



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

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

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

Goal 1

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
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 4A- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are:</p> <p>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)</p>	<p>4A- 2019 CA School Dashboard for ELA</p> <p>All Students Group: Too few records at each grade level.</p> <p>Local: 50% of students met or exceeded in ELA (Spring 2018 Dashboard).</p>

Expected	Actual
<p>Baseline 4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:</p> <p>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)</p>	
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 4A- Performance on Standardized Tests: Test results were released for the 2019 CAASPP. Scores from the assessment are:</p> <p>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)</p> <p>Baseline 4A- Performance on Standardized Tests: Test results were released for the 2016 CAASPP. Scores from the assessment are:</p> <p>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)</p>	<p>4A- 2019 CA School Dashboard for Math</p> <p>All Students Group: Too few records at each grade level.</p> <p>Local: 75% met or exceeded in Math (Spring 20148 Dashboard).</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p>	<p>4B- No longer a measurement.</p>

Expected	Actual
<p>19-20 4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.</p> <p>Baseline 4B- Score on Academic Performance Index: Multiple measure replacement for the API is under development by the State Board of Education.</p>	
<p>Metric/Indicator Priority 4: College and Career Ready/A-G course completion</p> <p>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.</p> <p>Baseline 4C- Percentage of Pupils that are college and career ready, completing A-G courses: Not relevant since we are a K-8 District.</p>	4C- Not relevant as we are a K-8 district.
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p>19-20 4D- English Learner Progress: At least one English Learner will be reclassified during the school year.</p> <p>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)</p>	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.
<p>Metric/Indicator</p>	4E- Not relevant as the district does not currently have any English Language Learners.

Expected	Actual
<p>Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20</p> <p>4E- EL Reclassification Rate: At least one English Learner will be reclassified during the school year.</p> <p>Baseline</p> <p>4E- EL Reclassification Rate: Too few records to show results (no records- Snapshot Juniper Ridge Elementary).</p>	
<p>Metric/Indicator</p> <p>Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20</p> <p>4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.</p> <p>Baseline</p> <p>4F- Share of students that pass AP exams with three or higher: Not relevant since we are a K-8 District.</p>	<p>4F- Not relevant as we are a K-8 district.</p>
<p>Metric/Indicator</p> <p>Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20</p> <p>4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.</p> <p>Baseline</p> <p>4G- Share of students participating in the Early Assessment Program (EAP)- Not relevant since we are a K-8 District.</p>	<p>4G- Not relevant as we are a K-8 district.</p>
<p>Metric/Indicator</p> <p>Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.)</p> <p>19-20</p>	<p>8A- 100% of 7th and 8th grade students completed a course of foreign language (French One) on the Odysseyware system.</p>

Expected	Actual
<p>8A- Odysseyware courses will be completed by all sixth through eighth grade students in both Language and Mathematics. Scores for students will range from 60-85%. 100% of the students will show completion rates higher than the previous year.</p> <p>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.</p>	

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.	<p>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</p> <p>Benefits for instructional aide 3000-3999: Employee Benefits LCFF Supplemental and Concentration 4,541.00</p>	<p>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</p> <p>Paid benefits for instructional aide 3000-3999: Employee Benefits LCFF Supplemental and Concentration 1,690.00</p>
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.

A classroom instructional aide was hired to work with our English Learners, disadvantaged students and an Foster Youth we may have as an additional support that allowed the teacher to provide more small-group, individualized instruction (Goal 1, Action 4). The instructional aide left for maternity leave in the middle of the year, however the actual cost for this service was approximately \$1500.00 more than anticipated because extra hours were added to support unduplicated students with additional time. The district provides contracted support for an English Learner Support teacher to administer the ELPAC each year (Goal 1, Action 3). This support is achieved through a partnership with a neighboring district and billed on a daily basis. The district started the 19-20 school year with just one EL student who left during the first week of instruction in August. No English Learner supports were necessary for the remainder of the year. 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 instructional 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
<p>1B- 100% of District's teachers and staff were appropriately assigned and credentialed (per the SARC and/or Williams Act report).</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 1C- 100% of the District's classrooms will continue to have sufficient instructional materials as verified by a District Board Resolution.</p> <p>Baseline 1C- 100% of the District's classrooms had sufficient instructional materials as verified by a District Board Resolution.</p>	<p>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.</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>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.</p> <p>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</p>	<p>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.</p>

Expected	Actual
<p>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.</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD</p> <p>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.</p> <p>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.</p>	<p>2B- Not relevant as we do not have any EL students.</p>
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>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.</p>	<p>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.</p>

Expected	Actual
<p>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.</p> <p>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.</p> <p>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.</p>	

Expected	Actual
<p>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.</p> <p>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.</p> <p>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.</p>	
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>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.</p> <p>Baseline</p>	<p>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.</p>

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 participate 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 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 Lottery 0.00 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
	<p>Action completed in 17-18 Not Applicable Not Applicable 0.00</p> <p>Action not needed- another bat found at site. Not Applicable Not Applicable 0.00</p>	<p>Action completed. Not Applicable Not Applicable 0.00</p> <p>Action eliminated. Not Applicable Not Applicable 0.00</p>
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.	<p>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</p> <p>Purchase items needed to maintain school garden 4000-4999: Books And Supplies LCFF Base 500.00</p>	<p>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</p> <p>No purchases were necessary due to pandemic. 4000-4999: Books And Supplies LCFF Base 0.00</p>
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. 175% 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
<p>19-20</p> <p>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 be 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.</p> <p>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.</p> <p>Baseline</p> <p>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 or 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.</p>	
<p>Metric/Indicator</p> <p>Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20</p>	<p>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</p>

Expected	Actual
<p>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.</p> <p>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.</p>	<p>no need to hold a reclassification meeting as we had no EL students enrolled.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>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.</p> <p>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.</p>	<p>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.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p>	<p>5A- Metric was met as attendance rates for 2020-2021 were 95%.</p>

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

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

Expected	Actual
<p>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.</p> <p>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.</p>	

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 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	Monitored chronic absenteeism rates at no extra cost. 1000-1999: Certificated Personnel Salaries LCFF 0.00 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	No
Purchase supplemental math workbooks to be used by unduplicated pupils. (Federal CARES funds)	2000.00	1,028.00	No

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!

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	No
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	3,000.00	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 assessement 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.

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.

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.

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. 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.

Staff and administration have both 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. 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.

When the District presents the Budget Overview for Parents along with the LCAP and this document, we intend to share that some of the actions in the LCP do contribute to our unduplicated pupils. The DTS template does not allow us to enter actual expenditures the District has now identified as contributing to because those expenditures were not identified as budgeted during the original approval of the LCP. However, the District would like to note based upon further guidance received since the initial approval of the LCP \$15,619 of expenditures did contribute to the unduplicated pupils. Of that amount \$10,028 (chrome books, supplemental math workbooks and additional bus routes) in expenditures for In Person Learning and \$5,591 (chrome books) in expenditures for Distance Learning.

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.

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	\$8,200.00	\$7,398.00
Distance Learning Program	\$5,000.00	\$5,591.00
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	\$29,600.00	\$25,320.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$3,000.00	\$3,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$3,000.00	\$3,000.00