

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cuddeback School

CDS Code: 12627370000000

School Year: 2021-22

LEA contact information:

Blaine Sigler

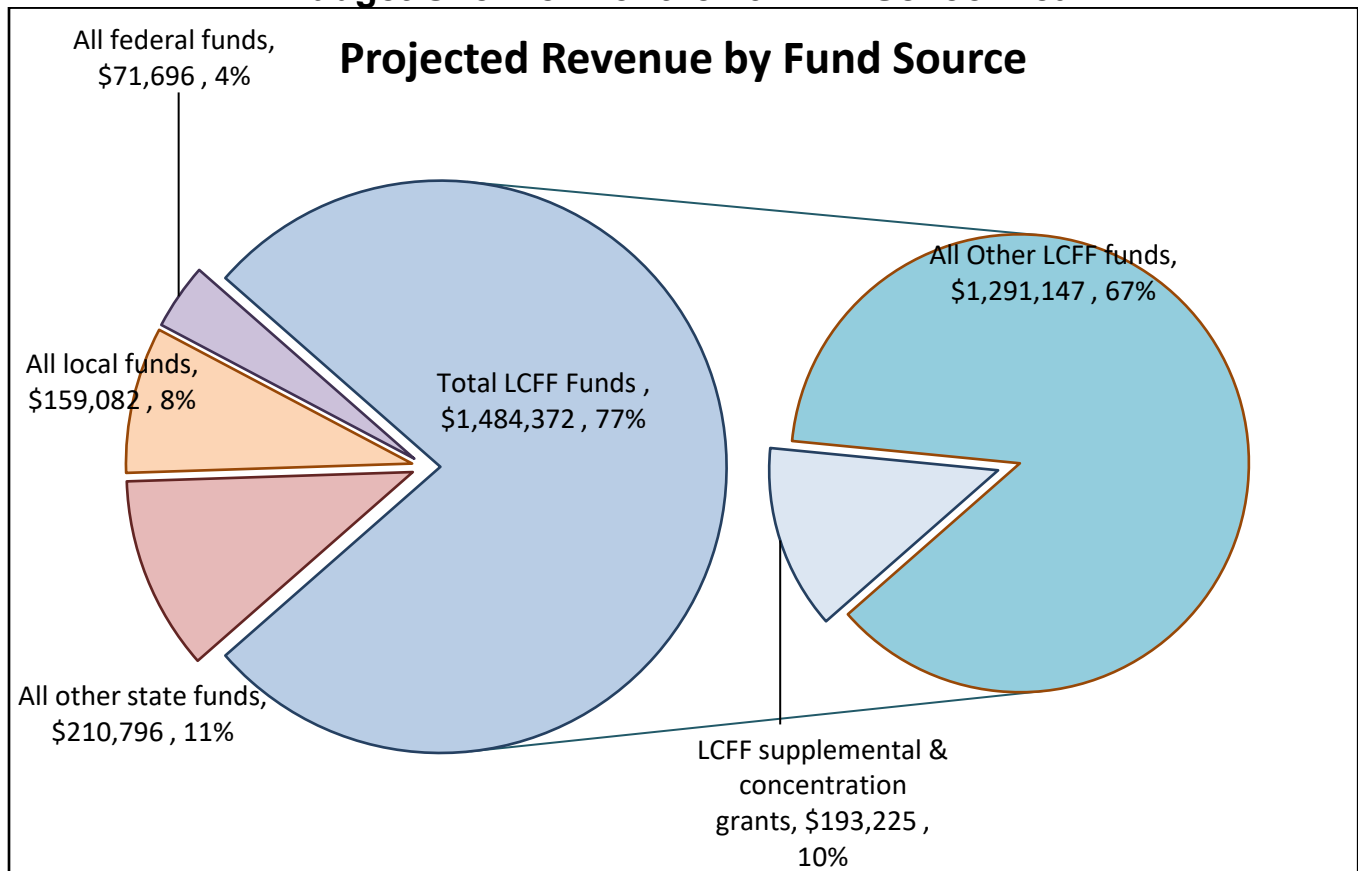
Superintendent

bsigler@cuddebackschool.org

7077683372

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

Budget Overview for the 2021-22 School Year

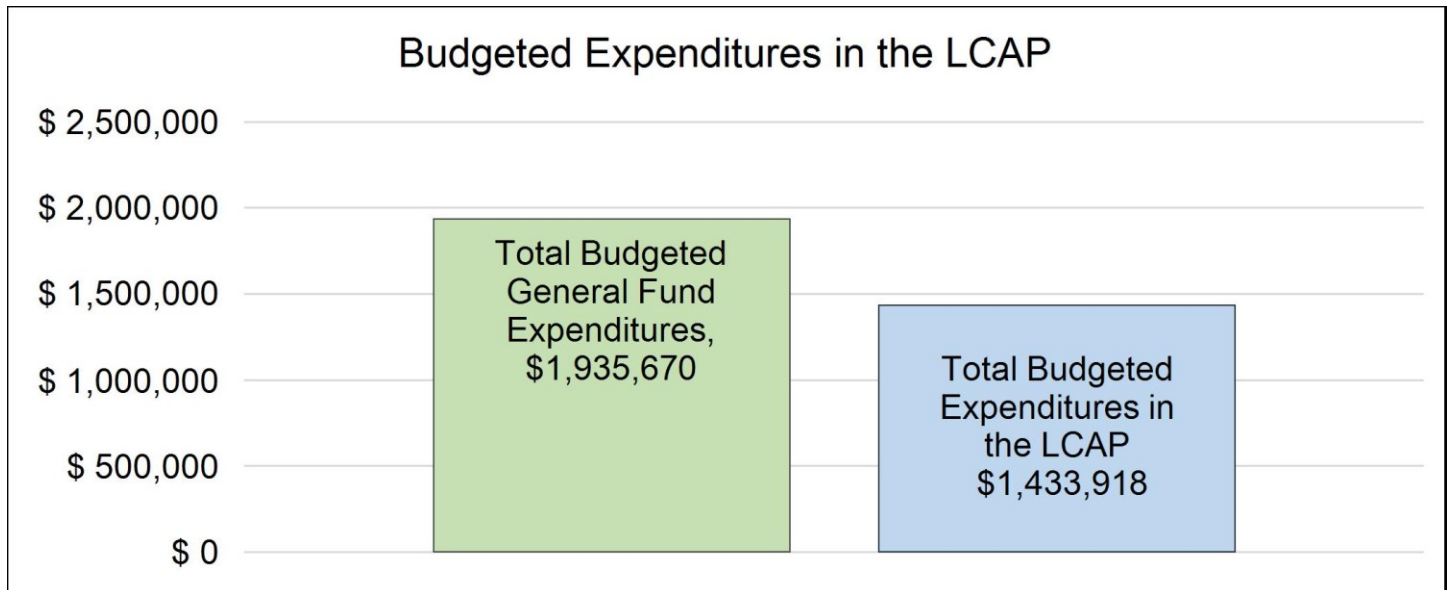


This chart shows the total general purpose revenue Cuddeback School expects to receive in the coming year from all sources.

The total revenue projected for Cuddeback School is \$1,925,946, of which \$1,484,372 is Local Control Funding Formula (LCFF), \$210,796 is other state funds, \$159,082 is local funds, and \$71,696 is federal funds. Of the \$1,484,372 in LCFF Funds, \$193,225 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

Cuddeback School plans to spend \$1,935,670 for the 2021-22 school year. Of that amount, \$1,433,918 is tied to actions/services in the LCAP and \$501,752 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

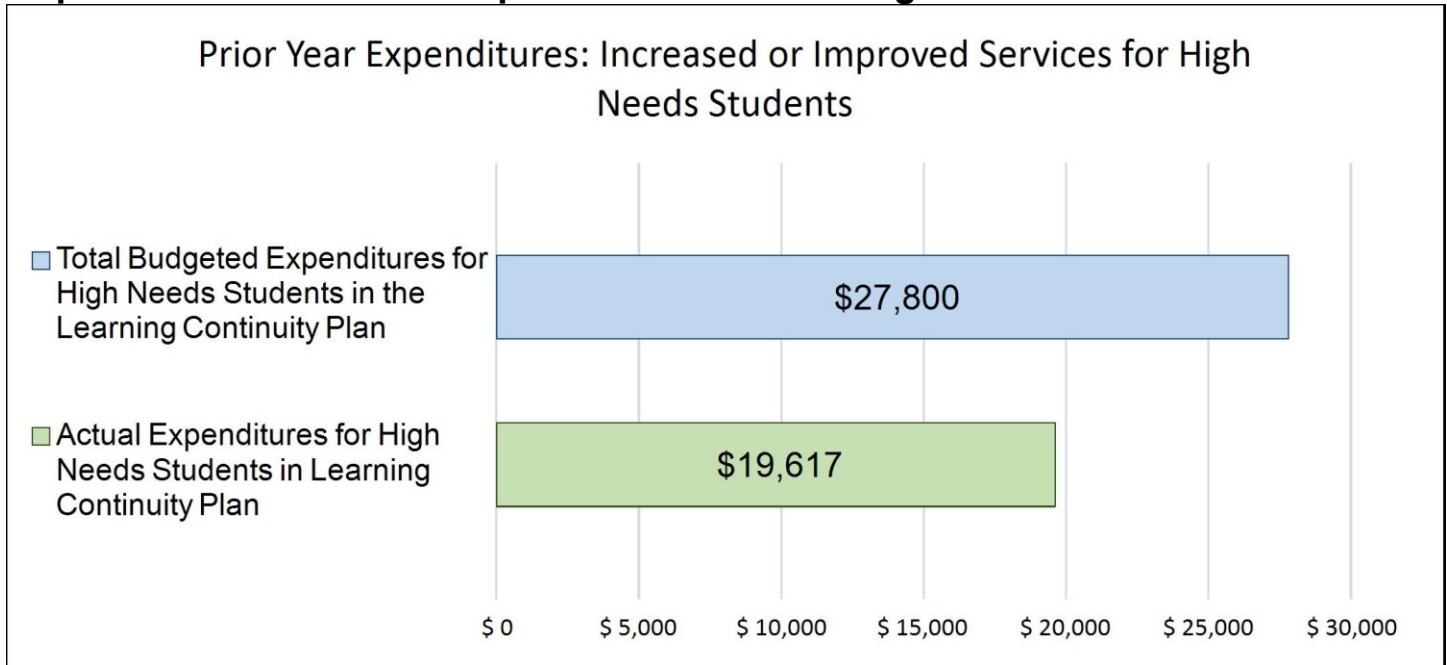
Central office expenses (general administration, legal fees, insurance), STRS on-behalf pension contributions, Audit costs, Network contracts, financial systems expenses

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

In 2021-22, Cuddeback School is projecting it will receive \$193,225 based on the enrollment of foster youth, English learner, and low-income students. Cuddeback School must describe how it intends to increase or improve services for high needs students in the LCAP. Cuddeback School plans to spend \$215,848 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Cuddeback School 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 Cuddeback School 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, Cuddeback School's Learning Continuity Plan budgeted \$27,800 for planned actions to increase or improve services for high needs students. Cuddeback School actually spent \$19,617 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
Cuddeback School	Blaine Sigler Superintendent	bsigler@cuddebackschool.org 7077683372

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

All students will achieve high academic standards, including students in identified subgroups of Low-Income, Foster Youth, Students with Disabilities, and English 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 Student CAASPP scores 19-20 ELA: < 15 points from Level 3 Math: < 30 points from Level 3 Baseline ELA: 31 points below Level 3 Math: 35 points below Level 3	MET: Although the district did not conduct CAASPP testing in 2019-20 due to COVID-19 induced school closure, The CAASPP results that would be included in the annual update for that year are reported here. Reports for CAASPP testing for 2019 in ELA show a 27 point improvement resulting in an overall ELA score 4 points above Level 3. Testing for the same period in Math show a 17.5 point improvement for an overall CAASPP score 21 points from Level 3.
Metric/Indicator All Students will have access to standards aligned instructional materials as reported in the annual School Board resolution regarding sufficiency of standards-aligned instructional materials. 19-20 100% of students have access Baseline 100% of students have access	MET: 100% of students have access and use standards-based curriculum. The most recent School Board resolution of sufficiency of instructional materials is dated 10/14/20.

Expected	Actual
<p>Metric/Indicator Student scores on District Benchmarks in CCSS ELA and Math</p> <p>19-20 > 50% of students will test “at or above” grade level each year</p> <p>Baseline 50% of students score “at or above” grade level</p> <p>Metric/Indicator Student scores on state interim assessments</p> <p>19-20 > 50% of students tested using the state interim assessments score at appropriate level</p> <p>Baseline 33% of students score at appropriate level</p>	<p>School closure due to COVID-19 greatly impacted the local assessments usually conducted at P-2. No data available for this metric.</p> <p>N/A: This data was not collected. Teachers utilized Moby Max for test prep and benchmark testing. Incomplete or unreliable data from Moby Max at P-2 and later in the 2019-20 school year due to COVID-19 school closure.</p>
<p>Metric/Indicator GPA in academic subjects for 4-8 grade</p> <p>19-20 > 3.10 GPA Overall</p> <p>Baseline 2.97 overall in 4th-8th grades</p>	<p>MET: The academic GPA in 4th-8th grades was 3.10 for the first 2 trimesters of 2019-20</p>
<p>Metric/Indicator RESULTS assessment scores for primary grades</p> <p>19-20 80% of Primary students “at or above” grade level</p> <p>Baseline 78% of Primary students “at or above” grade level</p> <p>Metric/Indicator School will score in Good Repair on Facilities Inspection Tool report.</p> <p>19-20 Excellent</p>	<p>NOT MET: Due to COVID school closure, not all of the primary students were assessed in-person prior to going on distance learning. Teachers felt that data from assessing over Zoom was less reliable and almost always lower than teachers would expect from students. XX% of primary grade students scored at grade level or above using the end of 2nd trimester RESULTS assessment data.</p> <p>MET: The latest Facilities Inspection Tool report from 10.5.20 and the previous report of 9.20.19 show Good rating for all areas serving students. Only minor cosmetic repairs in admin and maintenance areas were noted.</p>

Expected	Actual
Baseline Excellent *(Healthy Start Bldg.)	
Metric/Indicator Stakeholder survey related to facilities and maintenance 19-20 90% of respondents in a Satisfactory rating on school facilities, maintenance, and upkeep Baseline 100% Satisfactory rating on facilities upkeep and maintenance	Data coming soon
Metric/Indicator Students will have access and be enrolled in a broad course of study. 19-20 100% of students had access and enrolled in broad course of study Baseline 100% of students had access and enrolled in broad course of study	MET: All students have the same open access to all grade appropriate courses offered at Cuddeback School, as demonstrated by enrollment records and class rosters.
Metric/Indicator There will be no unresolved complaints on the District Williams report. 19-20 0 unresolved claims Baseline 0 unresolved claims	MET: There were no unresolved Williams claims in the district in 2019-20. This is documented by the quarterly Williams Complaint Report

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase and utilize district ELA and math assessment program for K-8	4000-4999: Books And Supplies LCFF Base Grant \$1800	\$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Included in Action 1.		
Provide instructional assistants in classrooms to benefit low performing students primarily directed at unduplicated students	(RS 0001) Classified salaries & benefits LCFF Supplemental \$82,904	(RS 0001) Classified salaries & benefits LCFF Supplemental \$70,937
Employ a Progress Monitoring Coordinator to oversee and manage CAASPP assessments, CELDT assessments, Student Study Teams, and other local district academic progress assessments	(RS 1100, Func 2700) Certificated Salaries and Benefits Lottery \$2,405	(RS 1100, Func 2700) Certificated Salaries and Benefits Lottery \$3,305
5a. Employ facilities maintenance personnel to ensure that school grounds and buildings are clean, well maintained, and in good repair 5b. Employ custodial staff	Classified salaries & benefits LCFF Base Grant \$34,499	Classified salaries & benefits LCFF Base Grant \$33,864
5b. Purchase materials and supplies	4000-4999: Books And Supplies LCFF Base Grant \$23,589	4000-4999: Books And Supplies LCFF Base Grant \$15,352
5c. Hire appropriate outside contractors, agreements, utilities	5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$45,929	5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$35,352
No training costs	(RS 0210) (Less OBJ 8988) Classified salaries & benefits Less OBJ 8988 LCFF Base Grant Transportation \$38,343 Transportation supplies, fuel 4000-4999: Books And Supplies LCFF Base Grant Transportation \$5,783 Maintenance contract and services 5000-5999: Services And Other Operating Expenditures LCFF Base Grant Transportation \$8,589	(RS 0210) Classified salaries & benefits Less OBJ 8988 LCFF Base Grant Transportation \$32,112 Transportation supplies, fuel 4000-4999: Books And Supplies LCFF Base Grant Transportation \$2,480 Maintenance contract and services 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$4,410
Acquire appropriate support resources and materials for Tier 2&3 Intervention & RSP	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$484

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize after-school program (ASES) for academic intervention services and curriculum support	(RS 6010) Classified salaries & benefits After School Education and Safety (ASES) \$79,247	(RS 6010) Classified salaries & benefits After School Education and Safety (ASES) \$69,170
8a. Employ ASES instructional assistants	(RS 6010) 4000-4999: Books And Supplies After School Education and Safety (ASES) \$259	(RS 6010) 4000-4999: Books And Supplies After School Education and Safety (ASES) \$5,320
8b. Certificated teachers provide academic tutoring after school	(RS 6010) 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$16,388	(RS 6010) 5000-5999: Services And Other Operating Expenditures After School Education and Safety (ASES) \$3,368
8c. Provide core curriculum support materials to reinforce/enrich classroom curriculum	(RS 6010) 7000-7439: Other Outgo After School Education and Safety (ASES) \$2,979	(RS 6010) 7000-7439: Other Outgo After School Education and Safety (ASES) \$3,675
8d. Student travel expenses		
8e. Indirect		
Employ a .43 FTE Intervention Teacher to support low performing students	Teacher salaries & benefits Title I \$26,420	Teacher salaries & benefits Title I \$28,311
District will employ instructional aides to assist students with disabilities	(RS 3310 & 6500) Classified salaries & benefits Special Education \$47,037	(RS 3310 & 6500) Classified salaries & benefits Special Education \$49,752
Maintain home to school transportation for students	Transportation Contribution (obj 8988) LCFF Supplemental \$12,007	Transportation Contribution (obj 8988) LCFF Supplemental \$8,975
6a. Employ bus driver		
6b. Supplies and fuel		
6c. Maintain & operate school bus		
Provide appropriate food services -especially critical for socioeconomically disadvantaged students.	Inter-Fund transfers (obj 7616) LCFF Supplemental \$10,188	Inter-Fund transfers (obj 7616) LCFF Supplemental \$11,700

Goal Analysis

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

For the most part, the actions/services described for this goal were on track for full implementation 7 months of the school year. Due to the school closure for COVID-10, some of the specific operating costs associated with student transportation and bus operations for instance were significantly less in the last 3 months of the school year. Much of these budgets were directed at offsetting unforeseen and additional costs related to the district's immediate and full implementation of our distance learning program. Our staff worked tirelessly to deliver a high quality education to our students that greatly benefitted the students.

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

By far the most challenging aspect of fully implementing the actions/services related to this goal was the impact of the school closure due to the COVID-19 pandemic. Transportation costs were affected in that all of the end of the year field trips did not happen. School closure impacted ASES similarly with no field trips or spring activities in that program, resulting in a carryover of Frontier grant funds.

Goal 2

The district will deliver to all students a high quality education focused on Implementation of New California State Standards, Digital Learning, Developing 21st Century Learners, Preparing Students for Success in High School, and Highly Qualified Teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 100% of students and teachers have access to and use available CCSS adopted curriculum materials as demonstrated by annual School Board resolution of sufficiency of standard-aligned instructional materials.</p> <p>19-20 100% of students and teachers have access to new standards-aligned curriculum materials</p> <p>Baseline 100% of students and teachers have access to new standards-aligned curriculum materials</p>	<p>MET: 100% of students and teachers have access and use standards-based curriculum. The most recent School Board resolution of sufficiency of instructional materials is dated 10/14/20.</p>
<p>Metric/Indicator All teachers will receive training in CCSS subject matter at teaching grade level in available content and performance standards, as documented by completion certificates, conference registrations, materials purchased, sign in sheets.</p> <p>19-20 100% of teachers receive standards-aligned PD</p> <p>Baseline All teachers provided some amount of training in new standards curriculum content</p>	<p>MET: All teachers were able to participate in professional development as described. Teachers attended appropriate grade level and content trainings in-person, online, and through regular staff meeting collaboration trainings.</p>

Expected	Actual
Metric/Indicator District will provide teachers with collaboration time regarding CCSS implementation with colleagues, as documented by meeting agendas and teacher written feedback. 19-20 Teachers participate in weekly collaboration time Baseline Teachers provided 2 hours/wk collaboration time	All teachers participate in weekly staff collaboration meetings. Collaboration takes place in a variety of formations: grade span, curriculum subject matter, schoolwide assessments, and such.
Metric/Indicator 100% of all teachers are highly qualified with no misassignments, as verified by quarterly Williams reports. 19-20 100% of all teachers are highly qualified with no misassignments Baseline 100% of all teachers are highly qualified with no misassignments	All teachers are appropriately placed and assigned as verified by CALPADS, CALSAAS and quarterly Williams reports.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide teachers professional development related to CCSS	Travel & Conferences (obj 5210) 5000-5999: Services And Other Operating Expenditures Title II \$1,904	Travel & Conferences (obj 5210) 5000-5999: Services And Other Operating Expenditures Title II \$2,810
Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation	Costs referenced in G2, A9	Costs referenced in G2, A9
Provide substitute teachers to allow for related CCSS professional development opportunities	Substitute teachers salaries & benefits (obj 1140, 3xx1) LCFF Base Grant \$6,500	Substitute teachers salaries & benefits (obj 1140) LCFF Base Grant \$2,500
District will employ Principal to oversee all areas of curriculum, teacher & staff evaluations, student achievement, stakeholder engagement, and related administrative duties	Principal salaries & benefits (RS 0000) LCFF Base Grant \$85,016	Principal salaries & benefits (RS 0000) LCFF Base Grant \$87,052

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	(RS 1100) Computers & Equipment 4000-4999: Books And Supplies Lottery \$3,725 (RS 0000) Telephone/Internet 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$7,529 (RS 0000) Inter-LEA contracts 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$12,287	(RS 1100) Computers & Equipment 4000-4999: Books And Supplies Lottery \$10,405 (RS 0000) Telephone/Internet OBJ 5909/5922 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$3,632 (RS 0000) Inter-LEA contracts 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$14,130
Utilize computer readiness - computer literacy programs appropriately designed for K-8 grade levels	4000-4999: Books And Supplies Lottery \$1,200	(RS 6300) – Instructional materials 4000-4999: Books And Supplies Lottery \$1,246
District will support implementation of standards by adopting and purchasing new science curriculum materials for all grade levels.	(RS 6300) – Instructional materials 4000-4999: Books And Supplies Lottery \$2,000 (RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$1,000 Textbooks 4000-4999: Books And Supplies LCFF Base Grant \$40,000	(RS 6300) – Instructional materials 4000-4999: Books And Supplies Lottery \$1,731 (RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$3,503 Textbooks (RS 0212) 4000-4999: Books And Supplies LCFF Base Grant \$1,157
District will continue to employ highly qualified teachers who teach content in all required areas of study	(RS 0000) Teacher salaries & benefits LCFF Base Grant \$342,406 (RS 1400) Teacher salaries & benefits EPA \$202,578 (RS 5820) REAP \$26,346	(RS 0000) Teacher salaries & benefits LCFF Base Grant \$419,588 (RS 1400) Teacher salaries & benefits EPA \$129,183 (RS 5820) Teacher salaries & benefits REAP \$27,902

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	(RS 6500) Teacher salaries & benefits Special Education \$59,357	(RS 6500) Teacher salaries & benefits Special Education \$43,436
District will hire an additional teacher to reduce class sizes to better serve unduplicated students in primary grades	Amount included in Goal 2 Action 8 (RS 5820) 1000-1999: Certificated Personnel Salaries REAP	Amount included in Goal 2 Action 8
Provide teachers with professional development related to differentiation in classroom. and reaching struggling students.	(RS 7510) Travel and Conferences Low Performing Students Block Grant 3,000	(RS 7510) Travel and Conferences Low Performing Students Block Grant \$200
Provide targeted academic intervention and instructional materials for identified low performing students.	Certificated Salary and Benefits (RS 7510) Low Performing Students Block Grant \$7,500 (RS 7510) 4000-4999: Books And Supplies Low Performing Students Block Grant \$368	Certificated Salary and Benefits (RS 7510) Low Performing Students Block Grant \$1,730 (RS 7510) 4000-4999: Books And Supplies Low Performing Students Block Grant \$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.

The largest unused budgeted amounts were allocated for science curriculum adoption. The actual purchase of these materials occurred in the 2020-21 fiscal year to support students.

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

One area of challenge for the district was finding professional development for teachers post COVID. Teachers were able to take advantage of free or low cost online PD, as well as self-pace PD via staff meetings in the spring. Due to the situation, funds allocated for trainings were not fully expended.

Goal 3

All students will have access to a safe, nurturing, learning environment, rich in parental involvement that supports student academic, social, and emotional development.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student attendance rate 19-20 >96% ADA Rate Baseline 95.90% ADA Rate	MET: The ADA at P-2 for 2019-20 was 96.39%. This is a .74% increase over the prior year. All of the attendance-related metrics use the P-2 data for 2019-20 due to the COVID-19 pandemic shutdown.
Metric/Indicator Chronic absenteeism rate 19-20 < 6.5% Chronic Absenteeism Rate Baseline 6.71% Chronic Absenteeism Rate	MET: The Chronic Absentee rate for 2019-20 at P-2 was 6.04%. This is a .76% improvement over the prior year.
Metric/Indicator Student suspension rate and Student expulsion rate 19-20 < 2.00% Suspension Rate 0% Expulsion Rate Baseline	MET: The Suspension rate and the Expulsion rate for 2019-20 was 0%.

Expected	Actual
0% Suspension Rate 0% Expulsion Rate	
Metric/Indicator Middle school dropout rate 19-20 0% Middle School Dropout Rate Baseline 0% Middle School Dropout Rate	MET: The Middle School Dropout rate for 2019-20 was 0%.
Metric/Indicator Student survey on safety and school connectedness conducted annually 19-20 100% of students respond feeling safe and connected at school Baseline 92% of students respond feeling safe and connected at school	NOT MET: 82% of students surveyed agreed or felt strongly that they were safe at school on the 2019-20 survey, with another 17% having no strong feelings either way about their safety. Just one respondent felt not safe at school. NOT MET: 82% of students surveyed agreed or felt strongly that they were connected to Cuddeback School on the 2019-20 survey, with another 12% having no strong feelings either way about their connectedness.
Metric/Indicator Parent volunteers in classrooms and school, including parents of unduplicated students and students with disabilities, as tracked and reported by classroom teachers and event group coordinators. 19-20 >40% Baseline 33%	NOT MET: The overall parent volunteer % was 31% for all grades. Per usual, the primary grades have a higher percentage of volunteers than the middle and upper grade spans. With the school closure in March 2020 many of the volunteer opportunities and events were not held last spring.
Metric/Indicator Parent participation and involvement, including parents of unduplicated students and students with disabilities, in decision-making meetings such as LCAP, Board, Parent Advisory Group,	MET: Most of the school year was consistent with a typical year of 15 parent/guardians attending these types of meetings. The school closure in March 2020 due to COVID and the dynamic flow of information and necessary school decisions that followed drew many parents/guardians to Parent Advisory and Board meetings

Expected	Actual
<p>PTO, Site Council will increase over the previous year as monitored and reported through meeting attendance records.</p> <p>19-20 >19 Parents/Guardians total (only counted once)</p> <p>Baseline 14 Parents/Guardians total (only counted once)</p> <p>Metric/Indicator Percent of Parents attending at least 1 school event such as Back to School Night, Open House, Parent Conferences, Holiday activities, student performances, fundraiser events, etc.</p> <p>19-20 90%</p> <p>Baseline 12 open community events</p>	<p>held online to provide input and share information. Attendance records show 36 parents/guardians (counted once) attending decision-making meetings.</p> <p>NOT MET: Some of the most widely-attended events at school were not held in 2019-20 due to COVID, such as Open House, spring performances, Lip Sync, fundraiser nights, etc. Many parents that likely would attend these events did not have the opportunity to do so. Event attendance logs show about 70% of parents/guardians attending a school event in 2019-20.</p>
<p>Metric/Indicator Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics</p> <p>19-20 100%</p> <p>Baseline 90% of students receive at least 1 award annually</p> <p>Metric/Indicator Percent of students participating in cocurricular/enrichment/extracurricular programs. Student participation will be monitored by participation records, rosters, sign in sheets maintained by program or activity coordinator</p> <p>19-20 >70%</p> <p>Baseline 64% of students participating in 1 or more such program</p>	<p>NOT MET: 63% of students were recognized at awards assemblies in 2019-20. Due to the COVID-19 school closure, the last 4 monthly awards were not held and there were no year-end events where students typically achieve outside of academics.</p> <p>MET: 100% of 3-8 grade students participated in our Electives program on a bi-weekly basis in first 2 trimesters of 2019-20. Additionally, 25% of those students also participated in at least one season of athletics. Another 30% of TK-2 students participated in cross country as well. The total % of students participating in cocurricular, extracurricular, and enrichment programs was 75%.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Use PowerSchool CSIS to monitor student attendance and discipline rates	Contracted services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base Grant \$3,150	Contracted services 5800: Professional/Consulting Services And Operating Expenditures LCFF Base Grant \$3,150
Effectively utilize SARB referral process for chronic absentee students. 2a. Mailings 2b. SARB Coordinator 2c. Principal	Postage (obj 5950) 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$100 Inter Agency (goal 1342 obj 5819) \$500 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$500	Postage (obj 5950) 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$35 Inter Agency (goal 1342 obj 5819) \$500 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$500
District will employ secretary to provide services to support increased attendance.	Secretary salaries & benefits LCFF Base Grant \$48,798	Secretary salaries & benefits LCFF Base Grant \$46,000
Offer enrichment programs to compliment and expand curriculum with a wide variety of learning opportunities for all students	Certificated salaries & benefits GATE \$3,608 4000-4999: Books And Supplies GATE \$160 5000-5999: Services And Other Operating Expenditures GATE \$132	Certificated salaries & benefits GATE \$3,616 4000-4999: Books And Supplies GATE \$0 5000-5999: Services And Other Operating Expenditures GATE \$0
Provide students opportunities to experience the Arts: - Chamber Readers, Guest Artists, Musical Performances, Center Arts, Cuddeback Lip Sync,	5800: Professional/Consulting Services And Operating Expenditures LCFF Base Grant \$2,000 Student field trips 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$1,000	5800: Professional/Consulting Services And Operating Expenditures LCFF Base Grant \$360 Student field trips 5000-5999: Services And Other Operating Expenditures LCFF Base Grant \$1,178
Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.	Contracted services LCFF Base Grant \$3,000	Contracted services LCFF Base Grant \$3,000

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	G2,A4 Principal	G2,A4 Principal
	G3,A3 Secretary	G3,A3 Secretary
Use annual parent & student surveys to gather feedback, online and paper forms of surveys	Contracted services LCFF Base Grant \$250 G2,A4 Principal	Contracted services LCFF Base Grant \$250 G2,A4 Principal
Maintain high level of community involvement on campus through events like a Staff & Community	(RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$1,000 Costs referenced in G3,A15	(RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$277 Costs referenced in G3,A15
Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site		
Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & monitoring time)	Costs referenced in G2,A9	Costs referenced in G2,A9
Provide appropriate athletic opportunities for students at all grade levels, including providing coaches and athletic director.	Coaches & Director salaries & benefits Lottery \$2,104 Coaches & Director salaries & benefits \$4,115	Certificated Coaches salaries & benefits Lottery \$666 Classified Coaches & Director salaries & benefits \$2,566
Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards, certificates, luncheons for these students.	(RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$1,000	(RS 0000) 4000-4999: Books And Supplies LCFF Base Grant \$627
Offer co-curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students	Cost referenced in G3,A4	Cost referenced in G3,A4

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for unduplicated students and families.	(RS 0001) Pupil Support -Classified Salaries & Benefits LCFF Supplemental \$12,305 (RS 9012) a. Pupil support - classified salaries & benefits \$12,305 b. Pupil support - classified salaries & benefits \$40,759 c. Contract services \$4,750 d. Materials \$1,191 DHS-Calworks Grant \$46,700	(RS 0001) Pupil Support -Classified Salaries & Benefits LCFF Supplemental \$6,178 (RS 9012) Pupil support - classified salaries & benefits DHS-Calworks Grant \$42,779 (RS 9012) 5000-5999: Services And Other Operating Expenditures DHS-Calworks Grant \$4,613 (RS 9012) 4000-4999: Books And Supplies DHS-Calworks Grant \$1,316
Provide 1:1 and small group social and emotional counseling services for students, including unduplicated students	Guidance Counselor LCFF Supplemental \$15,723 Guidance Counselor LCFF Base Grant \$15,618	Guidance Counselor certificated salaries & benefits LCFF Supplemental \$16,574 Guidance Counselor certificated salaries & benefits Title I \$16,574 Contribution from Sup/Con to Title I (OBJ 8982) Not Applicable LCFF Supplemental and Concentration 12,252

Goal Analysis

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

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

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
District purchasing additional chromebooks and devices to allow students 1:1 for in-person or distance learning.	0	0	Yes
District purchasing various digital curriculum support materials for use in-person or distance learning.	0	0	No
District will offer increased intervention instruction opportunities to address learning loss in identified students.	6,500	1,761	Yes
District is purchasing appropriate PPE supplies for student and staff safety.	18,500	24,933.85	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The district spent more than the planned estimated for PPE related to in-person learning and re-opening the school campus. This actual amount includes cost of additional PPE like face masks, air purifiers, and related additional cleaning/disinfecting supplies utilized to insure student and staff safety. Much of the costs associated with in-person learning like technology and curriculum have been accounted for in the distance learning section; even though students and teachers continued to utilized many of the same resources once instruction shifted back to on campus.

Analysis of In-Person Instructional Offerings

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

A significant major success of returning students and staff to in-person learning was the cooperative nature and eagerness of students, parents, and staff to be back on campus. The issues with masks and distancing among students has been nil. Our ability to acquire PPE like sanitizer, masks, gloves, and air purifiers was greatly limited in the first 5 months of the pandemic. This impacted the decision as to when in-person instruction could start.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District purchasing additional chromebooks and storage/charging carts to allow students 1:1 for in-person or distance learning.	19,800	15,149	Yes
District purchasing internet connectivity hotspots for students without adequate affordable connectivity	1,500	2,707	Yes
District purchasing technology equipment for DL instruction (Doc cams, monitors, smart boards, headsets)	19,300	43,282	No
District purchasing technology infrastructure to support increased digital demand	8,000	6,269	No
District purchasing various digital curriculum support materials for use in-person or distance learning.	6,500	2,593	No
District will offer increased intervention instruction opportunities to address learning loss in identified students.	0	0	Yes

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

The district was able to lower cost of acquiring sufficient chromebooks for 1:1 distance learning due to a generous grant that provided a limited amount of devices at no charge to the school. The actual cost of purchasing technology equipment for DL instruction more than doubled from the estimated. More equipment and technology components were needed than originally estimated to navigate the unknown and previously untried methodology of all distance learning. A large expense was the Promethean Interactive Panels in each classroom that transformed the classroom into an online DL hub. The costs of the interactive panels, chromebooks, and accessories is charged to the distance learning program; although it is currently an integral component of the in-person learning program as well.

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.

A strength of our district teachers and support staff was their ability to maintain the continuity of instruction to all students. Teachers delivered high-quality and well-paced standards-based distance learning lessons for the first 2 months of the school year, consistent with what their regular in-person instruction would have been. Roughly 10% of students remained in DL after in-person learning began on campus.

Many parents stated that they did not have a computer or device to adequately access the complex and rigorous daily instruction of our distance learning program. The district was able to provide chromebooks for those students in need, with a priority distribution targeted for identified high need students in Foster care, English learners, students with IEP's or special needs, and homeless students. A bigger obstacle that still exists in rural Carlotta is the lack of connectivity for families. High speed internet broadband is either non-existent or very expensive for many of our families, making distance learning very challenging. Even when provided a free global hotspot, these students were unable to access internet connectivity.

Teachers maintained daily participation records to track students in DL. Teachers made daily contact with students not in attendance for DL, and also established regular in-person or telephone meetings for those students in order to access personalized instruction. There are a small number of students who lack connectivity for DL, yet struggle to attend regularly in-person or complete work.

Another strength of the past year has been the adaptability and motivation of the teaching staff to learn new instructional platforms and practices. The district has provided virtual DL professional development for best and efficient practices related to utilizing technology in DL. Teachers at various grade levels have taken PD related to content area taught.

Teachers and instructional support staff have worked beyond expectations throughout the year. Each has been exemplary in the extra efforts required to transition to DL instruction; including health and safety protocol monitoring, creating and implementing new instructional methodologies, professional development activities, and such.

The district has been able to support students with unique needs during all phases of DL. We provided 1:1 online instructional support and in-person cohorts from the beginning of DL. Our staff was able to connect with each family of our students with disabilities to assess their ability to effectively participate in DL and develop a personalized plan to meet their needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
The district will provide identified students with additional supports and curriculum to address individual learning needs, prioritizing services for unduplicated students and students with disabilities.	0	0	Yes
The district will provide intervention and instructional support to identified students, prioritizing services for unduplicated students and students with disabilities.	0	0	Yes

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

No funds were budgeted for the actions listed as the expenses were already accounted for in the distance learning and in-person components of the LCP.

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.

Refer to distance learning and in-person sections of the LCP.

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.

Early challenges during distance learning included finding an effective way to identify students in need of mental health support. Some of those students with the highest needs were difficult to connect with virtually or quickly develop personal and trusting relationships with staff. Also, many students are difficult to read online, as they present a different affect and interpersonal reactions due to the online virtual aspect.

Once school re-opened in October, our counselor and support staff had better success reestablishing supportive relationships with students. Using appropriate COVID-19 safety protocols, the counselor can meet with students needing social/emotional support individually and/or in small groups. The district has purchased and implemented targeted curriculum to address the mental health and social/emotional well being of elementary and junior high aged 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.

Our small school has always prioritized its community engagement practices. Our school campus is traditionally the hub of activity for our local rural area. Due to the COVID-19 pandemic and limitations on gathering and distancing, it has been a massive challenge to stay connected with parents and families.

Students have been attending 5 days per week since late October, so they are excited and engaged with classroom activities almost at a regular school year level, other than athletics. Many teachers have had success in engaging and meeting with parents virtually. We had very good participation in our fall and spring virtual parent-teacher conferences. Our daily student drop off and pickup procession is a place where teachers and staff can stay connected with parents with a quick check-in about their student, or even just greet and wave to families as they are driving through.

Our Healthy Start Director has been able to maintain contact with struggling families to provide weekly supplemental food bags and access to local and state family resources.

Analysis of School Nutrition

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

The district has been able to provide breakfast and lunch this school year to all students interested or showing a need for this service. We helped families successfully navigated all avenues to identify students qualifying for FRM to ensure they received appropriate nutrition. We were able to retain our veteran cafeteria nutrition staffing who quickly transitioned to a grab-n-go bag lunch system from the traditional lunchroom model of years past. Unfortunately, the constraints of a sack lunch model does not allow the level of menu variety that our students are used to, but the students are still receiving highly nutritious meals every day.

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.

No additional plans or actions were budgeted.

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.

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

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

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.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

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

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,402,845.00	1,291,283.00
	4,115.00	2,566.00
After School Education and Safety (ASES)	98,873.00	81,533.00
DHS-Calworks Grant	46,700.00	48,708.00
EPA	202,578.00	129,183.00
GATE	3,900.00	3,616.00
LCFF Base Grant	676,971.00	675,917.00
LCFF Base Grant Transportation	52,715.00	34,592.00
LCFF Supplemental	133,127.00	114,364.00
LCFF Supplemental and Concentration	500.00	12,736.00
Lottery	11,434.00	17,353.00
Low Performing Students Block Grant	10,868.00	1,930.00
REAP	26,346.00	27,902.00
Special Education	106,394.00	93,188.00
Title I	26,420.00	44,885.00
Title II	1,904.00	2,810.00

* 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	1,402,845.00	1,291,283.00
	1,217,974.00	1,157,920.00
4000-4999: Books And Supplies	82,384.00	43,898.00
5000-5999: Services And Other Operating Expenditures	94,358.00	70,028.00
5800: Professional/Consulting Services And Operating Expenditures	5,150.00	3,510.00
7000-7439: Other Outgo	2,979.00	3,675.00
Not Applicable	0.00	12,252.00

* 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	1,402,845.00	1,291,283.00
		4,115.00	2,566.00
	After School Education and Safety (ASES)	79,247.00	69,170.00
	DHS-Calworks Grant	46,700.00	42,779.00
	EPA	202,578.00	129,183.00
	GATE	3,608.00	3,616.00
	LCFF Base Grant	536,087.00	592,254.00
	LCFF Base Grant Transportation	38,343.00	32,112.00
	LCFF Supplemental	133,127.00	114,364.00
	Lottery	4,509.00	3,971.00
	Low Performing Students Block Grant	10,500.00	1,930.00
	REAP	26,346.00	27,902.00
	Special Education	106,394.00	93,188.00
	Title I	26,420.00	44,885.00
4000-4999: Books And Supplies	After School Education and Safety (ASES)	259.00	5,320.00
4000-4999: Books And Supplies	DHS-Calworks Grant	0.00	1,316.00
4000-4999: Books And Supplies	GATE	160.00	0.00
4000-4999: Books And Supplies	LCFF Base Grant	68,389.00	20,916.00
4000-4999: Books And Supplies	LCFF Base Grant Transportation	5,783.00	2,480.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	500.00	484.00
4000-4999: Books And Supplies	Lottery	6,925.00	13,382.00
4000-4999: Books And Supplies	Low Performing Students Block Grant	368.00	0.00
5000-5999: Services And Other Operating Expenditures	After School Education and Safety (ASES)	16,388.00	3,368.00
5000-5999: Services And Other Operating Expenditures	DHS-Calworks Grant	0.00	4,613.00
5000-5999: Services And Other Operating Expenditures	GATE	132.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base Grant	67,345.00	59,237.00
5000-5999: Services And Other Operating Expenditures	LCFF Base Grant Transportation	8,589.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5000-5999: Services And Other Operating Expenditures	Title II	1,904.00	2,810.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base Grant	5,150.00	3,510.00
7000-7439: Other Outgo	After School Education and Safety (ASES)	2,979.00	3,675.00
Not Applicable	LCFF Supplemental and Concentration	0.00	12,252.00

* 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	438,866.00	378,567.00
Goal 2	802,716.00	750,205.00
Goal 3	161,263.00	162,511.00

* 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	\$25,000.00	\$26,694.85
Distance Learning Program	\$55,100.00	\$70,000.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$80,100.00	\$96,694.85

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$18,500.00	\$24,933.85
Distance Learning Program	\$33,800.00	\$52,144.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$52,300.00	\$77,077.85

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$6,500.00	\$1,761.00
Distance Learning Program	\$21,300.00	\$17,856.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,800.00	\$19,617.00

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
Cuddeback School	Blaine Sigler Superintendent	bsigler@cuddebackschool.org 7077683372

Plan Summary [2021-22]

General Information

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

Cuddeback Union School District is a small, single-site elementary school district located in Carlotta serving approximately 135 students in grades TK through 8th. Nestled in the rural Van Duzen River Valley, the district boundaries run the 12 miles along Highway 36 from Yager Creek to Grizzly Creek. Most of the students living within the boundaries live within one mile of the highway.

The district is known for maintaining a family--like culture where teachers, staff, and administration know virtually every child by name. Many current parents at our school were once students in the same classrooms that their children now attend. Parents are welcomed and have many opportunities to interact and be involved on campus. Parents often mention the positive school climate and well-rounded approach to education at Cuddeback School as highly valued pieces they appreciate in their child's experience.

Attributed mainly to school size and culture, the district has roughly a 55% interdistrict population of students. Interdistrict student demographics are very representative of the in--district children and the school population overall. Cuddeback's student body identifies as approximately 79% white, 10% Hispanic, 9% American Indian or Alaskan Native, and 3% as 2 or more races. The district unduplicated % for the 2020-21 school year is 56.7% according to the School Services of California data. Students with disabilities represent 15% of school enrollment; with 2 EL students, and 1 Foster youth currently enrolled.

The decline of the timber industry has significantly impacted the town of Carlotta over many years. Once, multiple employment opportunities were present as lumber mills, country stores, and restaurants supported the town. Today one small restaurant is all that remains. The impact of the recent focus of farm-related agriculture and legal cannabis cultivation is undetermined at this point, but could have a substantial effect in future years.

As an elementary district, there are metrics associated with state priorities that do not apply to our district:

Implementation of State Standards: Access to SS and ELD standards for EL's

Pupil Achievement: % of students successfully completing A-G courses, % of students successfully completing CTE sequences or programs of study that align, % of students who pass AP exams with 3 or higher, % of students determined to be prepared for college by the EAP, % of EL's making progress towards English Proficiency on the CELDT; EL Reclassification rate

Student Engagement: High school dropout rates, High school graduation rates

Also, due to the small size of the district, detailed information on state indicators is not available related to English Learners, some Students with Disabilities, or any race/ethnicity subgroup other than white. There is currently 1 Foster youth enrolled at Cuddeback, so data is not disaggregated due to limited population size.

Reflections: Successes

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

There were noticeable areas of growth based on an evaluation of the rubrics maintained on the LCFF Dashboard, and input from local stakeholders, for the district and our students since the last LCAP report. One such area was in the Chronic Absenteeism rate. The district nearly reduced this rate by half, resulting in a decline from over 10% to a 5.3% rate for the most recent data. The district is also proud of the gains made in Academic Performance indicators. Increases of 27 points in ELA brought the district above the Level 3 standard, while a 17 point increase in Math was the largest seen in many years. Both gains exceeded the districts expected growth goal. Our school climate continues to be a strength as illustrated by the 0% suspension rate.

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.

The district continues to demonstrate a need to improve on state assessments in both ELA and Math according to the state Evaluation Rubrics. The Rubrics noted the ELA Assessment rating from 2018 for All Students showed a performance level of 23 points below level 3 with a 1 point decline from the previous year. The LEA focused on using new standards-aligned curriculum this year and the district purchased and implemented all new standards-aligned ELA curriculum for grades K-8 last year.

The Math Assessment rating as reported for All Students scored at 39 points below level 3 with a 5.4 point decline from previous year. The district will continue to increase intervention staffing for math support for K-6 grades in particular. The district will continue to provide and fund professional development and training for teachers in ELA and math.

Although the district is excited about the recent growth in academic indicators for math and ELA, there is still considerable room for improvement within these realms. Like many California schools according to the CA dashboard reports, Cuddeback scores lower in math than ELA relatively, and is still below the level 3 threshold in math for all students overall.

Stakeholder input shows that increased preparation and performance on state assessments are areas to focus on. Providing resources for materials, training, and formalized ongoing benchmark assessment is top priority of the district.

LCAP Highlights

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

Highlights of the current year’s LCAP include:

- Providing instructional assistants (aides) in classrooms to support unduplicated students and students with disabilities
- Providing social and emotional counseling support for all students, including our unduplicated students and students with disabilities
- Providing an additional certificated teacher to lower class size in middle grades
- Providing a music teacher to strengthen our performing arts program

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Opportunities to communicate, share ideas, and gather stakeholder input are typically plentiful in our small Cuddeback community. Usually, the school serves as the social and informational hub of the community. Due to COVID-19 the opportunities to meet with stakeholders this year looked different, but much input was still obtained from these various interactions.

Our informal and family-like climate allows for a great deal of conversational and 1:1 input settings, as well as the formalized structured settings for stakeholder input. The Superintendent and teachers had daily opportunities to communicate and gather input from parents during the drop-off and pickup sessions. Many parent questions and concerns were heard and addressed during these short discussions, many discussions carried on over days with each drop-off and pickup.

Credentialed and classified staff provided input and discussion at regular weekly/monthly meetings. Consultation with students took place all throughout the year in small group discussions, class meetings, and online survey.

Student observations, conversations, class meetings, and program participation all were very insightful means to review, analyze, and plan our LCAP.

Regular interaction ensures that all students, including our unduplicated and students with disabilities populations, had opportunities to be heard.

Parent and community stakeholders had opportunities to participate in the process through monthly and Special Board meetings, PTO, and Parent

Advisory Group meetings, parent-teacher conferences. COVID-19 restrictions erased many of the community social events we normally use to gather stakeholder insights; however, the school was still able to conduct numerous online virtual meetings and input opportunities for our stakeholders as mentioned. Online surveys, written information, automated messaging (phone/email/text) with updates also reach our families on a regular basis throughout the year. With a school our size, there is opportunity to interact with virtually all stakeholders numerous times throughout the year.

CUSD is able to carry on its daily operations without any collective bargaining units, therefore no input was gathered from such.

The varied and numerous meetings and input gathering sessions with stakeholder groups included, but not limited to, these opportunities:

Certificated Staff: Meets at least bi-weekly throughout the school year

Classified Staff: Monthly meetings throughout the school year

PAC: Quarterly meetings (3) in Fall/Winter/Spring this year

Coffee with the Principal: Virtual meetings in October and May

School Board: Monthly meetings with Public input

Parent-Teacher Conferences: November and March

A summary of the feedback provided by specific stakeholder groups.

While the bulk of the feedback contributed by stakeholders generally reinforces the vision and direction of the district, it is a useful tool to evaluate our progress and reassess priorities moving forward.

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

The input from stakeholders is used to guide the development of our district's LCAP. While the bulk of the feedback contributed by stakeholders generally reinforces the vision and direction of the district, it is a useful tool to evaluate our progress and reassess priorities moving forward.

Stakeholder contributions had a direct impact on the districts future plans. Input placed a continuing emphasis on strengthening and maintaining a positive school climate. Providing students with increased opportunities for involvement in cocurricular clubs during the school day and after school, rebuilding the music program, and evaluating the school's antibullying curriculum program were at the top of the list of priorities. Parents in particular appreciate the efforts to bring technology to the students, including computers and upgraded infrastructure. The district will continue those efforts moving forward as a result.

Goals and Actions

Goal

Goal #	Description
1	All students including those identified as English Learners, Foster Youth, Students with Disabilities, low-income or low-performing will receive the support and assistance needed to achieve high academic standards.

An explanation of why the LEA has developed this goal.

ADD DATA AND REASON THIS GOAL IS NEEDED

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Student CAASPP scores in ELA as reported on Dashboard	ELA: 4 points above Level 3 (2019 Data) Green				ELA: 20 points above Level 3
3. Student scores on District Benchmarks in CSS ELA	55% of students score "at or above" grade level				70% of students score "at or above" grade level
8. GPA in academic subjects for 4-8 grade	3.09 overall in 4th--8th grades (2021 Data)				Overall GPA > 3.00
7. RESULTS assessment scores for primary grades	68% of Primary students "at or above" grade level at year end				75% of Primary students "at or above" grade level at year end
2. Student CAASPP scores in Math as reported on Dashboard	Math: 21 points below Level 3 (2019 Data) Green				Math: At or above Level 3

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4. Student scores on District Benchmarks in CSS Math	48% of students score “at or above” grade level				60% of students score “at or above” grade level

Actions

Action #	Title	Description	Total Funds	Contributing
1	ELA & Math Assesments	Purchase and utilize district ELA and math assessment program for K-8	\$6,200.00	No
2	Instructional Assistants	Provide instructional assistants in classrooms to benefit low performing students primarily directed at unduplicated students	\$95,444.00	Yes
3	Progress Monitoring Coordinator	Employ a Progress Monitoring Coordinator to oversee and manage CAASPP assessments, ELPAC assessments, Student Study Teams, and other local district academic progress assessments	\$1,000.00	Yes
4	Afterschool Program	<p>Provide after-school program (ASES) for academic intervention services and curriculum support to include:</p> <p>ASES instructional assistants</p> <p>Certificated teachers to provide academic tutoring after school</p> <p>Core curriculum support materials to reinforce/enrich classroom curriculum</p> <p>Student travel expenses</p>	\$105,999.00	No

Action #	Title	Description	Total Funds	Contributing
5	Intervention Program	Provide targeted academic intervention and instructional materials for identified low performing students. Employ a .5 FTE Intervention Teacher to support low performing students	\$30,971.00	Yes
6	Special Education Instructional Aides	District will employ instructional aides to assist students with disabilities	\$56,753.00	No
7	Home/School Transportation	Maintain home to school transportation for students. Employ bus driver Supplies and fuel Maintain & operate school bus	\$16,838.00	Yes
8	Meal Program	Provide appropriate food services -especially critical for socioeconomically disadvantaged students.	\$26,133.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will participate in high quality learning, aligned with California State Standards in all subjects, designed to prepare them for success in high school and to be 21st Century learners.

An explanation of why the LEA has developed this goal.

ADD REASON THIS IS A GOAL

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Board resolution of sufficiency of standard-aligned instructional materials.	100% of students and teachers have access to standards-aligned curriculum materials				100%
PD on CSS at teaching grade level documented by completion certificates, conference registrations, materials purchased, sign in sheets.	All teachers participate in training on standards aligned curriculum content and instructional practices				100%
Staff survey on CSS Implementation	All subjects rated as Fully Implemented				Fully implemented
All teachers properly credentialed with no misassignments as documented by	100% of all teachers are properly credentialed with no misassignments				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
personnel records, SARC and quarterly Williams reports.					
All students, including SWD, have access to and are enrolled in broad course of study, as shown by teacher lesson plans, class schedules, report cards showing courses offered and enrollment.	100% of students, including SWD, have access to and are enrolled in broad course of study				100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	CSS Professional Development	Provide teachers professional development related to CSS	\$3,098.00	No
2	Collaboration time	Provide regular teacher collaboration time to work with colleagues on CCSS PD and implementation		No
3	Sub time for PD	Provide substitute teachers to allow for related CCSS professional development opportunities	\$4,688.00	No
4	Instructional Leadership	District will employ Principal to oversee all areas of curriculum, teacher & staff evaluations, student achievement, stakeholder engagement, and related administrative duties	\$92,805.00	No

Action #	Title	Description	Total Funds	Contributing
5	Technology	Update and acquire appropriate technology and related services for students including devices, infrastructure and connectivity, and IT support	\$38,364.00	No
6	Computer Literacy	Utilize computer readiness -and computer literacy programs appropriately designed for K-8 grade levels	\$1,100.00	No
7	Certificated Staff	District will continue to employ highly qualified teachers who teach content in all required areas of study	\$757,722.00	No
8	Small Class-size	District will hire an additional teacher to reduce class sizes to better serve unduplicated students in middle grades		No
9	IT Support	District will employ technology technician to provide needed support for infrastructure, device management, and software implementation.	\$6,288.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All students will have access to a safe, nurturing, learning environment, rich in parental involvement that supports student academic, social, and emotional development.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student attendance rate	96.39% ADA Rate				ADA Rate > 95.5%
Chronic absenteeism rate	5.3% Chronic Absenteeism Rate				Chronic Absentee Rate < 6.5%
Student suspension rate	0% Suspension Rate				Suspension Rate < 2%
Middle school dropout rate	0% Middle School Dropout Rate				Middle School Dropout Rate < 1%
Student survey on safety and school connectedness conducted annually	80% of students respond feeling safe and connected at school				> 90% of students feeling safe and connected at school
Parent volunteers in classrooms and school, including parents of unduplicated students and students with	31%				>50% of parents volunteer at school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
disabilities, as tracked and reported by classroom teachers and event group coordinators.					
Parent participation and involvement, including parents of unduplicated students and students with disabilities, in decision-making meetings such as LCAP, Board, Parent Advisory Group, PTO, Site Council reported through meeting attendance records.	36 Parents/Guardians total (only counted once)				36 parents participate in decision-making meetings
Percent of Parents attending at least 1 school event such as Back to School Night, Open House, Parent Conferences, Holiday activities, student performances, fundraiser events, etc.	70% attending at least one in 2019-20				90%
Percent of students recognized at monthly awards assemblies for achievement, not limited to core academics	90% of students received at least 1 award annually				100%
Percent of students participating in	75% of students participated in 1 or				> 75% of students participating

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
cocurricular/enrichment/extracurricular programs. Student participation will be monitored by participation records, rosters, sign in sheets maintained by program or activity coordinator	more such program in 2019-20				
Student expulsion rate	0% Expulsion Rate				Expulsion Rate < 1%
Facilities Inspection Tool rating	Good				Overall rating of GOOD or higher
Stakeholder survey related to facilities and maintenance	100% Satisfactory rating on facilities upkeep and maintenance				90% stakeholder rating of "Good" or better
District Williams report	0 unresolved claims				0 unresolved claims

Actions

Action #	Title	Description	Total Funds	Contributing
1	SIS Attendance and Discipline	Use PowerSchool CSIS to monitor student attendance and discipline rates	\$3,300.00	No
2	SARB	Effectively utilize SARB referral process for chronic absentee students. 2a. Mailings 2b. SARB Coordinator 2c. Principal	\$600.00	No

Action #	Title	Description	Total Funds	Contributing
3	Secretarial support	District will employ secretary to provide services to support increased attendance.	\$56,322.00	No
4	Student Enrichment	Offer enrichment programs to compliment and expand curriculum with a wide variety of learning opportunities for all students	\$1,940.00	No
5	Community events and fieldtrips	Provide students opportunities to experience the Arts -Chamber Readers, Guest Artists, Musical Performances, Center Arts, Cuddeback Lip Sync,	\$3,953.00	No
6	Home/School Communications	Utilize multiple forms of school to home communications: automated phone messages, notes, newsletter, email, digital marquee.	\$1,000.00	No
7	Survey distribution	Use annual parent & student surveys to gather feedback, online and paper forms of surveys	\$500.00	No
8	Community/family involvement	Maintain high level of community involvement on campus through events like a Staff & Community Appreciation Days, Back to School family picnic, increased Community Center use, supporting established events on site		No
9	Classroom Volunteers	Establish regular weekly/monthly schedules for volunteers in each classroom (teacher scheduling & monitoring time)		No
10	Athletics	Provide appropriate athletic opportunities for students at all grade levels, including providing coaches and athletic director.	\$5,820.00	No

Action #	Title	Description	Total Funds	Contributing
11	Student Recognition	Hold regular award assemblies to recognize student achievements in academics, character, attendance, arts, and other accomplishments. Provide awards, certificates, luncheons for these students.	\$2,579.00	No
12	Expanded extra-curricular opportunities	Offer co--curricular opportunities like student government, science fair, REEF, music program, watershed education, cooking club, GATE to engage students	\$24,005.00	No
13	Social/emotional support and coordination	Provide early academic, social, and emotional intervention services for primary grades, including providing assistance coordinating health, medical, and other necessary resources for unduplicated students and families.	\$23,638.00	Yes
14	Counseling services	Provide 1:1 and small group social and emotional counseling services for students, including unduplicated students	\$35,174.00	Yes
15	Facilities Maintenance	Employ facilities maintenance personnel to ensure that school grounds and buildings are clean, well maintained, and in good repair Purchase materials and supplies Hire appropriate outside contractors, agreements, utilities	\$97,029.00	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.

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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
15.43%	193,225

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 district strongly believes that many of the services it provides to Foster Youth, English learners, and Low Income students are interconnected in importance and structure and each contribute a vital part of the overall success for these student groups. CUSD provides academic needs identification, assessment, and learning interventions prioritized for our FY, EL, and low income students. The district funds reading and math intervention programs including certificated teacher, progress monitor coordinator, and curriculum and assessment materials. (<http://www.ascd.org/publications/books/109074/chapters/How-Poverty-Affects-Behavior-and-Academic-Performance.aspx>)

CUSD provides instructional assistants in the classrooms to support learning, especially significant for low income, foster, and English learners (<https://journals.sagepub.com/doi/full/10.3102/0162373721990361>).

The district will continue to provide social and emotional support and coordination of related services, including counseling, to address barriers to student learning.

These necessary services include supporting mental health and social emotional needs by offering 1:1 and small group counseling, conflict resolution, primary level intervention, and other such services. The counselor and school support staff are trained to connect students with resources in the community specifically targeting the Low Income, English Learners, Homeless & Foster Youth and underserved student population groups. (<https://edsource.org/2020/school-wellness-centers-couldbe-an-answer-to-soaring-mental-health-needs-in-california/644857>)

The CUSD continues to support transportation and food services at expenses beyond state reimbursement. These extra services help ensure low-income students are at school (<http://www.americanschoolbuscouncil.org/issues/access-to-learning>) and able to learn without the distraction of hunger (<http://frac.org/programs/national-school-lunch-program>).

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

Cuddeback Union School District is a small, rural single school district of approximately 135 TK-8 students.

Our unduplicated student population

represents 56.7% of all students. The recently increasing unduplicated student population spread across all grades is a key factor in determining how the

district provides increased or improved services in a schoolwide

manner. Primary expenditures totaling \$235,486 to support our unduplicated students for the 2021-22 school year

include:

- Providing instructional assistants to benefit low performing unduplicated students \$95,444 (G1, A3)
- Employing a counselor to provide social and emotional counseling services to unduplicated students \$35,174 (G3, A14)
- Provide school support personnel to offer health & family services and social/emotional intervention \$21,638 (G3,A13) directed at unduplicated students
- Additionally, Cuddeback continues to support transportation (G1, A11) \$16,838 and food \$26,113 (G1, A12) services at expenses beyond state reimbursement. These extra services help ensure low income students are at school (<http://www.americanschoolbuscouncil.org/issues/accesstolearning>) and able to learn without the distraction of hunger (<http://frac.org/programs/nationalschoollunchprogram>).
- All of these above services have demonstrated over time to benefit the academic performance and social well being of unduplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,137,897.00	\$224,784.00	\$18,638.00	\$117,944.00	\$1,499,263.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,217,876.00	\$281,387.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	ELA & Math Assessments		\$6,200.00			\$6,200.00
1	3	English Learners Foster Youth Low Income	Instructional Assistants	\$95,444.00				\$95,444.00
1	4	English Learners Foster Youth Low Income	Progress Monitoring Coordinator		\$1,000.00			\$1,000.00
1	8	All	Afterschool Program		\$105,999.00			\$105,999.00
1	9	English Learners Foster Youth Low Income	Intervention Program	\$8,348.00			\$22,623.00	\$30,971.00
1	10	Students with Disabilities	Special Education Instructional Aides		\$30,611.00		\$26,142.00	\$56,753.00
1	11	Low Income	Home/School Transportation	\$16,838.00				\$16,838.00
1	12	Foster Youth Low Income	Meal Program	\$26,133.00				\$26,133.00
2	1	All	CSS Professional Development				\$3,098.00	\$3,098.00
2	2	All	Collaboration time					
2	3	All	Sub time for PD	\$4,688.00				\$4,688.00
2	4	All	Instructional Leadership	\$92,805.00				\$92,805.00
2	5	All	Technology	\$25,364.00	\$13,000.00			\$38,364.00
2	6	All	Computer Literacy				\$1,100.00	\$1,100.00
2	8	All	Certificated Staff	\$635,280.00	\$57,461.00		\$64,981.00	\$757,722.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	All	Small Class-size					
2	11	English Learners Foster Youth Low Income	IT Support	\$6,288.00				\$6,288.00
3	1	All	SIS Attendance and Discipline	\$3,300.00				\$3,300.00
3	2	All	SARB	\$600.00				\$600.00
3	3	All	Secretarial support	\$56,322.00				\$56,322.00
3	4	All	Student Enrichment	\$1,200.00	\$740.00			\$1,940.00
3	5	All	Community events and fieldtrips		\$3,953.00			\$3,953.00
3	6	All	Home/School Communications	\$1,000.00				\$1,000.00
3	7	All	Survey distribution	\$500.00				\$500.00
3	8	All	Community/family involvement					
3	9	All	Classroom Volunteers					
3	10	All	Athletics		\$5,820.00			\$5,820.00
3	11	All	Student Recognition	\$2,579.00				\$2,579.00
3	12	All	Expanded extra-curricular opportunities	\$24,005.00				\$24,005.00
3	13	English Learners Foster Youth Low Income	Social/emotional support and coordination	\$5,000.00		\$18,638.00		\$23,638.00
3	14	Low Income	Counseling services	\$35,174.00				\$35,174.00
3	15	All	Facilities Maintenance	\$97,029.00				\$97,029.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$193,225.00	\$235,486.00
LEA-wide Total:	\$193,225.00	\$235,486.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Instructional Assistants	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,444.00	\$95,444.00
1	4	Progress Monitoring Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,000.00
1	9	Intervention Program	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,348.00	\$30,971.00
1	11	Home/School Transportation	LEA-wide	Low Income	All Schools	\$16,838.00	\$16,838.00
1	12	Meal Program	LEA-wide	Foster Youth Low Income	All Schools	\$26,133.00	\$26,133.00
2	11	IT Support	LEA-wide	English Learners Foster Youth Low Income		\$6,288.00	\$6,288.00
3	13	Social/emotional support and coordination	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	\$23,638.00
3	14	Counseling services	LEA-wide	Low Income		\$35,174.00	\$35,174.00

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:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.