

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cutten Elementary School District

CDS Code: 62745000000

School Year: 2021-22

LEA contact information:

Susan Ivey

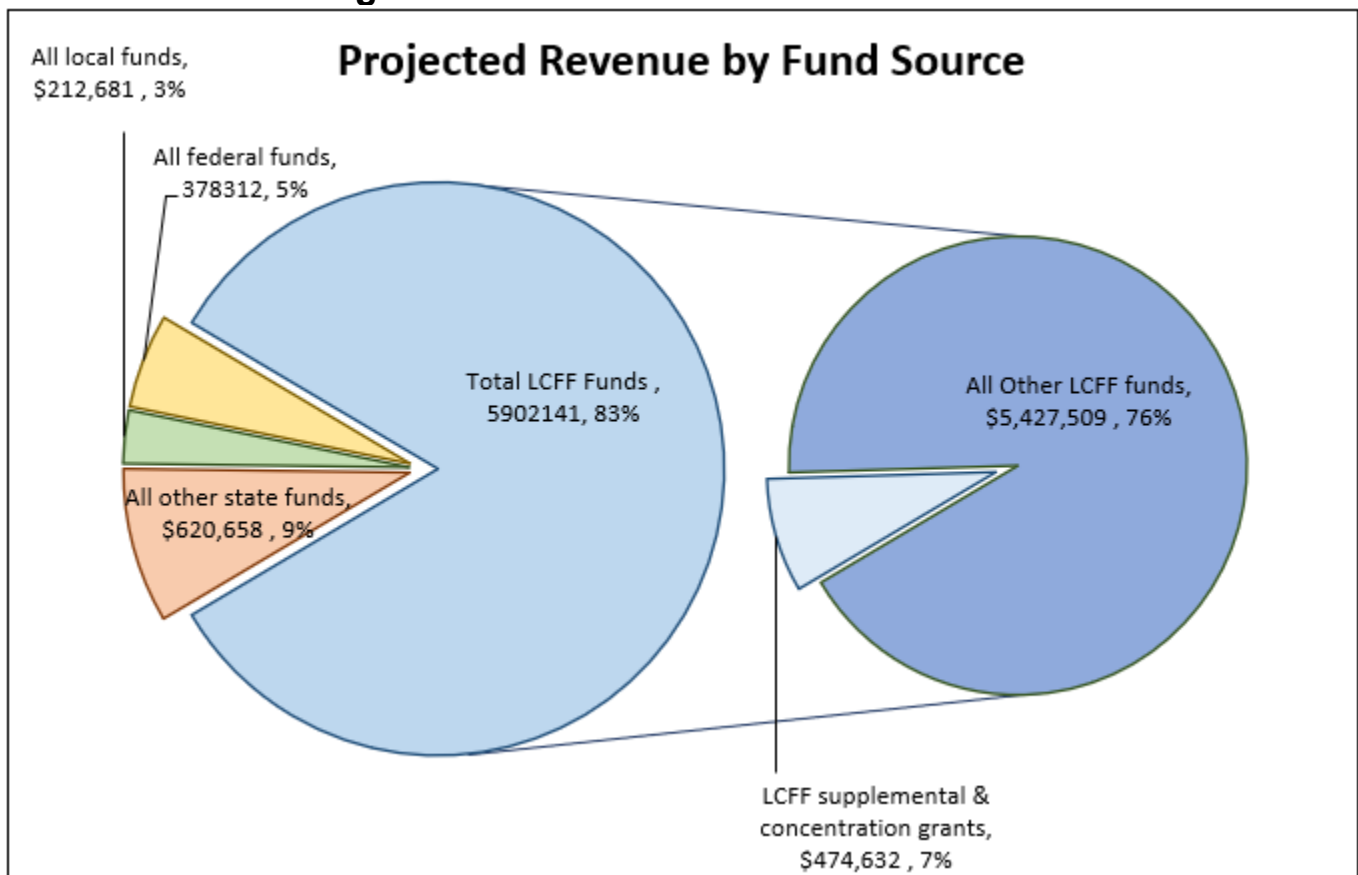
Superintendent

sivey@cuttensd.org

7074413930

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

Budget Overview for the 2021-22 School Year

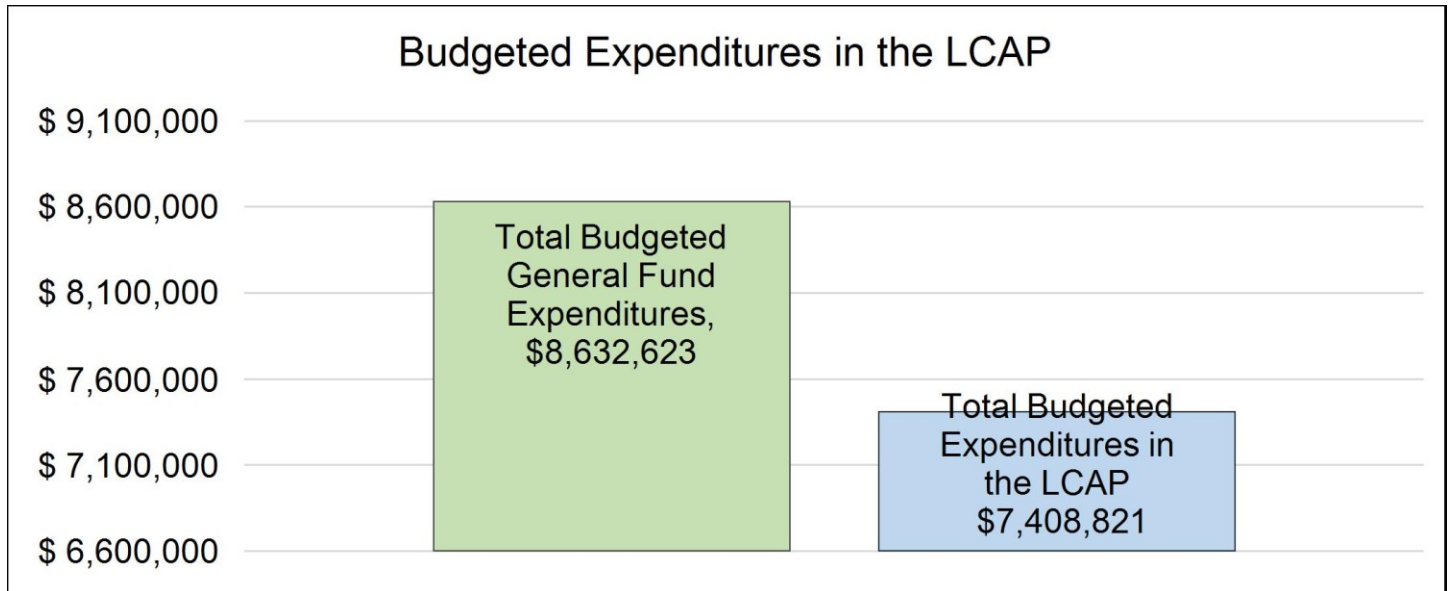


This chart shows the total general purpose revenue Cutten Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Cutten Elementary School District is \$7,113,792, of which \$5,902,141 is Local Control Funding Formula (LCFF), \$620,658 is other state funds, \$212,681 is local funds, and \$378,312 is federal funds. Of the \$5,902,141 in LCFF Funds, \$474,632 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 Cutten Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Cutten Elementary School District plans to spend \$8,632,623 for the 2021-22 school year. Of that amount, \$7,408,821 is tied to actions/services in the LCAP and \$1,223,802 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

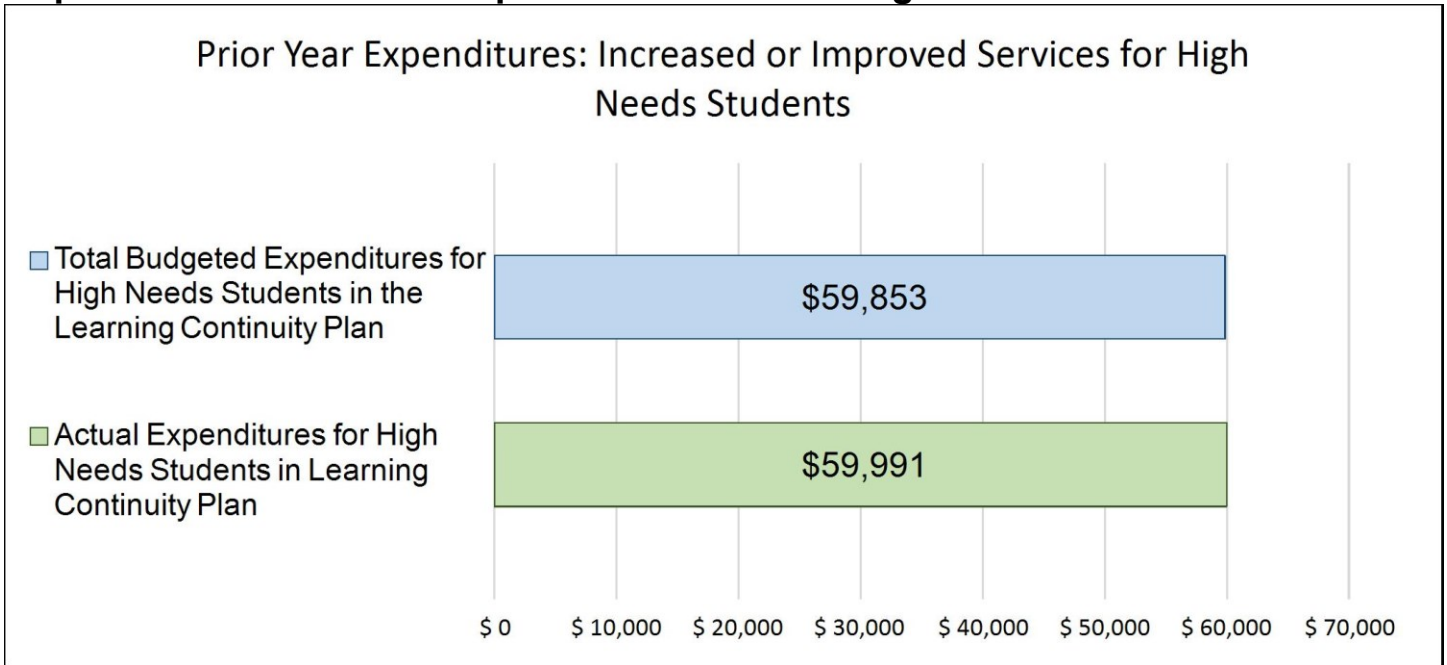
General Fund Budget Expenditures not included in the LCAP include the Business Manager, Crossing Guard, and substitute salaries and benefits. Retiree benefits. Central Office expenditures such as administration supplies, office and medical supplies, equipment leasing, furniture, software, employee mileage, travel & conference, membership fees and insurance. Utilities, security monitoring, printing, audit fees, information network services, personnel charges and postage. Special education tuition and contracted services.

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

In 2021-22, Cutten Elementary School District is projecting it will receive \$474,632 based on the enrollment of foster youth, English learner, and low-income students. Cutten Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cutten Elementary School District plans to spend \$477,479 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 Cutten Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Cutten Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Cutten Elementary School District's Learning Continuity Plan budgeted \$59,853 for planned actions to increase or improve services for high needs students. Cutten Elementary School District actually spent \$59,991 for actions to increase or improve services for high needs students in 2020-21.



Building a better world, one student at a time.

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
Cutten Elementary School District	Susan Ivey Superintendent	sivey@cuttensd.org 7074413930

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 levels, improving the foundation for college and career readiness.

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

Local Priorities: NONE

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 1.1 Number of highly qualified teachers / appropriate teacher assignments</p> <p>19-20 Maintain 100% highly qualified, appropriate teacher assignments</p> <p>Baseline 100% highly qualified, appropriate teacher assignments</p>	<p>MET Maintained 100% highly qualified, appropriate teacher assignments.</p>
<p>Metric/Indicator 1.2 Local multiple measures of student achievement Second trimester scores best possible indicator at the time the LCAP must be written; not indicative of the student achievement at year's end meeting exit standards</p> <p>19-20</p>	<p>NOT MET Multiple measures results at the 2nd trimester "progressing" or "met": Reading, 76% Writing, 56% Mathematics, 79%</p> <p>The metric was met with significant growth in reading and math. Not met in writing.</p>

Expected	Actual
<p>1% increase in achievement in math and ELA for all groups multiple measures progress at the 2nd trimester “ progressing” or “met”: reading, 71%; writing, 59%, math, 72%</p> <p>Baseline 2017 multiple measures indicated progress at the 2nd trimester “ progressing” or “met”: reading, 69%; writing, 57%, math, 70%</p>	
<p>Metric/Indicator 1.3 A broad course of study provided to all students</p> <p>19-20 Maintain 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries.</p> <p>Baseline 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study:ELA, math, historysocial science, science, the arts, health, and physical education as reflected in progress summaries</p>	<p>MET Maintained 100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history-social science, science, the arts, health, and physical education - as reflected in multiple measures and site schedules.</p>
<p>Metric/Indicator 1.4 CAASPP scores</p> <p>19-20 CAASPP 2018 2019 Meet/Exceed 50% ELA 43% Math</p> <p>ELA Dashboard All students: increase 3.5 pts above level 3 Socioeconomically disadvantaged: increase 20.1 points below level 3 Hispanic: increase 18.6 points below level 3</p>	<p>ALL STUDENTS - MET CAASPP 51.6% ELA, 43.4% Math ELA - MET All students 4.8 above MET 2.9 increase from previous year SED 10.4 below MET .3 increase from previous year Hispanic -15.2 below MET 4.4 increase from previous year</p> <p>MATH - NOT MET All students 11.3 below NOT MET 6.4 decline from previous year SED 29.1 below NOT MET 5.9 decline from previous year Hispanic 34.6 below NOT MET 10.5 decline from previous year</p>

Expected	Actual
<p>Math Dashboard All students: increase 5.7 points below level 3 Socioeconomically disadvantaged: increase 30.1 points below level 3 Hispanic: increase 33.3 points below level 3</p> <p>Baseline CAASPP 2015 16 Met/Exceeded 2015 16 47% ELA 40% Math ELA Dashboard All students: Low/yellow 8.5 pts below level 3 Socioeconomically disadvantaged: Low/yellow 32.1 points below level 3 Hispanic: low/orange 30.6 points below level 3 Math Dashboard All students: Low/yellow 17.7 points below level 3 Socioeconomically disadvantaged: Low/yellow 42.1 points below level 3 Hispanic: Low/red 45.3 points below level 3</p>	
<p>Metric/Indicator 1.5 5th grade Science California Science Test scores</p> <p>19-20 CAST first year of reportable scores 2018 2019</p> <p>Baseline California Science Test no longer exists. CAST baseline set in 2018 19</p>	<p>MET CAST baseline, percent of students who met/exceeded standards: All students: 36.14% Economically disadvantaged students: 27.03% Students with disabilities: 13.34% Female students: 41.47% Male students: 30.95% Hispanic: 28.57% White: 44.23%</p>
<p>Metric/Indicator 1.6 Class size</p> <p>19-20 Maintain class size 24 or less, grades TK - 3; 28 or less, 4 - 6</p> <p>Baseline Class size 24 or less, grades TK - 3; 28 or less, grades 4 - 6</p>	<p>MET Maintained average class size 24 or less, grades TK - 3; 26 or less, grades 4 - 6</p>
<p>Metric/Indicator 1.7 English learner redesignation CELDT</p>	<p>ELPAC data is suppressed because so few students were tested</p>

Expected	Actual
<p>19-20 Of all students assessed with the ELPAC, 50% will improve at least one performance level in a category.</p> <p>Baseline 13 EL students, of which 5 were reclassified in the fall of 2018, using the summative ELPAC assessment.</p>	
<p>Metric/Indicator 1.8 NGSS materials purchase & implementation</p> <p>19-20 NGSS materials in classrooms, Fall 2019</p> <p>Baseline NGSS pilot materials purchase and implemented to determine if the Amplify Science curriculum meets the district's needs.</p>	<p>NOT MET Did not purchase materials, continuing pilot with new publisher</p>
<p>Metric/Indicator 1.9 5th grade physical fitness scores</p> <p>19-20 Maintain 75% six of six fitness standards</p> <p>Baseline 74% met six of six fitness standards</p> <p>Metric/Indicator 1.10 Professional development registration / attendance records</p> <p>19-20 Maintain 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards</p>	<p>MET 75% met six of six fitness</p> <p>MET Maintained 95%+ certificated staff participating in professional development related to the California Standards, specifically ELA/writing and Next Generation Science Standards, specifically training on piloted science curriculum.</p>

Expected	Actual
<p>Baseline 95%+ certificated staff participating in professional development related to the California Standards, the ELA/ELD Framework and Next Generation Science Standards</p>	
<p>Metric/Indicator 1.11 Participation rates in arts opportunities</p> <p>19-20 Maintain 100% students receiving music instruction.</p> <p>Baseline 100% students receiving music instruction</p>	<p>MET Maintained 100% students receiving music instruction.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 a. Students taught by 27.4 highly qualified certificated teachers no misassignments; employ administrator staffing sufficient to support the school program b. Provide induction support as needed - BTSA c. Supplies</p>	<p>a. 0000, -1100, 1301, 1302, 1303; 4035-, 1100; 1400-, 1100 LCFF 2,767,545</p> <p>b. 4035--5800 Title II 14,000</p> <p>c. 0000--4310--A100 LCFF 18,000</p>	<p>a. 0000, -1100, 1301, 1302, 1303; 4035- 1100; 1400-, 1100 1000-1999: Certificated Personnel Salaries LCFF 2,870,706</p> <p>b. 4035-5800 5800: Professional/Consulting Services And Operating Expenditures Title II 14,000</p> <p>c. 0000-4310-A100 4000-4999: Books And Supplies LCFF 12,599</p>
<p>1.2 Provide Tier 2 RTI / Targeted Intervention Program (TIP) 0.10 FTE coordinator Program oversight and training, providing research--based curriculum and assessment 1:1 or small group direct instruction.</p>	<p>0000--1133--A100 LCFF 7,803</p>	<p>0000-1133-A100 1000-1999: Certificated Personnel Salaries LCFF 9,940</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.3 Provide Tier 2 Rtl / Targeted Intervention Program (TIP) Program oversight and training, providing research-based curriculum and assessment - 1:1 or small group direct instruction to unduplicated students and FY. Provide Tier 3 Rtl support to students with highest needs who are not identified for Special Education.</p> <p>a. 0.30 FTE Certificated coordinator Tier II b. 0.50 hour daily per 25 classroom assistants c. 0.20 FTE Certificated coordinator Tier III d. Assessment/instructional materials</p>	<p>0001--1133--A100 LCFF Supplemental 23,400</p> <p>b. 0001--2100--A100 LCFF Supplemental 29,775</p> <p>c. 0001--1133--A100 LCFF Supplemental 21,481</p> <p>d. 0001--4312 LCFF Supplemental 1,000</p>	<p>a. 0001--1133--A100 1000-1999: Certificated Personnel Salaries LCFF Supplemental 29,800</p> <p>b. 0001--2100--A100 2000-2999: Classified Personnel Salaries LCFF Supplemental 24,418</p> <p>c. 0001--1133--A100 1000-1999: Certificated Personnel Salaries LCFF Supplemental 11,649</p> <p>d. 0001--4312 4000-4999: Books And Supplies LCFF Supplemental 124</p>
<p>1.4 Provide special education and speech and language services</p> <p>a. 2.0 FTE resource teacher salary b. .20 FTE speech and language pathologist and 1.25 FTE Special Education Assistants c. Supplies d. Other Operating Expenses</p>	<p>a. 3310--1104; 6500--1104)(FN 1120/1190) Special Education 196,208</p> <p>b. 6500--1104 (FN 1190); 3310--2103; 6500--2103, 6500--2122 Special Education 61,209</p> <p>c. 6500--4310 Special Education 1,150</p> <p>d. 6500--5800 (FN 1120, 1190, 3120) Special Education 8,192</p>	<p>a. 3310--1104; 6500--1104)(FN 1120/1190 1000-1999: Certificated Personnel Salaries Special Education 196,522</p> <p>b. 6500--1104 (FN 1190); 3310--2103; 6500--2103, 6500--2122 2000-2999: Classified Personnel Salaries Special Education 81,885</p> <p>c. 6500--4310 4000-4999: Books And Supplies Special Education 801</p> <p>d. 6500--5800 (FN 1120, 1190, 3120) 5800: Professional/Consulting Services And Operating Expenditures Special Education 9,856</p>
<p>1.5 Maintain TK - 2 Special Day Class at Ridgewood School</p> <p>a. 1.0 FTE teacher b. 1.122 FTE assistants c. Books and Supplies</p>	<p>a. 6500--1104 Special Education 77,894</p> <p>b. 6500--2103 Special Education 33,345</p>	<p>a. 6500--1104 1000-1999: Certificated Personnel Salaries Special Education 72,717</p> <p>b. 6500--2103 2000-2999: Classified Personnel Salaries Special Education 37,515</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>d. Furniture and Equipment</p> <p>1.6 Support opportunities for differentiation to provide appropriate instruction for the wide range of abilities, skills and interests found in each classroom</p> <p>a. 1.0 FTE classroom teacher & aide maintain GSA class sizes of 24:1, grades K - 2; and 28 or less, grades 4 – 6</p> <p>b. Classroom aides maintain classroom assistants in every classroom 3 hrs daily</p> <p>1.7 Provide GATE services, grades 4-6 0.30 FTE Teacher</p>	<p>c. 0000--4310--A100 LCFF 7,500</p> <p>d. 0000--4421--A100 LCFF 9,000</p> <p>a. 0001--1100 LCFF Supplemental 111,993</p> <p>a. 0001-2100 LCFF Supplemental 10,754</p> <p>b. 3010--2100--A100; 0000--2100--A100 Title I 279,629</p> <p>0000--1133-A100 LCFF 31,513</p>	<p>c. 0000--4310--A100 4000-4999: Books And Supplies LCFF 5,250</p> <p>d. 0000--4421--A100 4000-4999: Books And Supplies LCFF 3,817</p> <p>a. 0001--1100 1000-1999: Certificated Personnel Salaries LCFF Supplemental 112,646</p> <p>a. 0001--2100 2000-2999: Classified Personnel Salaries LCFF Supplemental 16,101</p> <p>b. 3010--2100--A100; 0000--2100--A100 2000-2999: Classified Personnel Salaries Title I 331,510</p> <p>0000-1133-A100 1000-1999: Certificated Personnel Salaries LCFF 18,653</p>
<p>1.8 Evaluate, monitor, and modify formative and summative multiple measures assessment tools</p> <p>a. Leadership Team Stipend</p> <p>b. Assessment tools (DIBELS, Fountas & Pinnell benchmark kits, etc.)</p>	<p>a. 3010--1134--A100 Title I 4,866</p> <p>b. 0000--4391--A100 LCFF 7,021</p>	<p>a. 3010--1134--A100 1000-1999: Certificated Personnel Salaries Title I 4,811</p> <p>b. 0000--4391--A100 4000-4999: Books And Supplies LCFF 1,741</p>
<p>1.9 Staff libraries for increased access for students, staff, and families</p> <p>a. 1.50 FTE Library tech / aide</p> <p>b. Supplies</p> <p>c. Professional Development</p> <p>d. Certificated Librarian services through contract with HERC</p>	<p>a. 0000--2216--A100 LCFF 81,685</p> <p>b. 0000--4391--A100 LCFF 200</p> <p>c. 0000--5210 LCFF 70</p>	<p>a. 0000--2216--A100 2000-2999: Classified Personnel Salaries LCFF 74,210</p> <p>b. 0000--4391--A100 4000-4999: Books And Supplies LCFF 0</p> <p>c. 0000--5210 5000-5999: Services And Other Operating Expenditures LCFF 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.10 Provide instructional materials for EL & R-FE students as determined by individual need.</p>	<p>d. 0000--5800--A100 LCFF 700</p> <p>0001--4310 LCFF Supplemental and Concentration 18,992</p>	<p>d. 0000--5800--A100 5800: Professional/Consulting Services And Operating Expenditures LCFF 700</p> <p>0001-4310 4000-4999: Books And Supplies LCFF Supplemental 0</p>
<p>1.11 Implement CA Standards (based upon the CCSS); provide high-quality, standards- based curriculum; grades 1 - 4 pilot Amplify Science program; update and reconfigure FOSS science kits; provide release days for 5th and 6th grade teachers to explore NGSS science materials</p> <p>a. Consumable materials / eAssessments b. Purchase NGSS curriculum materials c. Purchase Amplify Science d. Purchase Step Up to Writing Classroom kits e. Teacher stipend f. Substitutes</p>	<p>a. 6300--4110 Lottery 12,000</p> <p>b. 0000--4110; 6300--4110 LCFF 200,000</p> <p>c. 0000--4110 LCFF 4,863</p> <p>d. 7510--4391 LPSBG 12,643</p> <p>e. 0000--1150 LCFF 1,200</p> <p>f. 4035--1140--A100 Title II 2,000</p>	<p>a. 6300--4110 4000-4999: Books And Supplies Lottery 15,289</p> <p>b. 0000--4110; 6300--4110 4000-4999: Books And Supplies LCFF 5,910</p> <p>c. 0000--4110 4000-4999: Books And Supplies LCFF 7,143</p> <p>d. 7510--4391 4000-4999: Books And Supplies LPSBG 14,474</p> <p>e. 0000--1150 1000-1999: Certificated Personnel Salaries LCFF 2,300</p> <p>f. 4035--1140--A100 1000-1999: Certificated Personnel Salaries Title II 1,557</p>
<p>1.12 Implement physical education program to promote healthy lifestyle and physical activity</p> <p>a. Purchase SPARK equipment b. Athletic Director Stipend</p>	<p>a. 0000--4400--A100 LCFF 3,000</p> <p>b. 0000--1132 LCFF 1,218</p>	<p>a. 0000--4400--A100 4000-4999: Books And Supplies LCFF 2,993</p> <p>b. 0000--1132 1000-1999: Certificated Personnel Salaries LCFF 1,203</p>
<p>1.13 a. Provide cross--curricular arts opportunities in partnership with community groups</p>	<p>a. 0000--4391--A100 LCFF 2,000</p>	<p>a. 0000--4391--A100 4000-4999: Books And Supplies LCFF 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>b. Purchase high -quality art supplies</p> <p>1.14 Support professional development – CA Standards implementation, curriculum & instruction, including technology</p> <p>a. Leadership Team b. Registration Fees, etc. c. Professional Development presenter fee</p>	<p>b. 0000--4310--A100 LCFF 3,000</p> <p>a. 3010--1134--A100 Title I 4,866</p> <p>b. 4035--5210 Title II 17,272</p> <p>c. 7510--5210--A100 LPSBG 5,000</p>	<p>b. 0000--4310--A100 4000-4999: Books And Supplies LCFF 2,098</p> <p>a. 3010--1134--A100 1000-1999: Certificated Personnel Salaries Title I 4,811</p> <p>b. 4035--5210 5000-5999: Services And Other Operating Expenditures Title II 150</p> <p>c. 7510--5210--A100 5000-5999: Services And Other Operating Expenditures LPSBG 5,000</p>
<p>1.15 Maintain 1.0 FTE music teacher. For some students identified in the unduplicated group, this is an opportunity not otherwise available to access music instruction.</p>	<p>a. 0000--1102 LCFF 67,535</p> <p>b. 0001--1102 LCFF Supplemental and Concentration 22,512</p> <p>c. 0000--5635 LCFF 170</p>	<p>a. 0000--1102 1000-1999: Certificated Personnel Salaries LCFF 68,935</p> <p>b. 0001--1102 1000-1999: Certificated Personnel Salaries LCFF Supplemental 22,167</p> <p>c. 0000--5635 5000-5999: Services And Other Operating Expenditures LCFF 12</p>
<p>1.16 Maintain Internet Infrastructure Renew Ridgewood and Cutten network security subscription</p> <p>1.17 Replace aging / obsolete technology</p>	<p>0000--5800--A100 LCFF 1,600</p> <p>0000--4400 LCFF 20,000</p>	<p>0000--5800--A100 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,852</p> <p>0000--4400-A100 4000-4999: Books And Supplies LCFF 31,000</p>
<p>1.18 Provide devices / apps for unduplicated count students to support classroom learning and TIP</p>	<p>0001--4450 LCFF Supplemental and Concentration 700</p>	<p>0001--4450 4000-4999: Books And Supplies LCFF Supplemental 405</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.19 Provide tech support	0000--2900--A200 LCFF 23,323	0000--2900--A200 2000-2999: Classified Personnel Salaries LCFF 29,908
1.20 Provide math intervention support principally directed toward unduplicated students who are not meeting or exceeding state and local measures, including home support and parent education at Ridgewood School. a. .20 FTE Ridgewood Certificated Coordinator b. .25 FTE Ridgewood Classified Assistant Coordinator	a. 0001--1133 LCFF Supplemental and Concentration 15,605 b. 0001--2900 LCFF Supplemental and Concentration 9,718	a. 0001--1133 1000-1999: Certificated Personnel Salaries LCFF Supplemental 19,225 b. 0001--2900 2000-2999: Classified Personnel Salaries LCFF Supplemental 7,969

Goal Analysis

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

When the shelter in place order went into effect in March 2020, all instruction shifted to distance learning. Thirteen actions and services were affected due to the school closure and Covid-19. Actions not implemented include the following: 1.9b - professional development for library staff. Library staff was scheduled to attend a PD session, but it was cancelled due to COVID-19. 1.11b - purchase of NGSS curriculum. The curriculum piloted did not satisfy the needs of the District. 1.13a - provide cross curricular arts opportunities in partnership with community groups. The District's spring arts event was cancelled due to COVID-19. The budget for GATE services -Action 1.7, was significantly lower because the program was redesigned and as a result required less personnel to operate it.

Funds budgeted for Actions/Services that were impacted and were not implemented were used to support the shift to distance learning. The District invested in the following: enrollment in online platforms, subscriptions to video conferencing, materials for student learning at home, hotspots for families that lacked internet access, and increased IT services. There was professional training for social workers to address social and emotional needs of students.

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

SUCSESSES: The Cutten District maintained 100% highly qualified teachers; provided instructional assistants in all classrooms; maintained our highly effective music program with a full time music teacher; provided Tier II and Tier III language arts intervention for students not meeting grade level standards; provided math intervention support for students not meeting grade level standards; piloted a California-approved science curriculum; purchased P.E. equipment; staffed both school libraries; offered professional development during pre-service days and throughout the school year to certificated staff; guided the district in curriculum, instruction, and assessment through the Leadership Team; provided services to gifted and talented students; purchased Step Up to Writing curriculum; replaced aging technology; and purchased an additional 40 Chromebooks to support low-performing students.

CHALLENGES: The Cutten District decided not to adopt the science curriculum that was piloted. Teaching staff chose to pilot another science program. The funds were carried over and another curriculum is being piloted this year. Intervention services for low-performing students were discontinued when the school shifted to distance learning. Funds were budgeted to purchase a district-wide EL language development curriculum. The District was not successful in finding a suitable program; instead, materials were purchased to support individual EL students. Services for speech services were higher than anticipated.

Goal 2

Ensure a safe and welcoming learning environment where students are connected and engaged in their education.

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: N/A

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator 2.1 Suspension / expulsion rates</p> <p>19-20 Maintain suspension rate at .7% or lower Expulsion rate = 0%</p> <p>Baseline Six students suspended, of an enrollment of 622 throughout the 2016 17 school year: .9%. Dashboard data reflects the change from 2013 14 to 2014 15 (two school years prior to the 2016 2017 Annual Update) All students 597: 1.7% medium/orange +.8, from 8 to 9 students Socioeconomically disadvantaged 271: 2.2% medium/yellow, same 6 students Students with disabilities 46: 6.5% very high/red + 6.5, from 0 to 3 students None of these students attended Cutten or Ridgewood Schools in 2016 to 2017. Expulsion rate = 0%</p>	<p>MET Suspension rate of .3% and expulsion rate of 0% in 2019-20.</p>

Expected	Actual
<p>Metric/Indicator 2.2 CHKS results</p> <p>19-20 Increase ratings by 1% School connectedness (high) 60%; Academic motivation (high) 44%; Caring adult relationships (high) 60%; High expectations (high) 64%; Meaningful participation (high) 13%; Feel safe at school 80%; Students wellbehaved 54%; Students treated fairly when break school rules 55%; Students treated with respect 89%</p> <p>Baseline 71% response rate (51 of 72 fifth grade students) reference survey data@wested.org; School connectedness (high) 57%; Academic motivation (high) 41%; Caring adult relationships (high) 57%; High expectations (high) 61%; Meaningful participation (high) 10%; Feel safe at school 76%; Students wellbehaved 51%; Students treated fairly when break school rules 52%; Students treated with respect 86%</p>	<p>NOT MET CHKS suspended due to COVID -19 factors</p>
<p>Metric/Indicator 2.3 Facility Inspection Tool</p> <p>19-20 Maintain "good" or "excellent" standards per FIT reports</p> <p>Baseline "good" or "excellent" standards per FIT reports</p>	<p>MET Overall FIT rating for both sites is "good"</p>
<p>Metric/Indicator 2.4 Williams Report</p> <p>19-20</p>	<p>MET No Williams Settlement complaints filed. Every pupil in the school district has sufficient access to standards-aligned instructional materials.</p>

Expected	Actual
<p>Every pupil in the school district has sufficient access to standards-aligned instructional materials.</p> <p>Baseline “no complaints” status</p>	
<p>Metric/Indicator 2.5 Custodian staffing levels</p> <p>19-20 Maintain 2014-15 staffing levels</p> <p>Baseline Maintain 2014-15 staffing levels</p> <p>Metric/Indicator 2.6 Attendance rates</p> <p>19-20 Attendance rate at 2020 P2: 95.39%</p> <p>Baseline Attendance rate at 2017 P2: 95.19%</p>	<p>MET Maintenance and custodial staffing maintained at 2014-15 levels.</p> <p>MET Attendance rate as of February 21, 2020 (P2) :96.37%</p>
<p>Metric/Indicator 2.7 Chronic absenteeism rate The CA Dashboard chronic absenteeism rate is to be determined sometime in the future this metric will change</p> <p>19-20 Chronic absence rate at 2020 P2: 7.33%</p> <p>Baseline Chronic absence rate at 2017 P2: 8.33%</p>	<p>MET Chronic absence rate as of February 21, 2020 (P2): 6.5%</p>
<p>Metric/Indicator</p>	<p>NOT MET</p>

Expected	Actual
<p>2.8 Parent / guardian participation for all students including unduplicated students and decision making opportunity rates in IEP's, parent conferences, SSC and LCAP meetings</p> <p>19-20 Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate. Survey responses: 97 parent response / 150 student response. 100% participation in IEPs LCAP community meeting 30 participants</p> <p>Baseline Parent / Guardian participation rates, all groups: 98% parent/teacher conference rate Survey response 83 parent response / 133 student response 35% 100% participation in IEPs LCAP community meeting 20 participants,</p>	<p>Surveys were not administered and the annual LCAP community meeting not held due to COVID - 19 factors. The District was able to meet Parent/Guardian participation rates, all groups: Parent/Teacher conference rate = 99.2%.</p>
<p>Metric/Indicator 2.9 School meals served</p> <p>19-20 2019-2020 2% increase Total lunches.....26,283 Total breakfasts.....6,028</p> <p>Baseline 2016-2017 as of Total lunches.....24,768 Total breakfasts.....5,584</p>	<p>MET Count is through March 11, 2020, school closure due to COVID - 19. 6.1% increase Total lunches - 28,002 Total breakfasts - 6,272</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.1 Provide school social work and/or behavioral services a. .50 FTE School Social Worker b. .375 FTE Temporary 1:1 Aide	a. 0000--1205 1000-1999: Certificated Personnel Salaries LCFF 19,159 b. 6500--2132 2000-2999: Classified Personnel Salaries Special Education 14,963	a. 0000-1205 1000-1999: Certificated Personnel Salaries LCFF 16,619 b. 6500-2132 2000-2999: Classified Personnel Salaries Special Education 14,959
2.2 Focus school social work services on unduplicated count students - .80 FTE School Social Worker	0001--1205--A200 1000-1999: Certificated Personnel Salaries LCFF Supplemental 61,586	0001--1205--A200 1000-1999: Certificated Personnel Salaries LCFF Supplemental 66,475
2.3 Implement district-wide positive behavior support system a. Facilitator Stipend b. Team Stipends c. Professional Development d. Classroom Aide Training 2.4 Administer the CHKS	a. 0000--1132 1000-1999: Certificated Personnel Salaries LCFF 2,432 b. 0000--1133 1000-1999: Certificated Personnel Salaries LCFF 8,512 c. 0000--5210 5000-5999: Services And Other Operating Expenditures LCFF 2,000 d. 0000--2100 2000-2999: Classified Personnel Salaries LCFF 2,500	a. 0000-1132 1000-1999: Certificated Personnel Salaries LCFF 0 b. 0000-1133 1000-1999: Certificated Personnel Salaries LCFF 7,233 c. 0000-5210 5000-5999: Services And Other Operating Expenditures LCFF 738 d. 0000-2100 2000-2999: Classified Personnel Salaries LCFF 2,500
2.5 Provide adequate maintenance/custodial staff and resources a. 3.92 FTE Maintenance/Custodial Staff b. Supplies c. Repairs	a. 0000--2213; 0000--2214 1000- 1999: Certificated Personnel Salaries LCFF 325,304 b. 0000--4374; 0000--4381 4000- 4999: Books And Supplies LCFF 50,000	a. 0000--2213; 0000--2214 2000- 2999: Classified Personnel Salaries LCFF 307,993 b. 0000--4374; 0000--4381 4000- 4999: Books And Supplies LCFF 27,453

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	c. 0000--4384; 0000--4389 4000-4999: Books And Supplies LCFF 2,000	c. 0000--4384; 0000--4389 4000-4999: Books And Supplies LCFF 819
2.6 Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials) a. Classroom Supplies b. Classroom Desks	a. 0000--4310-A200 4000-4999: Books And Supplies LCFF 20,000 b. 0000--4421 4000-4999: Books And Supplies LCFF 20,000	a. 0000--4310-A200 4000-4999: Books And Supplies LCFF 9,613 b. 0000-4421 4000-4999: Books And Supplies LCFF 15,245
2.7 Plan for deferred maintenance projects a. Flooring replacement b. Cutten School exterior painting c. Paving -- resurfacing & repair jobs d. Cutten Community building remodel e. Cutten kitchen improvements	a. 0230--5800--0000 5800: Professional/Consulting Services And Operating Expenditures LCFF 14,000 b. 0230--5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 160,000 c. 0230--5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 55,000 d. 0230--5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 100,000 e. 0000--5800-A200 5800: Professional/Consulting Services And Operating Expenditures LCFF 36,000	a. 0230--5800--0000 5800: Professional/Consulting Services And Operating Expenditures LCFF 9,567 b. 0230-5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 0 c. 0230-5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 107,950 d. 0230-5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 49,926 e. 0000--5800-A200 5800: Professional/Consulting Services And Operating Expenditures LCFF 0
2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school	a. 0015--4310--2000 4000-4999: Books And Supplies PTA 500 b. 0001--5800 5800: Professional/Consulting Services	a. 0015--4310--2000 4000-4999: Books And Supplies PTA 500 b. 0001-5800 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
a. Child care b. Trainer / Interpreter stipends c. Meeting supplies	And Operating Expenditures LCFF Supplemental 500 c. 0001--4310 4000-4999: Books And Supplies LCFF Supplemental 1,000	And Operating Expenditures LCFF Supplemental 414 c. 0001-4310 4000-4999: Books And Supplies LCFF Supplemental 238
2.9 Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings a. SchoolWise mass notification system b. School Wise student information system c. 1.29 FTE school Secretaries-support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)	a. 0000--5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 1,000 b. 0000--5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 6,000 c. 0000--2406 2000-2999: Classified Personnel Salaries LCFF 92,114	a. 0000-5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 990 b. 0000-5800 5800: Professional/Consulting Services And Operating Expenditures LCFF 5,526 c. 0000-2406 2000-2999: Classified Personnel Salaries LCFF 83,586
2.10 Enhance school meal program	0000--7616 Not Applicable LCFF Supplemental 27,371	0000-7616 Not Applicable LCFF Supplemental 46,878
2.11 Provide bus transportation within the district, and field trip transportation a. 0.75 FTE bus drivers b. 0.10 FTE business manager c. Fuel, parts for repair d. vehicle maintenance	a. 0210--2203 2000-2999: Classified Personnel Salaries LCFF 65,041 b. 0210--2304 2000-2999: Classified Personnel Salaries LCFF 11,233 c. 0210--4365; 0210--4362 4000- 4999: Books And Supplies LCFF 6,270 d. 0210--5634 5000-5999: Services And Other Operating Expenditures LCFF 7,200	a. 0210-2203 2000-2999: Classified Personnel Salaries LCFF 65,229 b. 0210-2304 2000-2999: Classified Personnel Salaries LCFF 11,827 c. 0210--4365; 0210--4362 4000- 4999: Books And Supplies LCFF 4,092 d. 0210-5634 5000-5999: Services And Other Operating Expenditures LCFF 3,418

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2-12 Decrease suspension rate a. .10 Social Worker b. Incentives	a. 0000--1205--A200 1000-1999: Certificated Personnel Salaries LCFF 8,808 b. 0000--4310--A200 4000-4999: Books And Supplies LCFF 1,200	a. 0000--1205--A200 1000-1999: Certificated Personnel Salaries LCFF 8,309 b. 0000--4310--A200 4000-4999: Books And Supplies LCFF 0
2.13 Decrease chronic absenteeism a. School Social Worker salary .10 FTE b. Administrative support for attendance and parent education c. Parent education d. Materials e. Incentives	a. 0000--1205--A200 1000-1999: Certificated Personnel Salaries LCFF 8,808 b. 0000--4310--A200 1000-1999: Certificated Personnel Salaries LCFF 10,000 c. 0000--4310--A200 4000-4999: Books And Supplies LCFF 1,000 d. 0000--4310--A200 4000-4999: Books And Supplies LCFF 300 e. 0000--4310--A200 4000-4999: Books And Supplies LCFF 1,000	a. 0000--1205--A200 1000-1999: Certificated Personnel Salaries LCFF 8,309 b. 0000--1134 1000-1999: Certificated Personnel Salaries LCFF 0 c. 0000--4310--A200 4000-4999: Books And Supplies LCFF 1,000 d. 0000--4310--A200 4000-4999: Books And Supplies LCFF 300 e. 0000--4310--A200 4000-4999: Books And Supplies LCFF 1,000
2.14 Bus transportation service for low--income students.	0001--8980 Not Applicable LCFF Supplemental 68,680	0001-8980 Not Applicable LCFF Supplemental 74,220
2.15 Implement fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies c. Field trips	a. 0000--1150 1000-1999: Certificated Personnel Salaries LCFF 1,000 b. 0000--4310--A200 4000-4999: Books And Supplies LCFF 750 c. 0000--5801--A200 5000-5999: Services And Other Operating Expenditures LCFF 250	a. 0000-1150 1000-1999: Certificated Personnel Salaries LCFF 0 b. 0000--4310--A200 4000-4999: Books And Supplies LCFF 0 c. 0000--5801--A200 5000-5999: Services And Other Operating Expenditures LCFF 0
2.16	a. 0001--5800 5800: Professional/Consulting Services	a. 0001-5800 5800: Professional/Consulting Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events. a. Event fees b. Supplies	And Operating Expenditures LCFF Supplemental 2,000 b. 0001--4310 4000-4999: Books And Supplies LCFF Supplemental 500	And Operating Expenditures LCFF Supplemental 0 b. 0001-4310 4000-4999: Books And Supplies LCFF Supplemental 0
2.17 Implement district-wide anti-bullying committee including staff and parent representatives. a. Supplies b. Child care	a. 0000--4310--A200 4000-4999: Books And Supplies LCFF 500 b. 0000--2100--A200 2000-2999: Classified Personnel Salaries LCFF 500	a. 0000--4310--A200 4000-4999: Books And Supplies LCFF 0 b. 0000--2100--A200 2000-2999: Classified Personnel Salaries LCFF 0
2.18 Provide attendance and parent education support, focusing on unduplicated student groups.	0001--1192--7100--1134--0000 1000-1999: Certificated Personnel Salaries LCFF Supplemental 10,000	0001--1192--7100--1134--0000 1000-1999: Certificated Personnel Salaries LCFF Supplemental 9,485

Goal Analysis

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

When the shelter in place order went into effect in March 2020, all instruction shifted to distance learning. Seventeen actions and services were affected due to the school closure and Covid-19. Actions not implemented or funds not incurred include the following: 2.3 PBIS Facilitator Stipend - this stipend was paid, but under a different budget line item (0000-1133). 2.4 Administer CHKS - the survey was not administered due to school closure. 2.7b Cutten School Exterior Painting - this project was postponed, to be completed after bond modernization work is finished. 2.12 Suspension Incentives - didn't have a need for incentives. 2.13b,d,e, Decrease Chronic Absenteeism - efforts to decrease chronic absenteeism were successful with social work support. Incentives and parent education did not incur expenses. 2.15 Student Council - stipends were not paid until after the budget closed, and supplies purchased were paid from another account. 2.16 Parent Event - was cancelled due to school closure, and 2.17 Bully Committee - issues of bullying were addressed through the School Climate Team and did not incur specific expenses. Some funds budgeted for Goal 2 were used to provide services and support in other ways. For example, bus drivers were not needed to transport students after March 13. These employees are trained to provide custodial and maintenance services, and were redirected in that capacity. The closure gave us the opportunity to schedule facility projects that improve the safety of our campuses. Direct, in-person social work

services ceased when the school closure occurred. These services shifted to supporting students and families struggling with the impact of distance learning.

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

SUCSESSES: Whether learning occurred in-person or remotely, school social workers provided critical support to students. The District continued with the implementation and enhancement of the PBIS program, modifying it to include the School Climate Team. The Student Council for fifth and sixth graders was implemented successfully. Custodial and maintenance staff completed many projects to improve the conditions of both school campus facilities.

CHALLENGES: The District was unable to proceed with some of the facilities projects due to the shelter-in -place order and the need to protect employees from exposure to Covid-19. Student attendance incentive events had been planned for the spring and could not be held. The annual community stakeholder meeting was cancelled due to the pandemic. It was necessary for the District to increase the financial contribution to the meal program due to a decrease in meal orders and reimbursements. The school closure itself was a challenge in meeting the social-emotional needs of students.

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
An increase in school social worker time to support students and families especially those who are homeless, foster youth, SED, and/or ELL	\$9,500	\$7,428.84	Yes
No touch thermometers for each teacher, and principals, and front office	\$801.41	\$801.41	No
An increase in disinfecting materials to support effective, routine disinfection of high touch surfaces such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks	\$5,000	\$3,239.28	No
Visual cues and materials to maximize social distancing including floor markers and signage	\$1,000	\$795.91	No
Subscription to the Qualtrics Symptom Checker app	\$1,890	\$1,971	No
Stipends for teachers to purchase additional PPE as needed	\$6,000.00	\$1,415.68	No
Personal Protective Equipment and Supplies Face coverings (masks and, where appropriate, face shields); increased supplies of soap and hand sanitizer that is greater than 60% alcohol; hand washing stations	\$20,000	\$6,482.24	No
Short throw projectors, including installation	\$60,815.53	\$74,663.28	No
Plexiglass Dividers for teachers; additional staff will likely require them	\$6,000	\$4,965.81	No
Air purifiers	\$8,537.90	\$8,542.50	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire additional custodian to allow frequent and thorough cleaning of campuses	\$21,861.00	\$3,000	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.

After assessing our need, we did not hire an additional custodian on a regular basis. Instead, we hired a substitute custodian who worked as needed to ensure there is never a lapse in the cleaning schedule. Not all teachers opted to use a stipend set aside account to order additional PPE. The district received PPE from the county and state that was donated therefore requiring less ordering and expenditures. Staff costs were overestimated.

Analysis of In-Person Instructional Offerings

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

SUCSESSES The District was able to open campuses for in-person instruction on October 19, 2020. There was substantial input from parents and staff to offer in-person instruction. Due to thoughtful planning that began early in the summer and attention to details, the transition to in person learning at both sites was well-organized and began smoothly. With consistent support, students transitioned easily. Custodians maintained a rigorous cleaning schedule of restrooms and classrooms. Instructional aides cleaned classrooms between the AM and PM cohorts. Each classroom had air purifiers and plexiglass dividers. We utilized visual cues and signage to ensure social distancing. At least 3 adults monitor students arrival and dismissal times. Parents adjusted to dropping off and picking up students without entering the campuses. The playground was divided into assigned sections so that classes could be safely outdoors during recess without mixing cohorts. Short throw projectors were purchased and installed. One change we made was with the Qualtrics Symptom Checker app. While this worked for staff to use daily, there was concern that it would be too problematic for parents. We started school using a daily student paper screener and since this was working well we continued with its use. We were able to have ample hand sanitizer and cleaning products on hand and in inventory. Our ordered supply of masks for students and staff has been more than sufficient. Parents were able to transport their students to school, arriving and picking up at the assigned times and in a safe and socially distanced manner. Students developed habits of hand-washing and mask wearing without incident. At the trimester breaks, families had the option to move their student from distance learning to in-campus learning. We had minimal movement, which was based on parent decisions.

CHALLENGES Due to the scheduling of two cohorts per day, there was not sufficient daily time for grade level teams to collaborate or to schedule IEPs or parent communication. It became apparent that we could only operate our schedule Mondays through Thursdays. We opted to make Fridays a distance learning day for all students allowing staff time to attend meetings, prepare for their classes, collaborate with grade level teams and reach out to students and families in need.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Computers and accessories. Laptops purchased for each classroom teacher. Current computers were purchased at least 8 years ago. There have been numerous instances of technology failure due to the functionality of the devices that are now in classrooms. Accessories include adapters, cords, cables, cases, and labels	\$29,961.90	\$30,385.42	Yes
Desktops computers. Administrative staff, secretaries and social workers currently have aging computers. With the increased need to communicate via technology, it's imperative that these staff members have reliable technology. Laptop for business manager for remote services, including setup	\$9,349.46	\$9,493.91	Yes
Document cameras - the District purchased document cameras for all teachers about ten years ago. They are beginning to fail. In addition, our resource teachers, speech pathologist, and social workers will benefit from the use of document cameras as they connect with students virtually	\$1,813.02	\$4,211.61	Yes
Zoom and Remind subscriptions to online platforms	\$10,000	\$7,855.05	No
School supplies for student toolkits, pencil boxes	\$656.27	\$867.48	No
Student Packet supplies: Crates for class sets, hanging file folders, manila folders	\$607.22	\$607.22	No
Web cams with microphones, computer speakers	\$1,228.34	\$1,228.42	Yes
Wi-Fi Hot spots	\$8,000	\$7,243.48	Yes
Online Curriculum	\$2,215.95	\$0	No
Additional hours added to the District Technology Coordinator	\$910	\$1,409.67	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.

In the area of online curriculum, many publishers such as IXL and Khan Academy offered school districts free student subscriptions. Therefore, we did not have expenditures in this area. The quantity of needed document cameras was higher than anticipated. Projected budget for additional hours for the District Technology Coordinator did not reflect statutory benefits.

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.

SUCSESSES The District began the school year with all students being assigned to Distance Learning. A preservice day included time for staff to share distance teaching skills and resources acquired over the spring and summer. Grade level teams had time to collaborate to ensure continuity of instruction. Each staff member reflected on what had been offered in the spring that was successful for students. Parents were surveyed to gather their input on what worked for their child and what could be improved upon. Teachers took the input from stakeholders, worked hard to make necessary changes and to streamline the process of how curriculum was organized and delivered. Families with connectivity issues were offered hot spots and personal attention to trouble shooting technology issues. The District Technology Coordinator worked additional hours so that problems could be addressed in a short time frame. Chromebooks were rechecked out after cleaning. All teachers began using the REMIND app to communicate with families. There was communication between teachers, families and social workers to problem solve barriers to learning. Social workers communicated with families to support pupils with unique needs and when needed made home visits. When it was safe to offer in-person learning, staff were surveyed for their interest in remaining distance teachers. All distance teachers were voluntarily assigned.

CHALLENGES Families were offered the option to switch to Distance Learning at any time and from Distance Learning to on-campus learning at each trimester break. Not all students were able to remain with the same teacher through the various transitions despite our best placement efforts. Class sizes were not always uniform in number as there was a range of enrollment from classes being at capacity and under capacity. This was in part to students moving between distance and on-campus learning.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Instructional Aides working with students who have experienced learning loss.	\$81,223	\$43,082	No
Summer school to help mitigate learning loss.	\$54,550	\$11,079	No
Purchase supplemental intervention materials and software, including myON, Starfall and RazKids subscriptions	\$5,178	\$5,580	No

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

The budget for instructional aides to offer targeted intervention services was projected to be for the entire school year. However, we were not able to get our TIP program up and running until late February. We can only estimate summer school costs at this point in time. Although \$54,550 was budgeted for summer school, only \$11,079 will be included in the 2020-21 budget. The majority of summer school is in the 2021- 22 fiscal school year. Total summer school staffing expenditures will be available in fall 2021, but are projected to be approximately \$74,000.

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.

SUCCESSSES Teachers were able to assess students on line and in person. Instructional aides were able to work with students individually and in small groups to address learning loss. We have plans to offer summer school, which we anticipate will be effective in addressing learning loss. We have surveyed staff to ensure there will be ample teachers.

CHALLENGES It took until late February to get the TIP intervention program up and going due to the difficulty in accessing, assessing and scheduling students. It was especially challenging to assess students on line. The District began the year with our instructional aides helping teachers meet the needs of our most impacted students. We surveyed staff for their availability and have plans to offer a four week summer school session. We have purchased supplemental intervention materials and software. These materials help individualize student needs.

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.

SUCSESSES Our school social workers have stayed in personal contact with our most at-risk students and their families. Communication is on going, positive and beneficial. Home visits have occurred often and whenever helpful. At Ridgewood the social worker attends weekly Distance Learning google meets and provides mindfulness and social skills lessons with in-person classes. She also created numerous newsletters to connect families with community resources and services. At Cutten, the social worker is meeting with students on an individual basis for support. At both sites, there is a strong team approach with teachers, administrators and social workers working together to make sure students and families' needs are served with compassion and in timely ways. Each school administrator records regular social emotional based support messages to students.

CHALLENGES Students and families have been impacted by COVID-19 factors in a variety of ways. Due to social distancing restrictions and keeping co-horts small and isolated, it has been difficult for students to socially engage with peers and students from other classes as is the norm during non-pandemic times. We had a strong cross age Buddies Program, which needed to be suspended due to COVID-19 restrictions, preventing students from experiencing this program's positive impact to their social and emotional development and well-being. Due to campuses being closed to visitors and parents, students have not benefited from classroom volunteers.

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.

SUCSESSES There was frequent communication through surveys and community zoom meetings with families to illicit their input, assess their engagement, answer questions, and provide information in a timely manner. Our district PTA continues to be active and makes on-going efforts to connect with families. We provide a weekly parent newsletter to help keep families informed and engaged. Emails and phone calls to teachers and administrators from parents are returned in a timely manner. We utilize the REMIND app to offer families regular consistent communication across all grade levels. There is regular communication between social workers, staff, and teachers in a team approach to individualize strategies to meet the needs of students who are struggling with engagement or work packet completion. Classroom aides have been effective in reaching out to students in individualized or small group settings.

CHALLENGES It has been challenging for parents to juggle their work/personal responsibilities and support their student in a am/pm cohort schedule or with students at home in distance learning. In both of these settings, more is asked of the parent and in many ways students are more challenged as well. Students have had to adapt to new expectations in both settings. Students on campus still have limited peer interaction, a shortened day, and COVID -19 protocols to follow. Students on distance learning have had to develop a relationship with their teacher and classmates through an on line platform in additional to learning on line procedures.

Students on distance learning also have limited peer interaction, less direct interaction with their teacher than if they were on campus, and reliance on parents (depending on grade level) to assist with technology and school work.

Analysis of School Nutrition

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

SUCSESSES The food services manager has reached out in multiple ways and often to distance learning families to ensure that meals can be accessed. Social workers deliver meals to homes when needed. Parent newsletters provide meal information on a weekly basis to all parents. The food services manager continues to update monthly menus to provide variety and utilize new recipes. Meal pick ups run smoothly and safely with protocols followed.

CHALLENGES There has been a significant decrease in the number of families signing up for free and reduced priced meals. despite on-going communication to reach out to parents. The food services manager reports that meal ordering volume is down in other districts and states also. Due to an am/pm cohort schedule, students are not able to eat both breakfast and lunch on site. Social distancing and mask wearing protocols have greatly impacted many parts of our nutrition program, which prior to the pandemic was gaining in popularity and number of meals served.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	\$0	\$0	

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

N/A

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

After the 2019-20 school year ended, the District was pro-active in reflecting on past practices with distance learning, which had begun in March 2020. Needed adjustments based upon stakeholder input occurred prior to the start of the 2020-21 school year. Input was collected through many surveys and community meetings. Input was utilized to develop the LCP. During the 2020-21 school year parents were again surveyed for their input in how the current year was going. Survey results were overwhelmingly positive. Those parents who have students on distance learning gave satisfactory feedback as did those parents who have students attending on-campus learning. Packet organization, coordination of synchronous learning times, learning platforms, and teacher availability for 1:1 support are a few of the items that were addressed. When appropriate, teachers made adjustments to their instructional programs after review of their individual class parent responses and suggestions. Our goals and actions for the 2021-24 LCAP were written using all that was learned from the school closure and change in learning models, as well as with input from stakeholders.

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

Students in the Cutten District, including students with unique needs, will continue to be assessed using local measures, curricular assessments, STAR Reading and Math Assessments, Fountas and Pinnell, Accelerated Reader, DIBELS, BPST, Fry sight word lists, and Core Growth. Formative assessments will provide data needed to address specific learning needs of students and gaps in learning. The District will address learning loss through small group instruction, targeted intervention for reading and math, summer school, and an increase in paraprofessional time. Students who are experiencing gaps in learning or have social-emotional needs will continue to be referred to a Student Success Team. This group works to identify and implement strategies and services to support students in collaboration with parents. Prioritization for summer school will be given to students with unique needs. Summer school is

also planned for the following school year, 2022. School social workers will provide support to families of students with unique needs; for example, making home visits, offering counseling to students, and helping families access community resources. They will continue to collaborate closely with our general education and special education teachers to remove barriers to learning.

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.

Document cameras are highly effective tools for teaching, for both in person learning and distance learning. The budgeted funds for replacement of failing document cameras was \$1,813.02. We spent significantly more than that, \$4,211.61, because we purchased enough of the devices for our paraprofessionals to use so that they could provide reading intervention to students who were not performing at grade level.

All other actions or services identified as contributing towards meeting the increased or improved services requirement were implemented as planned.

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.

Analysis of the outcomes in the 2019-20 LCAP indicate that the Cutten District has met many of the metrics in both goals 1 and 2.

Some ongoing successes for the District:

- Highly qualified teachers are maintained who participate in professional development.
- Music instruction continues to be provided to all students.
- A broad course of study is offered.
- Class size is maintained at or below target
- The level of maintenance and custodial staffing is maintained, and the facilities are kept in good repair.

Recent efforts with the following metrics targeted in the 2019-20 LCAP have been successful, and will continue to be targeted in the 2021 - 2024 LCAP:

- Increased achievement in ELA in all measured student groups, as indicated by local measures and CAASPP scores
- A decline in the District's suspension rate, dropping to a very low .3%
- An increase in attendance rates by almost a full 1%
- A decline in chronic absenteeism by 1.83% since our 2017 baseline
- A 6.1% increase in meals served through the District's School Nutrition Program

Some metrics that will continue in the 2021 - 2024 LCAP are:

- Purchase of NGSS curriculum and materials
- CAST test achievement, fifth grade fitness tests
- ELPAC redesignation
- Analysis of CHKS data

Particular emphasis will be placed on mathematics achievement. Although the local measures show a significant increase in achievement, the CAASPP scores indicate all students and student subgroups did not meet the target outcome for the CA Dashboard.

Analysis of student outcomes in the 2020-21 Learning Continuity and Attendance Plan indicate that the Cutten District's response to the pandemic crisis was comprehensive and reflective of the many aspects of the educational program that were affected. Key components considered in the analysis:

- The school year began in distance learning only.
- Devices and connectivity (hotspots) were provided to any student who needed them.
- In October 2019, the District implemented all necessary safety protocols and had adequate information to have confidence in opening school to on-campus learning for families who chose this model of school for their children.
- The hybrid schedule offered a 2.75 hour school day four days per week, with additional distance learning requirements.

- Transportation services were suspended due to concerns of mixing students from different cohorts.
- The average cohort size is 10.2. Approximately 70% of total students enrolled participate in the hybrid learning model. The other 30% are on full distance learning.
- 1:1 instruction and support for students was impacted by the need to maintain six feet of social distancing.
- The Targeted Intervention Program (TIP) for identified students was not underway until February 2021 due to many factors, including redesigning the format of the program, assessing for eligibility, training staff, and preparing materials.
- Families are receiving communication better than ever before through the Remind App that the District subscribed to at the beginning of the year.
- Surveys to families have been very informative for the District, and provide an excellent opportunity for our stakeholders to provide input.
- Behavior issues with and between students have declined substantially, possibly due to the shortened school day, smaller class sizes, assigned play areas on the playground, and required distancing.
- Students have less opportunity, therefore less practice with peer socialization.
- School social workers have made deeper, more lasting connections with some of our highest needs students and families.
- The District wants to maintain and build on the connections with families who need the extra support.

Technology and Devices

When the district opened campuses in October with the hybrid learning model, students continued to borrow devices to use at home because the combined on-campus and distance learning model required access to technology. Over 500 Chromebooks are checked out to students. The District has an additional 100 Chromebooks that are used in fifth and sixth grade classrooms. Kindergarten - fourth grade classrooms no longer have access to Chromebooks, as they are all distributed for home use.

Students who otherwise don't have access to technology benefit from having devices at home. Looking forward, the District may want to have 1:1 Chromebooks on site, with an additional stock of Chromebooks to check out to students who need them.

The School Nutrition Program was running smoothly, with steady growth in meals served over several years prior to the 2020 - 2021 school year. As school programs return to normal, we expect to see an increase in students accessing our nutrition program.

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	5,482,311.00	5,148,783.00
LCFF	4,299,007.00	3,900,212.00
LCFF Supplemental	370,040.00	442,214.00
LCFF Supplemental and Concentration	67,527.00	0.00
Lottery	12,000.00	15,289.00
LPSBG	17,643.00	19,474.00
PTA	500.00	500.00
Special Education	392,961.00	414,255.00
Title I	289,361.00	341,132.00
Title II	33,272.00	15,707.00
	33,272.00	15,707.00

* 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	5,482,311.00	5,148,783.00
	4,255,150.00	0.00
1000-1999: Certificated Personnel Salaries	455,609.00	3,564,072.00
2000-2999: Classified Personnel Salaries	186,351.00	1,089,610.00
4000-4999: Books And Supplies	105,200.00	163,904.00
5000-5999: Services And Other Operating Expenditures	9,450.00	9,318.00
5800: Professional/Consulting Services And Operating Expenditures	374,500.00	200,781.00
Not Applicable	96,051.00	121,098.00

* 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	5,482,311.00	5,148,783.00
	LCFF	3,258,946.00	0.00
	LCFF Supplemental	198,403.00	0.00
	LCFF Supplemental and Concentration	67,527.00	0.00
	Lottery	12,000.00	0.00
	LPSBG	17,643.00	0.00
	Special Education	377,998.00	0.00
	Title I	289,361.00	0.00
	Title II	33,272.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	384,023.00	3,012,207.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	71,586.00	271,447.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	269,239.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	9,622.00
1000-1999: Certificated Personnel Salaries	Title II	0.00	1,557.00
2000-2999: Classified Personnel Salaries	LCFF	171,388.00	575,253.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	0.00	48,488.00
2000-2999: Classified Personnel Salaries	Special Education	14,963.00	134,359.00
2000-2999: Classified Personnel Salaries	Title I	0.00	331,510.00
4000-4999: Books And Supplies	LCFF	103,200.00	132,073.00
4000-4999: Books And Supplies	LCFF Supplemental	1,500.00	767.00
4000-4999: Books And Supplies	Lottery	0.00	15,289.00
4000-4999: Books And Supplies	LPSBG	0.00	14,474.00
4000-4999: Books And Supplies	PTA	500.00	500.00
4000-4999: Books And Supplies	Special Education	0.00	801.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,450.00	4,168.00
5000-5999: Services And Other Operating Expenditures	LPSBG	0.00	5,000.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	150.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	372,000.00	176,511.00

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	LCFF Supplemental	2,500.00	414.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	9,856.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	0.00	14,000.00
Not Applicable	LCFF Supplemental	96,051.00	121,098.00
		96,051.00	121,098.00

* 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	4,255,150.00	4,186,372.00
Goal 2	1,227,161.00	962,411.00

* 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	\$141,405.84	\$113,305.95
Distance Learning Program	\$64,742.16	\$63,302.26
Pupil Learning Loss	\$140,951.00	\$59,741.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$347,099.00	\$236,349.21

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$131,905.84	\$105,877.11
Distance Learning Program	\$14,389.44	\$10,739.42
Pupil Learning Loss	\$140,951.00	\$59,741.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$287,246.28	\$176,357.53

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$9,500.00	\$7,428.84
Distance Learning Program	\$50,352.72	\$52,562.84
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$59,852.72	\$59,991.68



*Building a
better world,
one student at
a time.*

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
Cutten Elementary School District	Susan Ivey Superintendent	sivey@cuttensd.org 7074413930

Plan Summary [2021-22]

General Information

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

Our vision: Building a better world, one student at a time

Our mission: The Cutten School District, in partnership with our community, provides students with the academic and social skills necessary to become contributing members of a global community. We do this by creating a joyful, student-centered, and orderly learning environment rich in the arts and sciences, where everyone knows they are respected members of the “Cutten-Ridgewood Family”.

The Cutten School District has provided excellence and stability in educating children since 1891. About 40 years ago, the decision was made to change the district’s two kindergarten – sixth grade schools into the current configuration, allowing us to focus instruction, materials, facilities, and staffing on the specific needs of each grade span, while keeping combination classes and services and materials duplication to a minimum. Transitional kindergarten through second grade students attend Ridgewood School, and third through sixth grade students attend Cutten School. Although we possess two CDS codes, we consider ourselves one school with two sites, separated from each other only by a 2.6 mile stretch of road. In light of this, and supported by the tightly--knit and extremely supportive community, the same families in attendance at both sites, and the highly collaborative staff, it is nearly impossible to talk about the achievements and needs of one site without including the other site in the conversation. We are joined by a common vision, and a deep--seated commitment to the development of the whole child; the success of each site is dependent upon the other. An indication that our district is considered one of the most desired on the North Coast is that about 38% of our enrollment is comprised of interdistrict transfer students. Our families have a shared purpose; they value and actively support quality education for their children.

Priorities for the district over the past three decades include:

- close relationships with parents / guardians, as evidenced by the award--winning PTA, the Cutten Ridgewood Student Foundation (CRSF) that has raised approximately \$400,000 for the schools just in the past few years, and the high number of parents / guardians present in classrooms, events, and on field trips
- assistants in every classroom for at least three hours every day
- high quality fine arts opportunities including a full-time music teacher, and supported by strong relationships with community groups, PTA, and CRSF
- responsive support services team including school social workers, the special education team, and administrators, who regularly review the needs of every student and who attempt to allocate resources in the most timely and equitable way
- ample access to administrators who maintain an open door policy and who are present at the vast majority of school events

- 21st century innovative teaching and learning with the use of technology to enhance reading, writing, listening, speaking and language skills. Students must have equitable access to technology, from solid, reliable infrastructure to devices that provide opportunities to develop 21st century competencies
- dedicated, professional, hardworking, compassionate classified and certificated staff who strive to create a family /community climate
- improvement and enhancement of aging facilities

In 2018, the District successfully passed a General Obligations Bond measure. Plans for facilities include:

Ridgewood School: safe ingress to the school campus; an additional building which includes office space and 1-2 classrooms; parking lot improvements; remodeling of the commons area; and remodeling of all student and adult bathrooms.

Cutten School: safe ingress to the school campus; new fencing and gates; window replacement; and kitchen remodel.

Commencement of the Bond projects has been delayed due to previous projects from approximately 20 years ago that were not closed with the Division of State Architects. These issues are close to being resolved and the goal is to begin construction in the next year.

Statistically, of an enrollment of 639 students in May 2020:

47.7% 2019 -- 2020 LCFF funding -- unduplicated student count (socio-economically disadvantaged, foster and homeless youth)

12.7% Hispanic or Latino of Any Race

5.2% American Indian or Alaskan Native:

3.6% Asian or Pacific Islander

64% White

.3% African American:

2% English Learners (8 students)

Reflections: Successes

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

Chronic absenteeism: Baseline (2017) = 8.33%; Feb 2020: 6.5% - - The District will continue to focus on reducing chronic absenteeism. The increased social work time will support these efforts.

Meals served: Baseline (2017) lunches = 24,768, Breakfasts = 5,584; March 11, 2020: Lunches = 28,002, Breakfasts = 6,272 - - Our kitchen manager has been very successful in adding variety to the menu choices. Meals made from scratch are often preferred, and will replace prepackaged food as often as possible.

Suspension rate: Baseline (2017) = .9%; Goal was to maintain .7%; Actual suspension rate in 2019-20 = .3% - - The suspension rate is extremely low. The district will continue to strive for low suspension rates, implementing other, more effective discipline strategies.

Local Measures: Reading Baseline (2017) 69%; March 2021: 73%; Writing Baseline (2017): 57%; March 2021: 67%; Mathematics Baseline (2017): 70%; March 2021: 79% - - Although the district has seen improvement in scores over the past several years, local measures have not remained consistent. We would like to see a trend in improvement of scores using the same measures over several years.

100% of students receive weekly music instruction - - Music instruction will continue, with 100% of students receiving instruction. The district is widening efforts to reach all students with meaningful instruction in the arts, and will be adding visual arts instruction to this year's LCAP.

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.

Students meeting the standard in writing with local measures in March 2020 was 56%, which was below the 2017 baseline of 57% and indicates an identified need. However, the overall writing score in March 2021 increased significantly to 67%. The accuracy of this measure comes into question because of the substantial increase in scores during a school year in which writing instruction has been a challenge. The District will continue to address writing as an area needing improvement.

Upon review of the California Dashboard, there is one significant performance gap among student groups. The suspension rate of the Hispanic group increased by 3.7%, and went from blue in 2017-18 (0 students suspended) to orange in 2018-19 (2 students suspended). However, in both 2019-20 and 2020-21, 0 students in the Hispanic group were suspended. Although not indicated on the California Dashboard, based on the metrics set by the District, performance measured by the state indicator in mathematics indicates a need for improvement. The District continues to implement means to other than suspensions to provide intervention for behavior.

Support for students' social-emotional well-being is a critical need in order to remove barriers to learning. The unavoidable factors caused by the pandemic have compounded these needs.

Parent participation and involvement of the unduplicated student group lags behind that of all students. We have identified this as a systemic issue that must be addressed.

A critical challenge for the District is the heating and ventilation systems in many of the classrooms. Currently, there are single unit heaters that recirculate the air from the room as it is heated, with no ventilation.

Another significant challenge is the available learning space for students. All classrooms are utilized, so providing adequate distance between students when they are unmasked (for snack and lunch) is problematic.

The Cutten campus lacks security due to incomplete and low fencing. New 6-foot fencing and secure gates are needed.

LCAP Highlights

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

Key features of the 2021 -- 22 LCAP include:

GOAL 1 - Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success.

Highlights:

- Offer Summer school in 2021 and 2022 to support students who are below grade level and to mitigate learning loss that resulted from the pandemic.
- Purchase Fountas and Pinnell English Language Arts curriculum to implement a learning recovery program designed to accelerate pupil academic proficiency.
- Develop and address school priorities through a Leadership Team, focusing on student achievement and engagement; and alignment of instructional models and assessments with CCSS.
- Purchase State-adopted science curriculum.
- Provide a Targeted Intervention Program to support students achieving below grade level.
- Purchase computer devices for check out and internet connectivity for home use to homeless, foster youth, English learners, and low income students.
- Provide music instruction to every student, and offer additional elective music instruction in grades 3rd through 6th.
- Participation of staff in the Arts & Creativity Initiative.

- Hire a part-time arts instructor to integrate and strengthen arts instruction across the curriculum.
- Provide professional development to teachers in best instructional practices in art and aligning arts integration.
- Increase physical space and unique opportunities for learning with an outdoor learning space at both school sites.

GOAL 2 Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment emphasizing the academic and social/emotional well being for each student.

- Hire additional 1.0 FTE School Social Worker
- Provide attendance and parent education support, specifically to parents/guardians of homeless, foster youth, English learners, and low income students.
- Upgrade heating systems in classrooms and install new ventilation and bi-polar ionization devices
- Purchase 200 Chromebooks to replace aging and damaged devices.
- Expand the District-wide School Climate committee to include a new PBIS model.
- Continue the very successful Student Council led by fifth and sixth grade students with two teacher coordinators
- Provide career exploration opportunities for unduplicated students
- Allocate administrator support for unduplicated students and their families using a systems approach to provide opportunities for parents to partner with the school community
- Continue making upgrades to the kitchen, including a commercial dishwasher and new countertops

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The District facilitated significant outreach and frequently communicated with stakeholders from the school closure in the spring to the beginning of the 2020-21 school year. Information gathered was used to develop the Learning Continuity Plan and determine the structure of the learning models during the school year. The information gathered continues to drive decision-making for the District and is useful in developing this LCAP.

Weekly communication with all stakeholders includes parent newsletters and staff bulletins. Regular messaging via our mass notification occurs to maintain communication with all stakeholders. Attendance data is reviewed and letters are sent out to parents as needed. Administrators meet regularly to analyze collected data and develop plans accordingly. The Leadership Team meets weekly to address the goals and actions of the LCAP and review metrics and outcomes. There are regular check-ins with HBTA certificated bargaining union representatives. The District does not have a classified bargaining unit. Student opinions were gathered at Student Council meetings and through surveys.

Consultation with District stakeholders from August 20, 2020:

Aug. 12 Meeting with HTBA

Aug. 20 Administration and Social Work met to discuss social-emotional needs of students, and review and update attendance procedures

Aug. 24 District Staff Meeting -- Focus on school climate, student needs, curriculum, and attendance

Aug. 25 Site Meetings - Collaboration and planning for the school year

Aug. 26 Cutten School Back to School Night - teachers invite parents to provide input for student achievement and school climate

Aug. 27 Ridgewood School Back to School Night - teachers invite parents to provide input for student achievement and school climate

Aug. 31 - Sept. 11 Parent Interviews to collect input regarding their child and the school program

Sept. 29 School Board Meeting - - Public Hearing for Learning Continuity and Attendance Plan (LCP)

Sept 30 School Board Meeting - Adoption of Learning Continuity and Attendance Plan (LCP)

Oct. 27 School Site Council Meeting - LCAP Review

Nov. 6 Student Council Meeting - Discussed and planned for school climate activities

Nov.17 School Site Council Meeting - LCAP Stakeholder Survey Development

Dec. 14 School Board Meeting - LCFF Budget Overview for Parents

Dec. 15 School Site Council Meeting - LCAP Update
Jan. 5 PTA Meeting - LCAP Update
Jan. 19 School Site Council Meeting - LCAP Update
Jan. 26 Community LCAP Event held virtually - Discussion of new goals, collect parent and staff input
Feb.5 Classified Staff Meeting - Stakeholder survey
Feb. 8 School Board Meeting - Report on Community Event and development of parent LCAP survey
Feb. 10 TK/K Parent Orientation - LCAP goals presented
March 8 School Board Meeting - Annual Update LCAP 2019 - 2020 - Metrics, Outcomes, Goals and Actions presentation
March 16 School Site Council Meeting - LCAP Annual Update and Goals discussion/input
April 2 District Staff Meeting - Annual Update information presentation
April 7 Stakeholder Survey completed
April 12 School Board Meeting - Learning Continuity Plan Annual Update 2020 - 2021 presentation
April 20 School Site Council - Stakeholder survey presentation
April 30 District Staff Meeting - Stakeholder survey presentation
May 4 PTA Meeting - Stakeholder survey presentation
May 10 School Board Meeting - Stakeholder survey presentation
May 21 Student Council Meeting - Stakeholder and Student Survey presentation
June 2 School Site Council LCAP Advisory - draft LCAP presentation and final review
June 14 School Board Meeting Public Hearing
June 15 School Board Meeting 2021-22 LCAP adoption

A summary of the feedback provided by specific stakeholder groups.

Overall, the feedback that stakeholders provided included valuable insights, recommendations, and questions. Parents are clearly missing the opportunity to be a part of their childrens' school experiences, from volunteering in classrooms, to attending assemblies, to joining field trips. Parents look forward to the pandemic restrictions being lifted so that they can again be involved in the many activities and experiences the district offers. Stakeholders express appreciation for the supportive environment and diligent efforts to provide the best learning opportunities possible at our schools, and recognize and value the kind and nurturing staff, whether referencing a custodian, a teacher, an administrator, or a classroom aide.

The School Board has worked tirelessly with over 20 extra meetings to meet the challenges of this school year, take in community input and look to the future when school can return to a more normal model. Their focus has been on students and providing a strong academic instructional program. They have been key communicators with the community and support multiple means of communication to engage stakeholders. Trustees recognize that one of their primary responsibilities is to advocate for students.

The Certificated Collective Bargaining Unit actively participates in school improvement, working with administrators to address identified needs. Feedback has been constructive and collaborative, and has led to the development of various functional plans to address the unique needs of the school district, and in particular, during the pandemic.

The School Site Council acts as the Parent Advisory Committee, and has been invaluable in providing feedback in the planning of the LCAP. In addition, the SSC ensures that the School Plan for Student Achievement for both schools aligns with the district's LCAP.

Stakeholders have expressed appreciation for recent facility improvements, including the addition of hydration stations, playground improvements, and increased technology. A recurring theme is the lack of space. Stakeholders overwhelmingly see a need for additional classrooms and outdoor spaces for learning. In the age of a world pandemic, stakeholders are all recognizing the critical need for improved air filtration and ventilation in classrooms.

Stakeholders overwhelmingly praise the District's music program as stellar. Student engagement is strengthened by after school clubs and programs, sports, libraries and student council. Respondents praised our regular assemblies, spirit celebrations and how well second grade students are supported in their transition from Ridgewood to Cutten.

Teachers and parents expressed support for classroom funds for additional supplies and materials for art and other activities, and field trips.

Weekly newsletters and parent surveys to gather input are effective strategies to ensure family involvement.

Stakeholders consistently express that it is important for school to return to full time on campus learning.

Student input is collected through a student survey. Of 322 third through sixth grade students, 225 responded. The following percentages represent the students who selected OFTEN/ALWAYS as their response:

69.3% I like school

- 76.6% I do well in school.
- 97.8% School wants me to do well.
- 94.6% There are clear rules for behavior.
- 94.2% My teacher treats me with respect.
- 83.4% Good behavior is noticed.
- 86.5% I get along with other students.
- 92.3% I feel safe at school.
- 85.6% Students treat each other well.
- 92.7% There is an adult at school who will help me.
- 80.9% Students behave so the teacher can teach.

Many students commented that their favorite thing about school is seeing their friends and their teachers. When asked what their least favorite thing about school, some students responded with "nothing"; others named subject areas like math or reading.

Results of this student survey is shared with the Cutten Student Council.

Students participate in the California Healthy Kids Survey. Student input was low - only 32 responded. This was likely a result of the unusual circumstances of the pandemic. The summary results revealed the following responses from students:

- 92% - Feel safe at school
- 81% - Feel connected to school
- 74% - Feel there are caring adults in school
- 100% - Feel facilities are in good condition

Of the 178 Stakeholders (Parents, Teachers, Principals and Administrators, Community) who responded to the survey, the following agree or strongly agree:

- 160 - Cutten School District provides a high quality education to students
- 175 - Cutten School District provides a positive school climate for students.
- 138 - Cutten School District provides opportunities for students to participate in engaging activities during and after school.
- 167 - Cutten School District provides a safe environment for students.

150 - Cutten School District has school sites that are clean and in good repair.

In addition, of the parents and guardians surveyed, 141 feel welcome on campus. This is noteworthy because campuses are currently closed to visitors due to COVID-19.

Of the 178 Stakeholders who responded to the survey,

161 responded that the music program is highly regarded and important to critical.

153 responded that classroom instructional aides are valued and important to critical.

164 responded that addressing learning loss following the pandemic is important to critical.

128 responded that the TIP program is important.

145 responded that purchasing an updated science curriculum is important.

155 responded that Chromebooks are important

A number of survey respondents also recognized the following as important for our district:

Family orientations

Arts instruction

Community volunteers on campus

Evening and weekend community events

Student clubs: academic and enrichment

Sidewalk and crosswalk access to school

Gymnasium

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

The goals were developed with consideration of the District mission, and are based on input from stakeholders. They are broad in scope, and are written to encompass the priorities of the District as outlined in the vision and mission.

The actions that support the LCAP goals were influenced by specific stakeholder input. Specifically:

Goal 1, Action 2 - Targeted Intervention Program - survey responses, collected data, and teacher input supported this action

Goal 1, Action 5 - Classroom aides - there was considerable support for this action, which is valued and viewed as critical to student success

Goal 1, Action 8 - Decreased student to teacher and instructional aide ratio - stakeholder provided input indicating strong interest in reducing class sizes to help address learning gaps

Goal 1, Actions 9 and 10 - Music education is overwhelmingly supported, based on results from the parent and teacher surveys. It received some of the highest ratings of all services provided

Goal 1, Action 11 - New science curriculum - all stakeholders support replacing our outdated curriculum with material that is aligned with the Next Generation Science Standards

Goal 1, Action 12 - Arts integration into the curriculum - stakeholder responses in the survey indicated support for increasing arts education

Goal 1, Action 13 - Maintaining and replacing technology - staying current with technology is a priority for stakeholders; a significant number of our devices are aged or damaged from the extensive use during the pandemic

Goal 1, Action 14 - Summer school to mitigate learning loss - this is a high priority, based on input from stakeholders, including parents, teachers, and school board members

Goal 1, Action 20 - Classroom funds to support field trips and supplies for special projects

Goal 2, Actions 1 and 2 - Social work program - stakeholder responses in the survey, and teacher input validate the need for this action

Goal 2, Action 4 - Heating and Ventilation Upgrade - after a year of restricted heater use during the school day, and the requirement to have doors and windows open for ventilation, this action is viewed as essential by stakeholders

Goal 2, Action 17 - Parent education support and home-school connections - the restrictions imposed by the pandemic have made all stakeholders aware, as can be seen by survey results, that actions related to home support are essential

Goals and Actions

Goal

Goal #	Description
1	Increase achievement levels for all students and each student group, improving the foundation for college and career readiness and preparing students for success

An explanation of why the LEA has developed this goal.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 2, 4, 7, 8

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.1 Number of highly qualified teachers and appropriate teacher assignments Priority 1, 2	100% highly qualified, appropriate teacher assignments				100% highly qualified, appropriate teacher assignments
M1.2 Local multiple measures of student achievement Priority 8	Second trimester results - "progressing" or "met" Reading, 73% Writing, 67% Mathematics, 79%				Second trimester results - "progressing" or "met" Maintain Reading, 73% Increase Writing, 70% Maintain Mathematics, 79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.3 A broad course of study provided to all students Priority 7	100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education				100% student access and participation, including unduplicated students and students with disabilities, in all areas of study: ELA, math, history/social science, science, the arts, health, and physical education
M1.4 CASSPP Scores - reduce the gaps in achievement. Priority 4	Met/Exceeded in 2019: ELA All students: 52% SED: 43% SWD: 24% Hispanic: 38% White: 56% MATHEMATICS All students: 43% SED: 33% SWD: 26% Hispanic: 34% White: 50%				Meet/Exceed in 2024: ELA All students: 55% SED: 46% SWD: 27% Hispanic: 41% White: 53% MATHEMATICS All students: 46% SED: 36% SWD: 29% Hispanic: 37% White: 53%
M1.5 CA Dashboard ELA Achievement	2019 achievement ratings:				All students: 10.8

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Rating, grades 3-6: increase by at least 3 points Priority 4	All students: 4.8 SED: -10.4 SWD: -56.7 Hispanic: -15.2 White: 14.1				SED: -4.4 SWD: -44.7 Hispanic: -3.2 White: 20.1
M1.6 CA Dashboard Mathematics Achievement Rating, grades 3-6 Priority 4	2019 achievement ratings: All students: -11.3 SED: -29.1 SWD: -68.1 Hispanic: -34.6 White: -1.7				All students: -5.3 SED: -23.1 SWD: -62.1 Hispanic: -28.6 White: 4.3
M1.7 5th grade Science California Science Test scores Priority 4	Met/Exceeded in 2019: All students 36.14% SED: 27.03% SWD: 13.34% Hispanic: 28.57% White: 44.23%				Meet/Exceed in 2024: All students 42% SED: 33% SWD: 19% Hispanic: 35% White: 50%
M1.8 Class size Priority 4	Class size 24:1 or less, grades TK-3; 28 or less, 4-6				Maintain class size 24:1 or less, grades TK-3; 28 or less, 4-6

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.9 Percentage of English learner pupils making progress toward English proficiency Priority 4	ELPAC reporting by state board. Data is suppressed because 10 or fewer students were tested.				If student population increases, data will be reported, and desired outcome will be as follows: Students testing at Level 3 on the ELPAC will be reclassified as fluent within two years of first testing at Level 3.
M1.10 Grade 5 physical fitness scores Priority 8	Students' HFZ (2018 - 19): Aerobic Capacity: 66.3% Body Composition: 61.6% Abdominal Strength: 89.5% Trunk Extension Strength: 96.5% Upper Body Strength: 47.7% Flexibility: 86.0%				Students' HFZ: Aerobic Capacity: 68.3% Body Composition: 63.6% Abdominal Strength: 91.5% Trunk Extension Strength: 96.5% (maintain) Upper Body Strength: 49.7% Flexibility: 88.0%
M1.11 Professional development for certificated staff Priority 2	The District will provide a minimum of two full days of professional development				Maintain a minimum of two full days of professional development.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
M1.12 Arts integration self reported staff survey Priority 2, 7	Baseline scores to be determined				Desired outcome for 2023-24 will be identified when baseline is determined.
M1.13 Participation rates in music opportunities Priority 2, 7	100% students receiving music instruction				Maintain 100% of students receiving music instruction
M 1.14 English learner access to the CCSS and ELD standards for purposes of gaining academic content knowledge and English language proficiency Priority 2	All English learner pupils have access to the CCSS and ELD standards, aligned to current adopted curriculum: Engage National Geographic ELA, Fountas & Pinnell, and Rosetta Stone.				Maintain full access to the CCSS and ELD standards for English learner pupils

Actions

Action #	Title	Description	Total Funds	Contributing
1	Teacher Assignment	<p>1.1</p> <p>a. All students taught by highly qualified certificated teachers no mis-assignments; employ administrator staffing sufficient to support the school program</p> <p>b. Provide induction support as needed through NCTIP</p> <p>c. Classroom supplies; \$500 per classroom</p>	\$3,178,954.00	No
2	ELA and Math Intervention	<p>1.2</p> <p>Provide Tier 2 RTI / Targeted Intervention Program (TIP) and Math Assistance Program (MAP), including program oversight and training, and purchase research--based curriculum and assessment.</p> <p>a. 0.50 FTE Classified Coordinator - Cutten School</p> <p>b. 0.60 FTE Classified Coordinator - Ridgewood School</p> <p>c. 0.50 hour daily x 25 instructional aides for 1:1 or small group direct instruction</p> <p>d. Assessment/instructional materials</p>	\$152,100.00	No
3	Special Education Resource Program and Speech & Language Services	<p>1.3</p> <p>Provide special education and speech and language services.</p> <p>a. 2.0 FTE resource teacher salary</p> <p>b. 1.0 FTE speech and language pathologist</p>	\$506,652.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> c. 1.0 FTE speech and language pathologist assistant d. 3.56 FTE Special Education Assistants e. Assessment and curriculum materials 		
4	Special Day Class	1.4 Maintain TK - 2 Special Day Class at Ridgewood School. <ul style="list-style-type: none"> a. Special Day Class teacher b. 1.025 FTE Special Day Class aides 	\$118,480.00	No
5	Instructional Aides	1.5 Maintain instructional aides in every classroom to support all students 2.5 hours daily. <ul style="list-style-type: none"> a. 9.375 FTE instructional aides 	\$290,784.00	No
6	Instructional Aide Support	1.6 Instructional aides to provide support specifically for unduplicated student groups <ul style="list-style-type: none"> a. .75 FTE Instructional aides 	\$25,000.00	Yes
7	GATE Services	1.7 Provide GATE services, grades 4 through -6	\$20,755.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> a. 0.30 FTE Teacher b. Materials 		
8	Student to Teacher/Instructional Aide Ratio	<p>1.8</p> <p>Support opportunities for differentiation to provide appropriate instruction for the low-income student population that is under-performing by decreasing student to teacher and instructional aide ratio.</p> <ul style="list-style-type: none"> a. 1.0 FTE classroom teacher: maintain average class sizes of 24:1, grades TK -- 3; maintain average class sizes of 28:1, grades 4 – 6 b. 0.375 FTE instructional aide 	\$133,120.00	Yes
9	Music Education	<p>1.9</p> <p>Provide music instruction to all students.</p> <ul style="list-style-type: none"> a. .75 FTE certificated music teacher b. Materials and supplies 	\$76,982.00	No
10	Music Education	<p>1.10</p> <p>Music education for students identified in the unduplicated group to provide an opportunity to access music education that is not otherwise available.</p> <ul style="list-style-type: none"> a. .25 FTE certificated music teacher 	\$23,994.00	Yes

Action #	Title	Description	Total Funds	Contributing
11	Next Generation Science Standards	<p>1.11 Implement Next Generation Science Standards.</p> <ul style="list-style-type: none"> a. Purchase NGSS curriculum materials b. Provide training to implement new curriculum c. Provide substitutes for teacher team collaboration 	\$110,900.00	No
12	Arts Education	<p>1.12 Integrate and strengthen arts instruction across the curriculum.</p> <ul style="list-style-type: none"> a. Hire a part time 0.5 FTE arts instructor b. Provide professional development c. Participate in arts collaborative with the COE 	\$21,696.00	No
13	Technology and Infrastructure	<p>1.13 Ensure that the District's technology and infrastructure are maintained and up to date.</p> <ul style="list-style-type: none"> a. Maintain 0.80 FTE District Technology Coordinator b. Replace obsolete and aging devices c. Provide IT support for infrastructure (consultant) 	\$58,136.00	No

Action #	Title	Description	Total Funds	Contributing
14	Summer School	<p>1.14 Provide summer school to under-performing students to mitigate learning loss.</p> <ul style="list-style-type: none"> a. certificated staff b. classified staff c. administrator d. curriculum and materials 	\$107,093.00	No
15	Devices for Student Groups	<p>1.15 Provide devices / apps for unduplicated count students to support classroom learning and TIP.</p> <ul style="list-style-type: none"> a. Purchase 50 Chromebooks for loan to unduplicated students b. Hotspot subscriptions to provide Internet connectivity for unduplicated students 	\$20,500.00	Yes
16	Outdoor Learning Space	<p>1.16 Install shade structures at each school site.</p> <ul style="list-style-type: none"> a. Preparation of structure site 	\$230,000.00	No

Action #	Title	Description	Total Funds	Contributing
		b. Shade structure purchase and installation		
17	Leadership Team	<p>1.17</p> <p>Evaluate, monitor, and modify formative and summative multiple measures assessment tools; facilitate high quality professional development; and research state standards curriculum and instruction to support effective teaching and student achievement.</p> <p>a. Leadership Team Stipend</p> <p>b. Assessment tools (Fountas & Pinnell benchmark kits, STAR Reading and Math, etc.)</p> <p>c. Professional development presenter fees, materials, subscriptions, and registration fees</p>	\$22,257.00	No
18	Library Staffing	<p>1.18</p> <p>Staff libraries for increased access for students, staff, and families.</p> <p>a. 1.50 FTE Library tech / aide</p> <p>b. Supplies</p> <p>c. Professional Development</p> <p>d. Certificated Librarian services through contract with HERC</p>	\$94,571.00	No
19	Language Development Support	<p>1.19</p> <p>Provide instructional materials for English Learners, Re-designated Fluent English-speaking, and students with language deficits as determined by individual need.</p>	\$18,529.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> a. ELPAC coordinator b. Instructional materials 		
20	Classroom Funds	1.20 Support student learning with classroom funds. <ul style="list-style-type: none"> a. Provide teachers with a yearly allowance. 	\$15,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Ensure a high level of student, family, and community involvement in a safe, inclusive, and welcoming learning environment where the academic and social/emotional well being for each student is emphasized through a multi-tiered system of supports

An explanation of why the LEA has developed this goal.

This goal supports our mission statement and reflects input from stakeholders. Meets state priorities 1, 3, 5, 6.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Suspension / expulsion rates Priority 6	2019 suspension data: Five students suspended, of an enrollment of 626. All students: .8% SED: 1.0% SWD: 2.9% Hispanic: 2.2% American Indian: 0.0% White: 0.3% Two or more races: 1.2%				Maintain or decrease all student suspension rate from .8%. All student groups suspension rate maintained or declined from baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Expulsion rate = 0%				
2.2 School Safety and Connectedness of students, staff, and parents Priority 6	42% response rate (32 of 77 fifth grade students) School connectedness 81%; Academic motivation 75%; Caring adult relationships 74%; High expectations 90%; Meaningful participation 39%; Feel safe at school 92%; Students well behaved 52%; Students treated fairly when break school rules 64%; Students treated with respect 96% Reference survey data@wested.org				Increase response rate to 70% School connectedness 85%; Academic motivation 80%; Caring adult relationships 80%; High expectations 90%; Meaningful participation 75%; Feel safe at school 92%; Students well behaved 70%; Students treated fairly when break school rules 70%; Students treated with respect 96% Parents responding positively to the following: School safety: 94%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents responding positively to the following: School safety: 94% Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%				Connectedness: 98% Staff responding positively to the following: School safety: 96% Connectedness: 100%
2.3 Facility Inspection Tool Priority 1	"good" or "excellent" standards per FIT reports				Maintain FIT reports at "good" or "excellent" in all areas.
2.4 Williams Act: Every pupil has sufficient access to standards-aligned instructional materials Priority 1	Every pupil in the school district has sufficient access to standards-aligned instructional materials. No Williams Act complaints.				Maintain sufficient instructional materials for all pupils and "no complaints" status per Williams Act.
2.5 Custodian staffing levels Priority 6	Custodial and maintenance staffing levels at 3.92 FTE				Maintain 2021-22 staffing levels.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.6 Attendance rates Priority 3, 5	Attendance rate at 2020 P2: 96.37%				Maintain or increase attendance rate at P2 96%
2.7 Chronic absenteeism rate Priority 5	Chronic absence rate at 2020 P2: 7.33%				Maintain or decrease chronic absence rate at P2 7%
2.8 Parent / guardian participation and decision making opportunities for all students, including unduplicated students, for the school district and each individual school site Priority 3	Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 151 Student survey responses (3rd-6th): 228 (71%) Participation in IEPs: 100% LCAP community meeting: 20 participants School Site Council membership: 5 parents (full representation) with one parent of unduplicated pupil				Maintain Parent / Guardian participation rates, all groups: Parent/teacher conference rate: 98% Parent survey/input responses: 175 Student survey responses (3rd-6th): 75% Participation in IEPs: 100% LCAP community meeting attendance: 50 participants School Site Council membership: 5 parents (full representation) with at least one parent of unduplicated pupil

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.9 School meals served Priority 5	School meals served at 2020 P2: Total lunches.....26,283 Total breakfasts.....6,028				Maintain or increase school meals served at P2 Total lunches.....26,283 Total breakfasts.....6,028
2.10 Ventilation and heating in classrooms	Replace 9 unit heaters at Ridgewood School and 13 at Cutten School. Install ventilation systems and thermostats.				All classrooms and common spaces at both schools have safe and adequate heating and ventilation.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social Work and/or Behavioral Services	2.1 Provide school social work and/or behavioral services. a. .80 FTE School Social Worker	\$85,807.00	No
2	Social Work Services to Unduplicated Count Students	2.2 Focus school social work services on unduplicated count students. a. 1.0 FTE Certificated School Social Worker	\$84,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	School Climate Team and PBIS	<p>2.3</p> <p>Maintain district-wide Positive Behavior Support System - PBIS.</p> <ul style="list-style-type: none"> a. Facilitator stipend b. Team stipends c. Professional development d. Classroom aide training 	\$11,817.00	No
4	Heating and Ventilation Upgrade	<p>2.4</p> <p>Replace unit heaters with mini-split electrical and ventilation units. Install bi-polar ionization devices.</p> <ul style="list-style-type: none"> a. Phase 1 Ridgewood School b. Phase 2 Cutten School, part 1 c. Phase 3 Cutten School, part 2 d. Electrical upgrade at Cutten School 	\$1,005,925.00	No
5	Maintenance/Custodial Staff and Resources	<p>2.5</p> <p>Provide adequate maintenance/custodial staff and resources.</p> <ul style="list-style-type: none"> a. 3.92 FTE Maintenance/custodial staff b. Supplies c. Repairs 	\$395,381.00	No

Action #	Title	Description	Total Funds	Contributing
6	Equipment and Supplies Other Than Curriculum	2.6 Purchase equipment and supplies necessary to adequately support classrooms (other than curriculum materials). a. Classroom supplies b. Classroom desks	\$50,000.00	No
7	Facility Deferred Maintenance	2.7 Plan for deferred maintenance projects. a. Cutten School Fencing b. Cutten kitchen improvements c. Cutten Community building remodel	\$114,250.00	No
8	Support Services to Parents	2.8 Provide services to support parents/guardian attending parent education, informational meetings, school events, and in volunteering at school. a. Child care b. Trainer / Interpreter fees c. Meeting supplies	\$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Communication with Parents	<p>2.9</p> <p>Communicate effectively with parents/guardians through website, mass notification system, telephone, mailings, and meetings.</p> <p>a. 1.29 FTE school secretaries -support for all school functions; frequently first point of community contact (exclusive of salary attributed to transportation & cafeteria)</p> <p>b. SchoolWise student information system</p> <p>c. SchoolWise mass notification system</p> <p>d. Remind App communication subscription</p>	\$105,001.00	No
10	School Meal Program Enhancement	<p>2.10</p> <p>Enhance the school meal program.</p> <p>a. District contribution</p>	\$69,365.00	Yes
11	Bus Transportation	<p>2.11</p> <p>Provide bus transportation within the district, and field trip transportation.</p> <p>a. 0.75 FTE bus drivers</p> <p>b. 0.10 FTE business manager</p> <p>c. Fuel, parts for repair</p> <p>d. Vehicle maintenance</p>	\$95,825.00	No

Action #	Title	Description	Total Funds	Contributing
12	Decrease Suspension Rate	2.12 Decrease suspension rate. a. .10 FTE Social Worker b. Incentives	\$11,925.00	No
13	Decrease Chronic Absenteeism	2.13 Decrease chronic absenteeism. a. .10 FTE School Social Worker b. Parent education c. Materials d. Incentives	\$13,025.00	No
14	Bus Transportation Service for Low-income Students	2.14 Provide a safe and reliable means of transportation to and from school for low-income students. a. .75 FTE Bus driver	\$72,094.00	Yes
15	Student Council	2.15 Maintain fifth and sixth grade Student Council at Cutten. a. Advisor stipend b. Materials & supplies	\$2,220.00	No

Action #	Title	Description	Total Funds	Contributing
		c. Field trips		
16	Career Exploration and Cultural Events to Build School Connections	<p>2.16 Provide services to support parents/guardians of unduplicated student groups to build connectedness through career exploration and cultural events and to encourage attendance of school events.</p> <p>a. Event fees b. Supplies</p>	\$2,500.00	Yes
17	Attendance and Parent Education Support	<p>2.17 Provide opportunities for parent and school partnership to improve attendance and parent involvement through a systems approach.</p> <p>a. .20 FTE Administrator</p>	\$26,099.00	Yes
18	Counseling Services	<p>2.18 1:1 counseling services for identified students</p> <p>a. 0.65 FTE classified counselor</p>	\$35,806.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.88%	474,632

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.

Cutten Elementary School District will use this increased apportionment to provide services LEA-wide while supporting first students who are low income, foster youth, and English Learner pupils. Using these funds to support the actions listed here will effectively benefit intended students by increasing and/or improving services as described:

Goal 1, Action 1.8 (LEA-wide; Contributing to Low Income) Decrease student to teacher / instructional aide ratio - Standardized test scores were analyzed. Low-income student scores were compared to all students. Low-income students scored significantly lower at 10.4 below the standard, compared to all students, who scored 4.8 above the standard. Reducing class size allows teachers and instructional aides to target the needs of the low-income students that are underperforming. This funding allows for an additional teacher and instructional aide. This targeted support has been shown to be effective, and continuing it will support further growth.

Goal 1 Action 1.10 (LEA-wide; Low Income and Foster Youth) Music Education - Research shows that music education facilitates student academic achievement. Low income students and foster youth lack the opportunity to receive private music lessons due to financial need. This funding allows students identified in the unduplicated groups an opportunity to access music education that is not otherwise available. Although this action is LEA-wide, the needs of foster youth, homeless and low-income students will be considered first.

Goal 1, Action 1.15 (LEA-wide; Foster Youth, Low Income) Devices for Student Groups - According to recent research, only 46% of low-income families own a computer device, and only 40% have access to broadband. The figures are even lower for homeless and foster youth. Devices and web access are a central part of learning in the 21st century. This funding provides the means for the purchase of Chromebooks and hotspots for identified students to develop necessary technology skills and full access to their learning opportunities.

Prior to the pandemic, the District did not provide devices for home use. The experience showed us that equitable access to devices and internet connectivity is essential for our low-income students. Although this action is LEA-wide, the needs of foster youth and low-income students will be considered first.

Goal 2, Action 2.2 (LEA-wide; Foster Youth, Low Income) Social Work Services - Humboldt County is one of four counties in California with the highest Adverse Childhood Experiences (ACEs) scores. Cutten School District has provided social work services to remove barriers to learning since 1998, and since then there has been a steady increase in student need. This year, with the effects of the Covid-19 pandemic, we anticipate a substantial increased need for services, particularly with our foster youth, homeless, and students in low-income households. This funding allows the district to increase school social worker staffing by 1.0 FTE, and this significant increase in social work time allows us to target and prioritize support for foster youth, English Learners, and low-income students.

Goal 2, Action 2.8 (LEA-wide; English Learners, Foster Youth, Low Income) Support Services to Parents - Research shows that parent support groups help provide healthy parenting skills, empowerment and a sense of community. The District has been providing this support for families in the past and it has been shown to be effective. In the coming years, we foresee an increase in mental health needs due to the pandemic. This funding allows the district to provide parent education and assist parents in supporting their children who are having anxiety or mental health challenges.

Goal 2, Action 2.10 (LEA-wide; English Learners, Foster Youth, Low Income) School Meal Program - Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health. School lunch is critical for low income students to ensure their health, well-being and nutritional needs throughout the day to learn. This funding allows the school meal program to be financially supported so that high quality meals can be offered to low-income students. Our school meal program has provided necessary support in the past, and will continue to be an essential program to support our low-income students.

Goal 2, Action 2.14 (LEA-wide; Foster Youth, Low Income) Bus Transportation - Transportation can enable, rather than be a barrier to, equitable access to high-quality education for low income students. From our experience we know that transportation by private car is often unreliable and can lead to absences which affect student learning. Funding for bus transportation allows the district to ensure that low-income students have a safe and reliable means of getting to school on time each day. Bus transportation has provided necessary support in the past, and will continue to be an essential service to support our low-income students.

Goal 2, Action 2.16 (LEA-wide; English Learners, Foster Youth, Low Income) Career Exploration - Low-income students who have limited exposure to a range of well-paying professions often see limited opportunities for their futures. A career exploration event will also encourage parents to come to school and participate in a learning experience with their child. This funding allows the district to host a community event to broaden the perspective of opportunities available to them as they move toward college and career. This action was introduced in our previous LCAP, and then was not implemented due to the pandemic. We look forward to bringing this event to our students and families.

Goal 2, Action 2.17 (LEA-wide; Foster Youth, Low Income) Parent Education and Support - Research shows, as do our many surveys, that parents want their children to do well in school. Research also indicates that many disadvantaged families are unable to fully participate in their students' education. Members of low-income families are much less prepared for college than their higher income counterparts. This

action designates .20 FTE of the district's 2.40 FTE administrative positions specifically to utilize a systems approach to design effective, systematic strategies to increase parent engagement.

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

All of the actions supported by the increased apportionment for foster youth, English learners, homeless, and low-income students are principally directed toward the targeted students and are intended to help achieve the outcome of the LCAP goals.

The District will maintain low student to teacher ratios. Lower class sizes will allow teachers the opportunity to assess the individual needs of unduplicated pupil count students and provide more targeted support.

Social work services are increased significantly, with a 62% increase in social work time over prior years. This increase will allow the District to improve services by providing substantial targeted support for foster youth, English learners, and low-income students.

Students will have access to devices at home, which has not been offered in the past. We expect this action to have a positive impact on targeted students. This is an increase because of the additional devices purchased for this action, and improved services for targeted students, who do not already have access to devices and connectivity.

Parent education and support services is an improved service because a new systems approach will be implemented to increase parent engagement. This increase is represented by a dedicated .20 FTE of administrative support to implement a systematic approach.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$4,909,845.00	\$1,104,959.00		\$1,394,017.00	\$7,408,821.00
		Totals:	Total Personnel	Total Non-personnel
		Totals:	\$5,768,002.00	\$1,640,819.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Teacher Assignment	\$3,171,954.00			\$7,000.00	\$3,178,954.00
1	2	All	ELA and Math Intervention		\$152,100.00			\$152,100.00
1	3	Students with Disabilities	Special Education Resource Program and Speech & Language Services		\$374,295.00		\$132,357.00	\$506,652.00
1	4	Students with Disabilities	Special Day Class		\$118,480.00			\$118,480.00
1	5	All	Instructional Aides				\$290,784.00	\$290,784.00
1	6	English Learners	Instructional Aide Support	\$25,000.00				\$25,000.00
1	7	Gifted & Talented	GATE Services	\$20,755.00				\$20,755.00
1	8	Low Income	Student to Teacher/Instructional Aide Ratio	\$133,120.00				\$133,120.00
1	9	All	Music Education	\$76,982.00				\$76,982.00
1	10	Foster Youth Low Income	Music Education	\$23,994.00				\$23,994.00
1	11	All	Next Generation Science Standards	\$5,900.00	\$105,000.00			\$110,900.00
1	12	All	Arts Education	\$2,600.00			\$19,096.00	\$21,696.00
1	13	All	Technology and Infrastructure	\$58,136.00				\$58,136.00
1	14	All	Summer School		\$107,093.00			\$107,093.00
1	15	Foster Youth Low Income	Devices for Student Groups	\$20,500.00				\$20,500.00
1	16	All	Outdoor Learning Space	\$105,960.00			\$124,040.00	\$230,000.00
1	17	All	Leadership Team	\$10,257.00	\$12,000.00			\$22,257.00
1	18	All	Library Staffing	\$94,571.00				\$94,571.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	19	English Learners Low Income	Language Development Support	\$18,529.00				\$18,529.00
1	20	All	Classroom Funds		\$15,000.00			\$15,000.00
2	1	All	Social Work and/or Behavioral Services	\$85,807.00				\$85,807.00
2	2	Foster Youth Low Income	Social Work Services to Unduplicated Count Students	\$84,278.00				\$84,278.00
2	3	All	School Climate Team and PBIS	\$11,817.00				\$11,817.00
2	4	All	Heating and Ventilation Upgrade		\$185,185.00		\$820,740.00	\$1,005,925.00
2	5	All	Maintenance/Custodial Staff and Resources	\$395,381.00				\$395,381.00
2	6	All	Equipment and Supplies Other Than Curriculum	\$50,000.00				\$50,000.00
2	7	All	Facility Deferred Maintenance	\$114,250.00				\$114,250.00
2	8	English Learners Foster Youth Low Income	Support Services to Parents	\$2,000.00				\$2,000.00
2	9	All	Communication with Parents	\$105,001.00				\$105,001.00
2	10	English Learners Foster Youth Low Income	School Meal Program Enhancement	\$69,365.00				\$69,365.00
2	11	All	Bus Transportation	\$95,825.00				\$95,825.00
2	12	All	Decrease Suspension Rate	\$11,925.00				\$11,925.00
2	13	All	Decrease Chronic Absenteeism	\$13,025.00				\$13,025.00
2	14	Foster Youth Low Income	Bus Transportation Service for Low-income Students	\$72,094.00				\$72,094.00
2	15	All	Student Council	\$2,220.00				\$2,220.00
2	16	English Learners Foster Youth Low Income	Career Exploration and Cultural Events to Build School Connections	\$2,500.00				\$2,500.00
2	17	Foster Youth Low Income	Attendance and Parent Education Support	\$26,099.00				\$26,099.00
2	18	All	Counseling Services		\$35,806.00			\$35,806.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$477,479.00	\$477,479.00
LEA-wide Total:	\$433,950.00	\$433,950.00
Limited Total:	\$64,029.00	\$64,029.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	6	Instructional Aide Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,000.00	\$25,000.00
1	8	Student to Teacher/Instructional Aide Ratio	LEA-wide	Low Income	All Schools	\$133,120.00	\$133,120.00
1	10	Music Education	LEA-wide	Foster Youth Low Income		\$23,994.00	\$23,994.00
1	15	Devices for Student Groups	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$20,500.00	\$20,500.00
1	19	Language Development Support	Limited to Unduplicated Student Group(s)	English Learners Low Income		\$18,529.00	\$18,529.00
2	2	Social Work Services to Unduplicated Count Students	LEA-wide	Foster Youth Low Income	All Schools	\$84,278.00	\$84,278.00
2	8	Support Services to Parents	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	\$2,000.00
2	10	School Meal Program Enhancement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,365.00	\$69,365.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	14	Bus Transportation Service for Low-income Students	LEA-wide	Foster Youth Low Income	All Schools	\$72,094.00	\$72,094.00
2	16	Career Exploration and Cultural Events to Build School Connections	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	\$2,500.00
2	17	Attendance and Parent Education Support	LEA-wide	Foster Youth Low Income	All Schools	\$26,099.00	\$26,099.00

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.