LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Junction City Elementary School District

CDS Code: 53 71738 6053771

School Year: 2021-22

LEA contact information:
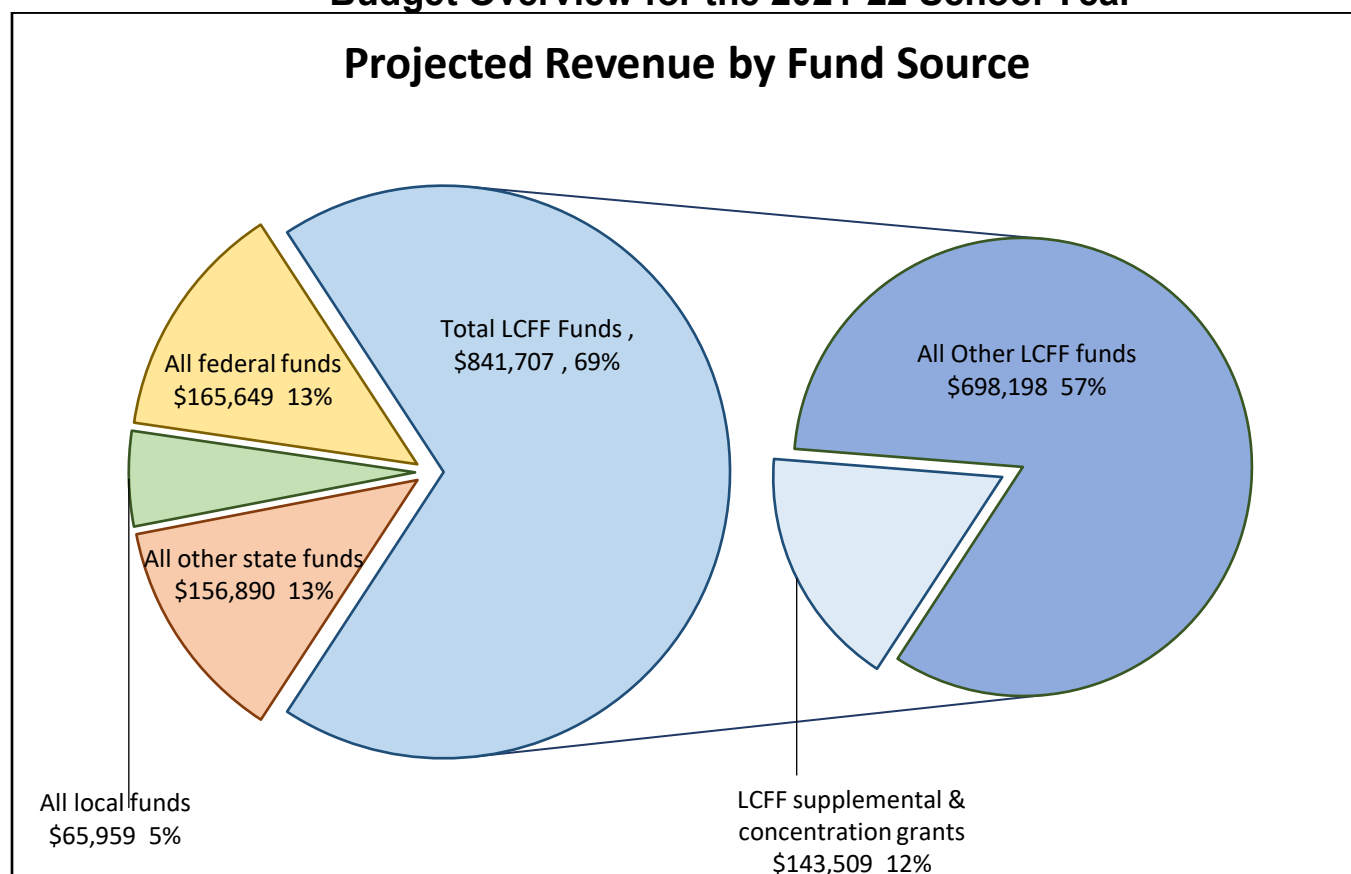
Christine Camara

Superintendent/Principal

ccamara@tcoek12.org

530-623-6381

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

Projected Revenue by Fund Source

All federal funds $165,649 13%

Total LCFF Funds , $841,707 , 69%

All Other LCFF funds $698,198 57%

All other state funds $156,890 13%

All local funds $65,959 5%

LCFF supplemental & concentration grants $143,509 12%

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

The total revenue projected for Junction City Elementary School District is $1,230,205, of which $841,707 is Local Control Funding Formula (LCFF), $156,890 is other state funds, $65,959 is local funds, and $165,649 is federal funds. Of the $841,707 in LCFF Funds, $143,509 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.

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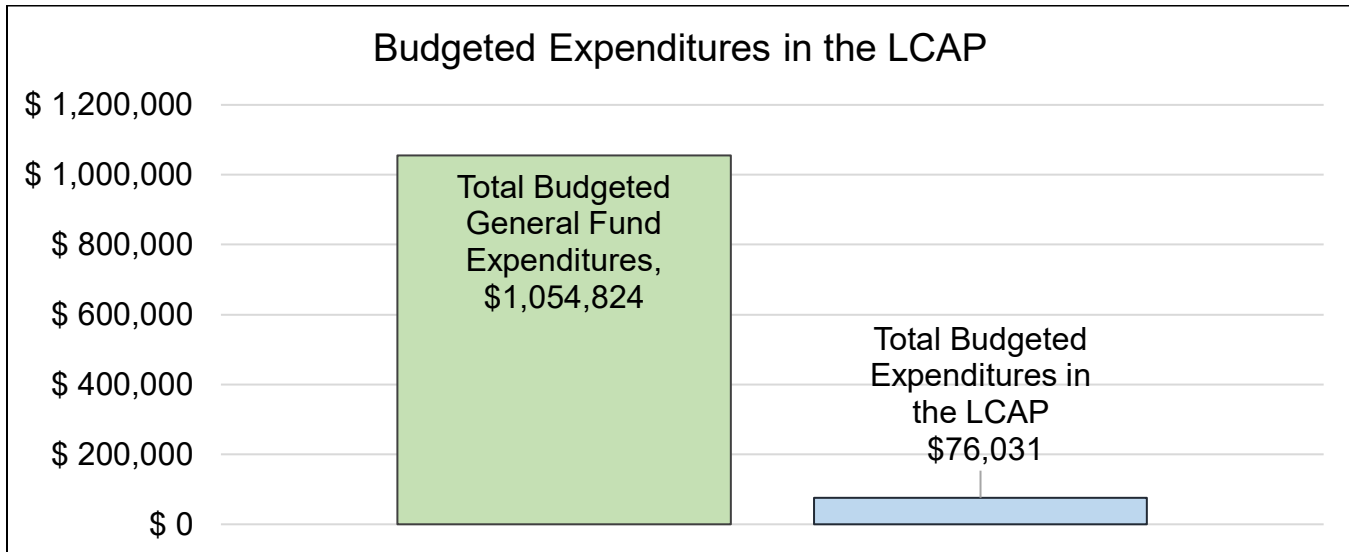
This chart provides a quick summary of how much Junction City Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Junction City Elementary School District plans to spend $1,054,824 for the 2021-22 school year. Of that amount, $76,031 is tied to actions/services in the LCAP and $978,793 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
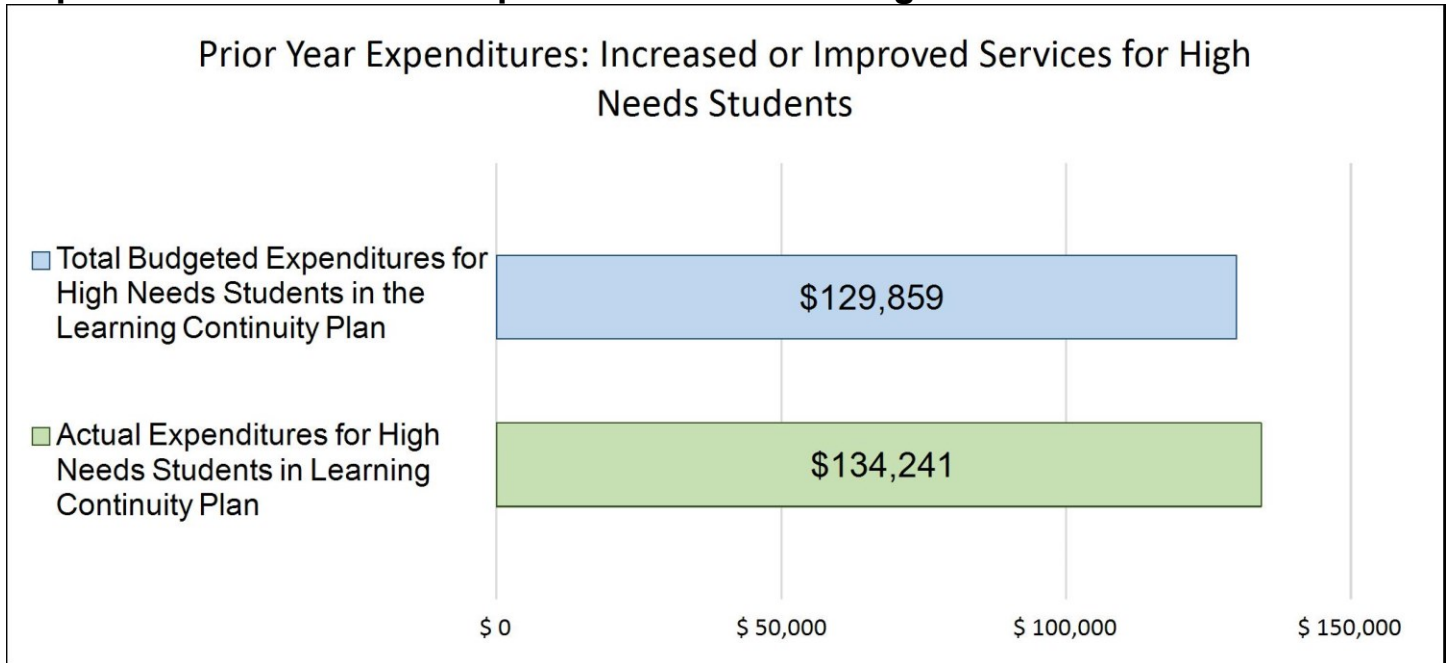
The majority of the General fund expenditures are not included in the LCAP. These include predominantly salaries and benefits. Other expenditures include general operating expenses (utilities, etc.), instructional materials, special education costs, after school program costs, transportation and maintenance costs, and administrative costs.

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

In 2021-22, Junction City Elementary School District is projecting it will receive $143,509 based on the enrollment of foster youth, English learner, and low-income students. Junction City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Junction City Elementary School District plans to spend $69,170 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$129,859
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$134,241

$ 0 $ 50,000 $ 100,000 $ 150,000

This chart compares what Junction City 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 Junction City 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, Junction City Elementary School District's Learning Continuity Plan budgeted $129,859 for planned actions to increase or improve services for high needs students. Junction City Elementary School District actually spent $134,241 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
Junction City Elementary School District	Christine Camara Superintendent/Principal	ccamara@tcoek12.org 530-623-6381

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

Provide high quality curriculum, instruction, and intervention that is driven by the Common Core State Standards and designed to support all students in being successful problem-solvers and life-long learners.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1: Local Indicator/Teacher credential **19-20** All (100%) teachers will be highly qualified with appropriate credentials for their teaching assignments. **Baseline** All (100%) teachers are highly qualified with appropriate credentials for their teaching assignments.	100% of teachers were highly qualified with appropriate credentials.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** Maintain paraprofessionals in every classroom to provide additional instructional support for low income and low achieving students. 100% of paraprofessionals are highly qualified, and the number of paraprofessionals shall be 2 in each classroom, or 6 total.	We maintained paraprofessionals in every classroom to provide additional instructional support to low income and low achieving students. However, we added a classroom teacher this year to break up into 4 core classrooms, so instead of having 3 teachers and 6 paraprofessionals, we had 4 teachers and 5 paraprofessionals.

Expected	Actual
Baseline There are paraprofessionals in every classroom to provide additional instructional support for low income and low achieving students. 100% of paraprofessionals are highly qualified, and there are 2 paraprofessionals in each classroom, for a total of 6.	
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** Increase in the percent of students who Met or Exceeded Standards in ELA on SBAC in all subgroups and grade levels by 5%. **Baseline** On 2016 SBAC, only 40% of overall students Met or Exceeded Standards in ELA.	Due to the COVID-19 pandemic, SBAC testing was cancelled during the spring of 2020, so we have no testing results.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Increase in the percent of students who Met or Exceeded Standards in Math on SBAC in all subgroups and grade levels by 5%. **Baseline** On 2016 SBAC, only 44% of overall students Met or Exceeded Standards in Math.	Due to the COVID-19 pandemic, SBAC testing was cancelled during the spring of 2020, so we have no testing results.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 100% of students in all grades will be instructed in ELA with curriculum that is aligned to California State Standards.	100% of students in all grades were instructed in ELA with curriculum that is aligned to California State Standards.

Expected	Actual
Baseline 100% of students in all grades are instructed in ELA with curriculum that is aligned to California State Standards.	
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 100% of students in all grades will be instructed in Math with curriculum that is aligned to California State Standards. **Baseline** 100% of students in all grades are instructed in Math with curriculum that is aligned to California State Standards.	100% of students in all grades were instructed in Math with curriculum that is aligned to California State Standards.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 100% of students in all grades will be instructed in Science with curriculum that is aligned to Next Generation Science Standards. **Baseline** 100% of students in all grades are instructed in Science with curriculum that is aligned to Next Generation Science Standards.	100% of students in all grades were instructed in Science with curriculum that is aligned to Next Generation Science Standards. Due to the COVID-19 pandemic, and campus being closed for in-person instruction, the lab portion of the curriculum could not always be offered to students.
Metric/Indicator Priority 1: Local Indicator/ Instructional materials **19-20** 100% of students in all grades will be instructed in History/Social Science with curriculum that is aligned to California State Standards. **Baseline** 100% of students in all grades are instructed in History/Social Science with current District curriculum that is outdated. The District is looking to adopt History/Social Science curriculum that is aligned to California State Standards.	100% of students in all grades were instructed in History/Social Science with curriculum that is aligned to California State Standards. The District purchased Studies Weekly for all grade levels, and students were able to utilize the online curriculum for distance learning during the COVID-19 pandemic.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to purchase online license for curriculum and participate in training of how to best utilize the new History/Social Science curriculum.	History/Social Science curriculum 4000-4999: Books And Supplies Lottery 531	Studies Weekly History/Social Science Curriculum 4000-4999: Books And Supplies Lottery 0
Provide workshops (professional development), coaching, and planning time to teachers and paraprofessionals to support California State Standards and Next Generation Science Standards.	Professional Development Teachers 1000-1999: Certificated Personnel Salaries Base 0 3000-3999: Employee Benefits Base 800 Professional Development Paraprofessionals 2000-2999: Classified Personnel Salaries Base 159 Countywide professional development day 3000-3999: Employee Benefits Base 1073	Professional Development Teachers 1000-1999: Certificated Personnel Salaries Base 0 3000-3999: Employee Benefits Base 800 Professional Development Paraprofessionals 2000-2999: Classified Personnel Salaries Base 159 Countywide professional development day 3000-3999: Employee Benefits Base 1073
Maintain teacher collaboration time to support the implementation of California State Standards and Next Generation Science Standards. Provide certificated staff collaboration time to discuss and monitor students that have been identified as needing Response to Intervention services.	No Cost-Collaboration Time Part of Regular Working Day 0	No Cost-Collaboration Time Part of Regular Working Day 0
Utilized State, Federal Title funding and SRSA (REAP) grant to maintain class sizes of 24 or fewer students in grades TK-3.	1000-1999: Certificated Personnel Salaries Title II 993 3000-3999: Employee Benefits Title II 301 SRSA Grant 1000-1999: Certificated Personnel Salaries Other 10931 SRSA Grant 3000-3999: Employee Benefits Other 331 1000-1999: Certificated Personnel Salaries Base 19237	1000-1999: Certificated Personnel Salaries Title II 993 3000-3999: Employee Benefits Title II 301 SRSA Grant 1000-1999: Certificated Personnel Salaries Other 10931 SRSA Grant 3000-3999: Employee Benefits Other 331 1000-1999: Certificated Personnel Salaries Base 19237

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base 5839	3000-3999: Employee Benefits Base 5839
Maintain intervention time to promote quiet and structured instruction for all students in grades K-8 after school with classroom teacher and highly qualified paraprofessionals using research based intervention curriculum of Read Naturally and SIPPS and research based teaching practices. Evaluate the effectiveness of the programs.	Teacher salaries 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 10959 3000-3999: Employee Benefits After School Education and Safety (ASES) 1792 Paraprofessional Salaries 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 13575 3000-3999: Employee Benefits After School Education and Safety (ASES) 3295	Teacher Salaries 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 10959 3000-3999: Employee Benefits After School Education and Safety (ASES) 1792 Paraprofessional Salaries 2000-2999: Classified Personnel Salaries After School Education and Safety (ASES) 13575 3000-3999: Employee Benefits After School Education and Safety (ASES) 3295
Maintain paraprofessionals in every classroom to provide additional one-on-one or targeted group support for low income and low achieving students.	Paraprofessional salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 95,303 3000-3999: Employee Benefits Supplemental and Concentration 28,928 Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I 1003 3000-3999: Employee Benefits Title I 304	Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Supplemental and Concentration 95,303 3000-3999: Employee Benefits Supplemental and Concentration 28,928 Paraprofessional Salaries 2000-2999: Classified Personnel Salaries Title I 1003 3000-3999: Employee Benefits Title I 304
Maintain Music and Art program for all students. Art and Music are just a part of the broad course of study that is offered to all students.	Art Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9615	Art Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 9615

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Art Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2507	Art Teacher Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2507
	Contract Service-Music Instruction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 6875	Contract Service-Music Instruction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 4582

Goal Analysis

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

Due to the COVID-19 pandemic, and school being closed to in-person instruction beginning on March 17, 2020, we could not continue to offer Music Instruction to our students. Therefore, we did not spend all of the funds we budgeted for Music Instruction.

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

Clearly, the COVID-19 pandemic and the mandated closure of our campus, made achieving our goal of providing high quality curriculum, instruction, and intervention incredibly difficult. However, a success is that we were able to transition to a distance learning model that allowed our students to continue to make academic progress. We managed to provide instruction with paper-based assignments in combination with online instruction. We were also able to offer intervention off campus and via zoom and phone calls to the highest needs students.

Goal 2

Integrate technology into all core subject areas to enhance the quality of instruction and to support our students' college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** All students (100%) will have access to computers during all core academic instruction in grades K-8. **Baseline** Students in grades K-2 have access to computers during STEM, students in grades 3-8 have access to computers during ELA and STEM, and students in grades 6-8 have access to computers during Math, ELA and STEM.	All students (100%) had access to computers during all core academic instruction in grades K-8. During COVID-19 pandemic, all students were provided with a Chromebook to use at home during distance learning, but not all could utilize them due to internet issues.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 100% of teachers will incorporate technology into their instruction in at least 40% of their lessons.	100% of teachers incorporated technology into their instruction in at least 50% of their lessons.

Expected	Actual
Baseline 50% of teachers incorporate technology into at least 40% of their lessons.	
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.) **19-20** 75% of Students will report positive engagement utilizing technology during instruction as reported by student survey. **Baseline** We have not surveyed our students on their engagement utilizing technology during instruction, and we collected baseline data during 2017.	100% of students utilized technology during instruction while on campus and gave frequent feedback regarding how much they enjoyed using their Chromebooks. Due to the COVID-19 pandemic, we shifted to distance learning, and although we provided Chromebooks for all students, only 38% of our families, according to our parent survey, could utilize them reliably from home during the spring of 2020, due to internet issues. Therefore, we can assume that only 38% of our students could be positively engaged in utilizing technology during distance learning in the spring of 2020.
Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils **19-20** 100% of students, including unduplicated pupils, receive STEM instruction at least 2 times per month. **Baseline** 100% of students, including unduplicated pupils, receive STEM instruction at least 2 times per month.	100% of students, including unduplicated pupils, received STEM instruction at least 2 times per month while we were able to be on campus. However, due to the COVID-19 pandemic, we could not provide STEM education to the students while we were on distance learning during the spring of 2020.
Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool **19-20** 75% of students will reach grade level digital literacy benchmarks.	50% of students reached grade level digital literacy benchmarks by the end of the 2019-2020 school year. We did not meet our goal because we could not continue to utilize the technology with all of our students during the COVID-19 pandemic.

Expected	Actual
Baseline Only 25% of students have reached grade level digital literacy benchmarks.	
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results **19-20** Increase in the percent of students who Meet or Exceed Standards in ELA on SBAC in all subgroups and grade levels by 5%. **Baseline** On 2016 SBAC, only 40% of overall students Met or Exceeded Standards in ELA.	Due to the COVID-19 pandemic, SBAC testing was cancelled during the spring of 2020, so we have no testing results.
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results **19-20** Increase in the percent of students who Meet or Exceed Standards in Math on SBAC in all subgroups and grade levels by 5%. **Baseline** On 2016 SBAC, only 44% of overall students Met or Exceeded Standards in Math.	Due to the COVID-19 pandemic, SBAC testing was cancelled during the spring of 2020, so we have no testing results.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to support teachers with workshops (professional development), coaching, and planning time to support and maintain technology instruction into the classroom curriculum.	Staff Dev Stipends 1000-1999: Certificated Personnel Salaries Base $1,000.00 3000-3999: Employee Benefits Base $200	Staff Dev Stipends 1000-1999: Certificated Personnel Salaries Base 500 3000-3999: Employee Benefits Base 100
Maintain and evaluate technology hardware and applications (apps) for student use that will improve and support academic growth in all core subject areas.	Applications 4000-4999: Books And Supplies Lottery $500.00 Chromebooks 4000-4999: Books And Supplies Lottery $3206	Tech Apps 4000-4999: Books And Supplies Lottery 500 Chromebook Licenses 4000-4999: Books And Supplies Lottery 3206
Maintain technology support from TCOE.	Technology Contract with TCOE 5000-5999: Services And Other Operating Expenditures Base 5966	Technology Contract with TCOE 5000-5999: Services And Other Operating Expenditures Base 5966
Maintain STEM instruction to all students (100%) at least 2 times per month.	No Cost-Part of regular school day 0	No Cost-Part of regular school day 0
Teachers will work together to develop a K-8 Technology Scope and Sequence Plan that follows the California Digital Literacy Standards.	No Cost-Part of regular prep time 0	No Cost-Part of regular prep time 0
Students in grades 3-8 will use computers to take the SBAC Practice Tests and Interim Assessments to practice utilizing the tools of the SBAC system.	No Cost-Already purchased Chrome Books 0	No Cost-Already purchased Chrome Books 0

Goal Analysis

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

We utilized the funds as budgeted for Actions/Services. The only funds that were not able to be utilized completely were those intended for Staff Development Stipends. Due to COVID-19, staff were not able to participate in all professional development opportunities that they had intended to.

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

We were successful in providing all of our students with Chromebooks and with being able to utilize technology for instruction on campus. The COVID-19 pandemic and the switch to distance learning was challenge because only 38% of our families had internet service that could support the students with utilizing the Chromebooks at home. Another challenge was not being able to administer the SBAC, so we do not have current data from that assessment system.

Goal 3

Ensure a safe, welcoming, and inclusive climate for all students and their families, so that all students are in their classes ready and able to learn.

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)
                      Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** Students will report an increase in feelings of belonging and positive school climate on School Student Survey. **Baseline** Baseline data will be collected from 2017 School Student Survey and 2017 California Healthy Kids Survey.	In the 2018-2019 survey, 95% of students reported that they agreed or strongly agreed that they felt a sense of belonging and connectedness at the school, and 94% of students agreed or strongly agreed that they had positive relationships with adults and other students at school. Due to the COVID-19 pandemic, and the students being on distance learning for the last third of the school year, our 2019-2020 survey was focused on distance learning. Questions about positive school climate didn't seem appropriate when the kids couldn't be on campus.
Metric/Indicator Priority 3 - C: How the school district will promote parental participation in programs for individuals with exceptional needs. **19-20** Parent satisfaction regarding positive school climate and school communications will improve by 1% as indicated by School Parent Survey results. **Baseline** 2017 School Parent Survey indicates that on a scale of 1 to 5, with 1 needing improvement and 5 being very good, the average	Due to the COVID-19 pandemic, and the students and parents not being allowed on campus during the last third of the school year, our 2019-2020 survey did not ask parents about positive school climate. However, our survey did ask parents about school communications, since distance learning made that even more important. According to our survey, 100% of our parents agreed or strongly agreed that the communication from the school and office regarding distance learning was helpful.

Expected	Actual
parent response was: School Environment was rated as 4.86, and School Communications was rated as 4.83.	
Metric/Indicator Priority 3 - B: How the school district will promote parental participation in programs for unduplicated pupils **19-20** Parent participation in school activities including families with unduplicated students and individuals with exceptional needs, will increase by 5% as measured by parent participation logs. **Baseline** 74% of parents attended Back to School Night in the fall of 2016 including families with unduplicated students and individuals with exceptional needs. 100% of parents attended Parent/Teacher Conferences in 2016 including families with unduplicated students and individuals with exceptional needs. 100% of parents attended Spring Fling in the spring of 2017 including families with unduplicated students and individuals with exceptional needs. (Average of all events is 91%)	87% of families attended Back to School Night in the fall of 2019. 100% of parents attended Parent/Teacher Conferences in the fall of 2019, including families with unduplicated students and individuals with exceptional needs. 100% of families also attended the Winter Performance. We did not have any on-campus events in the spring of 2020 due to the COVID-19 pandemic.
Metric/Indicator Priority 6: Local Indicator/Local tool for school climate **19-20** Maintain the number of students who receive 3 or more discipline referrals to less than 5% of the student population. **Baseline** 37% of the student population received 3 or more discipline referrals in 2015-2016. 0% of students received 3 or more referrals in 2016-2017.	We have maintained the number of students who received 3 or more discipline referrals to less than 5% of the student population. In 2019-2020 there were no students who received 3 or more discipline referrals.
Metric/Indicator Priority 7 - C: Programs and services developed and provided to individuals with exceptional needs.	When school was open for in-person instruction, we provided all students (100%), which included students with exceptional needs, with Social-Emotional Learning (SEL) at least 2 times per month, usually on a weekly basis. Due the COVID-19 pandemic, we were not able to offer SEL while on distance learning. However, our

Expected	Actual
19-20 Continue to provide all students (100%) which includes students with exceptional needs, with Social-Emotional Learning (SEL) classes at least 2 times per month. **Baseline** All students (100%) which includes students with exceptional needs, received Social-Emotional Learning (SEL) education at least 2 times per month in 2016-2017.	school counselor was able to talk over the phone with students who were referred for services.
Metric/Indicator Priority 5 - A: School attendance rates **19-20** Student attendance rate will increase by 1% from the prior year. **Baseline** The student attendance rate for 2014-2015 was 95.02% and it increased to 96.19% in 2015-2016. The attendance rate for 2016-2017 was 97%.	The student attendance rate for 2019-2020 was 98%. Due to the COVID-19 pandemic, 2019-2020 was an unusual year for attendance. In 2018-2019 was 96%. In 2017-2018 it was 95%.
Metric/Indicator Priority 5 - B: Chronic absenteeism rates **19-20** Maintain the number of students who are chronically absent to less than 2% of the student population. **Baseline** No students were chronically absent in 2016-2017. (less than 2%)	In 2019-2020 0% of students were chronically absent. In 2018-2019, 7.4% of students were considered chronically absent, a decrease from 14.1% in 2017-2018.
Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator **19-20** Maintain student suspension rate of 0%.. **Baseline** No students were suspended in 2016-2017.	No students were suspended in 2019-2020, so our suspension rate was 0%. One student was suspended in 2018-2019. Therefore, our suspension rate for 2018-2019 was 1.5%.

Expected	Actual
Metric/Indicator Priority 6 - B: Pupil expulsion rates **19-20** Maintain student expulsion rate of 0%. **Baseline** No students were expelled in 2016-2017	No students were expelled in 2019-2020, so our expulsion rate was 0%.
Metric/Indicator Priority 3 - A: The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site **19-20** Hold monthly LCAP Parent Advisory Committee meetings to solicit parent input in District decision making. **Baseline** Hold monthly LCAP Parent Advisory Committee meetings to solicit parent input in District decision making.	When school was open for in-person instruction, we held monthly School Site Council / LCAP Parent Advisory Committee meetings to solicit parent input in District decision making. We were not able to have those meetings during the COVID-19 pandemic, when we were on stay-at-home orders.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain professional development and workshops and resources for PBIS philosophy. Maintain time for staff to evaluate the effectiveness of the program and how it supports this goal.	School Psychologist 1000-1999: Certificated Personnel Salaries Base $602.00 2000-2999: Classified Personnel Salaries Base $688.00 3000-3999: Employee Benefits Base $240.00	School Psychologist 1000-1999: Certificated Personnel Salaries Base 602 2000-2999: Classified Personnel Salaries Base 688 3000-3999: Employee Benefits Base 240
Maintain Club Live program, including Club Live Advisor, materials, resources, and time to attend Club Live related activities.	Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other $500.00	Club Live Advisor Stipend 1000-1999: Certificated Personnel Salaries Other 500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Other 117	3000-3999: Employee Benefits Other 117
Maintain school counselor. Evaluate student population needs and make sure that the amount of time meets our student needs.	No Cost-School counselor paid through mental health grant, administered by county office of education 0	No Cost-School counselor paid through mental health grant, administered by county office of education 0
Maintain Social-Emotional Learning (SEL) classes for all grades at least 2 times per month. Evaluate the effectiveness with our student population.	No Cost-School counselor paid through mental health grant, administered by county office of education 0	No Cost-School counselor paid through mental health grant, administered by county office of education 0
Maintain the Principal's time to support family engagement activities for all K-8 students and parents.	Priceless 0	No Cost-Administration is not paid extra for this activity 0
Maintain student tardy and absence tracking of students by school secretary and principal. Provide time and resources for outreach services for families with chronically absent and tardy students.	No Cost-Part of office staff duties 0	No Cost-Part of office staff duties 0
Continue to provide monthly newsletters to parents and keep website current. Continue to seek input from parents and community on improved communication.	No Cost-Part of office staff duties 0	No Cost-Part of office staff duties 0
Continue to document parent participation in activities.	No Cost-Administration is not paid extra for this activity 0	No Cost-Administration is not paid extra for this activity 0
Develop a Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students.	No Cost-Administration is not paid extra for this activity 0	No Cost-Administration is not paid extra for this activity 0
Continue to maintain student behavior management program and positive school climate to continue to have suspension/expulsion rate of 0%.	No cost-School-wide effort, part of regular day 0	No Cost-School-wide effort, part of regular day 0

Goal Analysis

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

All actions and services were implemented as best as they could throughout the school year, with some modifications due to the COVID-19 pandemic. SEL could not happen on campus during the spring of 2020, however, counseling services were still provided over the phone to those who needed or requested it. All funds were used on the intended actions and services.

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

Although we had a very unusual end to the 2019-2020 school year due to the COVID-19 pandemic, we were able to still maintain most of the actions and services, with some modifications. Successes include no suspensions or expulsions, and the ability of our school counselor to continue to check in with students over the phone while we were on distance learning. The greatest challenge was not being able to have students and their families on campus during the last third of the school year. This goal is focused on having a safe, welcoming and inclusive school climate, and when no one can be on campus due to a world-wide pandemic, that is difficult to achieve. However, our school environment extends into our greater community, and we feel that our community came together in this time of crisis and worked together to make the most out of such an unusual circumstance. Although we couldn't have our parents on campus, we feel good about our home-to-school communication and are grateful that we were able to continue to have weekly check-ins with our parents throughout the school year.

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
Additional paraprofessional support staff to ensure smaller instructional groups and social distanced spacing of students and staffing for academic intervention.	62,474	86,581	Yes
Additional instructional technology: 2 LCD projectors with ceiling mounts, 2 portable LCD projectors, 1 document camera, 4 Chromebooks for instructional use, 50 Chromebook License	3,556	5,000	Yes
Online curriculum: Typing Club, Lexia, Social Studies Weekly	3,140	3,140	Yes
4 Hydration stations, since drinking fountains cannot be used	5,000	0	No
5 hand-held radios	92	92	No
PPE: masks, shields, touch-less thermometers, sanitizer, kiddie pools, cleaning supplies, sanitizing wipes, etc...	1,286	2,393	No
Plexiglas dividers for office	483	483	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 hydration stations that we ordered due to COVID restrictions with using water fountains, ended up costing $2,661more than the $5000 we budgeted, however, as of June 2021, they have still not arrived, so we have not paid for them yet and they are no longer a part of the 2020-21 budget. We did spend $24,107 more in additional paraprofessional support to be able to have smaller instructional groups and the required social distancing of 6 feet due to COVID-19 requirements for in-person instruction.

Analysis of In-Person Instructional Offerings

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

We are very grateful that we got to offer in-person instruction for most of the 2020-2021 school year, as we believe that in-person instruction is more effective than distance learning. Although we feel good about the personalized academic instruction that we were able to provide, due to COVID restrictions, we were not able to offer Music instruction or any of the other offerings that are provided by community members or other contractors. There were many challenges, such as having to split up our students into small cohorts to follow the social distancing and safety protocols. Splitting up our students required more staffing to accommodate the many cohorts, and we had to use of all of the spaces on campus that are legal for students, such as using the cafeteria and the principal's office for instruction. It was also challenging to have to wear masks during instruction, as it made communication difficult at times, especially when teaching the younger students how to read. We also struggled with feeding our students in their instructional spaces instead of in the cafeteria. Not only did it take more time for staff to feed the students, it took more custodial time to clean up food messes.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We utilized curriculum on our chrome books, such as Studies Weekly, Lexia, Typing Club, and Xtra Math.	0	0	No
All students had access to a school-issued Chromebook. Chromebooks were provided by the State. Students who did not have internet access at home utilized the school's internet/wifi.	0	0	No
We utilized a new feature on our Student Information System (SchoolWise) to keep record of synchronous and asynchronous instruction, attendance and progress.	0	0	No
Staff participated in online/Zoom trainings on the various technology resources, the new curriculum, and the updated student information system to ensure that distance learning would be successful. All staff had to be trained in in health and safety precautions.	0	0	No
We had to redistribute instructional aide support and add instructional aide support. Teachers had to modify instruction and increase intervention to address learning loss.	0	0	No

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

Our students were on campus for in-person instruction for most of the school year. Therefore, all of the actions and budgeted funds related to the Distance Learning Program were already accounted for in the In-Person Instructional Offerings. There were not any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program, other than we were more prepared for more distance learning than we needed to be.

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.

Fortunately, we were able to provide in-person instruction for most of the school year. We only had one week of school-wide distance learning due to too many staff being quarantined. We had a few weeks of blended instruction around the holidays, but our students were able to attend in person one or more days per week for intensive personalized instruction. Although we were prepared to shift to distance learning, such as having our curriculum and technology ready for the shift, we were fortunate to be on campus.

Continuity of Instruction: Teachers planned lessons that could be taught on campus or via distance learning. We modified existing curriculum and purchased new curriculum that could be utilized on chrome books, such as Studies Weekly, Lexia, Typing Club, and Xtra Math.

Access to Devices and Connectivity: All students had access to a school-issued Chromebook. Students were trained how to use their chrome books, and how to navigate Zoom and Google Classroom. Students who did not have internet access at home utilized the school's internet/wifi.

Pupil Participation and Progress: We tracked and monitored student progress through live contacts and synchronous instruction. We utilized a new feature on our Student Information System (SchoolWise) to keep record of attendance and progress.

Distance Learning Professional Development: Staff participated in online/Zoom trainings on the various technology resources, the new curriculum, and the updated student information system to ensure that distance learning would be successful.

Staff Roles and Responsibilities: All staff had to be trained in in health and safety precautions. We had to redistribute instructional aide support and add instructional aide support. Teachers had to modify instruction and increase intervention to address learning loss.

Supports for Pupils with Unique Needs are listed below:

Students needing social/emotional support: The school counselor reached out to individuals and families in need. We provided SEL as appropriate.

Students with learning gaps: Adjustments were made to teach, reteach or provide intervention for students as needed. Students were provided intervention support using a push-in model during the school day, and a pull-out model during the After School Program. Students on distance learning were provided with individualized academic support from staff. On campus, staff provided individual and small group instruction to identified at-risk students.

English learners: Currently, we do not have any English learners at Junction City Elementary, and we did not have any EL students during the 2020-2021 school year, but if we did, our ELD coordinator would connect with families individually to customize instructional needs. These needs would be coordinated with the homeroom teachers to develop an instructional model that would maximize student learning.

Pupils with exceptional needs: Special education staff developed IEP addendums to customize the distance learning instruction to meet the specified needs of these students.

Pupils in foster care and homeless youth: Junction City Elementary partnered with the Trinity County Office of Education (TCOE) Foster Youth Services to support the needs of our foster youth. Very similar support was provided to homeless youth. Staff monitored the needs of these students and worked with TCOE to provide the additional support necessary to support them tin reaching their potential.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We added instructional aide support and increased intervention time to address pupil learning loss.	$0	0	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.

Our actions and budgeted expenses related to Pupil Learning Loss were accounted for in the In-Person Instructional Offerings section. Therefore, there were not any budgeted or expended funds in this section, and there were not any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss.

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.

Our students were able to attend school on campus for most of the school year, so there was very little pupil learning loss. However, adjustments were made to teach, reteach or provide intervention for students as needed. Students were provided intervention support using a push-in model during the school day, and a pull-out model during the After School Program. Even during our short amount of distance learning, students were provided with individualized academic support from staff.

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.

Fortunately, we were able to be on campus for in-person instruction and social emotional support for most of the school year. Our school counselor was able to provide services to students in need, and teachers were able to have SEL in the classrooms. We were also able to participate in the Pathways to Success Program with the Trinity County Office of Education, and have a Wellness Liaison on campus 3 days per week for extra social emotional support. Unfortunately, due to COVID protocols, we were not able to provide onsite supplemental services through outside agencies for most of the year, such as the Human Response Network (HRN). Overall, we feel good about the support we were able to provide and the emotional well-being of our 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.

Although we felt very supported by our families and community this year, we feel a little disconnected to them. Due to COVID safety protocols, we were not allowed to have parents and other family members come onto campus regularly. This felt very strange for us, as we typically encourage our families to be present on campus as much as possible. Although we reached out to our families via phone calls, texts, and emails, we feel the lack of face-to-face contact was a barrier to family engagement and outreach. In addition, the lack of community events on our campus led to an larger disconnection with our community.

Analysis of School Nutrition

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

We feel that our food service program was very successful, despite the challenges presented by the COVID protocols. In order to keep our students in their small cohorts for social distancing, they did not eat their meals in the cafeteria. Our kitchen staff got mobile and served the students all of their meals in their instructional spaces. We were able to keep the students distanced during mealtime, but it did create other issues, such as limiting the variety of meals served and needing to keep food hot while serving in so many spaces. The kitchen staff also struggled with navigating their food carts in bad weather, such as heavy rain and snow. We could not serve food on our reusable trays, and we had to package food, so we had to use more disposable containers. This was costly and it generated a lot of garbage. We also had to deal with food messes in the classrooms, especially in the rooms with younger students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

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.

Our transition from distance learning to in-person learning and then back to distance learning on occasion taught us that our curriculum and technology needs to be able to accommodate both learning environments. We need our students to be able to work at school and from home in a seamless and effective way. Therefore, the goals and actions of our 2021-2024 LCAP will incorporate curriculum and technology that can be utilized effectively by our students, regardless of where their learning takes place.

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

We will continue to assess and address learning loss and learning needs for all students, especially pupils with unique needs, in the 2021-2024 LCAP. We will regularly assess students' progress and needs, and provide targeted intervention support during the school day and in our after school program.

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

There are no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and what was implemented.

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.

The COVID-19 pandemic, and the shelter in place order in the spring of 2020, impacted student outcomes for the 2019-2020 school year. Having to shift to distance learning without any time to really plan and prepare for the adjustment to at-home learning, was not effective. There were numerous obstacles to teaching and learning, such as the lack of appropriate technology, insufficient internet service, and curriculum that had to be printed on paper and sent home in packets for parents to navigate. Although most of our students were able to muddle through the distance learning, it was not as rigorous of an education as it would have been if we were able to be in-person and on campus. Although the students' basic educational requirements were met, there were no enriching activities or hands-on learning opportunities.

The 2020-2021 school year was much more productive and effective for our students. We were fortunate to be able to offer in-person instruction for most of the school year, and during the minimal time we had to shift to distance learning, we were much more prepared with our curriculum and technology. Overall, our students had little learning loss and were able to have a very successful school year. Although we have not had our state testing yet, our local assessments indicate that the majority of our students are on track to meet grade level standards. The students who need extra support and intervention have been able to get it, and they are making good progress.

We look forward to developing our 2021-2022 through 2023-2024 LCAP by reflecting on what worked and what didn't work during the COVID crisis. We have identified the importance of using curriculum and technology that can be utilized by students on and off campus, which not only made a positive difference during distance learning but should also help our students stay on track during any future need to be absent from school. In prior LCAPs, we identified the need to have a plan for instruction when students could not be on campus due to illness and various natural disasters. A fortunate outcome of the COVID crisis is that we now have that plan in place. Another positive outcome is that our staff and students are more proficient in using technology for teaching and learning. Although we will continue to have LCAP activities regarding technology, we no longer have the need to have an entire LCAP goal focused on integrating technology into all subject areas, as we are now doing that.

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:
    - o Continuity of Instruction,
    - o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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	227,370.00	223,946.00
	0.00	0.00
After School Education and Safety (ASES)	29,621.00	29,621.00
Base	35,804.00	35,204.00
Lottery	4,237.00	3,706.00
Other	11,879.00	11,879.00
Supplemental and Concentration	143,228.00	140,935.00
Title I	1,307.00	1,307.00
Title II	1,294.00	1,294.00

* 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	227,370.00	223,946.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	53,837.00	53,337.00
2000-2999: Classified Personnel Salaries	110,728.00	110,728.00
3000-3999: Employee Benefits	45,727.00	45,627.00
4000-4999: Books And Supplies	4,237.00	3,706.00
5000-5999: Services And Other Operating Expenditures	12,841.00	10,548.00

* 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	227,370.00	223,946.00
		0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	10,959.00	10,959.00
1000-1999: Certificated Personnel Salaries	Base	20,839.00	20,339.00
1000-1999: Certificated Personnel Salaries	Other	11,431.00	11,431.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	9,615.00	9,615.00
1000-1999: Certificated Personnel Salaries	Title II	993.00	993.00
2000-2999: Classified Personnel Salaries	After School Education and Safety (ASES)	13,575.00	13,575.00
2000-2999: Classified Personnel Salaries	Base	847.00	847.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	95,303.00	95,303.00
2000-2999: Classified Personnel Salaries	Title I	1,003.00	1,003.00
3000-3999: Employee Benefits	After School Education and Safety (ASES)	5,087.00	5,087.00
3000-3999: Employee Benefits	Base	8,152.00	8,052.00
3000-3999: Employee Benefits	Other	448.00	448.00
3000-3999: Employee Benefits	Supplemental and Concentration	31,435.00	31,435.00
3000-3999: Employee Benefits	Title I	304.00	304.00
3000-3999: Employee Benefits	Title II	301.00	301.00
4000-4999: Books And Supplies	Lottery	4,237.00	3,706.00
5000-5999: Services And Other Operating Expenditures	Base	5,966.00	5,966.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	6,875.00	4,582.00
		6,875.00	4,582.00

* 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	214,351.00	211,527.00
Goal 2	10,872.00	10,272.00
Goal 3	2,147.00	2,147.00

* 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	$76,031.00	$97,689.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$76,031.00	$97,689.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$6,861.00	$2,968.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$6,861.00	$2,968.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$69,170.00	$94,721.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$69,170.00	$94,721.00

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
Junction City Elementary School District	Christine Camara Superintendent/Principal	ccamara@tcoek12.org 530-623-6381

Plan Summary [2021-22]

General Information

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

Junction City School is a 2018 California Distinguished School and Exemplary District!

We are a small, one-school district serving about 80 kids in grades TK-8. We are located in the small mountain town of Junction City in Trinity County, California. We are nestled at the base of the beautiful Trinity Alps Wilderness, along ten acres of the Trinity River.

Our staff and community strive to work together to create programs that produce articulate, confident, and skilled students. There is a strong focus on student voice and empowerment. We aim to provide a well-balanced educational experience for every student by offering an enriching and rigorous academic program, while providing school-wide social-emotional support.

The school facilities are in good condition as evidenced by our passing of the FIT report. Each year repairs and maintenance are performed as needed. We strive to provide a safe, clean environment for all our students.

All Junction City School students participate in a curriculum that is based on California State Standards and is enriched with STEM, Social Emotional Learning (SEL), and Visual and Performing Arts. Our after school program offers electives, academic intervention, and homework assistance.

Due to our small population, Junction City School does not have many sub-groups that are over 10 students. We currently do not have any English Language Learners, so Priorities 2B, 4D, 4E, and 4F do not apply to our LCAP. In addition, we are a TK-8 school and all High School Priorities (4B, 4C, 4D, 4G, 4H, 5C, 5D, & 5E) and Middle School Dropout Rates Priority (5C) do not apply.

Our population of special education students is 8% of our total student population. We work collaboratively with the Trinity County Office of Education's special education department to provide quality, meaningful, and relevant educational support for students with disabilities. This includes support services, professional development, and communities of practice.

Our small student population allows us to provide all of our students with the individual support they need to reach their potential. As a small, single-school district, we complete a comprehensive needs and budget analysis assessment on an annual basis. Due to our small student population size, which results in a small pool of data to analyze, all resources are equally distributed for all students in the district. We will continue to monitor our resources to ensure equity for all students.

We are a tiny one-school district, and therefore, our LCAP will take the place of our School Plan for Student Achievement (SPSA) and will include all funds that are typically in the the SPSA. In addition, our LCAP Advisory Committee will be the School Site Council.

The mission of Junction City School is to strengthen the academic and social skills of all students, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards. It is our intent to provide an environment that encourages our students to be active participants in our community and eventually contribute to our global society.

Together, these programs and philosophies help to promote a whole-school family atmosphere with an emphasis on our students' success and well-being.

We are excited about our dynamic learning community and look forward to sharing it with you!

Reflections: Successes

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

Due to the COVID-19 pandemic, there is no data from the 2019-2020 school year to review on the California School Dashboard. Also, due to the mandatory stay at home orders and the requirement of distance learning during the spring of 2020, we do not have our typical local assessment data from 2020.

However, we were fortunate to be able to be open for in-person instruction for most of the 2020-2021 school year. The local assessments that we gave to our students in the fall of 2020 showed that the distance learning we provided to our students in the spring was adequate, and that the majority of our students did not have a large learning gap from the spring of 2020.

Being on campus for instruction at the beginning of the 2020-2021 school year allowed us to jump right into our regular academic schedule, and it allowed us to provide in-person targeted instruction to students who needed it. With additional COVID funding, we were able to implement our school's reopening plan and place students in small instructional cohorts, which not only ensured their safety, but helped us to assess and address the students' specific academic and social-emotional needs. We were also able to provide additional paraprofessional time to provide targeted instruction and intervention to identified students.

An unexpected success as a result of the pandemic and distance learning was developing an alternative academic program for students who are not able to attend school on campus. We had identified a need for this type of alternative instruction in our previous LCAP, primarily due to unforeseen barriers to attending school in person, such as wildfires, rock slides, and extended illness. With the distance learning required by the pandemic, we were forced to quickly adapt to a different way of teaching and learning. We implemented additional online learning curriculum and programs, and we all got really proficient with school technology, Google Classroom, and Zoom!

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.

Our greatest need is to focus on Goal 3, "Ensure a safe, welcoming, and supportive climate for all students, their families, and our school community." Although it isn't reflected in our Dashboard data, our 2020-2021 School Survey results indicate a drop in our overall school climate. Only 87% of our students feel a sense of belonging and connectedness at school, and only 85% of parents feel that they have been given opportunities to be involved in school activities and events.

We need to improve our school climate and strengthen the relationships with our school community. Although we were open for in-person instruction, and our students were on campus for most of the school year, they were working in small cohorts, isolated from the other

students. They frequently expressed how much they missed being able to interact with other students from the different classrooms and grade levels, and they missed participating in our whole-school events.

Also, due to COVID safety protocols, we were not allowed to have parents and other family members come onto campus regularly. This felt very strange for us, as we typically encourage our families to be present on campus as much as possible. Although we reached out to our families via phone calls, texts, and emails, we feel the lack of face-to-face contact was a barrier to family engagement and outreach. Even though we felt very supported by our families and community this year, we feel a little disconnected to them. In addition, the lack of community events on our campus led to an overall disconnection with our larger community.

We also want to focus on Goal 1, "Provide high quality curriculum, instruction, and intervention that is driven by the State Standards, and designed to support all students in being successful problem-solvers and life-long learners." We want to continue to improve student academic achievement in all core academic areas, especially in ELA and Math. Although we do not have any SBAC scores from 2020, the 2019 California School Dashboard indicates that we had increased by 12.8 points in ELA, being at 40.4 points above standard, and we had increased in Math by 4.4 points, being at 13.3 points above standard, we still want more of our students to be meeting and exceeding standards. We will not receive our 2021 SBAC scores until summer, and even though we do not have scores from 2020 to compare them to, we are hoping for improvement over 2019 scores.

LCAP Highlights

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

The focus of this year's LCAP is on ensuring a safe, welcoming, and supportive school climate for all students, families, and community members. The COVID-19 pandemic has taken a toll on our students and our entire school community in many ways. Although we feel very fortunate that we were able to remain open for in-person instruction for most of the 2020-2021 school year, it was far from a typical year. Our students worked safely in small grade-level cohorts but missed out on being able to work with all students at our school, which affected our sense of family. We were able to provide our core academic instruction in person, but we were not able to offer any of the extra-curricular activities that are typically included throughout the school year, such as Music instruction and after school sports. We were also not able to have any of our community-building activities and events such as Back to School Night, whole-school performances, dinners and fundraisers, which made us all feel very disconnected from our community. We even had to discourage parents from walking around campus, when we typically encourage our parents to be present as much as possible. We are hoping for a more typical school year in 2021-2022 and look forward to fostering a family atmosphere and strengthening our relationship with our community.

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.

There are no schools within the LEA that have been identified for CSI.

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.

Input was gathered during the following stakeholder meetings; teacher, whole staff, Club Live/Student Council, School Site Council/LCAP Parent Advisory Committee (staff, parents, students, community), and Board Meetings. Input was received by discussions at stakeholder meetings, and by surveys completed about our school's programs and goals. The Junction City School staff is not represented by any employee unions or associations, therefore there are no bargaining units to involve in decision making.

Weekly teacher meetings during the 2020-2021 school year, with updates on progress of LCAP as well as suggestions for revision.

Whole-staff meetings with updates on progress of LCAP as well as suggestions for revision on 8/13/20, 9/9/20, 10/12/20, 11/12/20, 1/13/21, 2/3/21, 3/10/21, 4/14/21, 5/12/21, and 6/10/21.

Club Live/Student Council weekly meetings to give suggestions for school improvement on Wednesdays from 12:30-1:00.

School Site Council/LCAP Advisory Committee monthly updates on progress of LCAP and revision of goals on 8/3/20, 9/14/20,10/19/20, 12/14/20, 2/8/21, 3/15/21, 4/12/21, 5/10/21, 6/21/21.

School Board monthly updates on progress of LCAP on 8/13/20, 9/10/20, 10/8/20, 11/12/18, 12/15/20, 1/14/21, 2/11/21, 3/11/21, 4/14/21, 5/13/21, 6/23/21, 6/24/21.

School Survey for parents and students sent home and available in office April 19-30, 2021.

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback provided by stakeholder groups has been positive. However, every stakeholder group has expressed a longing to go back to the pre-COVID activities, offerings, and routines. Although most stakeholders are grateful that we have been able to offer in-person instruction for most of this school year, the lack of family-oriented activities and events is noticeable. The results of our 2020-2021 School Survey echo the comments made in stakeholder meetings, which indicate that our school climate has been negatively affected by the absence of extra-curricular activities and community events. Only 85% of our parents feel like they have been given opportunities to be involved in the school this year.

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

All aspects of the LCAP were influenced by stakeholder input, especially the input given by our students.

Goals and Actions

Goal

Goal #	Description
1	Students will become successful problem-solvers and life-long learners with access to high quality standards-based curriculum, instruction, and intervention within a broad course of study.

An explanation of why the LEA has developed this goal.

We developed this goal to strengthen the academic program at our school and to ensure that our students' instructional needs are addressed and met. The COVID-19 pandemic interrupted the education of our students, and we feel it is important to provide the best academic program possible to help our students reach grade level proficiency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 Priority 1A- 100% of teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching.	In 2020-2021, 100% of teachers were appropriately assigned and 100% were highly qualified for their positions. One teacher completed the CalTeach Program mid-year, and another teacher completed the Induction Program at the end of the school year.				100% of teachers will be appropriately assigned and fully credentialed for the students they are teaching.
1.2 Priority 1B- All students have	In 2021-2022, 100% of students had sufficient access to the necessary				100% of students will have sufficient access to the standards-aligned instructional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
sufficient access to the standards-aligned instructional materials.	standards-aligned instructional materials. We are researching new ELA and Math curriculum for future adoption.				materials. The District will have adopted new ELA and Math curriculum.
1.3 Priority 2A- All teachers implement state adopted academic and performance standards to all students across a board course of study.	In 2021-2022, all teachers implemented state adopted standards across a broad course of study to all students. We would like to be able to offer in-person instruction in foreign language to 6th-8th grade students. (Currently using Duolingo)				100% of 6th-8th grade students receive in-person foreign language instruction.
1.4 Priority 4A- Percentage of students meeting or exceeding standards on CAASPP in ELA will increase annually by 3%.	In 2019-2020, there were no ELA CAASPP scores due to COVID-19, and the results of the 2020-2021 CAASPP assessments will not be available until the summer of 2021. However, local assessments given at the end of the 2020-2021 school year indicated that approximately 70% of				75% of students will meet or exceed standards in ELA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students are meeting or exceeding standards in ELA.				
1.5 Priority 4A- Percentage of students meeting or exceeding standards on CAASPP in Math will increase annually by 3%.	In 2019-2020, there were no Math CAASPP scores due to COVID-19, and the results of the 2020-2021 CAASPP assessments will not be available until the summer of 2021. However, local assessments given at the end of the 2020-2021 school year indicated that approximately 67% of students are meeting or exceeding standards in Math.				75% of students will meet or exceed standards in Math.
1.6 Priority 7A- All students will be offered a variety of courses within a broad course of study, including VAPA, CTE, and STEM.	In 2020-2021, due to COVID -19 limitations, we were not able to offer all students a variety of courses within the broad course of study, such as Music. We were able to offer students only a limited amount				100% of students will be offered a variety of courses within the broad course of study, including Visual and Performing Arts, CTE, and STEM.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of instruction in Visual Arts, CTE and STEM.				
1.7 Priority 7B- Academic intervention will be provided during the school day and during the after school program to all students, with priority given to unduplicated students who have not met standards in ELA or Math.	In 2020-2021, academic intervention was provided during the school day to 100% of unduplicated students, as well as to all students who did not meet standards in ELA or Math. Due to COVID-19 restrictions, the intervention support during the after school program was limited to only unduplicated students, and to other students who were identified as being far below standards.				100% of all unduplicated students, including all other students who were working below standards, will be offered academic intervention during the school day and during the after school program.
1.8 Priority 7C- All students with exceptional needs will be provided with additional academic support, paraprofessional support, and intervention services.	in 2020-2021, 100% of students with exceptional needs were provided with additional academic support and intervention services during the school day. We would like to provide more paraprofessional support to our				100% of all students will exceptional needs will be provided with additional academic support, paraprofessional support, and intervention services during the school day.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students with exceptional needs.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	California State Standards Curriculum and Instruction	Purchase curriculum, supplementary materials, and online licenses for ELA, Math, History/Social Studies, Science, and PE/Health.	$5,000.00	No
2	Visual and Performing Arts Instruction	Provide Visual and Performing Arts Program (VAPA) as part of the broad course of study that is offered to all students.	$5,000.00	No
3	STEM and CTE Instruction	Provide STEM and CTE instruction as part of the broad course of study that is offered to all students.	$1,500.00	No
4	Technology Hardware, Software, and Applications	Purchase, maintain, and evaluate technology hardware, software and applications (apps) for student use that will improve and support academic growth in all core subject areas.	$9,000.00	No
5	Intervention Curriculum	Purchase intervention curriculum to be used primarily for targeted students who are underperforming or at risk of failure.	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Intervention Support	Provide intervention support and targeted instruction primarily for students with exceptional needs, but also available to all students in grades K-8 who are targeted for intervention. This will be provided by classroom teachers, intervention specialists, and highly qualified paraprofessionals during the regular school day and during the After School Program.	$72,368.00	Yes
7	Paraprofessional Support	Provide paraprofessional assistance for academic support in every classroom for targeted individuals and/or small groups of students.	$35,000.00	Yes
8	Professional Development	Provide professional development, coaching, and planning time to teachers and paraprofessionals to support California State Standards, Next Generation Science Standards, and Technology Standards.	$5,000.00	No
9	Teacher/Paraprofessional Collaboration	Maintain teacher/paraprofessional collaboration time to support the implementation of California State Standards. Provide collaboration time to discuss and monitor students that have been identified as needing Response to Intervention services.	$3,000.00	No
10	Highly Qualified Educators	All (100%) teachers will be highly qualified with appropriate credentials for their teaching assignments.		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	Ensure a safe, welcoming, inclusive, and supportive climate for all students, their families, and our school community.

An explanation of why the LEA has developed this goal.

We developed this goal because we need to improve our school climate, increase the sense of connectedness, and strengthen the relationships with our school families and the community. The COVID-19 pandemic and the lack of social activities and events took a toll on our school climate and relationships.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Priority 3A- School district seeks parent input in making decisions.	On the 2020-2021 School Survey, 93% of parents indicated that they are given opportunities to take part in school decisions.				100% of parents indicate that they are given opportunities to take part in school decisions.
2.2 Priorities 3B- District will promote parental participation in programs for unduplicated pupils.	On the 2020-2021 School Survey, 92% of parents indicated that they felt welcome at the school and that they were comfortable with talking to teachers and staff about their questions or concerns. 93% of parents indicated that they were kept				95% of parents indicate that they feel welcome, comfortable, and kept informed of how to participate in their children's education, and most importantly, they are given opportunities to be involved in school activities and events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	informed of how to participate in their children's education. However, only 85% of parents indicated that they were given opportunities to be involved in school activities and events, mostly because of COVID-19 restrictions. Although the survey was given to all parents, and it was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant.				
2.3 Priority 5A- School attendance rates	In 2018-2019, our attendance rate was 96%. In 2019-2020, the attendance rate was 98%, but due to COVID-19 and distance learning, that percentage is not reflective of attendance of students on campus. The attendance rate for 2020-2021 was 96%.				School attendance rate will remain above 96%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.4 Priority 5B- Chronic absenteeism	In 2018-2019, our chronic absenteeism rate was 4.5%. Due to COVID-19, we do not have a chronic absenteeism rate for 2019-2020. Our chronic absenteeism rate for 2020-2021 was 7%.				Chronic absenteeism rate will remain less than 5%.
2.5 Priority 6A- Pupil suspension rates	In 2018-2019, our suspension rate was 1.5%. In 2019-2020, our suspension rate was 0%, and in 2020-2021, our suspension rate was 0%.				Suspension rate will remain less than 5%.
2.6 Priority 6B- Pupil expulsion rates	In 2018-2019, 2019-2020, and 2020-2021, our expulsion rate was 0%.				Expulsion rate will remain 0%.
2.7 Priority 6C- Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.	On the 2020-2021 School Survey, 100% of students, parents, and staff indicated that they felt safe at school. 87% indicated that they felt a sense of belonging and connectedness at the school.				Maintain sense of safety at 100%, and increase sense of belonging and connectedness to 95%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.8 Priority 8- Other pupil outcomes	On the 2020-2021 School Survey, 96% of students indicated that they had positive relationships with adults at school, but only 88% indicated that they had positive relationships with other students at school.				Maintain at least 95% of students having positive relationships with adults at school. Increase percentage of positive student to student relationships to 95%.
2.9 Priorities 3C- District will promote parental participation in programs for students with exceptional needs.	On the 2020-2021 School Survey, 92% of parents indicated that they felt welcome at the school and that they were comfortable with talking to teachers and staff about their questions or concerns. 93% of parents indicated that they were kept informed of how to participate in their children's education. However, only 85% of parents indicated that they were given opportunities to be involved in school activities and events, mostly because of COVID-19 restrictions. Although the survey				95% of parents indicate that they feel welcome, comfortable, and kept informed of how to participate in their children's education, and most importantly, they are given opportunities to be involved in school activities and events.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	was given to all parents, and it was anonymous, the majority of our parents have unduplicated pupils and/or students with exceptional needs, so we feel the data is relevant.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-Emotional Support and Education	Provide School Counselor and Wellness Liaison for targeted students, small focus groups, and whole-class support. Maintain Social-Emotional Learning (SEL) classes for all grades at least 2 times per month. Students will practice SEL skills to promote healthy relationships, appropriate and effective conflict resolution, restorative practices, and positive school climate. Evaluate the effectiveness with our student population.		No
2	School Climate	Develop a Multi-Tiered System of Support (MTSS) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. Continue to maintain student behavior management program and positive school climate to continue to have suspension/expulsion rate of 0%.		No
3	School Safety	Maintain a safe, clean, and inviting school campus and playground. Provide students with health and safety information, and practice	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		protocols, such as appropriate hand-washing and how to participate in fire drills. Train staff in safety awareness, including child safety, CPR, CPI, de-escalation, and active-shooter training. Consider participating in the county's program to include regular visits with the school resource officer/juvenile specialist.		
4	Student Leadership	Maintain Student Senate and Club Live programs, including Club Live Advisor, materials, resources, and time to attend Club Live related activities. Encourage Student Senate to involve the entire student body in decision-making regarding school activities and programs. Invite student representatives to attend SSC and Governing Board meetings.	$1,000.00	No
5	Parent and Community Participation	Encourage family engagement activities for all K-8 students, their families, and community members. Bring back pre-COVID community events and activities on campus, such as STEM Night, the Taco Feed, and Family Game Night. Encourage public opportunities for students to shine, such as school sports, music performances, and student art shows. Encourage parents to be part of decision making committees such as SSC/LCAP Parent Advisory Committee and Indian Education Committee. Encourage parent volunteers in the classrooms, on field trips, and in the school garden. Continue to document parent participation in activities.		No
6	Parent/Family Communication	Continue to provide monthly newsletters to parents and community members. Keep website and school Facebook page up-to-date with current information regarding school plans, policies, and procedures. Send all-calls to families regarding alerts and important information		No

Action #	Title	Description	Total Funds	Contributing
		using communication software. Continue to seek input from parents and community on improved communication.		
7	Student Attendance	Provide information to families regarding the importance of good attendance. Maintain student tardy and absence tracking of students by office staff and principal. Provide time and resources for outreach services for families with chronically absent and tardy students.		No
8	Social-Emotional Professional Development	Maintain professional development and workshops and resources for PBIS, MTSS, Trauma Informed Practices, Love and Logic, CPI, and other applicable training for SEL strategies and support. All instructional staff will participate in the Trinity County PD Day. Maintain time for staff to evaluate the effectiveness of the program and how it supports this goal.	$5,000.00	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.

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
20.85%	$148,862

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

Required Descriptions

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

The actions and services focused on our unduplicated pupils, but also being provided to all students within the District, are as follows:

Purchase intervention curriculum. (Goal 1, Action 5)
Provide intervention support and targeted instruction. (Goal 1, Action 6)
Provide paraprofessional assistance for academic support. (Goal 1, Action 7)

All three of these actions and services are intended to support our unduplicated pupils, but will also be offered to all students in the District. The intervention curriculum is intended to provide additional instruction in ELA for targeted students who are underperforming or at risk of failure. The Intervention and targeted instruction is primarily for unduplicated students and students with exceptional needs, but will also be available to all students in the District who are targeted for intervention based on performance data. This support will be provided by classroom teachers, intervention specialists, and highly qualified paraprofessionals during the regular school day and during the After School program. We will also provide additional paraprofessional assistance for academic support in every classroom, with priority given to unduplicated students and students with exceptional needs.

We have chosen to provide these actions and services to our foster youth and low-Income students through a District-wide plan. We believe this is most effective strategy because the isolation and segregation of pupils, especially in such a small school population, could be degrading to our underprivileged student population, or it could provide an unintended disservice to them. A blended learning environment has proven to be the most effective for all of our students. We also recognize that all students, regardless of their socio-economic status, need additional academic support at different times.

We currently do not have any English Learners, but if we did, they would also be prioritized for the above actions and services.

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

The actions and services for our unduplicated student population are being increased or improved by the required percentage in a couple of different ways. We are choosing to continue some of the additional support services that were provided during the 2020-2021 school year with one-time COVID-19 funds that were intended to help close the learning gap created by distance learning. Although those services and the funds to support them were temporary due to the pandemic, we discovered that they were effective. Therefore, instead of ending them, we are choosing to continue and improve them moving forward. We are also adding more paraprofessional time for increased academic support.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$59,000.00	$89,368.00			$148,368.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$113,368.00	$35,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	California State Standards Curriculum and Instruction		$5,000.00			$5,000.00
1	2	All	Visual and Performing Arts Instruction		$5,000.00			$5,000.00
1	3	All	STEM and CTE Instruction	$1,500.00				$1,500.00
1	4	All	Technology Hardware, Software, and Applications	$3,000.00	$6,000.00			$9,000.00
1	5	English Learners Foster Youth Low Income	Intervention Curriculum	$6,000.00				$6,000.00
1	6	Foster Youth Low Income	Intervention Support		$72,368.00			$72,368.00
1	7	Foster Youth Low Income	Paraprofessional Support	$35,000.00				$35,000.00
1	8	All	Professional Development	$5,000.00				$5,000.00
1	9	All	Teacher/Paraprofessional Collaboration	$3,000.00				$3,000.00
1	10	All	Highly Qualified Educators					
2	1	All	Social-Emotional Support and Education					
2	2	All	School Climate					
2	3	All	School Safety	$500.00				$500.00
2	4	All	Student Leadership		$1,000.00			$1,000.00
2	5	All	Parent and Community Participation					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	All	Parent/Family Communication					
2	7	All	Student Attendance					
2	8	All	Social-Emotional Professional Development	$5,000.00				$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$41,000.00	$113,368.00
LEA-wide Total:	$41,000.00	$113,368.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$35,000.00	$107,368.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Intervention Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
1	6	Intervention Support	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		$72,368.00
1	7	Paraprofessional Support	LEA-wide Schoolwide	Foster Youth Low Income		$35,000.00	$35,000.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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:

- o **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.

- o **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.

- o **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:

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

  - o **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.