2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Ravendale-Termo Elementary School District
CDS Code:	18-64162-6010789
LEA Contact Information:	Name: Jason Waddell Position: Superintendent Email: jwaddell@susanvillesd.org Phone: (530) 257-8200
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	$239,988.00
LCFF Supplemental & Concentration Grants	$37,934.00
All Other State Funds	$17,013.00
All Local Funds	$42,002.00
All federal funds	$26,145.00
Total Projected Revenue	$325,148

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$425,961.00
Total Budgeted Expenditures in the LCAP	$141,095.00
Total Budgeted Expenditures for High Needs Students in the LCAP	$99,595.00
Expenditures not in the LCAP	$284,866.00

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$3,000.00
Actual Expenditures for High Needs Students in Learning Continuity Plan	$15,619.00

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$61,661
2020-21 Difference in Budgeted and Actual Expenditures	$12,619

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).	The District's General Fund Expenditures for 2021/22 total $425,961.00. The majority of the expenditures not included in the LCAP are personnel costs with $63,609 for certificated salaries, $9,824 for classified salaries, $43,732 for employee and board member health benefits, retirement contributions, and statutory employer payroll taxes. Books and Supplies account for $11,750. Services and Other Operating accounts for $162,746, this includes professional services some examples of professional services are: home to school transportation, liability insurance, technology support, routine restricted maintenance, and

	utilities. Capital Outlay not included is $0. Indirect Costs not included accounts for -$6,795.00. Other Outgo accounts for $0.00. Transfers account for $0.00. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ravendale-Termo Elementary School District

CDS Code: 18-64162-6010789

School Year: 2021-22

LEA contact information:

Jason Waddell

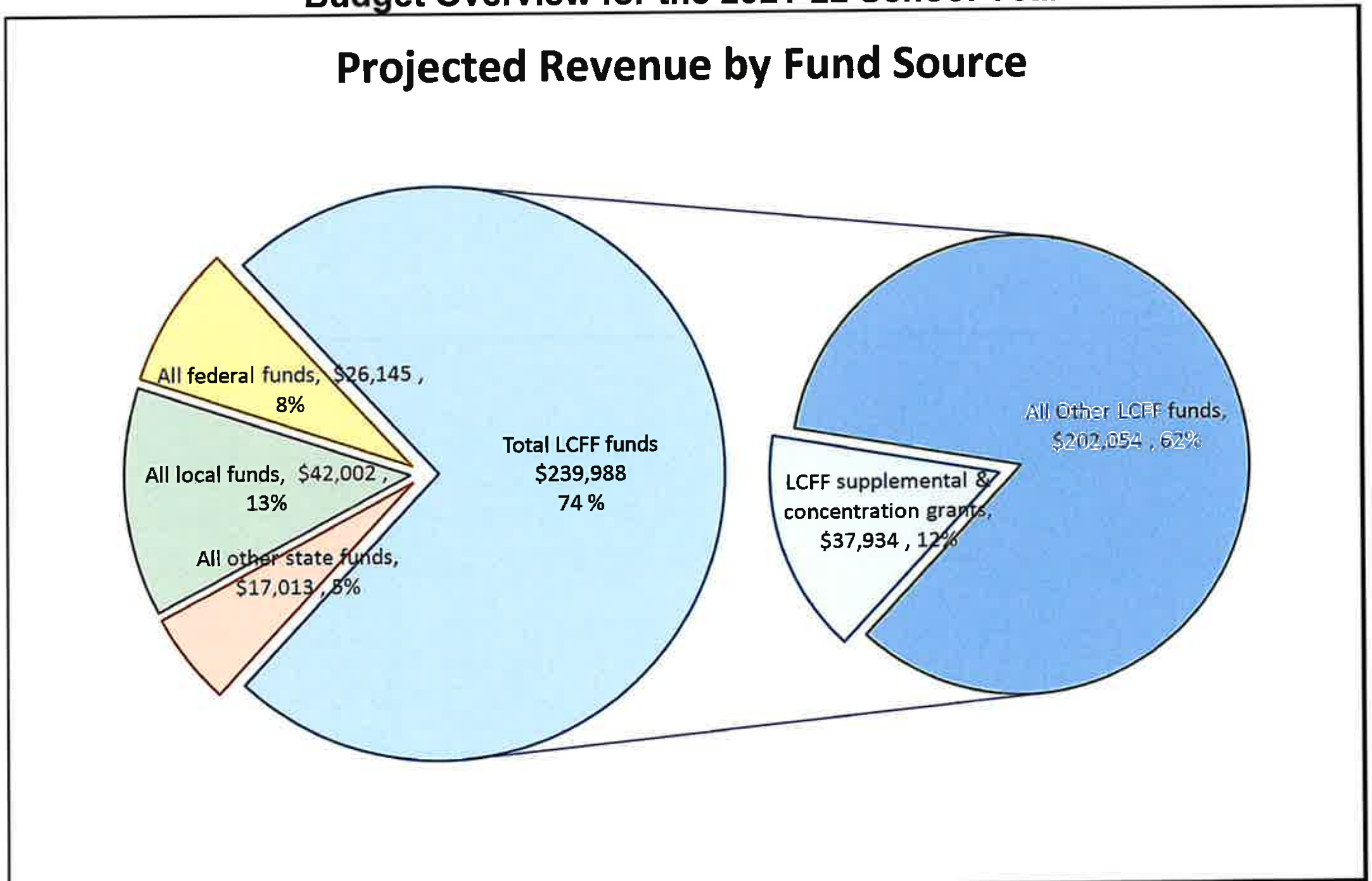
Superintendent

jwaddell@susanvillesd.org

(530) 257-8200

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

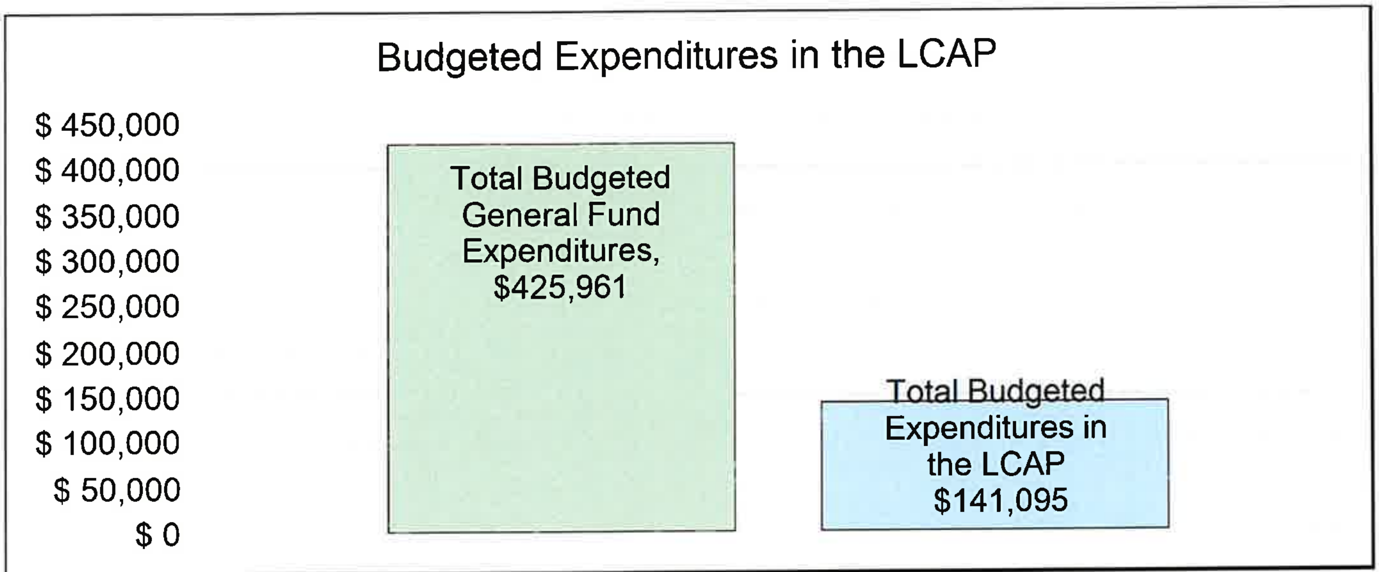


This chart shows the total general purpose revenue Ravendale-Termo Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Ravendale-Termo Elementary School District is $325,148, of which $239,988.00 is Local Control Funding Formula (LCFF), $17,013.00 is other state funds, $42,002.00 is local funds, and $26,145.00 is federal funds. Of the $239,988.00 in LCFF Funds, $37,934.00 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 Ravendale-Termo 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.

Ravendale-Termo Elementary School District plans to spend $425,961.00 for the 2021-22 school year. Of that amount, $141,095.00 is tied to actions/services in the LCAP and $284,866.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

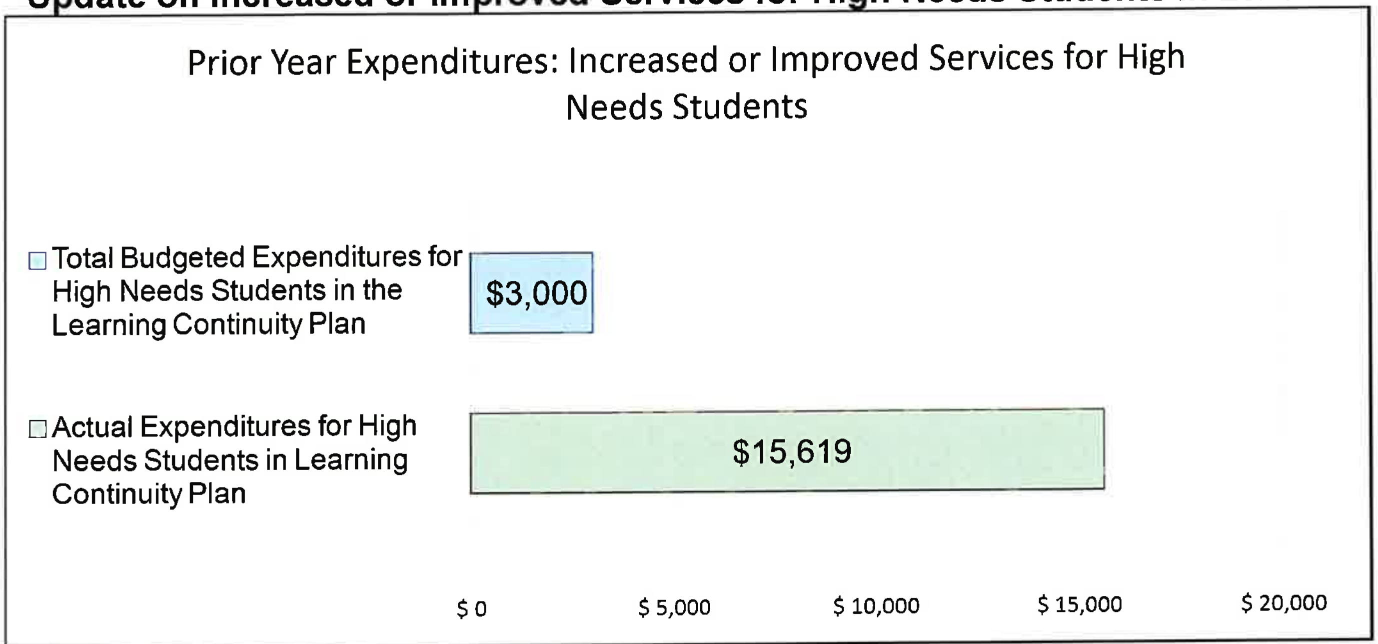
The District's General Fund Expenditures for 2021/22 total $425,961.00. The majority of the expenditures not included in the LCAP are personnel costs with $63,609 for certificated salaries, $9,824 for classified salaries, $43,732 for employee and board member health benefits, retirement contributions, and statutory employer payroll taxes. Books and Supplies account for $11,750. Services and Other Operating accounts for $162,746, this includes professional services some examples of professional services are: home to school transportation, liability insurance, technology support, routine restricted maintenance, and utilities. Capital Outlay not included is $0. Indirect Costs not included accounts for -$6,795.00. Other Outgo accounts for $0.00. Transfers account for $0.00. This description is not inclusive of the entire district budget. For more detail on the entire school district budget, the public is encouraged to check out our website in which our SACS budget documents are posted.

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

In 2021-22, Ravendale-Termo Elementary School District is projecting it will receive $37,934.00 based on the enrollment of foster youth, English learner, and low-income students. Ravendale-Termo Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ravendale-Termo Elementary School District plans to spend $99,595.00 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 Ravendale-Termo 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 Ravendale-Termo 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, Ravendale-Termo Elementary School District's Learning Continuity Plan budgeted $3,000.00 for planned actions to increase or improve services for high needs students. Ravendale-Termo Elementary School District actually spent $15,619.00 for actions to increase or improve services for high needs students in 2020-21.

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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

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

The Ravendale-Termo Elementary School District will continue to provide all students with a rigorous and challenging education, focused instructional assistance, and the appropriate skills for college and career readiness.
(2018-19)

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- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are: Meet/Exceed in ELA- Too few records to show results at each grade level. At least 50% of students will meet/exceed proficiency on state testing. (using Snapshot JRES)	4A- 2019 CA School Dashboard for ELA All Students Group: Too few records at each grade level. Local: 50% of students met or exceeded in ELA (Spring 2018 Dashboard).

Expected	Actual
Baseline 4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in ELA- Too few records to show results at each grade level. 60% of students met/exceeded when measured as a school (Snapshot JRES)	
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** 4A- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are: Meet/Exceed in Math- Too few records to show results at each grade level. At least 75% of students will meet/exceed proficiency on state testing. (using Snapshot JRES) **Baseline** 4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are: Met/Exceeded in Math- Too few records to show results at each grade level. 80% of students met/exceeded when measured as a school (Snapshot JRES)	4A- 2019 CA School Dashboard for Math All Students Group: Too few records at each grade level. Local: 75% met or exceeded in Math (Spring 20148 Dashboard).
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	4B- No longer a measurement.

Expected	Actual
19-20 4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education. **Baseline** 4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.	
Metric/Indicator Priority 4: College and Career Ready/A-G course completion **19-20** 4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District. **Baseline** 4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.	4C- Not relevant as we are a K-8 district.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator **19-20** 4D- English Learner Progress: At least one English Learner will be reclassified during the school year. **Baseline** 4D- English Learner Progress: The Data Source for the AMAO's is no longer available. From now on, the District will use the State Priorities Snapshot for this information. During the 2015-16 school year, 50% of English Learners made progress towards English Proficiency (LCFF Snapshot Juniper Ridge Elementary)	4D- New Progress Rates will be complied following testing the 2021-2022 school year. Not relevant as the district currently does not have any English Language Learners.
Metric/Indicator	4E- Not relevant as the district does not currently have any English Language Learners.

Expected	Actual
Priority 4: State Indicator/Academic Indicator/Reclassification rates **19-20** 4E- EL Reclassification Rate: At least one English Learner will be reclassified during the school year. **Baseline** 4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).	
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate **19-20** 4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District. **Baseline** 4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.	4F- Not relevant as we are a K-8 district.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results **19-20** 4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District. **Baseline** 4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.	4G- Not relevant as we are a K-8 district.
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) **19-20**	8A- 100% of and 8th grade students completed a course of foreign language (French One) on the Odysseyware system.

Expected	Actual
8A- Odysseyware courses will be completed by all sixth through eighth grade students in both Language and Mathematics. Scores for students will range range from 60-85%. 100% of the students will show completion rates higher than the previous year. **Baseline** 8A- The percent of students at grade level or higher on the iStation online assessment platform: The program was purchased late in the year and student access did not yet produce results for reporting.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Establish baselines and monitor student progress on CAASPP and other local benchmark assessments on an annual basis to determine success and to provide instructional focus on Standards clusters in ELA and Mathematics.	No cost 0.00	No cost 0.00
Provide Odysseyware online software for Math, Language and college/career exploration to support student learning while measuring outcomes on a monthly basis.	No additional cost three year contract (17/18 - 19/20) cost for Odysseyware access for all students paid in 2017-18. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 0.00	No additional cost 0.00
Establish baselines and monitor ELPAC scores on an annual basis to measure language acquisition for all English Learners. Identify reclassification candidates based on annual ELPAC scores in conjunction with other summative assessments, including CAASPP.	Travel Costs for Certificated EL Teacher to test EL students. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 125.00	No travel costs paid as the district did not have any EL students. 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Designate instructional staff to provide supplemental enrichment and intervention for English Learners, Disadvantaged Youth and Foster Youth.	Salary for classified instructional aide to provide supplemental with English Learner, disadvantaged, and foster populations. 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 6,400.00	Paid salary for instructional aide to provide support with disadvantaged and foster populations in small group settings. $3,760 S/C $4,153 EIA 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 7,913.00
	Benefits for instructional aide 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,541.00	Paid benefits for instructional aide 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,690.00
Action Completed in 17-18	Action completed Not Applicable Not Applicable 0.00	Action completed Not Applicable Not Applicable 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.

In total, $1463.00 less was spent than projected. This amount was rolled into increased costs in the coming year due to the pandemic and extra services offered to students at the school site.

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

Successes: During the first half of the school year, the teacher was able to successfully break down the classroom into smaller learning groups each day with the support of the instructional aide. For 70% of the instrucitional time, there were two people working with the classroom students which provided more one-on-one time with each child.

Challenges: Instructional aide not slated to return due to maternity leave. Filling this position has historically been difficult.

Goal 2

The Ravendale-Termo Elementary School District will strive to provide a broad course of study for all students form a highly qualified, fully credentialed staff working towards full implementation of the California State Standards in a safe, well-maintained environment. (2018-19)

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/ Facilities in good repair **19-20** 1A- Juniper Ridge Elementary School (JRES) will continue to receive a score of good or exemplary using the FIT per Williams Reporting. 100% of the District's schools will continue to receive this rating for their facility. **Baseline** 1A- Juniper Ridge Elementary School (JRES) received a score of good or exemplary using the FIT per Williams Reporting. 100% of the District's schools received this rating for their facility.	1A- The metric was met as Juniper Ridge Elementary School (JRES) rated in good or exemplary condition as measured by the Facility Inspection Too. (FIT).
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** 1B- 100% of District's teachers and staff will continue to be appropriately assigned and credentialed (per the SARC and/or Williams Act report). **Baseline**	1B- The metric was met as the District had 100% of its teachers and staff appropriately assigned and credentialed (per the HQT report an/or SARC and/or Williams Report.

Expected	Actual
1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the SARC and/or Williams Act report).	
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 1C- 100% of the District's classrooms will continue to have sufficient instructional materials as verified by a District Board Resolution. **Baseline** 1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.	1C- The metric was met as the District had 100% of its classes with sufficient instructional materials as verified by a district board resolution and Williams Report.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 2A- 100% of students will continue to have access to a broad course of study in each grade level within the District's one school. Survey results will show that teachers in the District will continue to be in the "Full Implementation" phase for ELA/ELD and the "Full Implementation" phase for Mathematics, the "Initial Implementation" phase for Social Science, the "Beginning Development" phase for Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District will have 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 80% of the core subjects taught will use CCSS lessons. Social Science and Science lessons will be implemented by the teacher with any new materials that may come available. **Baseline** 2A- 100% of students had access to a broad course of study in each grade level within the District's one school. According to	2A- The metric was met according to an analysis of current practices completed by staff (Staff discussion- Spring 2021) showing that the district was in "Initial Implementation" phase for ELA/ELD, "Full Implementation phase for Mathematics, "Initial Implementation" phase for NGSS and Social Science. Survey results also showed the district was moving from the "exploration and research phase" to the "beginning development" phase for all other subjects. 100% of teachers were using CCSS based lessons in ELA and Mathematics. CCSS adoption occurred in Social Science and are planned for NGSS.

Expected	Actual
survey results from Staff, the District is in the "Beginning Development" phase of implementation for ELA/ELD, the "Initial Implementation" phase for Mathematics, the "Exploration and Research" phase for Social Science and Next Generation Science Standards, and in the "Beginning Development" phase for all other subjects. The District had 100% of its teachers using CCSS based lessons in ELA and Mathematics, therefore 50% of the core subjects taught were using CCSS lessons. Social Science and Science lessons were implemented by the teacher, even though CCSS adoptions for these subjects are not yet available.	
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD **19-20** 2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District will be in the "Core" phase range for most measurements. **Baseline** 2B- According to survey results using the English Learner Program Metric developed by the Butte County Office of Education with our EL Consultant, the District is in the "Developing" phase range for most measurements.	2B- Not relevant as we do not have any EL students.
Metric/Indicator Priority 7: Local Metric/A broad course of study **19-20** 7A- 1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.	7A- The metric was met as 100% of our students had access to a broad course of study throughout the school year; even during the school closures in the spring, students were still supported by staff in all core subjects. Seventh grade students had access to a foreign language course taught by a credentialed teacher. Additionally, 100% of our students had access to a computer in order to learn technology skills needed for career and college readiness.

Expected	Actual
Using the School Information System (Schoolwise), the District is able to run reports that check enrollment status for students across all grade levels. Student enrollment is crosschecked against their grade levels to ensure that they are enrolled in the correct courses for their grade level. Additionally, registration in coursework is crosschecked to monitor enrollment in appropriate coursework for unduplicated students, homeless youth and students with exceptional needs. Regular monitoring of classroom instruction and achievement reporting by Site Administrators helps ensure that students are receiving access to all required coursework. 2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study. LEAs may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. Upon registration in our schools, no matter their grade levels, students are enrolled in a broad course of study that affords them access to all required courses. Per education code 51210 Elementary Course of Study, students in grades 1-6 receive instruction in English, Mathematics, Social Science, Science, Visual and Performing Arts, Health and Physical Education. In grades 7-8, students are enrolled in the appropriate studies per education code 51220 with the exception of foreign language. The District has initiated a course for students to take Spanish, but not all students can currently access the class; more sections are needed. 3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students.	

Expected	Actual
Based on the results of our locally selected measure, the greatest barrier to providing access to a broad course of study for our students is our ability to provide enough time and space for our 7-8 students to receive a foreign language component. In the coming year, the District will work with its Leadership Team and LCAP shareholder group to brainstorm ways to provide this coursework to all students during their seventh or eighth grade year. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? The district will continue to monitor and track student access and enrollment in a broad course of study. **Baseline** 7A- 100% of our students had access to a broad course of study throughout the school year. There were no 7th or 8th grade students enrolled that needed to have access to a Foreign Language course. 100% of our students had access to a computer in order to learn technology skills that are needed for career and college readiness.	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** 7B- 100% of our unduplicated students will continue to have access to and participate in a broad course of study and will be provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads. **Baseline**	7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant (if necessary), Instructional aide support and access to computers and iPads. With such a high percentage of low-income students, all courses are designed to meet the needs of our unduplicated students.

Expected	Actual
7B- 100% of our unduplicated students had access to a broad course of study and were provided supplemental support including: EL Consultant, Instructional aide support and access to computers and iPads.	
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs **19-20** 7C- 100% of students with exceptional needs will have access to and partcipate will be in grade-level appropriate courses and have access to grade-level materials. **Baseline** 7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials.	7C- 100% of students with exceptional needs were enrolled in grade-level appropriate courses and had access to grade-level materials as measured through reports in our SIS and from administrator observations.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Evaluate and purchase CA Standards bridge materials for all core subjects as needed.	Cost of bridge materials 4000-4999: Books And Supplies Lottery 325.00	No bridge materials were needed. 4000-4999: Books And Supplies Lottery 0.00
	Cost of bridge materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 225.00	No bridge materials were needed. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
Teaching staff will participate in professional development/training regarding ELA and Mathematics CA Standards implementation.	Teachers will participate in professional development provided for new curriculum. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1,000.00	Professional development opportunities did not cost any money 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Administration will conduct walk-throughs to measure the use of CA Standards materials and the implementation of the new CA state standards on a regular basis.	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Action eliminated.	action eliminated Not Applicable Not Applicable 0.00	action eliminated Not Applicable Not Applicable 0.00
	action eliminated Not Applicable Not Applicable 0.00	action eliminated Not Applicable Not Applicable 0.00
Continue to complete the Facilities Inspection Tool (FIT) on an annual basis to monitor facility needs.	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Maintain camera system infrastructure in order to provide school with high-tech camera system to help reduce vandalism and theft at school buildings.	Surveillance System updates and maintenance. 4000-4999: Books And Supplies LCFF Base 2,000.00	No updates were needed at this time. 4000-4999: Books And Supplies LCFF Base 0.00
Monitor suspension/expulsion rates on a biannual basis to help determine that the school is creating a safe, constructive learning environment for all students.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Ensure that ELD standards and Intervention needs are being addressed with the implementation of new CA Standards curriculum.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Provide nutritious lunch program for pupils eligible for free and reduced meals on a daily basis.	No additional costs- program already in place. 4000-4999: Books And Supplies Base 0.00	No additional costs- program already in place 4000-4999: Books And Supplies LCFF Base 0.00
Monitor discipline records for EL, Disadvantaged and Foster youth on a biannual basis to ensure that the school is providing a safe, fair learning environment for students in the identified groups.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Monitor master schedule to ensure that all subgroups are afforded access to the core curriculum and a broad course of study at all grade levels.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	No cost 1000-1999: Certificated Personnel Salaries LCFF 0.00
Action completed in 17-18.	Action completed in 17-18 Not Applicable Not Applicable 0.00	Action completed. Not Applicable Not Applicable 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Action completed in 17-18 Not Applicable Not Applicable 0.00	Action completed. Not Applicable Not Applicable 0.00
	Action not needed- another bat found at site. Not Applicable Not Applicable 0.00	Action eliminated. Not Applicable Not Applicable 0.00
Purchase blinds for the hallways to make building more safe and secure per recommendations from the Lassen County Sheriff's Department. Also, purchase items needed to maintain school garden.	Action not completed in 18/19. Purchase blinds to install in hallway of school to make the site more safe and secure per recommendations from the Lassen County Sheriff's Department. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000.00	Action not completed in 19/20 due to pandemic. Will be carried over to future LCAP. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
	Purchase items needed to maintain school garden 4000-4999: Books And Supplies LCFF Base 500.00	No purchases were necessary due to pandemic. 4000-4999: Books And Supplies LCFF Base 0.00
Purchase backpacks, organizers, binders and school supplies for all students in order to provide needed materials to access the curriculum.	Purchase backpacks, organizers, binders, and school supplies for all students. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 200.00	Purchased supplies for students 4000-4999: Books And Supplies LCFF Supplemental and Concentration 307.00

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 spent $5943.00 less than budgeted in Goal Two. Unfortunately, the pandemic made it difficult to meet a few of the actions within goal two. The district had planned to purchase blinds at an estimated cost of $2000.00 and a salesman from the store was unable to travel to the school site to measure and order the blinds. This action has been carried forward to the following year and is represented in the new 21-24 LCAP (Goal One, Action One). The district planned to secure training for the teacher and had allocated $1000.00. Most trainings during the past year did not occur as planned and many were completed via online platforms. The teacher was able to complete several trainings, many of which were offered at no cost. Lastly, the other large purchase that was not made was to spend $1000.00 on updates for the camera system.. These funds will be carried forward and used for that same purpose in the coming LCAP (Goal One, Action One). Garden supplies were not purchased as the children were not actively gardening during the pandemic. These costs were carried forward for gardening supplies in the 21-24 LCAP (Goal Three, Action 1). The district spent slightly more money on backpacks and school supplies than expected due to enrollment growth this past year.

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

Successes: The staff and students have done a fine job of keeping the facility clean and functioning. Minor maintenance needs will continue to be met in order to provide a safe, clean environment for learning. The technology team at the Lassen County Office of Education have identified some updates that are needed to provide secure online learning and these upgrades will occur in the coming LCAP cycle. Science curriculum was evaluated and will also be purchased in the upcoming year which will be the final adoption needed to bring all materials current with new state standards.

Challenges: Due to the remote nature of the school, it is often difficult to secure reasonable bids for projects when the school needs upgrades. Sometimes, the price to do work at Juniper Ridge is much higher than what might be seen in neighboring schools. This inflation of costs does not allow the district to institute as many updates as might be needed each year. Additionally, it is always difficult to find ways for staff to attend trainings as there are few subs available that can provide a day or two for staff to be in trainings.

Goal 3

Schools will involve parents in the education of their children by providing frequent communication about learning outcomes, opportunities for involvement in school activities, and the impacts of positive school attendance.
(2018-19)

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	3A- The district attempted to administer the CA Healthy Kids survey to its small student population to gather input from students regarding school safety and school connectedness. Unfortunately, the CHKS system would not load with such poor internet connectivity. Instead, the teacher and administrator spoke with each of the parents and asked them about a few of the questions from the survey. 80% of the parents agreed that the school actively seeks the input of parents before making important decisions. 75% of parents agree or strongly agree that the school promotes parent participation. 100% of the parents agreed that they feel welcome to participate at the school.

Expected	Actual
19-20 3A- The District will administer the CA Healthy Kids Survey to its small student population in order to gather input from students regarding school safety and school connectedness. Although all data from the survey will likely not available due to the small number of responses, the District will share results from the Survey with the governing board during the 19-20 School Year. Students will hopefully show a very strong connection to the school and indicate that they are happy with their educational setting. Some students may suggest that the District take a closer look at ways to bring musical instrument opportunities to the students and also an increased desire for field trips that expose students to more career opportunities. The small school atmosphere at Juniper Ridge Elementary School lends itself well to providing a feeling of connectedness for our students. One teacher with a small student body presents an opportunity to create a "family" atmosphere that provides a lot of comfort for both students and parents alike. **Baseline** 3A- Utilizing the Parent results from the CA Healthy Kids Survey, 100% of parents agreed or strongly agreed that the school is an inviting place for students to learn. 100% of parents agreed or strongly agreed that the school encourages parents to be an active part of the educational experience for their children. 100% of parents agreed to strongly agreed that the school actively seeks the input of parents before making important decisions. 100% of parents agreed or strongly agreed that parents feel welcome to participate at the school.	
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20**	3B- The district conducted parent/teacher conferences as scheduled. Prior to the pandemic, the school hosted parent events at Christmas with a great community turnout. There was

Expected	Actual
3B- The District will continue to conduct parent/teacher conferences and reclassification meetings with EL families at the school. Meaningful communication will be a strong part of the school culture. **Baseline** 3B- The District conducted parent/teacher conferences and reclassification meetings with the one EL family at the school. Meaningful communication has been a strong part of the school culture for many years.	no need to hold a reclassification meeting as we had no EL students enrolled.
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool **19-20** 3C- The District will continue to conduct annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District will also support the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey will agree or strongly agree that the school has a quality program for their child's special needs. At this time, the District does not have any students with IEP's. **Baseline** 3C- The District conducted annual IEP meetings for each of our students with disabilities. In addition to the individual meetings with parents about their students, the District also supported the Community Advisory Committee (CAC) through our local SELPA. 100% of parents surveyed through the CA Healthy Kids Survey agreed or strongly agreed that the school has a quality program for their child's special needs.	3C- The district did not have any students that were on IEPs, so no meetings needed to be held. As a district member of the SELPA, any parents of the district that may have interest in participating in the Community Advisory Council (CAC) were welcomed if in attendance in one of the many meetings throughout the year. As there were no parents with students on IEPs, no parents were asked to measure the quality of our RSP program for their children with special needs.
Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates	5A- Metric was met as attendance rates for 2020-2021 were 95%.

Expected	Actual
19-20 5A- Increase attendance rates by at least 0.08%: Student attendance rates will be at least 92%. **Baseline** 5A- Increase attendance rates by 0.08%: Student attendance rates dropped from 96.67% to 92.27%.	
Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates **19-20** 5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates will be lower for all students. **Baseline** 5B- Reduce Chronic Absenteeism rates by 2%: Chronic Absenteeism rates were at 0% for this past year.	5B- Metric was met as only one student was deemed chronically absent according to data retrieved from the local SIS.
Metric/Indicator Priority 5: Local Metric/Middle school dropout rate **19-20** 5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates will remain at 0% for this year. **Baseline** 5C- Reduce Middle School Dropout rates by 2%: Middle School dropout rates remained at 0% for this past year.	5C- Metric was met as the district maintained a 0% middle school dropout rate.
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** 5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District. **Baseline**	5D- Not relevant as we are a K-8 district.

Expected	Actual
5D- Decrease High School cohort dropout rates- not relevant as we are a K-8 District.	
Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate **19-20** 5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District. **Baseline** 5E- Increase High School cohort graduation rates- not relevant as we are a K-8 District.	5E- Not relevant as we are a K-8 district.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** 6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates will remain at 0% for this year. **Baseline** 6A- Reduce or maintain Suspension rates by 0.5%: Suspension rates remained at 0% for this past year.	6A- Metric was met as the district had a 0% suspension rate this past year.
Metric/Indicator Priority 6: Local Metric/Expulsion rate **19-20** 6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates will remain at 0% for this year. **Baseline** 6B- Reduce or maintain Expulsion rates by 0.5%: Expulsion rates remained at 0% for this past year.	6B- Metric was met as the district had a 0% expulsion rate this past year.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20**	6C- Metric was met as 100% of students reported feeling safe at school. 92% of students reported feeling connected or very connected to the school.

Expected	Actual
6C- 100% of parents and students will feel that the school was a safe place as measured by the CA Healthy Kids Survey administered in the Fall of 2019. 100% of parents will respond that the school provides timely information regarding school events and their child's education. 100% of parents will agree that they feel like the school includes them in the education of their child. **Baseline** 6C- Increase/maintain feeling of safety as measured by student survey: 100% of parents agree or strongly agree that the school is a safe place for their child as measured by the CA Healthy Kids Survey administered in October 2016.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Involve parents in the LCAP process each year as we review and rebuild the LCAP.	No cost. 4000-4999: Books And Supplies LCFF 0.00	Involved parents- no cost. Not Applicable Not Applicable 0.00
Conduct surveys with parents and community in order to gather feedback on school-related issues; including LCAP, school climate, school facilities, and transportation.	copy and postage costs for sending out surveys 4000-4999: Books And Supplies LCFF Base 50.00	Conducted surveys without a cost. Not Applicable Not Applicable 0.00
Ensure that administration staff has the necessary resources to collect accurate and up-to-date attendance data.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	Staff collected data and monitored attendance at no extra cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00
Update website for district information and engagement of students and parents.	Annual Fee for CatapultK12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1,000.00	Annual fee was paid for website. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 832.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Allocate resources for programs specifically geared toward removing barriers to attendance for English Learners, Disadvantaged youth and foster students and allocate resources for monitoring their attendance rates.	No additional cost- staff already in place 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0.00	Allocated resources for monitoring attendance of unduplicated students- at no extra cost. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0.00
Monitor chronic absenteeism rates biannually for all sub-groups.	No cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00	Monitored chronic absenteeism rates at no extra cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00
	Purchase heavy duty floor scrubbing and disinfecting machine to frequently sanitize floors to minimize germs, improve students health and reduce chronic absenteeism. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,000.00	Action not completed- to be carried forward on next LCAP cycle. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
Utilize a bi-lingual translator for parent conferences if necessary.	Costs for bilingual translator services. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 250.00	Translator services not needed. 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0.00
Continue to purchase musical instruments to continue growing options for students to engage in learning to play a musical instrument.	Purchase of musical instruments 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1,000.00	No new musical instruments were purchased due to pandemic. 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0.00
Action completed in prior year.	Action completed Not Applicable Not Applicable 0.00	Action completed. Not Applicable Not Applicable 0.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The supplemental and concentration funding generated by unduplicated pupils increases the work load of Administrative and Business staff. To report the true cost of all actions supported with supplemental and concentration funding, an indirect cost has been charged for general managements costs such as administrative oversight, accounting, budgeting, purchasing and data processing.	Indirect cost charge 7000-7439: Other Outgo LCFF Supplemental and Concentration 1,952.00	Indirect costs charged. 7000-7439: Other Outgo LCFF Supplemental and Concentration 1,083.00

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 had projected to spend $7252.00 in the action for Goal Three but only actually spent $1915.00- $5337.00 less than expected. The largest item not purchased was the floor cleaning machine for and estimated cost of $3000.00. This action has been carried over the following LCAP cycle (Goal One, Action One). Musical instruments were not added due to the pandemic and the year being cut short. The $1000.00 estimated for new instruments will also be carried forward to the next cycle (Goal Three, Action One). Finally, with no English Learner students at the school, translator services were not necessary and the $250.00 budgeted for this action was saved. Goal Three in the 21-24 LCAP will see a large increase in expenditures as the district will institute an SEL curriculum (Goal Three, Action Two).

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

Successes: The district is very proud to have found a way to keep kids connected to the school as the pandemic hit in March of 2020. Students continued to be able to come to the school in small groups and the school was able to provide meals for the students. The district was also able to improve attendance rates and decrease chronic absenteeism rates while suffering through the challenges of the pandemic. Growth in these two areas was sorely needed and will have profound impacts on learning for the next several years.

Challenges: Staff have not missed a day of work since the start of the pandemic. Substitutes are non-existent in the district and the challenges of keeping up this high attendance with staff is critical. The lack of substitutes- especially for van drivers and cooks is terrifying. The sub shortage makes it a challenge to conduct field trips, extra activities and/or to deal with changes in the workplace. This will likely continue to be a challenge as we move forward.

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

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase plexi-glass barriers to help reduce contact between students in the classroom. Use to support smaller group instruction with teacher- priority given for unduplicated pupils. (Federal CARES funds)	200.00	370.00	No
Purchase chromebooks and charging cart for use by unduplicated pupils.(Federal CARES funds)	6000.00	6,000.00	Yes
Purchase supplemental math workbooks to be used by unduplicated pupils. (Federal CARES funds)	2000.00	1,028.00	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.

The district spent more money on plexi-glass barriers than anticipated- almost double the estimated amount. Chromebook costs came in exactly where expected. The supplemental math workbooks were less than expected as many companies were offering special deals for materials related to the pandemic and in-person options.

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: The district was successful in getting school opened in August as planned. The safety measures and the instructional variations put in place to accommodate spacing requirements. Transportation was accomplished by expanding our routes and only bringing small groups at a time with each van ride. Having our students all present and a part of the school setting has been a blessing for the community. Juniper Ridge Elementary School was the only school in Lassen County to actually be open for in-person instruction for the entire 2020-2021 school year! Local stakeholders were proud and showed 100% appreciation for our ability to keep the school open for the entire year!

Challenges: Our staff was really challenged with making sure safety measures were in place and adhered to for the school year. Routine cleaning was more difficult because our van drier had to expand their routes which meant that we had less time to clean the school. Controlling movement and group interactions was also more difficult and presented challenges for staff. The staggered start and stop times each day was more challenging and the teacher had to adjust their instruction accordingly. Additionally, the intermittent Internet connection remained a challenge this past year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Chromebook purchases for our unduplicated students for use at home if distance learning becomes a necessity. (Federal REAP funds)	5000.00	5,591.00	Yes
Additional costs of transportation for driving students in smaller groupings to the schools on staggered schedule. All students are part of the unduplicated count. (LCFF Funds)	3000.00	3,000	Yes

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

There were no significant differences from what was planned to what what actually occurred. Chromebooks were in short supply and the district was able to find some at a slightly higher price than originally budgeted.

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.

Although the district was prepared to offer distance learning if needed, this never actually occurred. When so many other districts in the state were shutdown or not offering in-person instruction, Juniper Ridge Elementary School was able to stay open and provide in-person instruction for all 180 days of the school year!

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase supplemental math materials for additional reinforcement of foundational skills. (Federal CARES funds)	2000.00	0.00	No

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

The district had originally targeted to spend a small amount of money on supplemental math materials to help support learning loss. After analyzing how students were doing and what might be the best method for supporting learning loss, the classroom teacher instead chose to use the online resources available through our math textbook adoption to support the needs of our students. This resulted in not spending the budgeted monies because we had already purchased the online version of the materials with the textbook adoptions.

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.

Successes: Although the school shut down in the spring of 2020, JRES continued to provide in-person instruction to students by working on a rotational basis to see students from individual families two to three days per week. This alternative method to instruction was instrumental in helping our students continue to come to school and work with a teacher. Because we were able to keep that close connection with students in the spring of 2020, the teacher was able to continue more normal routines with our students when they returned for the 2020-2021 school year. Our staggered start approach provided an opportunity each day for the classroom teacher to work individually with small groups of kids and to provide a safe space for learning. In benchmark measurements through individual, one-on-one assessment with the students, the classroom teacher found that the students had actually not slipped too far in their learning. 20% of the students were further behind than her expected measures, but the other 80% were keeping pace as predicted. The continued, individualized instruction for our students saw 80% of our learners maintain historical averages on benchmark assessments. The instructor worked with the learners that did not keep pace and provided materials to use throughout the summer to keep further loss from occurring.

Challenges: Our greatest challenge was keeping pace with our limited resources. Our van driver had to make more trips that normal each day and this limited her ability to help in other ways. We were unable to find an instructional aide that could replace the one who

left for maternity leave. The classroom teacher struggled at times to be able to utilize our technology resources due to the poor quality of internet connectivity at the school site.

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.

Successes: Partnerships with Lassen County Social Services and the Lassen County Sheriff's Department provided adequate support for our students and their needs throughout the 2020-2021 school year. Although no counseling services were specifically needed, the aforementioned resources were available and provided minor support to the teacher and the families of the students. If direct counseling services were necessary, the district was prepared to utilize counseling from the Presence Learning Platform that is used in other schools in the county. Staff did not miss a single day of instruction and at the end of the school year, the board of trustees offered a bonus for staff due to their resiliency in dealing with the challenges before them all year- this admiration provided staff a sense of fulfillment as those around them recognized their ability to maintain strong social and emotional well-being all year.

Challenges: Any time the district is looking to support the SEL needs of students while utilizing outside agencies, the remoteness of the school and where the families actually live is a challenge. Often, we have a difficult time getting support to the families because of the distance from the county seat. As part of our next cycle of the LCAP, the district will be adding an SEL curriculum as part of their weekly work with students. Administration routinely collected feedback from staff regarding the challenges of the year- the isolation inherent in working in a remote location brings challenges to the social and emotional well-being of staff.

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.

Successes: The classroom teacher maintained weekly contact with the parents of the students in her classroom. Engagement with the parents regarding the progress of students and the activities occurring at the school were covered very well. Student attendance increased to 95%, a marked improvement from the prior year. All in all, parents were very well informed during the school year.

Challenges: Due to the pandemic and guidelines in place, the school did not host any of our regular gatherings for school events. We weren't able to invite the community to a Christmas show, a thanksgiving get-together or a spring picnic or egg-hunt for Easter. Although parents were informed about what the kids were doing at school, they could not be a part of the activities and so our family engagement suffered from a face-to-face, at the school perspective.

Analysis of School Nutrition

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

Successes: Dating clear back to the actual closure of school in March of 2020, our amazing classified employee was working to provide a snack and lunch for our students every day. During the spring of 2020, meal kits were sent home with students each week which provided ingredients for a well-balanced meal for any kids in the family. Once school started back up in August, we continued to provide meals and snacks to our students. All in all, nutrition program continued to be an important part of the school setting as it provided every child in the school with a healthy meal and snack each day throughout the pandemic.

Challenges: The National School Lunch Program (NSLP) began to offer waivers to schools allowing full reimbursement for meals as the pandemic hit and the waiver has been extended through next school year. Unfortunately, due to the size and remoteness of Juniper Ridge Elementary School, the district has elected NOT to be a part of the NSLP. This means that the school will not receive the state and federal reimbursements for the meals we are serving. The district has always prioritized free meal for our students and has never received reimbursements, however, it is unfortunate that the district isn't recognized for this some other way. Due to the lack of equity in this situation, for the coming year, the district will prioritize this action in the LCAP (Goal Three, Action One).

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Access to Devices and Connectivity)	Purchase Chromebooks and have students begin to use Google Classroom in preparation for the possibility of a shutdown. Purchased using Federal Learning Loss funds and Federal REAP funding ($12,000 total).	12,000.00	11,961.00	No
Distance Learning Program (Distance Learning Professional Development)	Professional development for the teacher in use of Google Classroom to prepare for possible use of technology if we are to shutdown. Paid for using Federal Learning Loss funds ($200).	200.00	0.00	No
In-Person Instructional Offerings	Purchase of plexi-glass dividers to help with social distancing in the classroom. Purchased with Federal COVID funds ($200).	200.00	370.00	No
Pupil Learning Loss	Purchase of additional curricular materials to be used to support learning loss. Purchased using Federal Learning Loss funds ($2000).	2000.00	0.00	No

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.

As mentioned earlier in the plan, a few of the above actions were estimated at one amount and actual expenditures came in slightly different. The $12,000.00 estimate for Chromebooks was very close as we spent $11,961.00 in total. For professional development under distance learning, we had budgeted $200.00 for training on Google classroom and this training did not happen. Staff will receive the training (at no cost to the district) during the summer of 2021.

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.

Stakeholders, staff and administration have learned a lot over the course of this past year. We have found that some changes that were made should potentially become part of our normal routines. Van routes will certainly be modified in the future due to the changes we've made that produced a higher level of student attendance. Additionally, the increased use of technology will become more and more a comfortable and predictable part of our daily delivery of curriculum. Future trainings will likely center around some of the work we've done this past year and our use of instructional time will no-doubt have a focus that includes student well-being. Many of these elements are apparent in the new actions that are a part of the 2021-2024 LCAP cycle.

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 effects of learning loss, although not as bad at Juniper Ridge Elementary, will likely be felt for the next few years. Instructional staff will conduct benchmark assessment of all students at the beginning of the year to help measure our improvement efforts. Additional assessment will take place at the end of the first and second trimester marks to help inform staff regarding improvement and needs. Our focus to get back to normal patterns of instruction will take time. Our students with the greatest need will see more focus on their social and emotional health while our teacher will spend more time with professional development that helps to facilitate Social/Emotional Learning at the primary level. Our 2021-2024 LCAP features elements of assessment, remediation with summer school, a focus on the school climate and improvements to the school campus and facility. As the majority of our students are low-income, the actions and services of our new LCAP reflect their needs and are predominately directed to meeting their unique needs.

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.

When this Learning Continuity Plan was written, the guidance provided to the District was to summarize the use of emergency federal funds. We were told that we COULD add actions that utilized Supplemental and Concentration monies and only then could we identify such actions as contributing. Our thought at the time was that many of these actions should be contributing, but based on the guidance, we did not add any contributing monies to this plan. There are no substantive differences because none were identified from the beginning.

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.

Stakeholders, District administration and school site staff have learned a lot this past year. We found that some changes we made should be retained while we have also found that we don't need to bring back certain practices. In some aspects, the pandemic and the changes we were forced to make allowed us an opportunity to experiment with some of our practices to see how they might positively or negatively effect our dashboard outcomes. Teaching staff will most certainly be continue to be creative in their use of time and instruction throughout the day. Added technology and online resources will provide additional ways for teaching staff to breakdown learning into smaller groups and have students engaged through a variety of learning modes while working with curriculum. The lack of social interactions both within and outside of the school setting have led to the identification of the need for more attention with our students' social and emotional well-being. The patterns of van routes we use will become a new part of how we transport students and our cleaning of the facility we likely look different as we set new priorities for upkeep in the coming years. The concepts will be seen in different ways within our new LCAP three-year plan. Programs and practices that we used to help us through the school year will become part of our long-term plans and staff are excited for the opportunity to help support students in new and creative means.

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	24,568.00	11,825.00
	0.00	0.00
Base	0.00	0.00
LCFF	0.00	0.00
LCFF Base	2,550.00	0.00
LCFF Supplemental and Concentration	21,693.00	11,825.00
Lottery	325.00	0.00
Not Applicable	0.00	0.00
Supplemental and Concentration	0.00	0.00

* 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	24,568.00	11,825.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	0.00
2000-2999: Classified Personnel Salaries	6,400.00	7,913.00
3000-3999: Employee Benefits	4,541.00	1,690.00
4000-4999: Books And Supplies	9,300.00	307.00
5000-5999: Services And Other Operating Expenditures	1,125.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	1,250.00	832.00
7000-7439: Other Outgo	1,952.00	1,083.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	24,568.00	11,825.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	6,400.00	7,913.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	4,541.00	1,690.00
4000-4999: Books And Supplies	Base	0.00	0.00
4000-4999: Books And Supplies	LCFF	0.00	0.00
4000-4999: Books And Supplies	LCFF Base	2,550.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	6,425.00	307.00
4000-4999: Books And Supplies	Lottery	325.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	1,125.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	1,250.00	832.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	1,952.00	1,083.00
Not Applicable	Not Applicable	0.00	0.00

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

Total Expenditures by Goal		
Goal	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
Goal 1	11,066.00	9,603.00
Goal 2	6,250.00	307.00
Goal 3	7,252.00	1,915.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,200.00	$7,398.00
Distance Learning Program	$8,000.00	$8,591.00
Pupil Learning Loss	$2,000.00	
Additional Actions and Plan Requirements	$14,400.00	$12,331.00
All Expenditures in Learning Continuity and Attendance Plan	$32,600.00	$28,320.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$200.00	$370.00
Distance Learning Program		
Pupil Learning Loss	$2,000.00	
Additional Actions and Plan Requirements	$14,400.00	$12,331.00
All Expenditures in Learning Continuity and Attendance Plan	$16,600.00	$12,701.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$8,000.00	$7,028.00
Distance Learning Program	$8,000.00	$8,591.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$16,000.00	$15,619.00

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
Ravendale-Termo Elementary School District	Jason Waddell Superintendent	jwaddell@juniperridge.org (530) 257-8200

Plan Summary [2021-22]

General Information

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

The Ravendale-Termo Elementary School District is a K-8 District with one K-8 School, Juniper Ridge Elementary School, located in Termo, CA- approximately one hour North of Susanville, CA in Lassen County. The school site serves approximately 12 students in transitional kindergarten through eighth grade (CALPADS Snapshot 1.17). During the 20-21 school year, the twelve students represented grade levels from Transitional Kindergarten through Eighth Grade. One certificated teacher works with the twelve students with the assistance of a full-time classified employee that provides transportation via the District's vans, cooks meals for the students, provides occasional custodial duties and also serves as an instructional aide for the students. As an educational entity, Juniper Ridge Elementary School is a community of students, teachers, parents and staff who value education and support the development of the students in the community. This small school site offers students the ability to learn in a structured atmosphere where students can reach their full potential, becoming independent and responsible 21st Century Learners. The Ravendale-Termo School District has an unduplicated pupil of 91.67% with an enrollment at CBEDS (10/7/20) of twelve. At the end of the year, we finished with seven students. 0% of our students are designated English Learners and we had a 0% reclassification rate this year. The District's Foster Youth Services Coordinator helps provide academic tutoring, mentoring and counseling services as need to all foster youth enrolled in the District- although none were enrolled as verified by the Foster Youth Count on

the Snapshot. The District's Homeless Liaison ensures that Homeless Student needs are met with full enrollment rights afforded homeless students, participation in all school activities and support as needed with accessing the academic program- no homeless students were enrolled as verified by the snapshot.
The school partners with the Lassen County Office of Education for Regionalized RSP services such as Speech Therapy, Adaptive PE, School Psychologist, Physical Therapy, and Counseling. For RSP students that need support in the classroom, the District will contract with a neighboring district for part-time RSP teaching support for an appropriate number of hours or days depending on the needs of our students with IEP services. At this time, this service is not necessary.

Reflections: Successes

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

The Ravendale-Termo Elementary School District has been focused on improving the academic programs for all our K-8 students while providing an inclusive, supportive environment that nourishes the physical, social, mental and emotional well-being of every one of our students. Staff took an active role at the start of the 2020-2021 school year to identify ways to improve how we track student absenteeism and was making active gains on communicating with parents and students about overall absences, the negative effects on education due to absences and ultimately, on the impacts to the school district dashboard each year. The classroom teacher makes contact with absent students' parents each day and works with parents to make sure that the impact on learning is lessened by the absence. Suspensions remained at 0% again this past year as no students were suspended from the school.

In March of 2020, the district shut down normal operations for the remainder of the year. All schools in the county were shut down as were most in the state. Instead of completely closing school, the staff at Juniper Ridge Elementary School devised a way to use their size in their favor. With only a handful of families, a plan was devised that provided "in-person" instruction to each individual family at least one day per week. Our van driver would pick-up one family each day and bring them to the school which allowed the teacher to work with them and kept them connected to the school setting. Cleaning and sanitizing were accomplished between families and groceries were sent home with each family on a weekly basis so that students would still have lunches and snacks provided by the school. Staff found this to be a beneficial means to keep track of student learning and monitor the social/emotional state of our students as they were grappling with the pressures of the pandemic. 80% of our students finished the school year at normal acheivment levels based on instructor observation and evaluation. Those students not keep up the pace were given work to do over the summer to help with their skills.

When plans for reopening school were developed in August of 2020, the Ravendale-Termo School District did something that most schools in California couldn't do- we found a way to open and stay open. District Administration worked with County Health Officials, staff, parents and our board of trustees to develop a plan that was safe and provided equitable access to daily instruction. The members of the district are very proud that our staff was present for 100% of the school year and the school remained open for all 180 days of school during the 2020-2021 school year. No other school in Lassen County was able to keep all grade levels in school for the entire year!

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.

Dashboard indicators and test score results are always going to be a challenge for a district as small as Ravendale. This past year, although we participated in the abbreviated CAASPP testing that occurred in the spring, we only had a total of five students participate in the testing as the majority of our twelve students were in grades K-2. The stakeholders in the district are accustomed to demographic data and test score data not being reported out due to our small numbers to protect the privacy of our students. Although this is very different from most schools, our parents are used to more engagement and one-on-one attention from the classroom teacher and staff.

Our greatest struggle right now is to obtain a better source for broadband access. The district has been working with the BIIG grant for the past two years to secure better internet that can accommodate the latest uses of technology, but it is a slow process. Even with large state agencies and support behind this endeavor, the steps to completion are incredibly slow.

LCAP Highlights

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

The 2021-2024 LCAP continues the District's focus on securing and training high quality staff to deliver quality first instruction. The District is purchasing new Science curriculum and continues to invest time and energy into training staff to use curriculum in all core subjects in the most effective manner. Another focus of this plan is to provide students with a safe and welcoming environment. The following are specific examples to highlight our efforts:

1. Recruit and retain quality teaching staff for our small school.
2. Improve campus safety concerns to better serve students and staff.
3. Provide students with tools to support their learning in the classroom.

Increased focus on SEL PD for staff to better support students will be a focus moving forward. Staff will continue to create an environment that supports students and delivers a safe, supportive atmosphere with students at the center. The increased and improved services this cycle will focus on a safe environment, better prepared staff and engaging activities for students.

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.

N/A

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.

The Ravendale-Termo Elementary School District engaged stakeholders throughout the spring and discussed the eight state priority areas set by the State Board of Education.

With only twelve students in the Juniper Ridge Elementary School setting, participation from a variety of stakeholder groups was limited, obviously. Discussions held on 11/18/20, 12/15/20, 1/20/21, 2/17/21, 3/17/21 and 4/21/21 helped generate ideas as the eight state priority were reviewed and available data was shared with those present. Superintendent provided a review and ongoing updates of the LCAP process to the Board of Trustees and the community during monthly board meetings to review the timeline and share the data collection points (matrices)to be used for each of the eight priority areas addressed in the LCAP as required by Ed. Code. During these times, the Superintendent reminded parents and those in attendance about the opportunity to submit comments and/or to participate in the LCAP process throughout the school year.

There were no bargaining units to consult with, however, both the single teacher and aide at the elementary school were consulted with regarding their ideas. Also present were two board members, the district superintendent, the District CBO, and a member from the community. Additionally, all students were consulted regarding the learning programs being used in the school setting. Student population, being as small as it was, did not prompt establishing a DELAC or ELAC, so the only parent group to consider in the process was that of the School Site Council.

4/28/21- SELPA Meeting- District Staff consulted with the SELPA Director regarding their Actions and Services for students with disabilities- prior to the approval of the LCAP.

The LCAP plan was shared in a public hearing on June 16, 2021 along with a public hearing for the budget. No written comments were received at/after the hearing. The only questions received during the public hearing centered on the adoption of the new science curriculum. Final approval of the plan was completed on June 23, 2021.

A summary of the feedback provided by specific stakeholder groups.

Summary feedback received from staff, students, parents and community members maintained four key components for the future LCAP:
1. Our improved attendance rates this past year are a reflection of an increase effort to provide door-to-door transportation for our students. Continued efforts need to be made to provide this enhanced service for all students. This feedback was particularly from the school staff, but agreed to by parents as well.
2. Improved academic offerings will enhance student learning and promote positive engagement. New science curriculum, intervention materials and summer school offerings are just a few of the improved services that students can take advantage of for better academic outcomes. Students shared their interests in having more ways to learn including additional options for working with technology.

3. Instructional aide support position is needed. The district needs to continue to search for good, reliable aides that can help with the learning environment at Juniper Ridge Elementary School. The one, additional person can help facilitate smaller groups of individualized instruction as well as provide the teacher with flexibility to offer more variety in the instructional day for students of all grade levels. The school classroom teacher and van driver shared this feedback mostly. SEL PD can help the staff with student needs and will be addressed moving forward.
4. As the district is not part of the National School Lunch Program and is not currently able to take advantage of free-lunch for all, the district needs to continue to provide funding to the cafeteria for all students to be able to participate in the daily meal and snack program at the school. District Administration and the board of trustees were the drivers behind this particular action.

Together, all stakeholders found these four items to be of the greatest importance for continuing to offer a meaningful educational environment for our students.

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

Parents and school staff influenced the inclusion of enhanced transportation services and the need for an instructional aide to help support student activities and learning. With so many families reeling from the effects of the pandemic, the ability to not have to worry about how your kids were going to make it to school is a strong motivator for the continued use of more van routes and door-to-door service. The instructional aide is sorely needed to have one more set of eyes and ears for our students- particularly when we have a larger number of younger students who tend to need more individualized attention each day.

New science curriculum, more online or computer-based learning and the use of more intervention materials were a product of feedback from our students and staff. The ability to use Chromebooks and other technology to provide small group instruction provides greater flexibility for our teacher to spend one-on-one time with more students. More effort was made by staff and administration to find programs that would work with the limited bandwidth and that would provide reliable feedback to better inform day to day instruction. Additionally, SEL curriculum and training for staff will help all students.

Free lunches for our students continued to be a strong priority for our board and administration. For some of our students, it is recognized that the meal they receive while at school might be their most well-rounded meal of the day. The importance of not limiting this was essential in creating a nurturing environment where students can succeed.

Goals and Actions

Goal

Goal #	Description
1	The District will maintain and build upon all students' access to a broad course of study taught by a fully credentialed teacher that has received professional development in the implementation and utilization of the state standards with students learning in a facility that is safe and properly maintained. (Priorities 1, 2 and 7)

An explanation of why the LEA has developed this goal.

An analysis of the input from stakeholders has not identified any concerns or needs within state priorities 1,2 or 7. The data provided by the metrics will allow the district to monitor the maintenance of this goal and help identify and potential gaps created by a lack of progress. The actions have been selected based on input from stakeholders and their proven effectiveness in maintaining the positive outcomes of this goal. The Ravendale-Termo Elementary School District has developed this maintenance goal around Basic Services, Course Access and Implementation of CCSS because the areas of focus have seen, consistent and steady improvement and are no longer in the same category as some of the areas that we are focused on in previous goals. Basic Service metrics have been met since the implementation of the LCAP and are not viewed by stakeholders as a concern. Our facility is in good repair, our teacher is appropriately credentialed and our students each have the necessary materials for their studies. Course Access goals have been met through the implementation of grade level, appropriate placements for our students whether they be a general education student, an English Learner, a foster youth, homeless student or a student with disabilities. Our School Information System provides a check & balance system for our registrars to make sure that all students are enrolled in the appropriate courses and school administrators monitor textbook distribution, usage and lesson planning for grade level content in all appropriate areas. Teaching staff utilize standards-based curriculum and attend annual training designed to reinforce use of current state standards. With an adoption of new NGSS curriculum across all grade levels, the district is now current and up-to-date on all textbook adoptions. Parent involvement has traditionally been strong at Juniper Ridge Elementary School. The District continues to get good participation from parents when we administer the CA Healthy Kids Survey. Through the survey, parents have reported that they approve of the activities in the school and are generally supportive of programs. Lastly, parents regularly participate in a Community Advisory Committee through our local SELPA, providing an opportunity for parent involvement in the Special Education arena.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A- Percentage of Schools in Good or Exemplary Condition	1A- 100% of schools were in good or exemplary condition (FIT/SARC)				100% of schools in good exemplary condition (FIT/SARC)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: FIT/SARC					
1B- Percentage of teachers appropriately assigned and credentialed Metric: SARC/LCOE Credential Monitoring Report	1B- 100% of teachers were appropriately assigned and credentialed in 2020-2021 school year Metric: (SARC/LCOE Credential Monitoring Report)				100% of teachers will be appropriately assigned and credentialed (SARC/LCOE Credential Monitoring Report)
1C- Percentage of classrooms that have sufficient instructional materials Metric: SARC/Board Resolution	1C- 100% of classrooms had sufficient instructional materials in the 2020-2021 school year Metric: SARC/Board Resolution				100% of classrooms will have sufficient instructional materials (SARC/Board Resolution)
2A- Implementation of State Standards/Local Evaluation Tool- Percentage of lessons utilizing State Standards Metric: Local Survey Tool	2A- Survey results from administrative walk-throughs show that staff is implementing state standards 100% of the time with Math, ELA and Social Studies. 50% of science lessons have been delivered using CCSS.				100% of lessons delivered in all subjects will be done using current state standards and current curriculum.
2B- English Learner Program Metric	2B- Not relevant as we do not have any				English Language Learner parents will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Local Survey Tool	English Learners or a DELAC.				show that the district is operating in the "core" phase for all measurements in the English Learner metric.
2A- Staff input related to professional development needs- Level of engagement Metric: Local Survey Tool	2C- Survey results from staff reflect that the district is in "initial implementation" phase for ELA/ELD and "full implementation" phase for Mathematics related to professional development. The staff felt we were in "initial implementation" phase for all other core subject areas.				Survey results from staff will show that the district is in "full implementation" phase for professional development in ELA/ELD and Mathematics, and "initial implementation" for staff development in all other core subject areas.
7A- Percentage of students with access to and enrolled in a broad course of study throughout school year. Metric: Local Measure; SIS	7A- 100% of our students had access to and participated in a broad course of study throughout the 2020-2021 school year. 7th and 8th grade students had access to a foreign language course taught by a credentialed teacher. 100% of our students				100% of enrolled students will have access to and participate in a broad course of study. 7th and 8th grade students will have access to a foreign language course and 100% of our students will have access to a computer in order to learn technology skills

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	had access to a computer in order to learn technology skills that are needed for career and college readiness. (SIS)				that are needed for career and college readiness.
7B- Percentage of unduplicated students with access to and enrollment in a broad course of study and supports. Metric: Local Measure; SIS; Meeting Notes: Schedules	7B- 100% of our unduplicated students had access to a broad course of study and were provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.				100% of our unduplicated students will have access to a broad course of study and will be provided support in many forms, including: small group instruction, one-on-one support with an instructional aide, supplemental coursework with technology and individualized tutoring as needed.
7C- Percentage of students with exceptional needs enrolled in grade-level appropriate courses and using grade-level materials. Metric:	7C- Not relevant as we do not have any students with disabilities enrolled this year.				100% of our students with exceptional needs will be enrolled in and participate in a broad course of study. 100% of our students with disabilities will be working with grade-level materials in both the RSP and general education classrooms. As necessary, when

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					appropriate, students with disabilities may use foundational, skill--building materials that may be from other grade levels.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Update security for buildings	Install updated door locks, window tinting and security cameras for improved security of school site. Purchase and install blinds in the hallway windows and purchase floor cleaning machine for improved sanitation throughout the entire school.	$21,500.00	No
2	Professional Development	Provide professional development for teaching staff which will include Fraction Concepts and Google Classroom.	$1,100.00	Yes
3	Science Curriculum	Purchase new NGSS Science Curriculum for all grade levels.	$20,000.00	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	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts, Mathematics and English Language Proficiency. (State Priorities 4 and 8)

An explanation of why the LEA has developed this goal.

Analysis of student performance data as measured by the Smarter Balanced Assessment Consortium (SBAC) English Language Arts and Math assessments have shown in past years that 50% of students tested in ELA nearly met or met expectations and 75% of students tested nearly met or met expectations on tests done in the spring of 2018. No students were tested for English proficiency as there were not any English Language Learners in our district at the time. Consequently, there were no students reclassified at that time either. Overall, students have done well- besting the state averages mostly even though there are too few students in the district to show any indicators on the CA School Dashboard. The LEA has developed this goal to continue our focus on meeting academic expectations for all of our students. The district desires to see steady, consistent growth on student academic test scores as measured annually through the CAASPP and other local means. The actions in this broad goal provides our staff and students with tools to improve over the next three years.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4A- State Indicator/Academic Indicator: SBAC ELA and Math Performance Metric: CA Dashboard 5x5 ELA Placement Report; Local Analysis	4A- 2019 CA Dashboard: English Language Arts and Mathematics There were too few records to show results at each grade level. Overall, 50% of students in ELA and 75% of students in Math met or exceeded standards on testing done spring of 2018.				CA Dashboard: ELA and Math: All students will maintain or grow into an ELA and Math performance group of Green or Blue.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4B- State Indicator/Academic Indicator: Percentage of Pupils who have successfully completed courses that satisfy the requirements for entrance to the UC and CSU Systems. Metric: Dataquest, CALPADS, SIS	4B- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
4C- State Indicator/Academic Indicator: Percentage of pupils 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. Metric: CALPADS	4C- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
4D- State Indicator/Academic	4D- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 districtt.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Indicator: Percentage of pupils wo have successfully completed both types of courses described in subparagraphs (B) and (C). Metric: CALPADS, SIS					
4E- State Indicator/Academic Indicator: Percentage of English Learners who make progress toward English proficiency as measured by the English Language Assessments for California (ELPAC). Metric: ELPAC scores	4E- Not relevant as we do not have any enrolled English Learner students.				Not relevant as we do not have any enrolled English learner students.
4F- Local Indicator/Academic Indicator: English Learner Reclassification Rates. Metric: Local Reclassification Rate	4E- Not relevant as we do not have any enrolled English Learner students.				Not relevant as we do not have any enrolled English Learner students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4G- State Indicator/Academic Indicator: Percentage of pupils who have passed an advanced placement exam with a score of 3 or higher	4G- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
4H- State Indicator/Academic Indicator: Percentage of pupils who demonstrate college preparedness pursuant to the Early Assessment Program or any subsequent assessment of college preparedness.	4H- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district.
8A- Other Outcomes: Percentage of students in Jr. High completing foreign language as indicated on their report card	100% of Jr. High students (7th and 8th grade) completed coursework for French One on Odysseyware system.				100% of Jr. High (7th and 8th grade) students will complete coursework for foreign language on Odysseyware system.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Instructional Aide Support	Hire a classroom instructional aide to help provide supplemental, small-group support to low-income students.	$16,326.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Intervention and Supplemental Support Materials	Purchase intervention materials and provide supplemental online support with access to diagnostic testing of CA state standards.	$15,500.00	Yes
3	Technology supplies	Purchase needed technology supplies such as headphones and other peripherals for Chromebooks that will be used by our low-income students during instructional time.	$500.00	Yes
4	Targeted Summer Learning Program	Provide targeted summer school support for unduplicated students to help support those students not at grade level.	$7,449.00	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	The Ravendale-Termo Elementary School District will provide a safe and effective learning environment for every student by engaging parents, students and staff. (Local Priorities 3, 5, and 6)

An explanation of why the LEA has developed this goal.

The school climate has always been a positive one at Juniper Ridge Elementary School and the small setting operates much like a family. With very few students and staff, everyone learns to rely on one another, look out for one another and communication is much more individualized and frequent. The LEA has developed Goal three with this in mind. Student discipline issues are almost always solved without the use of suspension or expulsion and parents work with our staff to make sure that students behave appropriately while at school. The school has always provided good transportation as the rural nature of the district does not lend itself well to parents bringing their children to school each day. This past year, the school operated on an expanded bus route that provided more "door to door' transportation and student attendance was better than it had been for several years. The decision to continue some of these enhanced options was a part of the solution for the next school year. Additionally, the school has always provided a free meal to our students and has not been a part of the National School Lunch Program. With reimbursements for all students a common practice in the next year, the district will not benefit from these NSLP reimbursements to cover food costs. The district has added this service for our unduplicated costs as a contributing factor due to the fact that we do not receive reimbursements and our low-income students are hugely impacted by this service. Although we were not able to use the CHKS survey as intended, the district did manage to collect information from parents that proved they were happy with the level of meaningful participation with school decisions. Open public board meetings are held each month in the morning so that parents can attend as the kids are coming to school if they wish to be a part of the discussion on any given month.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A- Percentage of parents who agree or strongly agree that the district seeking input in decision-making process.	3A- 80% of parents agree or strongly agree that the school seeks input from parents/guardians in the decision-making process (Local survey- 2020)				Maintain or increase the percentage of parents that agree or strongly agree that the school seeks input from parents/guardians in the decision-making process.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: CA Healthy Kids Survey; Local measure					
3B- Percentage of parents that agree or strongly agree that the school promotes unduplicated student parent participation. Metric: Event Attendance Logs; meeting notes; survey results	3B- 75% of unduplicated student parents agree or strongly agree that the school promotes parent participation (Local survey 2020)				Maintain or increase the percentage of parents of unduplicated students that agree or strongly agree that the school promotes parent participation.
3C: Local Indicator/Parent Involvement: Seeking input from parent/guardians of students with disabilities in decision-making process. Metric: Attendance Logs; meetings notes/minutes; survey results	3C- The district did not have any students with disabilities at the time of the local survey, so no data was collected for this metric.				Maintain or increase the percentage of parents of students with disabilities that agree or strongly agree that the school promotes parent participation.
5A- Student Attendance Rates Metric: Local SIS Report	5A- 95% Attendance Rate (Local SIS)				Maintain or increase the percentage of attendance of students at school (Local Measure)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5B- Chronic Absenteeism Rates Metric: CA Schools Dashboard; Dataquest	5B- Only one student was deemed chronically absent during the 20-21 school year(Local SIS measurement).				Maintain or decrease the percentage (or number) of chronic absenteeism (local measure or state dashboard)
5C- Middle School Drop-out Rates Metric: Dataquest	5C- 0% Middle School Drop-out Rate (Dataquest)				Maintain 0% Middle School Drop-out Rate
5D- High School drop-out Rates Metric: Dataquest	5D- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district
5E- High School Cohort Graduation Rates Metric: CA Schools Dashboard	5E- Not relevant as we are a K-8 district.				Not relevant as we are a K-8 district
6A- Suspension Rate Metric: CA Dashboard; SIS; Dataquest	6A- 0% Rate (2020 SIS Report)				Maintain a 0% suspension rate.
6B- Expulsion Rate	6B- 0% Expulsion Rate (2020 SIS Report)				Maintain a 0% expulsion rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric: Dataquest; SIS					
6C- CA Healthy Kids Survey Results (CHKS) Percentage of students reporting feeling safe and connected to the school. Metric: CA Healthy Kids Survey (CHKS)	6C- The CA Healthy Kids Survey was administered to parents, staff and students in the fall of 2020. 100% of students reported feeling safe or very safe at school. 92% of students reported feeling connected or very connected to the school.				Maintain or increase the number of students feeling safe and connected to the school.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Provide "no-cost" meals to all students	Provide "no-cost" meals to all students each day, to include: cafeteria personnel costs and food costs.	$16,110.00	Yes
2	Enhanced Transportation Services	Provide enhanced transportation services that provide door-to-door service for each family in the school to increase attendance and to provide daily contact with parents during pick-up and drop-off.	$27,315.00	Yes
3	Communication Platforms	Continue to update school website and communication platforms for better interaction with parents, community members and staff.	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Student supplies and Fine Arts materials	Continue to purchase student backpacks/supplies and musical instruments for enhancement of fine arts options, including musical instruments and gardening supplies..	$2,000.00	Yes
5	SEL Curriculum and Professional Development	Purchase Second Step SEL curriculum program and supplies. Provide training in SEL for staff members.	$5,500.00	Yes
6	Indirect Costs	Charge indirect costs to the S&C funds for use in the LCAP-administrative oversight of programs.	$6,795.00	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.

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
18.53%	$37,934.00

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.

N/A- All actions were focused on our low-income and foster youth pupils.

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

The District's Minimum Proportionality Percentage for low income pupils, foster youth, and English Learners is 18.53%. Increased services include increased professional development for teachers to hone their skills working with the unduplicated population of students, additional aide time to help provide more individualized instructional support in the core subjects, supplemental online instruction to help build missing foundational skills, support for music instruction, technology upgrades to support remediation and testing opportunities and better resources for home to school communication regarding each student's progress through the use of translators and translation services. The District believes that the services provided in this LCAP are the most effective use of funds, and are principally directed toward increasing/improving services for its low-income and foster youth pupils. Additionally, these actions/services will support the District in meeting its Annual Measurable Outcomes for all pupils, including the unduplicated pupils. The minimum proportionality percentage will be met through the actions listed above. The Ravendale-Termo Elementary School District expects the implementation of the above listed contributing actions to disproportionately improve the academic and social/emotional support of unduplicated students at a greater rate then their non-unduplicated peers.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$119,070.00	$10,025.00		$12,000.00	$141,095.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$45,657.00	$95,438.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Update security for buildings	$9,500.00			$12,000.00	$21,500.00
1	2	Low Income	Professional Development	$500.00	$600.00			$1,100.00
1	3	All	Science Curriculum	$20,000.00				$20,000.00
2	1	Low Income	Classroom Instructional Aide Support	$14,850.00	$1,476.00			$16,326.00
2	2	Low Income	Intervention and Supplemental Support Materials	$15,500.00				$15,500.00
2	3	Low Income	Technology supplies	$500.00				$500.00
2	4	Foster Youth Low Income	Targeted Summer Learning Program		$7,449.00			$7,449.00
3	1	Low Income	Provide "no-cost" meals to all students	$16,110.00				$16,110.00
3	2	Foster Youth Low Income	Enhanced Transportation Services	$27,315.00				$27,315.00
3	3	Foster Youth Low Income	Communication Platforms	$1,000.00				$1,000.00
3	4	Foster Youth Low Income	Student supplies and Fine Arts materials	$2,000.00				$2,000.00
3	5	Foster Youth Low Income	SEL Curriculum and Professional Development	$5,000.00	$500.00			$5,500.00
3	6	Foster Youth Low Income	Indirect Costs	$6,795.00				$6,795.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$89,570.00	$99,595.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$89,570.00	$99,595.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge	$500.00	$1,100.00
2	1	Classroom Instructional Aide Support	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$14,850.00	$16,326.00
2	2	Intervention and Supplemental Support Materials	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$15,500.00	$15,500.00
2	3	Technology supplies	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$500.00	$500.00
2	4	Targeted Summer Learning Program	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8		$7,449.00
3	1	Provide "no-cost" meals to all students	Limited to Unduplicated Student Group(s)	Low Income	Specific Schools: Juniper Ridge K-8	$16,110.00	$16,110.00
3	2	Enhanced Transportation Services	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$27,315.00	$27,315.00
3	3	Communication Platforms	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$1,000.00	$1,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	4	Student supplies and Fine Arts materials	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$2,000.00	$2,000.00
3	5	SEL Curriculum and Professional Development	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$5,000.00	$5,500.00
3	6	Indirect Costs	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	Specific Schools: Juniper Ridge K-8	$6,795.00	$6,795.00

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.