staff will continue to attend professional development for ELD standards.</p>	<p>2B - Certificated staff are using ELD standards in 2019/20. There is currently only one EL student.</p>
<p><b>Metric/Indicator</b>  Priority 7: Local Metric/A broad course of study</p> <p><b>19-20</b></p>	<p>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:</p>

Expected	Actual
<p>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.</p> <p>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.</p> <p>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.</p> <p>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),</p>	<p>English Language Arts, Math, Social Sciences, Science, Health, Visual and Performing Arts, Applied Arts, Physical Education and Career and Technical Education.</p> <p>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.</p>

Expected	Actual
<p>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.</p> <p><b>Baseline</b>  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.</p>	
<p><b>Metric/Indicator</b>  Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p><b>19-20</b>  7B - All of the unduplicated students in the District will have access to the core curriculum as referenced in 7A.</p> <p><b>Baseline</b>  7B - 100% of the unduplicated students in the District have access to the core curriculum.</p>	<p>7B - All unduplicated students have access to a broad course of study as referenced in 7A.</p>
<p><b>Metric/Indicator</b>  Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p> <p><b>19-20</b>  7C - All of special needs students will have access to the core curriculum as referenced in 7A.</p> <p><b>Baseline</b>  7C - 100% of special needs students have access to the core curriculum.</p>	<p>7C - All students with exceptional needs have access to a broad course of study as referenced in 7A.</p>



## 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	<p>Action eliminated (moved to 2.10) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Action eliminated (moved to 2.10) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Action eliminated (moved to 2.10) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00</p>	<p>Action eliminated (moved to 2.10) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$0.00</p> <p>Action eliminated (moved to 2.10) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$0.00</p> <p>Action eliminated (moved to 2.10) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0.00</p>
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.	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$53,371</p> <p>Certificated Benefits 3000-3999: Employee Benefits Supplemental \$23,864</p>	<p>Certificated Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$53,371</p> <p>Certificated Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,864</p>
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. Due to COVID shutting down schools in March, professional development opportunities were not available.

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

This District proved success in completing the Actions in Goal 1. The only challenge was the lack of professional development opportunities for staff.

## Goal 2

LCAP Year: 2018/2019

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
<b>Metric/Indicator</b> Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool  <b>19-20</b> 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
<p><b>Baseline</b></p> <p>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.</p> <p>The annual survey was distributed and administered in February/March 2018. Responses were received from all grade levels.</p> <p>(Percentage levels are based on answering Strongly agree/agree)</p> <p>100% of respondents feel welcome to visit the school and their child's classrooms. (Priority 3)</p> <p>98% feel welcome to contact their child's teacher about questions and concerns. (Priority 3)</p> <p>93% feel that they receive adequate reports on their child's progress. (Priority 3, 6)</p> <p>86% use technology to check their student's homework assignments. (Priority 3)</p> <p>96% feel that parent-teacher conferences help them to be involved in their child's education. (Priority 3)</p> <p>98% feel that their student receives a good education at Janesville School. (Priority 3)</p> <p>99% feel that Janesville School is a supportive and inviting place to learn. (Priority 3)</p> <p>85% feel that their student is safe at school. (Priority 3)</p> <p>97% feel that the school's facilities are kept attractive and safely maintained. (Priority 1)</p> <p>91% feel that disciplinary practices are appropriate at Janesville School. (Priority 6)</p> <p>93% fee that they receive adequate communications regarding discipline, activities and emergency events. (Priority 3)</p> <p>90% fee their student has access to extra help from teachers and staff in addition to class time. (Priority 7)</p> <p>94% feel that their student has access to homework help outside of school time. (Priority 7)</p> <p>91% feel that their student has access to quality extracurricular clubs and activities. (Priority 7)</p> <p>91% are aware that they can participate/observe in PTO, Site</p>	<p>96% feel that their student receives a good education at Janesville School. (Priority 3)</p> <p>95% feel that Janesville School is a supportive and inviting place to learn. (Priority 3)</p> <p>82% feel that their student is safe at school. (Priority 3)</p> <p>91% feel that the school's facilities are kept attractive and safely maintained. (Priority 1)</p> <p>76% feel that disciplinary practices are appropriate at Janesville School. (Priority 6)</p> <p>86% feel that they receive adequate communications regarding discipline, activities and emergency events. (Priority 3)</p> <p>82% feel their student has access to extra help from teachers and staff in addition to class time. (Priority 7)</p> <p>89% feel that their student has access to homework help outside of school time. (Priority 7)</p> <p>86% feel that their student has access to quality extracurricular clubs and activities. (Priority 7)</p> <p>88% are aware that they can participate/observe in PTO, Site Council and school board meetings at Janesville School. (Priority 7)</p>

Expected	Actual
<p><b>Metric/Indicator</b> Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p><b>19-20</b> 3B - All unduplicated student will be considered in the survey reference in 3A.</p> <p><b>Baseline</b> 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.</p>	<p>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.</p>
<p><b>Metric/Indicator</b> Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p><b>19-20</b> 3C - All students with exceptional needs will be considered in the survey referenced in 3A.</p> <p><b>Baseline</b> 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.</p>	<p>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.</p>

Expected	Actual
<p>Communication was also achieved by the use of the school's newsletter, the District's website and the SchoolWise automatic phone calling system.</p>	
<p><b>Metric/Indicator</b>            Priority 5: Local Metric/Student Engagement/School attendance rates  <b>19-20</b>            5A - The District's will increase the attendance rate to 95.1% at P-2.</p> <p><b>Baseline</b>            5A - The District's attendance rate at P2 was 94.92%</p>	<p>5A - The District's attendance rate at P-2 was 94.70%</p>
<p><b>Metric/Indicator</b>            Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates  <b>19-20</b>            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.</p> <p><b>Baseline</b>            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.</p>	<p>5C - The percentage of chronic absenteeism for the 2019/20 school year was 6.62%.</p>
<p><b>Metric/Indicator</b>            Priority 5: Local Metric/Middle school dropout rate</p>	<p>5C - The District had zero middle school drop-outs, as measured by SchoolWise.</p>

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

Expected	Actual
<b>Baseline</b> 6A - The District suspension rate decreased to 1.53%, as measured by SchoolWise suspension rate report.	
<b>Metric/Indicator</b> Priority 6: Local Metric/Expulsion rate  <b>19-20</b> 6B The District expulsion rate will remain at zero in 2019/20 as measured by CalPADS.  <b>Baseline</b> 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.
<b>Metric/Indicator</b> Priority 6: Local Indicator/Local tool for school climate  <b>19-20</b> 6C - The sense of safety and school connectedness percentage will increase from the prior year as measured by the California Healthy Kids Survey.  <b>Baseline</b> 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



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
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. 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. The behavioral counselor was hired mid-year so the costs was 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. After school tutoring was not expanded as expected so the expenditures were much less. Attendance rewards were never finalized in 2019/20 so there were no expenditures.

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

Although the District was unable to hire a behavioral counselor at the beginning of the year, when these services were implemented, many students had the opportunity to receive services. This is something that has had a very positive impact on students and staff. Even while on distance learning, the behavioral counselor was able to continue to serve students.

## Goal 3

LCAP Year: 2018/2019

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
<p><b>Metric/Indicator</b> Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p><b>19-20</b> 4A - Increase standard met or exceeded by 3% - 5% annually, as measured by Statewide assessment testing.</p> <p><b>Baseline</b> 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.</p>	<p>4A - Statewide Assessments: The 2017/18 CAASP scores showed an average increase of 3 points in ELA and an averaged decrease of 49 points in Math.</p>
<p><b>Metric/Indicator</b> Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p><b>19-20</b></p>	<p>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.</p>

Expected	Actual
<p>4B - The Academic Performance Index replacement</p> <p><b>Baseline</b>  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.</p>	
<p><b>Metric/Indicator</b>  Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p><b>19-20</b>  4C - Satisfaction of UC or CSU entrance requirements:  Not relevant since we are a K-8 district.</p> <p><b>Baseline</b>  4C - Satisfaction of UC or CSU entrance requirements:  Not relevant since we are a K-8 district.</p>	<p>4C - Satisfaction of UC or CSU entrance requirements:  Not relevant since we are a K-8 district.</p>
<p><b>Metric/Indicator</b>  Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p><b>19-20</b>  4D - English Learners (EL) Pupils will make progress toward English Proficiency as measured by the ELPAC test.</p> <p><b>Baseline</b>  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.</p>	<p>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.</p>
<p><b>Metric/Indicator</b></p>	<p>4E - EL Reclassification Rate:</p>

Expected	Actual
<p>Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p><b>19-20</b> 4E - While the district does not have a significant subgroup, all students who are classified as English Language Learners will be assessed utilizing the ELPAC test.</p> <p><b>Baseline</b> 4E - EL Reclassification Rate: Not a significant subgroup (zero pupils).</p>	<p>Not a significant subgroup (zero pupils).</p>
<p><b>Metric/Indicator</b> Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p><b>19-20</b> 4F - Not relevant since we are a K-8 district.</p> <p><b>Baseline</b> 4F - Not relevant since we are a K-8 district.</p>	<p>4F - Not relevant since we are a K-8 district.</p>
<p><b>Metric/Indicator</b> Priority 4: College and Career Ready/A-G course completion</p> <p><b>19-20</b> 4G - Not relevant since we are a K-8 district.</p> <p><b>Baseline</b> 4G - Not relevant since we are a K-8 district.</p>	<p>4G - Not relevant since we are a K-8 district.</p>
<p><b>Metric/Indicator</b></p>	

Expected	Actual
<p>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p><b>19-20</b></p> <p>8A - Increase the percentage of students performing at grade level over prior year for students in grades 3 - 8 as measured by MAPS testing in the Fall and Spring.</p> <p>Grades TK-4 will test for fluency each quarter and review and collaborate results as grade clusters. Fluency scores will increase each quarter.</p> <p><b>Baseline</b></p> <p>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 comparison 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.</p> <p>Grades TK-4 will test for fluency each quarter and review and collaborate results as grade clusters. Fluency scores will increase each quarter.</p>	

## 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  Benefits 3000-3999: Employee Benefits Supplemental \$17,094  Title I Coordinator Stipend 1000- 1999: Certificated Personnel Salaries Title I \$500  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 Benefits for Instructional Aides 3000-3999: Employee Benefits Title I \$7,732	Classified Salaries for Paraeducators 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$30,981  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 benefits 3000-3999: Employee Benefits Title I \$113  Classified Salaries for Paraeducators 2000-2999: Classified Personnel Salaries Title I \$33,944  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-

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
		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



<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	Benefits associated with additional hours for paraeducators 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 Other \$5,000	Chromebooks and carts 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$17,256  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.

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

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. The biggest challenge was the restructuring of personnel duties and classroom instruction in order to maintain a COVID-safe school.

# 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	\$70,043	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.

A major difference in plans was that we were not able to implement an intervention program because far more students than expected needed to be in a distance learning program. The planned intervention teacher was diverted to distance learning teaching. Additional teachers were hired for after school tutoring to expand learning loss mitigation.

## Analysis of In-Person Instructional Offerings

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

Although the District was unable to provide an intervention teacher during the school day, the after school program expansion made up for the lack of intervention during the regular school day.

# 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.

## 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.

The actions in this section presented no additional challenges in implementing.

# 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.

This is not applicable as the actions were described in another area.

## 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.

This is not applicable as the actions were described in another area.

## **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.

The behavioral counselor has a full docket of students on her caseload. She also has a waiting list for students to receive services. The biggest challenge in supporting mental health and social/emotional well-being is that there is not enough time in the day to meet with all of the students who would benefit from these services.

## **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.

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 significant increase in unsatisfactory grades (D's or F's) during grading periods that included distance learning.

## **Analysis of School Nutrition**

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

The school nutrition program has undergone a major overhaul with the help of an outside consultant. 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.

# 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.

There no substantive differences because we accomplished everything that we intended to during the school year. We opened and kept the school open for in-person instruction for all but a total of 5 weeks.

## 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.

Analysis of the 1st grade through 8th grade students' fall and spring MAP scores showed a significant lack of adequate growth in math and, to a lesser degree, reading and language arts for a large percentage of students. That analysis has resulted in LCAP actions being added to support increased after school interventions, additional on-line intervention programs, additional aide support, and additional teachers to eliminate combination classrooms and better support special education. The implementation of distance learning programs brought to light inadequacies in our students' abilities to use technology such as Chromebooks and the associated programs such as MobyMax and Google Classroom. The district also recognized that we had an inadequate number of viable devices for regular classroom use in-person. Actions were added to pay for continued on-line programs and additional Chromebooks so that every student would have their own device to use at school to enable students to become familiar with the devices and the programs on a daily and/or weekly basis.

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. 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 to being in the "unduplicated student" category will be given priority for intervention. Students with special education needs will receive increased support through the addition of additional aide support and one additional special education teacher.



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

There no substantive differences because we accomplished everything that we intended to during the school year. We opened and kept the school open for in-person instruction for all but a total of 5 weeks.

# 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.

## 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](mailto: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	\$283,996.00
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	\$320,224.00

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	\$88,794.00
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	\$125,022.00

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