

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Columbia Union School District
CDS Code:	55 72348 6054860
LEA Contact Information:	Name: Sarah Gillum Position: Superintendent Email: sgillum@cusd49.com Phone: (209) 532-0202
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$4,522,794
LCFF Supplemental & Concentration Grants	\$412,483
All Other State Funds	\$293,776
All Local Funds	\$104,227
All federal funds	\$171,096
Total Projected Revenue	\$5,091,893

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$5,538,739
Total Budgeted Expenditures in the LCAP	\$915,446
Total Budgeted Expenditures for High Needs Students in the LCAP	\$805,746
Expenditures not in the LCAP	\$4,623,293

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$311,204
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$259,641

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$393,263
2020-21 Difference in Budgeted and Actual Expenditures	\$-51,563

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	General fund expenditures not included in the LCAP consist of expenditures for district operations in such categories as transportation, maintenance and facilities, contribution to the special education program, administrative salaries, and fiscal services.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	The budgeted expenditure amount anticipated for instructional technicians to address pupil learning loss was higher than what was actually needed. This difference had no impact on actions and services for high needs students because all students were served.

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Columbia Union School District

CDS Code: 55 72348 6054860

School Year: 2021-22

LEA contact information:

Sarah Gillum

Superintendent

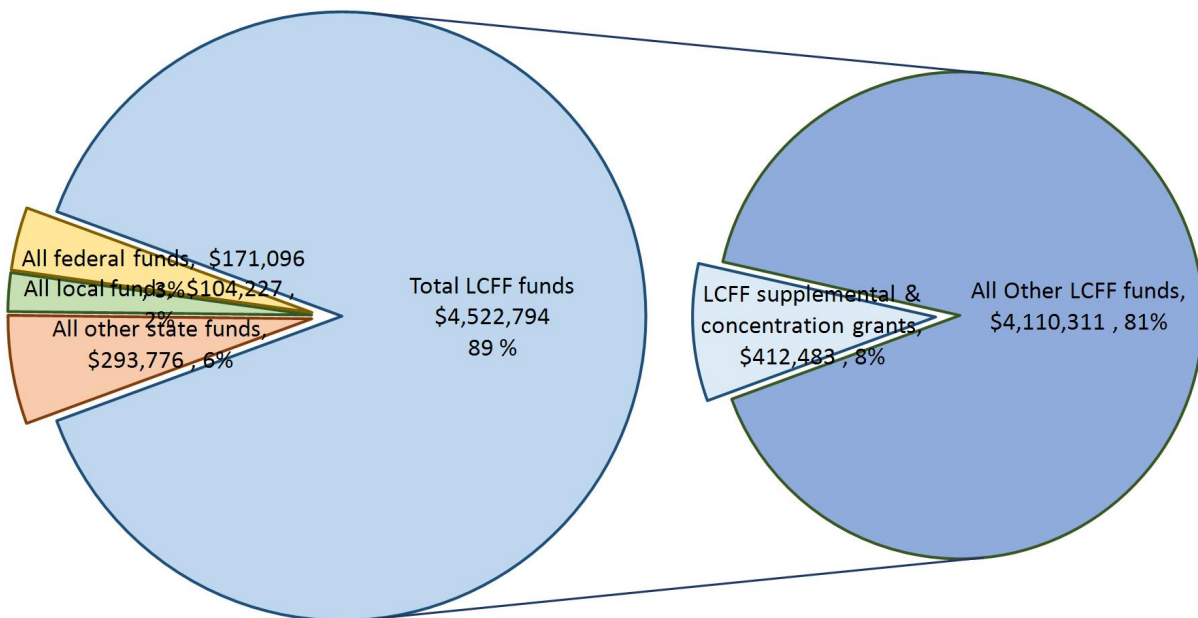
sgillum@cusd49.com

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



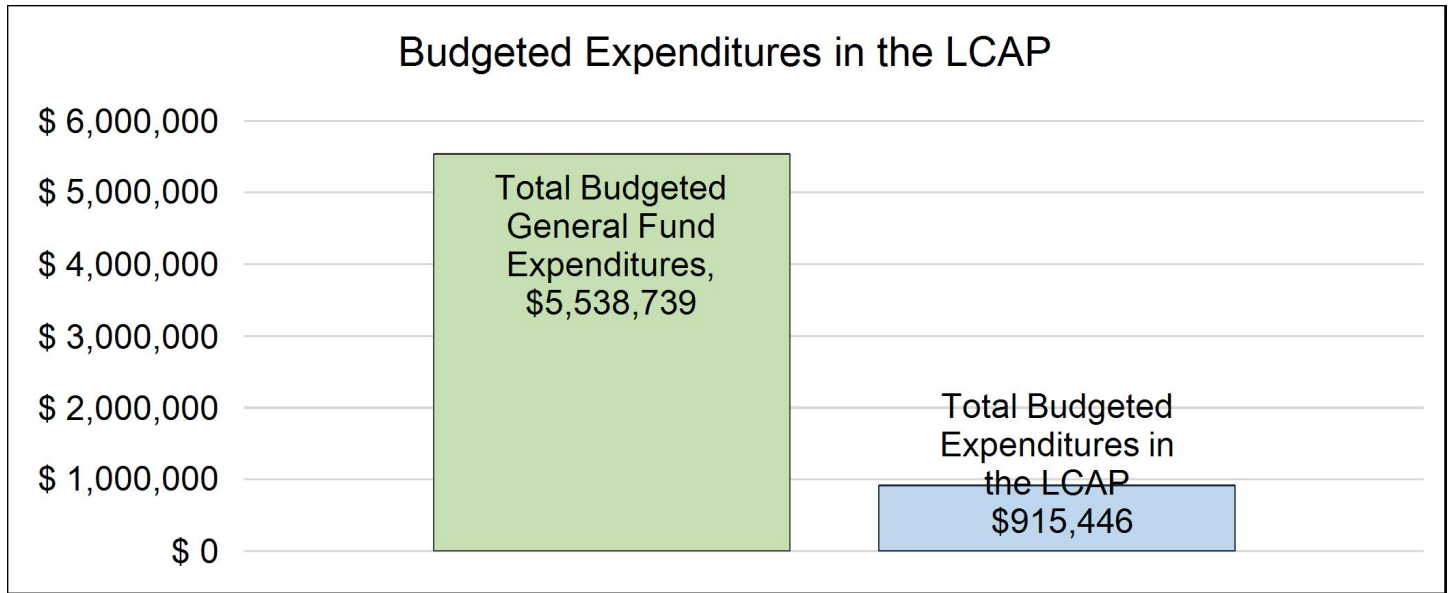
This chart shows the total general purpose revenue Columbia Union School District expects to receive in the coming year from all sources.

The total revenue projected for Columbia Union School District is \$5,091,893, of which \$4,522,794 is Local Control Funding Formula (LCFF), \$293,776 is other state funds, \$104,227 is local funds, and

\$171,096 is federal funds. Of the \$4,522,794 in LCFF Funds, \$412,483 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 Columbia Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Columbia Union School District plans to spend \$5,538,739 for the 2021-22 school year. Of that amount, \$915,446 is tied to actions/services in the LCAP and \$4,623,293 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

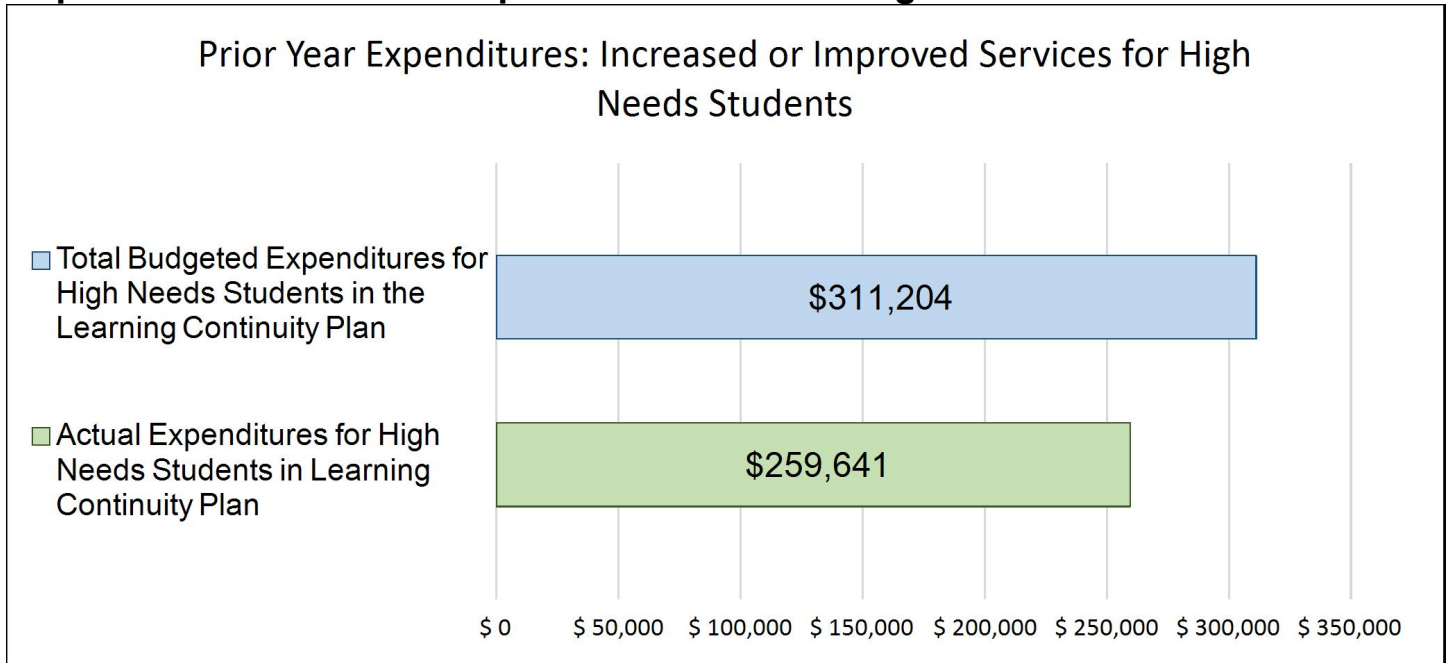
General fund expenditures not included in the LCAP consist of expenditures for district operations in such categories as transportation, maintenance and facilities, contribution to the special education program, administrative salaries, and fiscal services.

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

In 2021-22, Columbia Union School District is projecting it will receive \$412,483 based on the enrollment of foster youth, English learner, and low-income students. Columbia Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Columbia Union School District plans to spend \$805,746 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 Columbia Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Columbia Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Columbia Union School District's Learning Continuity Plan budgeted \$311,204 for planned actions to increase or improve services for high needs students. Columbia Union School District actually spent \$259,641 for actions to increase or improve services for high needs students in 2020-21.

The budgeted expenditure amount anticipated for instructional technicians to address pupil learning loss was higher than what was actually needed. This difference had no impact on actions and services for high needs students because all students were served.

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
Columbia Union School District	Sarah Gillum Superintendent	sgillum@cusd49.com (209) 532-0202

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

Increase student achievement in English language arts, math, science, and history/social sciences.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP Results</p> <p>19-20 Schoolwide, the number of students meeting or exceeding the standard on CAASPP testing will increase by 5% for English language arts and 5% for mathematics. The science test results will establish a baseline for student achievement in that area.</p> <p>Baseline Schoolwide, 44% of students met or exceeded the standard in English language arts and 39% of students met or exceeded the standard in math on the 2015-2016 administration of the CAASPP.</p>	<p>CAASPP was not administered in the 2019-2020 school year due to the pandemic. Students will be participating in CAASPP testing for the 2020-2021 school year.</p>
<p>Metric/Indicator Interim Assessment Results</p> <p>19-20 Schoolwide, district interim assessments will be administered to students at the beginning of the year and at the end of each trimester. The goal is that 100% of students demonstrate growth</p>	<p>Based on our interim assessments, our students demonstrated growth in the fall and winter of 2019-2020. However, due to the pandemic, we were not able to measure their spring performance. The information from the two administered assessments projected that 40% of our students would meet or exceed the standard in math and 55% of our students would meet or exceed the standard in ELA. This was based on the winter testing in 2019-2020.</p>

Expected	Actual
<p>on the assessment administered in English language arts, mathematics, and science.</p> <p>Baseline Schoolwide, the Star Reading assessment indicates that 48.8 % of our students are at the 50th percentile or higher in reading. the Star Math assessment indicates that 51 % of our students are at the 50th percentile or higher in math.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Purchase curricula/supplemental materials and provide professional learning opportunities for staff development regarding curricula and instruction. Supplemental digital learning site licenses: Front Row, Renaissance Place (AR/Math Facts), and Read Live.</p>	<p>0935/4200 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$35,000.00</p> <p>0935/5200 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$9,000.00</p> <p>0935/4100 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$15,000.00</p> <p>6300/4100 4000-4999: Books And Supplies Lottery \$43,934.00</p>	<p>0935/4200 & 4400 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5582.00</p> <p>0935/5200-5800 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 1102.00</p> <p>0935/4100 4000-4999: Books And Supplies LCFF Supplemental and Concentration 14324.00</p> <p>6300/4100 4000-4999: Books And Supplies Lottery 43934.00</p> <p>3182/5800 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 17680.00</p>
<p>Provide training for Instructional Technicians.</p>	<p>7311/5200 5000-5999: Services And Other Operating Expenditures Other \$2,150.00</p>	<p>7311/5200 5000-5999: Services And Other Operating Expenditures Other 1013.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7311/2100 2000-2999: Classified Personnel Salaries Other \$800.00	7311/2100 2000-2999: Classified Personnel Salaries Other 1463.00
Provide teacher release time to analyze assessment data and plan lessons to meet individual student needs.	4035/1100 1000-1999: Certificated Personnel Salaries Title II \$2,000.00 4035/3xxx 3000-3999: Employee Benefits Title II \$500.00	4035/1100 1000-1999: Certificated Personnel Salaries Title II 0.00 4035/5800 5800: Professional/Consulting Services And Operating Expenditures Title II 0.00
Using Comprehensive Support for Improvement (CSI) funding, implement an interim assessment system.	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$11,000.00	3182/5800 5000-5999: Services And Other Operating Expenditures Federal Funds 10499.50
Using CSI funds, provide curriculum coaching services for all teachers and substitute teachers for teachers to participate in coaching.	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$66,500.00 3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds \$3,000.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds \$2,000.00	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 66500.00 3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds 0.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds 0.00
Using CSI funds, provide an after school program with transportation to support student growth in ELA and mathematics.	3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds \$17,472.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds \$3,589.00 3182/2100 2000-2999: Classified Personnel Salaries Federal Funds \$1,600.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds \$320.00	3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds 4875.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds 779.47 3182/2100 2000-2999: Classified Personnel Salaries Federal Funds 0 3182/3XXX 3000-3999: Employee Benefits Federal Funds 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3182/4300 4000-4999: Books And Supplies Federal Funds \$4,500.00	3182/4300 4000-4999: Books And Supplies Federal Funds 125.63

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 items that did not meet the expenditure expectations above were not implemented fully due to the COVID-19 pandemic. The after school program to support student growth in ELA and mathematics was implemented as staffing allowed and student need allowed but not at the program level anticipated. Therefore, actual expenditures are less than what was originally budgeted. Remaining CSI funds were moved to goal 2 and used to provide technology devices to support our teaching staff and Chromebooks to support our students.

Specifically related to the discrepancies in the purchasing of curriculum and supplies, one can see a budgeted expense of \$35,000 with an actual expenditure of \$5,582. This is related to the decision to postpone the purchasing of non-digital student curriculum due to COVID. The school was beginning the pilot for new curriculum that was not adopted according to the initial schedule. In the final area of the first section one can see an unexpected expenditure of \$17,680. This expense was for the purchase of the digital supplemental curriculum, Mystery Science. The purchase of Mystery Science was made in order to provide science learning to students during the school closure.

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

We missed nearly 1/3 of the school year due to the COVID-19 pandemic. Our priorities for supporting students shifted under the pandemic response and some areas were not addressed. We were successful in ensuring all students had access to curriculum materials and needed classroom materials. We provided all students with an interim assessment in ELA and Math. We were also able to provide some Professional Development for our instructional staff including instructional technicians.

Due to school closures, we were not able to provide the level of after school support for ELA and Mathematics that had been initially planned and budgeted. Additionally, we did not complete the science curriculum adoption, nor did we make a purchase of new curriculum due to disruptions in the progression of the school year..

Goal 2

Increase the use of instructional technology in the classroom as evidenced by increased access to and fluency with instructional technology for students and teachers.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Staff, Parent, and Student surveys</p> <p>19-20 Students will increase their access to and engagement with technology as measured by staff, parent, and student surveys.</p> <p>Baseline 85% of teachers surveyed report that students have adequate access to technology. 58% of parents surveyed feel students have adequate access to technology. 93% of parents report that students have internet access at home.</p>	<p>Due to the pandemic, we expanded our technology support to ensure all students had access to a device during the distance learning portion of the year. As a result of this, each student had access to appropriate technology. 90% or more of teachers, students, and parents reported that students had adequate access to technology. 92.5% of parents reported that their students had internet access at home.</p>
<p>Metric/Indicator Student to Computer ratio</p> <p>19-20 The 1:1 ratio of usable computers will be maintained for grades 3-8.</p> <p>Baseline</p>	<p>Students have access to one to one devices throughout the school, TK-2 included.</p>

Expected	Actual
<p>Students have access to computers in their classes. As of the end of 2018-19 school year, approximately 200 computers need to be replaced to maintain a 1:1 ratio in grades 3-8.</p>	
<p>Metric/Indicator Increased use of technology by teachers.</p> <p>19-20 Use walk through data tool to measure the use of technology by teachers in classrooms. The baseline goal is that teachers will use technology in at least 30% of walk through visits conducted.</p> <p>Baseline Currently, no data exists about the frequency of use of technology in the classroom.</p>	<p>Due to COVID, the measurement of this item was not complete. However, due to the nature of distance learning, all teachers used technology to deliver instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Utilize instructional materials for internet safety and technology use	Not Applicable Not Applicable 0	
Provide Professional Development and instructional materials/textbooks for staff to integrate technology into daily instruction. This professional development has become a part of the regular staff meetings and has been offered for little to no additional costs.	<p>4035/5800 5800: Professional/Consulting Services And Operating Expenditures Title II \$1,000.00</p> <p>Not Applicable Not Applicable \$0</p>	<p>4035/5800 5800: Professional/Consulting Services And Operating Expenditures Title II 0.00</p>
Survey staff, students and parents on digital literacy.	Not Applicable Not Applicable 0	
Provide family nights focused on technology and the connection to English language arts, math, science, and history/social sciences as well as parent workshops on signs and tips regarding parenting students with technology.	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$500.00	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration 284.00
Purchase student and teacher technology devices.	0935/4400 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,000.00	0935/4400 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4954.95

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Using Low Performing Students Block Grant funds, purchase student technology devices.	7510/4400 4000-4999: Books And Supplies Other \$51,849.00	7510/4400 4000-4999: Books And Supplies Other 52045.00
Using CSI funds, purchase teacher technology devices	3182/4400 4000-4999: Books And Supplies Other \$27,000.00	3182/4400 4000-4999: Books And Supplies Other 51694.00
Provide professional development and materials to implement STEAM education.	4172/4300 4000-4999: Books And Supplies Title IV \$5,000.00 4172/5800 5800: Professional/Consulting Services And Operating Expenditures Title IV \$5,000.00	4127/4300 4000-4999: Books And Supplies Title IV 1846.00 4127/5800 5800: Professional/Consulting Services And Operating Expenditures Title IV 175.00

Goal Analysis

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

The funds under this goal were generally expended as expected. The supplies budget is higher due to needed items to provide distance learning, particularly in regards to teacher technology devices. Some technology devices were purchased using available federal CSI funds and not LCFF funds. The actual expenditures for PD is lower than expected as we were closed for approximately 1/3 of the school year due to the COVID-19 pandemic.

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

Our major success is that teachers and staff did a great job in connecting students to technology resources. This goal met the desired outcomes, even though it was through different means than originally planned. The biggest challenge faced by the Columbia Elementary staff, along with so many, was in providing the students with the appropriate technology and securing connectivity to ensure continued learning regardless of the ability of students to attend live learning.

Goal 3

Improve the quality and diversity of reading, math, and behavioral intervention support for students with the highest needs.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator CAASPP Scores</p> <p>19-20 Students with disabilities will increase their achievement on the CAASPP assessment by 5% over the previous year's performance level in the areas of ELA and mathematics.</p> <p>Baseline On the 2015-16 administration of the CAASPP, 12% of special education students met or exceeded the standard in both English language arts (ELA) and math.</p>	<p>Students with disabilities improved their performance in math (increased 4.7 points) and maintained their performance in ELA (decrease by 2.5 points) for the CAASPP testing administered in Spring 2019. This translates into 16.4% of students with disabilities meeting or exceeding the standard in ELA and 12.6% of students with disabilities meeting or exceeding the standard in math. CAASPP testing was not administered in Spring 2020 due to COVID. This goal was nearly met in ELA and some progress was made in math.</p>
<p>Metric/Indicator CAASPP Scores</p> <p>19-20 Students from socioeconomically disadvantaged backgrounds will increase their achievement on the CAASPP assessment by</p>	<p>For the Spring 2019 administration, 39.2% of socioeconomically disadvantaged students met or exceeded the standard in ELA and 37.5% of students met or exceeded the standard in Math. The goal was nearly met for ELA. The goal was met for math. CAASPP testing was not administered in Spring 2020.</p>

Expected	Actual
<p>5% over the previous year's performance in the areas of ELA and mathematics.</p> <p>Baseline On the 2015-16 administration of the CAASPP, 35% of socioeconomically disadvantaged students met or exceeded the standard in English language arts (ELA) and 30% in math.</p>	
<p>Metric/Indicator Benchmark Scores</p> <p>19-20 Students who are not at grade level as defined by local benchmarking assessments will be identified for extra support for reading and math. Assessments will be given and results analyzed at the start of the school year and at the end of each trimester. Students will take progress monitoring assessments with technology to include performance tasks in both ELA and math to better prepare for CAASPP. Students will receive extra support and attention from Instructional Technicians and Counselor in order to meet all promotion requirements. At least 35% of Students receiving intervention supports will achieve the benchmark in math and reading.</p> <p>Baseline Of the students identified for intervention supports, 35.4% were meeting the benchmark in reading and 25.6% were meeting the benchmark in math by the end of the 16-17 school year.</p>	<p>Due to COVID, we were not able to administer our benchmark testing to students in Spring 2020.</p>
<p>Metric/Indicator English Learner Reclassification Rate</p> <p>19-20 At least 15% of English Learners will be reclassified as proficient.</p> <p>Baseline 1.7% of our students are classified as English Learners. Our reclassification rate for 17-18 was 0.0%.</p>	<p>Our EL reclassification rate for 18-19 (reported in 19-20) was 11%. We made progress on achieving this goal.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Instructional technicians will provide support service to our most needy students including English Learners, Foster Youth, and students from low income homes.</p>	<p>0935/2100 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$47,828.00</p> <p>6500/2100 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$64,144.00</p> <p>6500/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$26,775.27</p> <p>0935/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$16,427.00</p> <p>3010/2100 2000-2999: Classified Personnel Salaries Title I \$52,581.00</p> <p>3010/3XXX 3000-3999: Employee Benefits Title I \$22,982.00</p>	<p>0935/2100 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 38873.00</p> <p>6500/2100 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 90229.15</p> <p>6500/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26897.31</p> <p>0935/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration 12739.00</p> <p>3010/2100 2000-2999: Classified Personnel Salaries Title I 51527.00</p> <p>3010/3XXX 3000-3999: Employee Benefits Title I 18461.00</p>
<p>Focus counselor efforts on identification and support of at risk youth (including foster youth) with areas of behavioral, social, and/or academic concern, and provide college/career information to students and parents. Teachers and Counselor work with Instructional Technicians on behavior management/discipline.</p>	<p>0020/1200 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$76,398.00</p> <p>0020/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$25,093.00</p>	<p>0935/1200 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 73416.00</p> <p>0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration 24875.00</p>
<p>Provide a 1.0 FTE special education teacher and instructional technicians to provide inclusive education for students with disabilities.</p>	<p>0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$45,691.00</p> <p>0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$19,207.00</p>	<p>0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 45165.78</p> <p>0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration 17821.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	0935/2100 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$58,865.00 0935/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,798.00 0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$350.00	0935/2100/3139 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 54210.17 0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration 22804.51 0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Discontinued action. Position has been moved to above action to support intervention.	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0	Not Applicable Not Applicable Not Applicable Not Applicable
Provide professional development to staff to support behavioral and academic interventions.	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$6,500.00	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 6000.00
Using CSI funds, provide staff development and follow up support for the implementation of Universal Design for Learning with support for substitute teachers and materials for training.	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds \$10,000.00 3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds \$3,000.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds \$617.00 3182/4300 4000-4999: Books And Supplies Federal Funds \$1,383.00	3182/5800 5800: Professional/Consulting Services And Operating Expenditures Federal Funds 6939.00 3182/1100 1000-1999: Certificated Personnel Salaries Federal Funds 0.00 3182/3XXX 3000-3999: Employee Benefits Federal Funds 0.00 3182/4300 4000-4999: Books And Supplies Federal Funds 0.00
Using LPSBG funds, provide a summer start up school for students.	7510/1100 0001-0999: Unrestricted: Locally Defined Federal Funds \$7,488.00	7510/1100 1000-1999: Certificated Personnel Salaries Federal Funds 7735.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	7510/1200 1000-1999: Certificated Personnel Salaries Federal Funds \$3,500.00 7510/2100 2000-2999: Classified Personnel Salaries Federal Funds \$4,080.00 7510/2200 2000-2999: Classified Personnel Salaries Federal Funds \$960.00 7510/3XXX 3000-3999: Employee Benefits Federal Funds \$3,812.00 7510/4700 4000-4999: Books And Supplies Federal Funds \$2,400.00 7510/4300 4000-4999: Books And Supplies Federal Funds \$400.00	7510/1300 1000-1999: Certificated Personnel Salaries Federal Funds 3500.00 7510/2100 2000-2999: Classified Personnel Salaries Federal Funds 5506.00 7510/2200 2000-2999: Classified Personnel Salaries Federal Funds 957.00 7510/3XXX 3000-3999: Employee Benefits Federal Funds 4004.00 7510/4700 4000-4999: Books And Supplies Federal Funds 1834.00 7510/4300 4000-4999: Books And Supplies Federal Funds 476.00
Provide 0.2 FTE teacher to provide intervention supports for students in the general education classroom in primary grades.	3010/1100 1000-1999: Certificated Personnel Salaries Title I \$14,507.72 3010/3XXX 3000-3999: Employee Benefits Title I \$2,980.18	3010/1100 1000-1999: Certificated Personnel Salaries Title I 14900.89 3010/3xxx 3000-3999: Employee Benefits Title I 4981.62

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 funds were generally expended in line with the actions and services outlined in this goal. We did spend more to support teacher supplies, largely as it related to needs in COVID distance learning. We did not expended in the area of substitute teacher costs however this is offset by the over expenditure in classified support salaries in order to reduce overall learning loss.

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

Through this process, we have noticed that our current math instruction is not meeting the needs of our students. Our teachers have identified some limitations in our current math adoption. New materials will be piloted in 2021-2022. The instructional technician supports will continue and will also be expanded to ensure greater access for students.

Goal 4

Maintain visual and performing arts instruction for Columbia students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Attendance for students participating in the program</p> <p>19-20 Connect and apply what is learned in music to learning in other art forms, subject areas, and to careers as measured by 6 – 8 grade unduplicated subgroup (all others are required to participate in music) attendance/enrollment rates. District will look at school attendance and chronic absenteeism rates to measure impact of programs on attendance.</p> <p>Baseline Students in grades 6-8 attended at a rate of 94.82% in the 2016-17 school year.</p>	<p>Students in grades 6-8 had a 95.9 attendance rate in 2019-2020.</p>
<p>Metric/Indicator Survey Results</p> <p>19-20 Increase parent perceptions, increase or maintain student perceptions, and maintain staff perceptions about the music program as measured by specific survey questions.</p> <p>Baseline</p>	<p>According to surveys, 86% of students, 86.5% of parents, 96% of staff feel that the music program is beneficial to students.</p>

Expected	Actual
According to surveys, 65% of parents and 96% of staff think the music program is beneficial to all students.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide music instruction with a 1.0 FTE Music Teacher and program serving all students.	0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$67,814.00 0935/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$23,330.00	0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 68860.00 0935/3XXX 3000-3999: Employee Benefits LCFF Supplemental and Concentration 23314.00
Purchase supplies/materials for art/drama electives serving all students.	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1500.00	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration 258.00
Provide stipends for two teachers to provide art instruction to students throughout the year either before or after school.	0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$3,200.00 0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$1,318.00	0935/1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 1600.00 0935/3xxx 3000-3999: Employee Benefits LCFF Supplemental and Concentration 665.00

Goal Analysis

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

The funds were generally expended as budgeted. Some of the stipends were not expended due to limits in programs once we went to distance learning. Funds not expended in this goal moved to goal 3 for classified support staff salaries for our students with disabilities.

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

This goal has proven to be successful in increasing our student engagement. CUSD continues to pride themselves on being able to maintain these programs.

A significant challenge came in continuing to provide access to the arts and music through distance learning. Although the teachers maintained their hours and worked with students, certain programs, such as instrumental music, suffered.

Goal 5

Increase student engagement.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Chronic Absenteeism Rate</p> <p>19-20 Decrease the chronic absenteeism rate to 13% or less.</p> <p>Baseline For the 2016-17 school year, 18.74% of students were considered chronically absent.</p>	<p>Our chronic absenteeism rate was not published for 2019-2020. It will also not be published for 2020-2021. For 2018-2019, the chronic absenteeism rate was 16.3%. This demonstrated a decrease and progress toward the goal.</p>
<p>Metric/Indicator Parent Survey Results</p> <p>19-20 Increase the percentage of parents who agree that our campus is a safe and welcoming learning environment as measured by specific survey questions.</p> <p>Baseline 64% of the 56 parents that responded to the survey state that their child feels safe at CES. 61% state that their child enjoys going to school. 75% of parents state that they feel welcome at CES. 83% of parents indicate that the buildings and grounds are</p>	<p>On the parent survey, our parents responded that: 89.8% feel CES is safe for students 82% report their child enjoys coming to school 84.6% feel that CES is welcoming 90% feel the buildings and grounds are well maintained 71% feel that school rules are clearly communicated These results represent an increase across the board in areas reflecting the school climate.</p>

Expected	Actual
clean and well maintained. 56% of parents feel the school rules are clearly communicated to students.	
<p>Metric/Indicator Staff Survey Results</p> <p>19-20 Increase the percentage of staff who agree that our campus is a safe and welcoming learning environment through specific survey questions.</p> <p>Baseline 67% of staff report that staff enjoy coming to work. 78% of staff report that CES is safe for students and staff. 63% of staff report that CES is welcoming to parents and encourages parent involvement. 71% of staff report that students enjoy coming to school. 56% of staff feel the school rules are fair and communicated to all students.</p>	<p>Staff report the following for the 2020-2021 LCAP: 69.5% like coming to work 79.2% feel CES is safe for students and staff 70.8% feel that CES is welcoming to parents and encourages parent involvement 58.4% feel that students enjoy coming to school 45.9% feel that school rules are fair and communicated to all students.</p> <p>Staff report the following for the 2021-2022 LCAP: 88.9% like coming to work 96.2% feel CES is safe for students and staff 77.7% feel that CES is welcoming to parents and encourages parent involvement 92.6% feel that students enjoy coming to school 77% feel that school rules are fair and communicated to all students.</p> <p>When looking to the 2021 results, there have been increases across the board in meeting these goal areas.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide attendance and behavior incentives to increase in class time and instructional hours for students.	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,000.00	0.00
The counselor and administrators will monitor student attendance. Students at risk of being chronically absent (absent for 10% or more of the school year) and their parent(s)/guardian will take part in meetings with the counselor and administrators to address the root causes of truancy.	Not Applicable Not Applicable 0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
This action was discontinued in the 18-19 school year.	Not Applicable Not Applicable 0 Not Applicable Not Applicable 0	
Provide professional development for teachers in the area of positive behavior interventions and supports to establish a baseline of behavioral supports for students.	0000/5800 5800: Professional/Consulting Services And Operating Expenditures LCFF Base \$6,000.00	0.00
Provide training through an online format in the areas of creating and maintaining a safe work environment. Cost for the program is included with our insurance premium.	Not Applicable Not Applicable 0	
Implement actions approved by the board to improve student safety on campus.	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,000.00	0935/5800 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 1000.00
Provide equipment for students to use during recess and physical education. (Equipment may include: sports balls, nets, posts, swings, or basketball hoops.)	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,000.00	0935/4300 4000-4999: Books And Supplies LCFF Supplemental and Concentration 1593.00
Provide Foster Youth liaison with release time to provide direct support services to foster youth at the school.	3010/1100 1000-1999: Certificated Personnel Salaries Title I \$1,244.00 3010/3xxx 3000-3999: Employee Benefits Title I \$256.00	3010/1100 1000-1999: Certificated Personnel Salaries Title I 180.00 3010/3xxx 3000-3999: Employee Benefits Title I 11.00

Goal Analysis

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

The funds budgeted in this goal were expended at a lower level than budgeted due to COVID. The funds budgeted from the general fund were not expended due to this action, PD for positive behavior interventions, being covered by CSI funds in goal 3.

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

This goal and the associated actions have increased the positive perception of our school culture. A major challenge was in being able to serve all students to the extent expected when faced with the pandemic.

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
Supplies for cleaning, PPE, and signage	20,000	34,415	No
Classroom instructional equipment including document cameras, projectors, and recess equipment	10,000	10,113	No
Increased yard supervision to ensure students are maintaining cohorts	14,500	13,307	No
50% of Salary and Benefits for a School Counselor to address student social/emotional needs with priority given to students who are low income, experiencing homelessness, foster youth, students with exceptional needs, or English learners	51,223	51,803	Yes
Increase available hours for custodial services to ensure facilities are clean and safe	14,257	14,257	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.

We spent most of the funds as described. We spent more on supplies and equipment to offer a safe environment as we needed to purchase additional outdoor seating for students.

Analysis of In-Person Instructional Offerings

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

The in-person instructional program was generally successful. We were able to have students return to campus in a hybrid model in September 2020. We were back in person for almost all students, 5 days a week, starting on January 4, 2021. We were able to provide enough supervision to ensure students were following protocols throughout their day. In order to support teachers in this very

challenging school year, online professional developments and supports were put in to place for teachers. Teachers had the ability to check-in regularly with an online coach and were able to benefit from the support of an off-campus consultant. Challenges of in-person instruction included teaching through masks, social distancing, and the uncertainty of student attendance due to the hybrid attendance options.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Software to support distance learning (Zoom, MobyMax, Prodigy, My Math Academy, Reflex Math, Mystery Science)	10,000	14,275	Yes
Wireless hot spots to ensure most vulnerable population can connect to instruction	12,000	11,133	Yes
Full Time Independent Study teacher position to provide educational options for working parents	82,900	82,883	Yes
Classroom supplies to support distance learning	10,000	10,423	No
Compensation for teachers to complete distance learning professional development	4,000	0	Yes
Computers and other technology devices for students to access distance learning	50,500	25,908	No

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

Professional development for teachers was included as a part of the contracted day. The funds were moved to teacher salaries to support intervention for students. We also purchased more software than was initially thought to support instruction.

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.

Columbia Elementary demonstrated success in meeting our students' needs at the whole-child level. We are most proud of the successes that we experienced with very little warning when faced with the pandemic. We successfully provided laptops and hotspots to all students who needed them. Though the hotspots did not always work as intended, the software used greatly supported distance learning and will continue to be an asset as we move forward. The challenges revolved around fully instructing students when internet connectivity was dropped due to the natural disruptions afforded by our region (heavily wooded areas, mountains, etc.). Additionally, as students spent more time away from the school

campus, and experienced inevitable inconsistencies in their educational programming, there were measurable variations in the level of school involvement and belongingness experienced by all stakeholders.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer Ramp Up To School Program- Teacher costs, materials, lunches	8,700	6,215	Yes
NWEA Measurement of Academic Progress (MAP) assessment to ensure all students, especially targeted groups, are making academic gains	10,500	7,365	Yes
45 minutes per day remedial instruction when in person instruction	0.00	229,767	No
Instructional Technician support for Special Education, ELA and Math support for English Learners, Foster Youth, Students experiencing Homelessness, and Low Income students.	131,881	85,967	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.

The instructional technician support was funded out of LCFF funds and other available funding. The remaining budget was put into teacher salaries to support the intervention work that was happening outside of the required school day. The intervention support was available to all students in need, however, foster youth, homeless youth, and English learners were targeted for supports. Our low income students were a secondary target for interventions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our teachers and staff did a wonderful job working within the COVID restrictions to provide our students with instruction. However, due to restrictions such as social distancing requirements and cohort regulation, our intervention programs were not as effective as they could have been. We have also lost some ground on our efforts towards a fully inclusive environment for our students. This challenge was also in part due to cohort expectations. We felt that it was in the best interest of student safety and educational continuity in programming to maintain a traditional special education model, rather than a learning center model, in order to prevent undo exposures of educationally vulnerable students to multiple cohorts.

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.

Our teachers and counselor worked very hard to ensure connections to all students who needed support. Our teachers provided tier 1 supports in the classroom through individual meetings and the SEL curriculum. Our counselor provided direct supports for tier 2 and tier 3 interventions. She met with students on Zoom, in person, or on the phone to help address their needs. Our counselor reports that this has been a busy year for supports, but the culture of our school in supporting every student was evident in everyone's hard work.

School climate survey results appear to communicate that all stakeholders felt a reduction of involvement and connectivity to the school as compared to 2019 California School Dashboard data. This sentiment did not seem unique to our school environment or community, but rather appeared to be symptomatic of the overarching themes of disconnectedness experienced by so many during the isolation of the COVID 19 pandemic.

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.

We provided weekly check ins for students who were not as engaged as needed in our programs. The principal and superintendent would make home visits to any students who were showing a pattern of disengagement. We kept families informed through regular communications in writing, in person, through phone calls, and short videos. The challenging part of our outreach was we did not have enough time to connect with all students who needed this support. Sometimes we would need to follow up many times to make contact with the parents and to have a positive change for the students.

Analysis of School Nutrition

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

We provided students with access to lunches throughout the school year. While in full distance learning, we delivered lunches weekly to families. When we returned to in person instruction, we made lunches available for pick up at the school. We had good participation in our lunch program throughout the year. We still had challenges in reaching our distance learning only students to ensure they had proper nutrition.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	School Nutrition Additional Operations Cost	27,158	46,503	No

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

Our costs to provide students with lunches was higher than anticipated due to increased participation.

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.

We have included supports for students in academics and social emotional learning. We will provide summer school opportunities as well as after school supports. We will also have an increase in instructional technicians supporting teachers and students.

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

We will continue to use our local assessment, NWEA MAP, to measure student growth. We will also use the embedded assessments in our curricula to ensure student progress. We will have adequate staff to address student learning loss. We will also have funds to continue professional development for instructional staff.

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.

The actions to support our students were different as we found that in the distance learning, hybrid, and in person instruction needed support from teachers due to the complexity of needs. The funds that were above the amount needed to accomplish other goals was redirected into teacher intervention support.

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.

Our implementation of the 2019-20 LCAP and 2020-21 LCP has resulted in our staff being well prepared to offer our students the academic and SEL supports needed to be successful in the coming years as learning loss is mitigated. Our 2019-20 LCAP provided the support needed to continue to improve the culture and climate of the school. The 21-24 LCAP provides opportunities for students to engage in academic and social/emotional growth to ensure we are developing all areas of need. In addition, our school will be able to maintain a supportive and engaging program for students with a full time music teacher, a full time physical education teacher, and a full time counselor. We will also have the opportunity to support students with summer school and after school programs that support academic development as well other areas of interest for students including art, drama, and athletics. The 21-24 LCAP also provides the flexibility needed to ensure the school can be responsive in supporting changing student and community needs as a direct and indirect result of the COVID pandemic.

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	971,143.17	910,209.98
	0.00	0.00
Federal Funds	154,121.00	119,730.60
LCFF Base	6,000.00	0.00
LCFF Supplemental and Concentration	577,238.27	548,247.87
Lottery	43,934.00	43,934.00
Not Applicable	0.00	0.00
Other	81,799.00	106,215.00
Title I	94,550.90	90,061.51
Title II	3,500.00	0.00
Title IV	10,000.00	2,021.00

* 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	971,143.17	910,209.98
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	7,488.00	0.00
1000-1999: Certificated Personnel Salaries	237,826.72	220,232.67
2000-2999: Classified Personnel Salaries	230,858.00	242,765.32
3000-3999: Employee Benefits	173,004.45	157,352.91
4000-4999: Books And Supplies	204,816.00	178,950.58
5000-5999: Services And Other Operating Expenditures	11,150.00	30,294.50
5800: Professional/Consulting Services And Operating Expenditures	106,000.00	80,614.00
Not Applicable	0.00	0.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	971,143.17	910,209.98
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Federal Funds	7,488.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	26,972.00	16,110.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	193,103.00	189,041.78
1000-1999: Certificated Personnel Salaries	Title I	15,751.72	15,080.89
1000-1999: Certificated Personnel Salaries	Title II	2,000.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	6,640.00	6,463.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	170,837.00	183,312.32
2000-2999: Classified Personnel Salaries	Other	800.00	1,463.00
2000-2999: Classified Personnel Salaries	Title I	52,581.00	51,527.00
3000-3999: Employee Benefits	Federal Funds	10,338.00	4,783.47
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	135,948.27	129,115.82
3000-3999: Employee Benefits	Title I	26,218.18	23,453.62
3000-3999: Employee Benefits	Title II	500.00	0.00
4000-4999: Books And Supplies	Federal Funds	8,683.00	2,435.63
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	68,350.00	26,995.95
4000-4999: Books And Supplies	Lottery	43,934.00	43,934.00
4000-4999: Books And Supplies	Other	78,849.00	103,739.00
4000-4999: Books And Supplies	Title IV	5,000.00	1,846.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	10,499.50
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	9,000.00	18,782.00
5000-5999: Services And Other Operating Expenditures	Other	2,150.00	1,013.00
5800: Professional/Consulting Services And Operating Expenditures	Federal Funds	94,000.00	79,439.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	6,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	1,000.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
5800: Professional/Consulting Services And Operating Expenditures	Title II	1,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title IV	5,000.00	175.00
Not Applicable	Not Applicable	0.00	0.00
		5,000.00	175.00
		0.00	0.00
		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	218,365.00	167,877.60
Goal 2	100,349.00	110,998.95
Goal 3	541,767.17	533,852.43
Goal 4	97,162.00	94,697.00
Goal 5	13,500.00	2,784.00

* 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	\$109,980.00	\$123,895.00
Distance Learning Program	\$169,400.00	\$144,622.00
Pupil Learning Loss	\$151,081.00	\$329,314.00
Additional Actions and Plan Requirements	\$27,158.00	\$46,503.00
All Expenditures in Learning Continuity and Attendance Plan	\$457,619.00	\$644,334.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$58,757.00	\$72,092.00
Distance Learning Program	\$60,500.00	\$36,331.00
Pupil Learning Loss		\$229,767.00
Additional Actions and Plan Requirements	\$27,158.00	\$46,503.00
All Expenditures in Learning Continuity and Attendance Plan	\$146,415.00	\$384,693.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$51,223.00	\$51,803.00
Distance Learning Program	\$108,900.00	\$108,291.00
Pupil Learning Loss	\$151,081.00	\$99,547.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$311,204.00	\$259,641.00

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
Columbia Union School District	Sarah Gillum Superintendent	sgillum@cusd49.com (209) 532-0202

Plan Summary [2021-22]

General Information

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

Columbia Union School District is single school district. Columbia Elementary is a great school with a focus on the success of the whole child. The parents, staff, and students focus on creating unique learning opportunities to ensure students leave our school ready for high school and beyond. In supporting the whole child, Columbia Elementary offers high quality instruction paired with opportunities for involvement in sports, music, visual art, and drama. The school has dedicated spaces for art, music, and STEAM education. The school also emphasizes social emotional learning opportunities supported by our full time counselor.

The current district profile follows; Enrollment: 453; ADA 402.7 (ADA is not a factor in funding for 2020-2021 due to COVID) ; English Learners:1.9%; Homeless/Foster Youth: 3.8%; Low Income: 48.3%; Middle School Dropout Rate: 0%; High School Dropout/Graduation Rate: N/A; CAASPP: ELA 40.81%; Math 31.46% Standard Met or Exceeded(18-19); One teacher was not fully credentialed and there was one misassignment as a result. Per Williams Compliance reporting, facilities are in good repair.

District instructional staff continue to pursue training in Next Generation Science Standards (NGSS), History/Social Science, English Language Arts, Math, and Social Emotional Learning.

The expulsion Rate (2019-20) was 0%; Suspension Rate (2019-20) 8.9%; Chronic Absenteeism rate of 16.3% (18-19) and a School Attendance rate of 88.9% (due to COVID).

Columbia Elementary enjoys the support from our parents and community members. The community surrounding the school is made up of a variety of businesses and private homes. Columbia Elementary's campus is large and generally spread out. The students have modern facilities and access to technology and one to one technology devices in their classrooms.

Reflections: Successes

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

Our school culture and climate has made significant gains throughout the implementation of our LCAP. Although we endured very stressful times related to school closures and the pandemic, we are most proud of our perseverance and the continuity of teaching and learning through various shifts and uncertainties. This school community reflected the core of who we are at Columbia Elementary School. There was an increase of sensitivity and care for one another. Even in the most uncertain times of the early pandemic, employees and families alike were continually willing to step out of their comfort zones to help one another. We ensured that students had access to learning to the extent possible, we delivered food to homes, we offered mental and emotional support, and most importantly, we stood together as a united school community. As we continue to deal with stressful times related to the pandemic we plan to build on our successes by continuing to stand together, support one another, and ensuring students have the materials and tools needed to succeed.

Our students have also posted modest gains in academic performance.

Our local data indicated that our students would increase their performance on statewide standardized assessments from the previous levels with 39% of our students projected to meet or exceed the standard in math and 51% of our students projected to meet or exceed the standard in ELA. However, due to the extended time period of school variance related to COVID, we did not see these scores realized. It is, however, a success to note that the learning loss between 2018-2019 CAASPP testing and 20-21 CAASPP testing was less than expected. We saw a learning loss of 8.9 percentage points in ELA, and a loss of 8.15 percentage points in Math. Considering the difficulty of providing our students with consistency during the time period between March 2020 and June 2021, we consider this data to demonstrate success in the mitigation of learning lost.

Additionally, during the 2020-2021 school year there was a reduction in the suspension rate and the student expulsion rate. Though this could be due to the ability to separate students through distance learning, it also speaks highly of our services available to students through the site counselor and within the layers of our Positive Interventions and Supports programming.

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.

We have identified needs in areas to support student success including providing additional learning time for all students, ensuring adequate learning support in class, and targeting English learners, foster youth, and homeless youth with supports as a part of the greater system of supports for students. There is also an identified need to continue social emotional supports for students. Students with disabilities is a subgroup in need of additional learning supports and opportunities as well.

According to the 2019 School Dashboard, Columbia Elementary had a red indicator in the area of Chronic Absenteeism. The data, when compared to the state level of 10.1% chronic absenteeism, was significantly concerning. Columbia elementary school demonstrated a chronic absenteeism rate of 16.3. This rate was consistent with the previous year of 16.8%. Tracking of attendance and absenteeism was challenging at best during the uncertain times of the COVID pandemic. For this reason, we believe that we will need to put supports in place, beyond counselling, to support students in removing obstacles to school attendance. We will look for strategies that are specifically beneficial for high needs students, including students with disabilities, homeless, and students who are considered to be struggling economically.

The 2019 Dashboard indicator for suspension and expulsions was also significantly higher than the state average, with an overall student group rating of "yellow". Our homeless and Socioeconomically Disadvantaged student groups were in "red". A closer look demonstrates that students who are Socioeconomically Disadvantaged and Students with Disabilities comprise the groups most affected by Chronic Absenteeism. An average of 20.8% of Socioeconomically disadvantaged students were considered to be chronically absent. In order to mitigate this statistic, Columbia Union School District is implementing District-wide conscious Discipline training, calling families with absent students, and implementing the SART protocols.

Columbia's rate for suspending students was at 8.9%, while the state average was merely 3.4%. Specific subgroups affecting this data were socioeconomically disadvantaged students, students with disabilities, and white students. In the years encompassed by this LCAP, we will work toward narrowing the gap in data between ourselves and the state, with a goal of having fewer annual suspensions than the state average. Our implementation of restorative justice will reduce the behavior events that lead to suspensions. This is clearly an identified need, We will continue to build our school wide programing for Social Emotional Learning, as well as our counselling program.

Finally, the 2019 school dashboard showed a data discrepancy between the district and the state in the measurement of proficiency in English Language Arts. Not only did we demonstrate a lower proficiency than the state, by about 10 percentage points, but we also showed the least growth in the population of students identified to have disabilities. The district has identified this as an area of need and will continue to train and support teaching staff to implement Multi-tiered systems of supports including interventions that are both co curricular and extra-curricular.

LCAP Highlights

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

Due to the COVID pandemic, the focus of our upcoming LCAP is to mitigate student learning loss, support student social/emotional learning, provide a broad course of study, and provide a safe and clean learning environment. We will also focus on supporting the development of our students with disabilities as they have low performance on the statewide assessments. We will work to expand our school programming in order to provide a preschool program to support our students with disabilities as well as our low income learners. We will support summer school and after school learning opportunities. We will continue to support a full time music teacher, a full time physical education teacher, and a full time counselor through LCFF and other funding sources.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Governing Board Meetings:

(2020: August 11, September 8, October 13, November 10, December 8. 2021: January 12, February 9, March 9, April 13, May 11, June 8)

The governing board consists of 5 elected members at large. The LCAP or items influencing the LCAP were included on each meeting agenda with information being shared and input being accepted during each meeting.

The LCAP Public Hearing was held on June 8, 2021.

The LCAP final approval was on June 22, 2021.

Columbia Union School District Site Council

(2020: November 17, December 15. 2021: January 19, February 16, March 16, April 20, May 18, and June 15)

The CUSD Site Council consists of teachers, parents, classified staff, and the school principal. The SSC typically meets every month, though delayed starting due to COVID pandemic this school year.

As Columbia Union School District is a one-school district, the SSC also serves as the Parent Advisory Council. This plan will get final approval from site council on June 15.

Staff Survey

3-8-21 to 3-15-21 Staff Survey was administered to all staff members. Information for the survey was sent out via email to all staff.

District Surveys

2-16-21 to 2-26-21 Parent and Community Survey was administered. Information for the survey was sent out to parents via School Messenger and on paper. The school received 53 responses.

3-15-21 to 3-25-21 Student Survey for students in grades 3-8. Survey was administered in class with support from teacher. 112 students responded.

LEA Bargaining Units

Bargaining units were consulted throughout the development of the LCAP. The draft LCAP was sent to Bargaining Units on June 4, 2021 for review and comment.

Review with County office of education:

December 15, 2020: Consultation with SELPA as part of SEP development.

LCAP Stakeholder Meeting was held on April 27, 2021.

A summary of the feedback provided by specific stakeholder groups.

Our parents and staff expressed that our programs supporting the arts, music, and P.E. should remain. The Columbia Union Elementary School District community believes that students will flourish when provided with multiple opportunities to grow, including through the arts and participatory learning opportunities. Furthermore, student input supports that students believe that their educational experience is enriched through access to the arts. They also expressed a desire for increased services to support struggling students in ELA and Math. Students expressed an interest in continuing the Music, art, and drama programs. The students also expressed an interest in increased choices during recess.

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

The goal structure was simplified from 5 goals to 3. This makes the LCAP more approachable for the layperson to read. In addition to maintaining the Music, P.E., and art programs, this LCAP also provides specific supports in the form of instructional technicians to ensure our most needy students get the help they need to be successful in ELA and Math. Because of the influence of all stake holding groups, this LCAP looks for strategies to improve learning opportunities for all students, enhance educational programming, and build on trauma informed instruction while including the arts and sports programming.

Goals and Actions

Goal

Goal #	Description
1	CUSD will provide all students with a guaranteed, viable curriculum. This comprehensive educational program will include student centered, standards based core instruction in Math, English Language Arts, Social Studies, and Science. Students will be given opportunities to grow academically through multi-tiered systems of support providing interventions in academic and social-emotional development. All students will have access to the programming that is needed, including but not limited to during and afterschool academic supports for struggling learners and Social and emotional supports for student success.

An explanation of why the LEA has developed this goal.

CUSD developed this goal to outline our mission for strong educational and social emotional programs to support all students with first, best instruction as well as quality intervention supports. This goal is based on our student achievement on both state and local assessments. This goal also provides additional learning opportunities for students as a response to the pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Math Scores	2021 performance indicators. Schoolwide performance data indicates that approximately 23.31% of assessed students in grades 3-8 met or exceeded the standards.				At least a 10% increase in students scoring meets or exceeds the standard
CAASPP ELA Scores	2021 performance indicators. Schoolwide performance data indicates that approximately 31.91%				At least a 10% increase in students scoring meets or exceeds the standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	of assessed students in grades 3-8 met or exceeded the standards.				
Math Projected Proficiency from MAP testing	39% of students will meet or exceed the standard based on MAP projections				At least 49% projected to meet or exceed the standard in math.
ELA Projected Proficiency from MAP testing	51% of students will meet or exceed the standard based on MAP projections				At least 61% projected to meet or exceed the standard in ELA.
Summer School Enrollment and attendance percentage	We are currently targeting at least 40, or approximately 9% of students, for participation in summer school.				We would like to have 100 students, or approximately 25% of the student body participating in summer school options.
After School Program Enrollment and percentage	This is a new program, so there is no baseline for the percentages.				We would like to have 100 students participating in after school options. This is a goal of 25-30% of the student body also participating in after school programming.
School Climate Survey Results	75% of parents feel their student is receiving instruction that meets their needs.				90% of parents will report that they feel their student is receiving instruction that meets the needs of the students, including the need for

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					intervention or enrichment.
School Climate Survey Results: Counseling, and Social-emotional wellness	77% of staff and 72% of parents feel the counseling program is a benefit for students.				More than 95% of respondents, representing at least 80% of the school community, will state that there is a climate of mutual and welcoming respect on the campus and will report that the counseling and/or SEL development programming are beneficial to the student, staff, and parent communities.
School Climate Survey Results	74% of staff feel that students have access to relevant, standards aligned curriculum.				An increase of at least 20% across the board in these survey areas would be expected.
Dashboard indicator- ELA for Students with Disabilities, 2018-2019.	Students with Disabilities were listed as "red." They were scoring an average of 91.8 points below standard. The statewide average at the time was 88.1 points below standard for this subgroup. Data from the previous year indicates that CUSD				Students with disabilities will perform at a level closer to proficiency. The expectation will be that the CUSD distance from proficiency for students with disabilities will be less than the statewide average. Furthermore, students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	average scores decreased by 14.7 points.				will demonstrate growth over the scores from 2018-2019.
Dashboard Indicator- Mathematics for Students with Disabilities, 2018-2019	Students with Disabilities were listed as "red." They were scoring an average of 120.5 points below standard. The statewide average at the time was 119.4 points below standard for this subgroup. Data from the previous year indicates that CUSD average scores decreased by 15.8 points				Students with disabilities will perform at a level closer to proficiency. The expectation will be that the CUSD distance from proficiency for students with disabilities will be less than the statewide average. Furthermore, students will demonstrate growth over the scores from 2018-2019.
Student Survey Results	92.1 % of students feel that they have technology tools needed for learning.				This data point will rise to 98% or higher.
Parent Survey Results	72.2 % of parents feel that students have adequate access to technology.				This metric will increase to 98% or higher.
Staff Survey Results	92.5% of staff feel that students have adequate access to technology				This metric will increase to 98% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Fully Credentialed	During the 2021-2022 School year, 91.67% of the teaching faculty were properly assigned.				This metric will be corrected to 100% properly assigned in the teaching faculty.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum materials to support the core academic program.	Materials and supplies to implement high quality, standards based instruction for all students in Math, English Language Arts, Social Studies, and Science. These materials will be used as the level 1 (universal) academic supports. All students will have sufficient access to standards aligned curriculum.	\$30,000.00	Yes
2	Instructional Technicians	Instructional technicians will provide in class support for English Language Arts and Math interventions at the direction of the classroom teacher. While COVID funding is available, the target level is to hire three positions to be available 6 hours per day. These positions will be temporary based on the available funding. In addition, the district will continue to fund existing instructional technicians through Title I, LCFF, and general funds. These positions are a part of the academic intervention layer at Tiers 2 and 3.	\$99,112.00	Yes
3	Special Education Instructional Technicians	Special education instructional technicians will be available to support the special education program, particularly in the area of English Language Arts. The number of technicians will be projected year to year, but are subject to change due to individual student and program needs. These positions are a part of the special education academic intervention layer at Tiers 2 and 3.	\$48,700.00	No

Action #	Title	Description	Total Funds	Contributing
4	Instructional Technology	Students will have access to needed instructional technology to support daily instruction. This can include presentation technologies for teachers, student devices, network equipment, and technology support services.	\$62,500.00	Yes
5	Teacher Professional Development	These funds are set aside to support teachers in gaining skills in instructional practices, curriculum supports, and social-emotional supports for our low income, foster youth, and English learners. Federal Title funds are provided for this purpose. Additional amounts from COVID Relief Funds and LCFF funds will be also be used. These funds can be used for travel costs, conference registration, presenters, personnel costs for attending the training, and materials costs. To increase the level of fully credentialed teachers and appropriately assigned teachers, Columbia Elementary will provide support in the way of funding and release time to contribute to the costs related to teacher induction, and to facilitate completion of internships and the granting of preliminary credentials for all applicable teaching staff.	\$22,500.00	Yes
6	Classified Staff Professional Development	These funds are set aside to support classified staff in gaining skills in instructional practices, job related skills to increase effectiveness or efficiency, and social-emotional supports for our low income, foster youth, and English learners. These funds can be used for travel costs, conference registration, presenters, personnel costs for attending the training, and materials costs.	\$2,000.00	Yes
9	Summer School	The district will use these funds to offer a summer start up school for students. The supports will be available for all students, but targeted students will be specifically invited. Summer School will focus on academic intervention and acceleration paired with enrichment opportunities. This is part of our Level 2 academic intervention for students.	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	After School Intervention	These funds will provide compensation for teachers and instructional technicians and needed materials to provide after school intervention services for students in the core academic areas and/or social-emotional interventions. These services are a part of the Tier 2 academic and social-emotional interventions.	\$31,000.00	No
11	Preschool Program	A preschool program located on site will provide services for our identified special education students as well as other students in an inclusive preschool class.	\$175,000.00	Yes
12	Foster Youth Liaison Stipend	Stipend for Foster Youth Liaison to provide services to students	\$1,950.00	Yes
13	Foster Youth Liaison Release Time	Funds to support substitute teachers to allow the liaison to attend meetings and service the needs of students.	\$2,000.00	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	CUSD will provide students with access to a broad course of study including Music, Physical Education, Drama, and afterschool engagement opportunities.

An explanation of why the LEA has developed this goal.

CUSD has seen the benefit of providing music and physical education opportunities to all students through full time teaching staff dedicated to this purpose. It is the district's desire to continue to provide these options as parents, teachers, and students report that these programs offer valuable instructional opportunities. There is also an interest in providing continued support for our elective and after school drama program. Parents, teachers, and students also reported a desire for more after school programming to support student development in the visual arts as well as other enrichment opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Survey Results	93.4% feel that teachers make learning interesting				Maintaining any results above 90%.
Parent Survey Results	75.3% feel that their child is receiving instruction that addresses their child's needs.				Parent survey results will increase to a level of 90% or higher believing that the students have access to instruction, including extra-curricular, co-curricular, and enrichment activities that broaden their courses of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey Results	92.6% feel that students look forward to coming to school				Maintaining any results above 90%. Increasing by 4% each year any areas less than 90% until they are at or over 90%.
California School Dashboard	2019 School Dashboard reports "Standard Met" as it relates to parent and family engagement.				This data will remain at a level of "standard met." In addition, at least 80% of families will annually complete the school climate survey provided by the district.
Staff Survey Results	92.6% feel that students benefit from the music program				Staff survey results will continue to show an approval rate of 92% or higher in regards to student benefit from enrichment programming, including Music.
California Longitudinal Pupil Achievement Data System (CALPADS) to report local indicator performance level of "met" for providing a Broad Course of Study on the California School Dashboard.	2019 California School Dashboard indicated "Standard Met" for providing student access to a broad course of study.				Maintain baseline offerings of a broad course of study with the addition of career exploration opportunities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard- ELA	According to the 2019 School dashboard, Columbia Elementary School Student Average for ELA was 24.6 points below standard met. Students with disabilities were in the red category, and students who identify as Hispanic were in the orange category.				All students assessed will demonstrate a growth of at least 10 points, and the district average will be within 5 points of the state average. Hispanic students will increase to at least the yellow level and students with disabilities will increase to orange or higher.
California School dashboard- Mathematics	The 2019 California School dashboard reflects that students at Columbia Elementary school scored an average of 24.6 points below standard. Particularly affected student groups included students with disabilities and students identifying as hispanic.				The school average in the area of mathematics will improve by a minimum of 5 points per year until we meet or exceed the state average for mathematics. Student groups will all improve by one color level if below the green level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Music Teacher	A full time music teacher position will be maintained by the district.	\$99,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Physical Education Teacher	A full time physical education teacher position will be maintained by the district.	\$111,000.00	Yes
3	Drama Stipend and Supplies	The district will maintain a stipend and supplies budget to support the drama program.	\$1,950.00	Yes
4	After School Art Stipends and Supplies	Stipend for up to 3 teachers and supplies to provide after school instruction in art.	\$5,150.00	Yes
5	STEAM stipend	Stipend for teacher to provide after school STEAM enrichment	\$1,950.00	Yes
6	Purchase of testing materials and supplies, and supplemental curriculum.	To ensure multiple measures for analyzing growth, the school will purchase licensing and supplemental curricula. This will be particularly useful in understanding, diagnosing, and addressing learning lost in ELA and Math, and will support English Learners and subgroups such as Students with Disabilities and Hispanic.	\$10,000.00	Yes
7	After School Tutoring	Students who are performing below grade level in core subjects will be invited to participate in after school intervention programming. This intervention will focus on ELA and Math topics for each grade level.	\$36,000.00	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	CUSD will provide all learners with a safe and engaging learning environment that encompasses social-emotional and behavioral supports in order to increase attendance of all students.

An explanation of why the LEA has developed this goal.

CUSD will provide a safe and engaging learning environment for students. This goal serves to ensure the stage is set for students to be successful in the other areas targeted in our LCAP and other plans. Students need a safe environment with access to technology and other appropriate physical supports to be successful.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism	Our Current Chronic Absenteeism rate (pre-COVID) is 16.2% Additionally, students categorized as homeless or socioeconomically disadvantaged are nested in the performance indicator of red.				A decrease in the chronic absenteeism rate to no more than 8% of students in a school year. All students will shift at least one performance level. Specific attention will be given to reducing the barriers to school attendance for subgroups "homeless" and "socioeconomically disadvantaged."
Student Survey Results	79.1% like school 98.7% feel that adults at school want them to do well				An increase of at least 4% per year for any areas that are not over 90%. Maintaining

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>89.6% feel safe at school</p> <p>90% feel that the school has clear rules</p> <p>63.6% feel that students treat each other well at school</p> <p>89.5% feel that the school is clean and in good repair</p>				<p>areas that are at 90% or above.</p>
Parent Survey Results	<p>82.2% feel that students look forward to coming to school</p> <p>86.3% feel that Columbia is welcoming</p> <p>83.6% feel that Columbia is a safe place for students</p> <p>93.2% feel that the building and grounds are well maintained</p> <p>75.4% feel that school rules are clearly communicated</p>				<p>An increase of at least 4% per year for any areas that are not over 90%. Maintaining areas that are at 90% or above.</p>
Staff Survey Results	<p>96.2% feel that Columbia is a safe place for staff and students</p> <p>77.7% feel that Columbia is welcoming and</p>				<p>An increase of at least 4% per year for any areas that are not over 90%. Maintaining areas that are at 90% or above.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	encourages parent participation 92.6% feel that students look forward to coming to school 88.9% look forward to coming to work				
California Healthy Kids Survey	CUSD administration is awaiting the results of CHKS. Once the results are received, this field will be updated.				
California School Dashboard, 2018-2019	Suspension data indicates a suspension rate of 8.9%, while the state average was at only 3.4%.				CUSD will decrease the suspension rates to a rate that is consistently lower than the state average through the creation and implementation of supports, including but not limited to positive interventions and supports, restorative justice, and counselling services.
Staff Survey Results	49.2% feel that there are adequate behavioral interventions to support student needs				Appropriate programming, school counselling, and intervention services will lead to an increase of at least 90% of staff feeling that there are

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					adequate behavior interventions.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Playground Equipment	Funds will be provided for playground equipment. The equipment may include swings, nets, posts, balls, or other equipment as needed in the program.	\$3,000.00	Yes
2	M&O supplies	CUSD will provide funds for the necessary maintenance and operations supplies to support a safe and healthy environment for all students.	\$10,000.00	No
3	Building Maintenance	CUSD will provide funding to ensure regular building maintenance including painting, roofing, HVAC systems, and any other maintenance items needed can be completed.	\$20,000.00	No
4	Attendance Monitoring	Administration and the school counselor will make home visits, phone calls, and follow up on students with a pattern of poor attendance.	\$2,000.00	Yes
5	Social Emotional Curriculum	These funds will be used to support the social and emotional development of our students. These programs include our PBIS, in-class Social-Emotional curriculum, and any materials needed to support the implementation of these programs. These programs are components of our Tier 1 (universal intervention for social-emotional supports).	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	School Counselor	A full time counselor position will be maintained to serve students in need of support in addition to the supports available in the classroom. The counselor position will also specifically focus on coordinating academic intervention plans through the SST and 504 plan process. This position will help with efforts to reduce chronic absenteeism by calling families with absent students and performing home visits when needed. The counselor position will provided targeted supports to low-income, foster youth, and English Learners. This position provides tiers 2 and 3 of social-emotional supports for students.	\$103,208.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
10.73%	412,483

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.

Music Teacher- this position uses music to help support the academic and social emotional development of students. The needs of our English learners will be considered in this position to ensure these students hear songs from their culture and have the opportunity to learn English with support from music. Our low income students are considered in the implementation of this program. We ensure students from low income families have full support and access to the program. Furthermore, studies have shown that music programs increase school attendance, help with reading fluency, and can teach basic metrics such as time and fraction awareness.

Physical Education Teacher- this position engages students in school through physical expression. This is particularly supportive of our foster youth in that our foster youth generally find success in engaging with others through organized play. In the same way, our English learners expand their use of English when engaging in organized play with others. Our students from low income households are supported in engaging in organized sports as the students get older.

Curriculum- the curriculum selected will take into account the academic and cultural needs of English learners. Foster youth will have access to a variety of formats to access the curriculum to ensure continuity. Our students from low income households will have rich and engaging curriculum to support the diverse needs they present.

Instructional Technicians- The work of the instructional technicians will be principally directed toward ensuring the academic success of our foster youth, English learners, and low income students.

Instructional Technology- instructional technology will allow all students to access both curriculum and intervention support software. Foster youth, English learners, and low income students were primarily considered when selecting the type of equipment and ensuring accessibility. We will continue to offer these students hot spots and any equipment needed to be successful in our academic programs.

Professional Development- the target of PD will be to support the learning and social-emotional needs of foster youth, English learners, and low income students.

Social Emotional Curriculum- the social emotional curriculum selected will provide supports for our English learners and our Foster youth in both content and delivery.

Summer School- While all students will be able to access summer school opportunities, we will specifically recruit our English learners, foster youth, and low income students. We will also ensure teachers are offering opportunities that these students find engaging and supportive of their needs.

After School Intervention- While all students will be able to access after school opportunities, we will specifically recruit our English learners, foster youth, and low income students. We will also ensure teachers are offering opportunities that these students find engaging and supportive of their needs.

Preschool Program- this program is specifically directed at support of our students with disabilities. However, the program is being designed and implemented as a fully inclusive environment to ensure students from low income households, foster youth, and English learners have an early learning option within our district.

Drama Stipend and Supplies- these funds will support engagement for all students. The program has been successful in encouraging our students from all backgrounds, including English learners, foster youth, and low income students, to participate in performing arts. This program is offered as an additional engagement opportunity for students from the targeted backgrounds.

Art Stipend and Supplies- these funds will support engagement for all students. The program has been successful in encouraging our students from all backgrounds, including English learners, foster youth, and low income students, to participate in visual arts. This program is offered as an additional engagement opportunity for students from the targeted backgrounds.

STEAM Stipend and Supplies- these funds will support engagement for all students. The program has been successful in encouraging our students from all backgrounds, including English learners, foster youth, and low income students, to participate in STEAM related exploration and development. This program is offered as an additional engagement opportunity for students from the targeted backgrounds

Playground Equipment- these funds will be expended to ensure students have adequate opportunities to engage in physical activities during recess and physical education. Our English learners develop their language skills through opportunities to engage in play with their peers. Our foster youth often find the opportunity to settle into our environment through the social aspects of play. Our low income students have a quality playground that is easily accessible within their community.

Maintenance and Operations Supplies and Building Maintenance- Keeping a clean and well repaired facility is important for all students. While these funds do not have a direct impact on any student, having an environment that removes any barriers to safety is a benefit to our foster youth, English learners, and low income students.

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

Our percentage of Foster Youth, English Learners, and Low Income students is at approximately 50%. We have counseling supports principally directed toward ensuring social/emotional and academic success. We have a physical education teacher and a music teacher employed full time to ensure these students are engaged. We have instructional technicians to support the academic development of these populations in both general and special education environments. We have also provided funds to ensure these students can access after school learning and extended learning in summer school. In addition, CUSD will provide staff with professional development supports to

ensure these populations are supported and engaged in learning loss mitigation. These additional services far exceed the 10.73% MPP required to offer support above and beyond the program offered to all students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$547,396.00	\$155,000.00	\$350.00	\$212,700.00	\$915,446.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$686,188.00	\$229,258.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Curriculum materials to support the core academic program.	\$20,000.00	\$10,000.00			\$30,000.00
1	2	English Learners Foster Youth Low Income	Instructional Technicians	\$49,112.00	\$50,000.00			\$99,112.00
1	3	Students with Disabilities	Special Education Instructional Technicians				\$48,700.00	\$48,700.00
1	4	English Learners Foster Youth Low Income	Instructional Technology	\$62,500.00				\$62,500.00
1	5	English Learners Foster Youth Low Income	Teacher Professional Development	\$10,000.00	\$12,500.00			\$22,500.00
1	6	English Learners Foster Youth Low Income	Classified Staff Professional Development	\$2,000.00				\$2,000.00
1	9	English Learners Foster Youth Low Income	Summer School	\$6,000.00	\$25,000.00		\$4,000.00	\$35,000.00
1	10	All	After School Intervention	\$3,500.00	\$27,500.00			\$31,000.00
1	11	English Learners Foster Youth Low Income	Preschool Program	\$100,000.00			\$75,000.00	\$175,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	12	Foster Youth	Foster Youth Liaison Stipend	\$1,950.00				\$1,950.00
1	13	Foster Youth	Foster Youth Liaison Release Time	\$2,000.00				\$2,000.00
2	1	English Learners Foster Youth Low Income	Music Teacher	\$99,426.00				\$99,426.00
2	2	English Learners Foster Youth Low Income	Physical Education Teacher	\$111,000.00				\$111,000.00
2	3	English Learners Foster Youth Low Income	Drama Stipend and Supplies	\$1,950.00				\$1,950.00
2	4	English Learners Foster Youth Low Income	After School Art Stipends and Supplies	\$5,150.00				\$5,150.00
2	5	English Learners Foster Youth Low Income	STEAM stipend	\$1,600.00		\$350.00		\$1,950.00
2	6	English Learners Foster Youth Low Income	Purchase of testing materials and supplies, and supplemental curriculum.	\$10,000.00				\$10,000.00
2	7	English Learners Foster Youth Low Income	After School Tutoring	\$1,000.00			\$35,000.00	\$36,000.00
3	1	English Learners Foster Youth Low Income	Playground Equipment	\$3,000.00				\$3,000.00
3	2	All	M&O supplies		\$10,000.00			\$10,000.00
3	3	All	Building Maintenance		\$20,000.00			\$20,000.00
3	4	English Learners Foster Youth Low Income	Attendance Monitoring	\$2,000.00				\$2,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Social Emotional Curriculum	\$2,000.00				\$2,000.00
3	6	English Learners Foster Youth Low Income	School Counselor	\$53,208.00			\$50,000.00	\$103,208.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$543,896.00	\$805,746.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$3,950.00	\$3,950.00
Schoolwide Total:	\$539,946.00	\$801,796.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum materials to support the core academic program.	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	\$30,000.00
1	2	Instructional Technicians	Schoolwide	English Learners Foster Youth Low Income		\$49,112.00	\$99,112.00
1	4	Instructional Technology	Schoolwide	English Learners Foster Youth Low Income		\$62,500.00	\$62,500.00
1	5	Teacher Professional Development	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$22,500.00
1	6	Classified Staff Professional Development	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00
1	9	Summer School	Schoolwide	English Learners Foster Youth Low Income		\$6,000.00	\$35,000.00
1	11	Preschool Program	Schoolwide	English Learners Foster Youth Low Income		\$100,000.00	\$175,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	Foster Youth Liaison Stipend	Limited to Unduplicated Student Group(s)	Foster Youth		\$1,950.00	\$1,950.00
1	13	Foster Youth Liaison Release Time	Limited to Unduplicated Student Group(s)	Foster Youth		\$2,000.00	\$2,000.00
2	1	Music Teacher	Schoolwide	English Learners Foster Youth Low Income		\$99,426.00	\$99,426.00
2	2	Physical Education Teacher	Schoolwide	English Learners Foster Youth Low Income		\$111,000.00	\$111,000.00
2	3	Drama Stipend and Supplies	Schoolwide	English Learners Foster Youth Low Income		\$1,950.00	\$1,950.00
2	4	After School Art Stipends and Supplies	Schoolwide	English Learners Foster Youth Low Income		\$5,150.00	\$5,150.00
2	5	STEAM stipend	Schoolwide	English Learners Foster Youth Low Income		\$1,600.00	\$1,950.00
2	6	Purchase of testing materials and supplies, and supplemental curriculum.	Schoolwide	English Learners Foster Youth Low Income		\$10,000.00	\$10,000.00
2	7	After School Tutoring	Schoolwide	English Learners Foster Youth Low Income		\$1,000.00	\$36,000.00
3	1	Playground Equipment	Schoolwide	English Learners Foster Youth Low Income		\$3,000.00	\$3,000.00
3	4	Attendance Monitoring	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	Social Emotional Curriculum	Schoolwide	English Learners Foster Youth Low Income		\$2,000.00	\$2,000.00
3	6	School Counselor	Schoolwide	English Learners Foster Youth Low Income		\$53,208.00	\$103,208.00

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.