

LCFF Budget Overview for Parents

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

CDS Code: 50-71050

School Year: 2021-22

LEA contact information:

Cherise Olvera

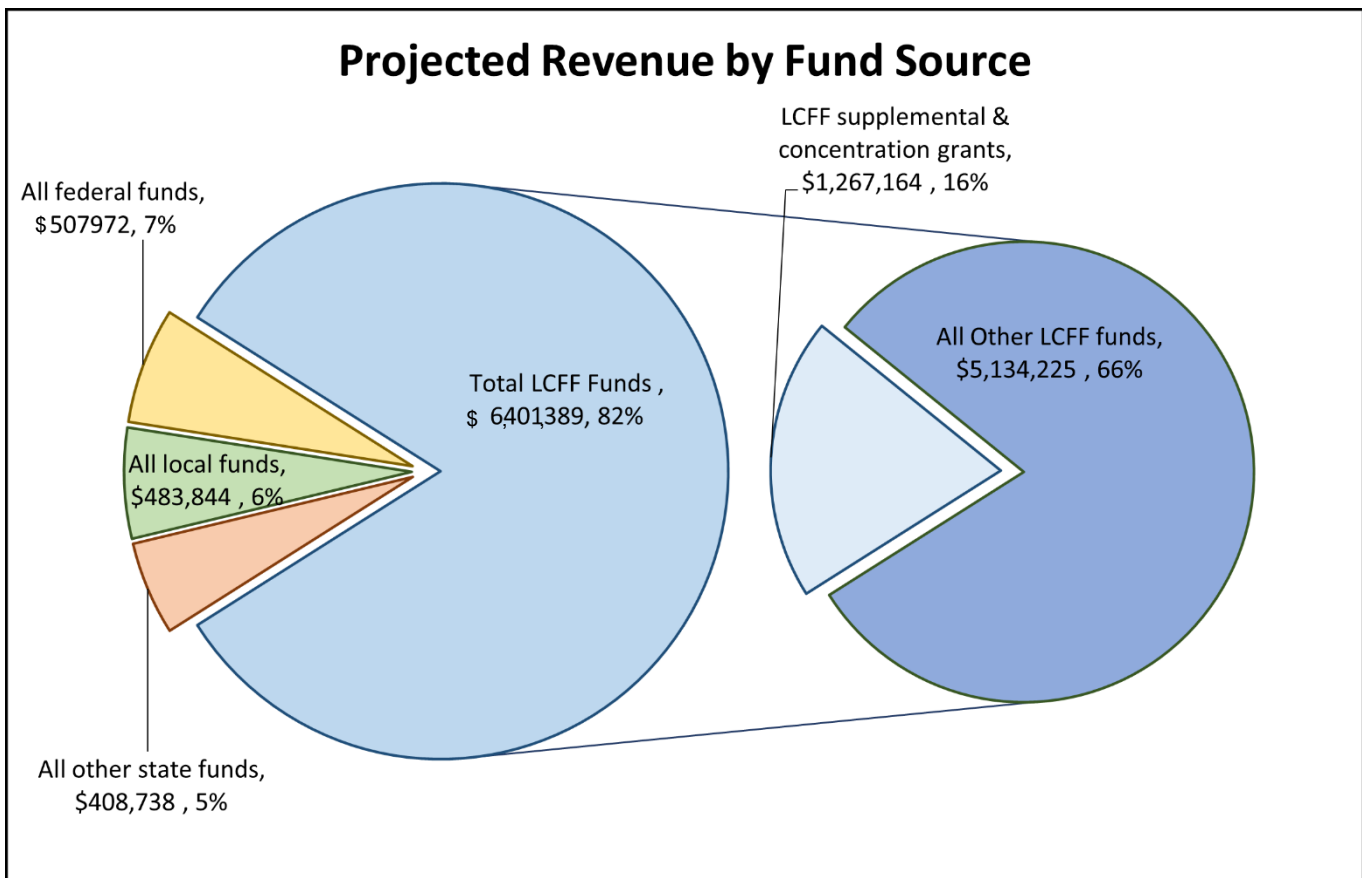
Superintendent

colvera@chatom.k12.ca.us

209-664-8505

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

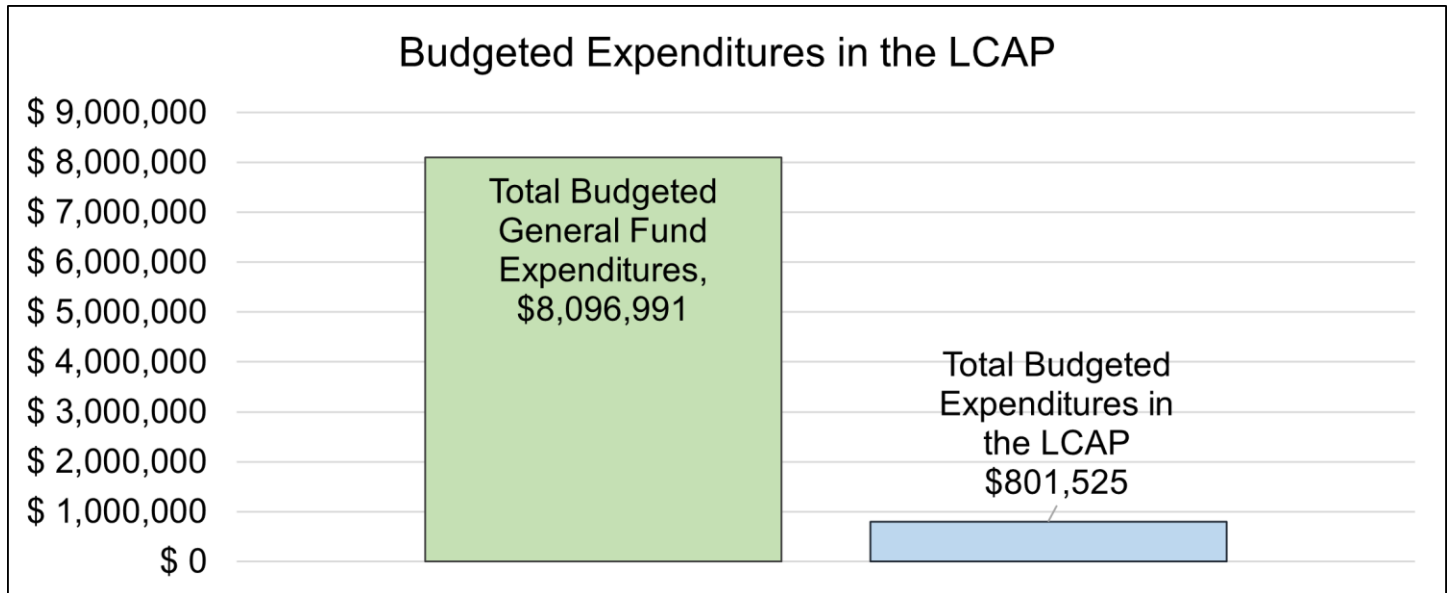


This chart shows the total general purpose revenue Chatom Union School District expects to receive in the coming year from all sources.

The total revenue projected for Chatom Union School District is \$7,801,943, of which \$6,401,389 is Local Control Funding Formula (LCFF), \$408,738 is other state funds, \$483,844 is local funds, and \$507,972 is federal funds. Of the \$6,401,389 in LCFF Funds, \$1,267,164 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 Chatom Union School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

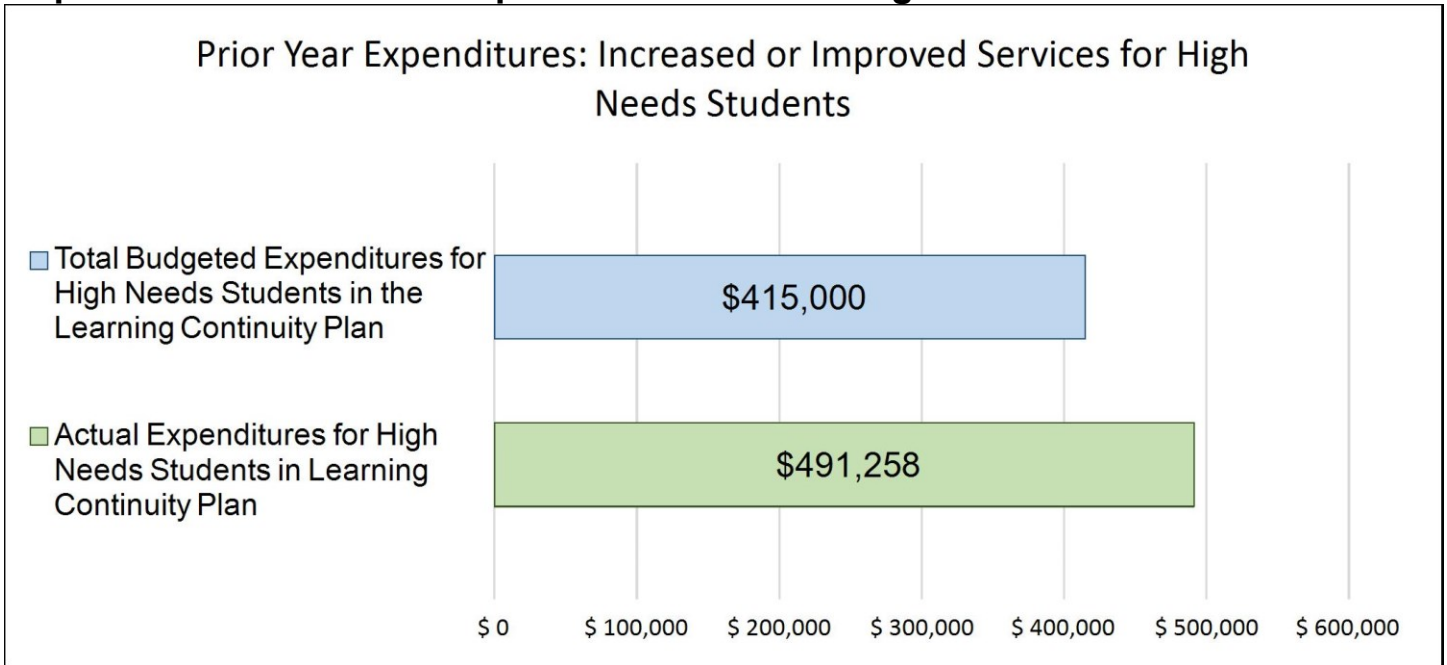
Chatom Union School District plans to spend \$8,096,991 for the 2021-22 school year. Of that amount, \$801,525 is tied to actions/services in the LCAP and \$7,295,466 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2021-22, Chatom Union School District is projecting it will receive \$1,267,164 based on the enrollment of foster youth, English learner, and low-income students. Chatom Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Chatom Union School District plans to spend \$608,525 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 Chatom Union School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Chatom Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Chatom Union School District's Learning Continuity Plan budgeted \$415,000 for planned actions to increase or improve services for high needs students. Chatom Union School District actually spent \$491,258 for actions to increase or improve services for high needs students in 2020-21.



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

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

LEA Name	Contact Name and Title	Email and Phone
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505

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

Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan Belief 7 and Objective 1

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Indicator- Facility Inspection Tool</p> <p>Local Indicator - Sufficiency of Materials</p> <p>Local Indicator - Highly Qualified Staff properly assigned by credential</p> <p>Local Indicator - Implementation of Standards</p> <p>Study Trip or program to access a broad course of study, including unduplicated pupils and students with exceptional needs</p> <p>19-20</p> <ul style="list-style-type: none"> • Maintain 100% teachers meet HQT requirements • 100% of teachers trained on CCSS in tangent with ELD Standards • Update inventory of CCSS instructional materials • Facility Inspection Tool (FIT) to increase one level or have a ranking of good or higher 	<ul style="list-style-type: none"> • 100% of teachers meet HQT requirements • 100% of teachers were trained on technology usage to meet the immediate needs of the COVID-19 pandemic. Training began in 2019-2020 with basic Zoom usage when schools closed in March 2020. • A Google Workshop was offered over the summer to both certificated and classified staff. • 100% Sufficiency of materials at both sites. This information was reported at the September 8, 2020 Board Meeting. • State-approved science curriculum programs from various publishers were carefully analyzed to determine the level of alignment of each curriculum to the NGSS standards. Amplify Science curriculum was adopted but training was postponed due to COVID-19.

Expected	Actual
<ul style="list-style-type: none"> Local Indicator - Implementation of ELA Chatom- 5 Mountain View- 5 Local Indicator - Implementation of NGSS Chatom- 5 Mountain View- 5 Meet all local indicators Maintain a minimum of 1 study trip or program per grade level for direct hands-on experience <p>Baseline Local Indicator- Facility Inspection Tool Chatom - Exemplary Mountain View - Exemplary Local Indicator - Sufficiency of Materials Chatom- 100% Mountain View - 100% Local Indicator - Highly Qualified Staff properly assigned by credential Chatom - 100% Mountain View - 100% Local Indicator - Implementation of ELA Chatom- 3 Mountain View- 2 Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 2 Minimum of 1 Study Trip or Program per grade level</p>	<ul style="list-style-type: none"> Facility Inspection Tool (FIT) resulted in good rankings for both sites. Chatom Elementary scored 98.17% and Mountain View scored 97.48% Local Indicator - Implementation of ELA Chatom- 4 Mountain View- 4 Local Indicator - Implementation of Mathematics Chatom- 4 Mountain View- 4 Local Indicator - Implementation of NGSS Chatom- 2 Mountain View- 2 Met all local indicators Study trips were limited due to the COVID-19 pandemic. Prior to school closures the following study trips occurred: 6th-grade students attended Outdoor Education, Kindergarten visited R.A.M. Farms, and 3rd grade attended an Ag Adventure at the Stanislaus County Fairgrounds at the beginning of the school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Train staff on state content standards in tandem with ELD standards by attending local and county trainings and provide ongoing research based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.</p> <p>Professional learning for 2019-2020 will be based on data from 2019 CAASPP and staff input.</p>	<p>Professional Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500</p> <p>New teacher induction 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>EL Supplemental Professional Learning 5000-5999: Services And Other Operating Expenditures Title III \$2,500</p>	<p>Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$725</p> <p>New teacher induction 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,000</p> <p>EL Supplemental Professional Learning 5000-5999: Services And Other Operating Expenditures Title III 0</p> <p>New teacher induction 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$6,010.38</p>
<p>Increase real-life hands on student experiences thru study trips or programs for each grade level in order to provide access to a broad course of study for all students.</p>	<p>Study Trips or Programs 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>Outdoor Education 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p>	<p>Study Trips or Programs 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,577.41</p> <p>Outdoor Education 5000-5999: Services And Other Operating Expenditures Lottery \$4,926.60</p> <p>Study Trips or Programs 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$6,607.82</p>
<p>Adopt new standards aligned materials and supplemental materials.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration \$40,000</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$136,688.56</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase and improve facilities to ensure a safe and well maintained school environment	6000-6999: Capital Outlay LCFF \$30,000	6000-6999: Capital Outlay LCFF \$7,985
Increase and improve services through highly trained staff, recruitment and career development.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$101,836	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$105,950
Increase safety of TK-2 playground by replacing/repairing asphalt. The project was completed in the 2018-2019 school year.	6000-6999: Capital Outlay LCFF \$109,000	6000-6999: Capital Outlay LCFF 0

Goal Analysis

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

Goal 1 funds were used for professional learning but the focus of the training shifted to technology because that was the immediate need due to school closures related to the COVID-19 pandemic. Some of the technology platforms used at the beginning of the pandemic included; Zoom, Zearn, Embark, IXL, Benchmark, Renaissance AR, and EPIC. Facility needs were also addressed but the priorities shifted due to COVID-19 needs. Some of the updated facility priorities included; increased sanitation, ventilation, and safety. The Science committee made a recommendation to the Board to adopt Amplify as the new science curriculum for grades TK-8th. The adoption did occur and the materials were received but the staff training was postponed.

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

There were several successes related to the conditions of learning. The Science Curriculum Adoption Committee worked very hard in conjunction with the Stanislaus County Office of Education in carefully analyzing each state-approved publisher. The committee piloted the two top programs before presenting data and lab experiences to the staff and Board of Trustees with their recommendation to adopt Amplify.

All schools faced many challenges as a result of COVID-19 and the unexpected shift to distance learning without much preparation. Technology began as one of the greatest challenges and ended as one of the greatest successes. Prior to COVID-19, the District had one computer lab at each site and classroom laptop carts in only grades 4th-8th. When the pandemic hit there was an immediate need for each pupil to have a device. The District was able to order a Chromebook for every child utilizing funds from the California Advanced Services Fund Grant in the amount of \$180,000. The devices were ordered as soon as the funding was approved in June 2020; however, due to the high demand for technology throughout the nation, the devices were on backorder until September 2020. T-Mobile hot spots were also distributed to families who did not have internet connectivity. The older classroom devices were checked out to families for usage in April and May 2020. The new devices were checked out to every student beginning on September 29, 2020. One-to-one devices have now become a basic condition of learning. Another challenge was in trying to provide reading material to all pupils when the library and school were closed during the pandemic. This was resolved by moving to an online version of the Renaissance/Destiny platform at Chatom Elementary. The Destiny Program has been successful because although the school has reopened five days a week, students now have access to library reading material in-person as well as online.

Goal 2

Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: Strategic Plan Objectives 3 and 4, School Plan for Student Achievement Goals and Title III goals.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator State Indicator - EL Proficiency</p> <p>State Indicator - ELA Achievement</p> <p>State Indicator - Math Achievement</p> <p>State Physical Fitness Test (PFT)</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p> <p>19-20 Evaluate student programs and instruction utilizing data reports to make instructional adjustments accordingly</p> <p>Increase SBAC baseline data in both language arts and mathematics.</p> <p>State Indicator - EL Proficiency as measured by ELPAC (new Targets set) Decrease the number of LTEL by 5%</p>	<p>Data systems are being maintained and monitored for student progress and implementation of programs.</p> <p>State Indicator - EL Proficiency as measured by ELPAC</p> <ul style="list-style-type: none"> • Reclassification based on 2020-2021- Chatom EL Reclassification (8) and Mountain View Reclassification (3) • English Learner Progress Indicator was not released in 2020 on the Dashboard due to COVID-19 <p>2019 EL Proficiency was as follows:</p> <ul style="list-style-type: none"> • 205 EL Students • 41% are making progress towards English language proficiency • Well Developed 14% • Moderately Developed 38% • Somewhat developed 35% • Beginning 12% <p>State Indicator - ELA Achievement</p> <ul style="list-style-type: none"> • CUSD - CAASPP was not administered due to COVID-19 • Chatom - CAASPP was not administered due to COVID-19 • Mountain View - CAASPP was not administered due to COVID-19

Expected	Actual
<p>Increase reclassification rate by 5%</p> <p>State Indicator - ELA Achievement CUSD - Increase to Green level Chatom - Increase to Green level Mountain View - Increase to Green level</p> <p>State Indicator - Math Achievement CUSD - Increase status level to Green/ Med 5-25 Chatom - Green increased by 5 Mountain View -Green increase by 5</p> <p>State Physical Fitness Test (PFT): 5th Grade: >60% in HFZ in 6 of 6 areas 7th Grade: >60% in HFZ in 6 of 6 areas</p> <p>NGSS Targets set</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p> <p>Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, the sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, language proficiency, and state physical fitness testing.</p>	<p>State Indicator - Math Achievement</p> <ul style="list-style-type: none"> • CUSD - CAASPP was not administered due to COVID-19 • Chatom - CAASPP was not administered due to COVID-19 • Mountain View -CAASPP was not administered due to COVID-19 <p>State Physical Fitness Test (PFT):</p> <ul style="list-style-type: none"> • Fifth and 7th grade PFT was not administered due to COVID-19 <p>California Science Test (CAST):</p> <ul style="list-style-type: none"> • CAST was not administered due to COVID-19 <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>

Baseline

State Indicator - EL Proficiency as measured by CELDT

CUSD - Green increased 2.1%

Chatom - Yellow Increased 3.1%

Mountain View - Yellow Decreased 1.6%

CELDT Data is listed on attachment

Chatom EL Reclassification: 22 Students

Mountain View Reclassification: 9 Students

LTEL: 36 students

State Indicator - ELA Achievement

CUSD - Yellow Maintained 5.6

Chatom - Yellow Increased 11.5

Mountain View - Yellow maintained 0.7

State Indicator - Math Achievement

CUSD - Orange Decreased -50.7

Chatom - Yellow Maintained 42.8

Mountain View -Red Decreased 57.9

State Physical Fitness Test (PFT):

5th Grade: >60% in HFZ in 2 of 6 areas

7th Grade: >60% in HFZ in 4 of 6 areas

API - NA

Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.

Additional baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in teacher qualifications, sufficiency of materials, facility inspections, enrollment, average daily attendance, chronic absenteeism, middle school dropout rate, suspensions, expulsions, state physical fitness testing, English Proficiency and a break down of SBAC scores by grade level and a complete comparison to all students tested within Stanislaus County.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Acquire and/ or maintain data systems to measure and monitor student progress at a deeper level and determine need to provide additional academic intervention program for students identified as long-term English learners or at risk of failure.</p> <p>Utilize AERIES, Jupiter and STAR</p>	<p>Cost of AERIES, Jupiter and STAR are already reflected in the plan. \$0</p>	<p>Cost of AERIES, Jupiter and STAR are already reflected in the plan. \$0</p>
<p>Maintain additional 1.25 FTE instructional support to at-risk students</p>	<p>TK/ Kinder Support 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$80,060</p> <p>Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$59,342</p>	<p>TK/ Kinder Support 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$52,540.81</p> <p>Reading/ Writing Support Teacher. 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$44,478.73</p>
<p>Increase instructional time to at-risk students by offering a Summer School Program</p> <p>Increase instructional support to English Learners attaining language proficiency.</p>	<p>Supplemental materials 4000-4999: Books And Supplies Supplemental and Concentration \$6,000</p> <p>Certificated Teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$18,472</p> <p>Instructional Support 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,274</p> <p>Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$29,671</p>	<p>Supplemental materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$0</p> <p>Certificated Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$17,715.34</p> <p>Instructional Support 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$3,122.94</p> <p>Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$20,768.56</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries Title III \$29,671	Reading/ Writing Support Teacher 1000-1999: Certificated Personnel Salaries Title III \$20,768.56
Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.	<p>LCFF - Mountain View Student Needs 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$59,668</p> <p>LCFF - Chatom Student Needs 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$33,134</p>	<p>LCFF - Mountain View Student Needs 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$32,954.66</p> <p>LCFF - Chatom Student Needs 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$25,378.90</p> <p>LCFF - Chatom Student Needs 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$21,081.32</p>

Goal Analysis

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

All actions within Goal 2 were implemented.

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

In addition to the professional learning on standards alignment, 74% of teachers participated in a voluntary training on Equitable Access to Arts Learning for Students (EquAALS). The training focused on cognitive growth in English Language Arts of students with disabilities. It was a successful training demonstrated through increased student involvement and actual projects implemented and displayed in the classrooms.

Prior to school closures, there had been an expansion of student programs which was very successful. The new after-school programs focused on academic support, intervention, and enrichment opportunities based on student needs and interests. The District added additional personnel to the after-school C.A.R.E. Program due to the increased level of participation and success of the program. The volleyball program at Mountain View was expanded to add a boy's volleyball team based on student interest. Unfortunately, the school closed due to COVID-19 right when the program was scheduled to begin. When the announcement to close schools came on March 15, 2020, all staff members quickly pulled together instructional packets prior to students leaving for Spring Break. At that time, the understanding was that schools would close from March 19, 2020, to April 20, 2020. Unfortunately, the pandemic continued throughout the remainder of the school year which resulted in schools staying closed.

The day before the announcement that schools would be closed, a successful Saturday School was held at both sites on March 14, 2020. Students were able to make up tests, complete projects & extra credit activities, and have lunch during the four-hour program. The gymnasium was left open for students to play after the Mountain View session. The attendance at Saturday School resulted in a 1.31 increase in average daily attendance for P-1.

Since all students did not have equal access to devices and internet services, each site held drive-thrus where families could pick up a new instructional packet and drop off their prior materials. Instructional packets were also delivered to families utilizing bus transportation. The personal delivery of materials allowed staff members an opportunity to personally reach out to every child to check on their well-being. A drive-thru end-of-the-year parade was also held to bring closure to a very unusual school year.

The focus of the District was to reopen the school as soon as possible to provide increased academic, social, and emotional support to students. The greatest challenge in getting students back to school was the limitations put on the District by the state and county due to the high number of positive cases at the time. The District sent several surveys out to families to obtain information on the needs of families and students. The survey results indicated a need for additional mental health support, academic support, and nutrition. In response to the feedback received, the Grab-n-Go Meal program that was implemented in March continued throughout the Summer. The meal distribution was very successful measured by the large number of meals that were distributed each week. Instructional support and mental health resources also remained available through the summer school program. The summer school program was also successful for those students who attended but unfortunately, the enrollment numbers were low due to the limited access of instruction through distance learning.

Goal 3

Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Strategic Plan Belief 4, 6, 8 and 9

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local Indicator - Parent Involvement State Indicator - Suspension Rate State Indicator - Chronic Absenteeism</p> <p>19-20 Local Indicator - Parent Involvement Parenting Class Enrollment 39</p> <p>State Indicator - Suspension Rate Decrease suspension rate at each individual site and District level</p> <p>State Indicator - Chronic Absenteeism CUSD - 2.40% Chatom- 2.62% Mountain View- 1.98%</p> <p>Expulsion Rate: Chatom: Maintain 0 Mountain View: Maintain 0</p>	<p>Local Indicator - Parent Involvement Reflection Tool Building Relationships- 3.94 Building Partnerships for Student Outcomes- 4.03 Seeking Input for Decision Making- 4.59</p> <p>State Indicator - Suspension Rate Suspension rates decreased compared to the prior year but the data is skewed because it only reflects a portion of the school year. It is further skewed because the portion of time that is not reflected (March-May) is when suspensions are usually higher based on past data.</p> <p>State Indicator - Chronic Absenteeism CUSD - 4.5% increased to 9.87% Chatom- 3.5% increased to 10.98% Mountain View- 6.9% increased to 7.41% * Absences increased due to severe illness which kept students out for a longer period of time. Students were also absent more in late February and March prior to the District formally closing on March 19, 2020, due to the COVID-19 pandemic.</p> <p>Expulsion Rate: Chatom: Maintained 0</p>

Expected	Actual
<ul style="list-style-type: none"> • Increase parent involvement measured by sign-in sheets and training agendas. • Increase communication measured by phone communicator charts, AERIES and Jupiter usage charts. <p>Attendance Rate Chatom: 97.5% Attendance Rate Mountain View: 97.5%</p> <p>Middle School Dropout Rate: Maintain 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>	<p>Mountain View: Maintained 0</p> <p>Many events which promote parent involvement did not occur due to the COVID-19 pandemic and school closure.</p> <p>Parent communication increased greatly indicated by 98% of parents utilizing Parent square. Most communication was distributed through Parent Square during the school closure.</p> <p>Attendance Rate Chatom: Decreased from 95.25% to 95.19% Attendance Rate Mountain View: Decreased from 97.96% to 97.25% Attendance Rate CUSD: 95.84%</p> <p>Middle School Dropout Rate: Maintained 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p>

Expected	Actual
<p>Baseline</p> <p>Local Indicator - Parent Involvement Parenting Class Enrollment 30</p> <p>State Indicator - Suspension Rate CUSD - Green decreased 1.6% Chatom- Yellow increased 3.1% Mountain View- Yellow decreased 1.6%</p> <p>State Indicator - Chronic Absenteeism 2015-16 CUSD - 2.46% Chatom- 2.68% Mountain View- 2.01%</p> <p>Expulsion Rate: Chatom: 0 Mountain View: 1</p> <p>Attendance Rate Chatom: 95.56% Attendance Rate Mountain View: 96.32%</p> <p>Middle School Dropout Rate: 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p> <p>Additional baseline data is indicated on an attached data metrics and is posted on the website which includes a data comparison for the past three years in chronic absenteeism, middle school dropout rates, suspension rates, and expulsion rates.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Increase parent academic classes and attendance (Classes, workshops, and trainings)	Parent Classes 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$5,000 Family Literacy & Support Programs 5000-5999: Services And Other Operating Expenditures Title III \$2,000	Parent Classes 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0 Family Literacy & Support Programs 1000-1999: Certificated Personnel Salaries Title III \$1,564.16 Family Literacy & Support Programs 2000-2999: Classified Personnel Salaries Title III \$74.78 Family Literacy & Support Programs 4000-4999: Books And Supplies Title III \$432.57
Increase home/school academic communication (AERIES Parent Portal & Parent Square and Facebook usage.)	Parent Portal, Parent Square 5800: Professional/Consulting Services And Other Operating Expenditures Supplemental and Concentration \$11,090	Parent Portal, Parent Square 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$12,235.88
Maintain the number of guest speakers and presentations on the topics of college and careers.	Presentations/ Guest Speakers 5800: Professional/Consulting Services And Other Operating Expenditures Supplemental and Concentration \$1,000	Presentations/ Guest Speakers 5800: Professional/Consulting Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Build school and career partnerships (SPIE)		
Extend after-school programs and provide after-school transportation to increase participation	After-school Transportation 5700-5799: Transfers Of Direct Costs Supplemental and Concentration \$33,000	After-school Transportation 5700-5799: Transfers Of Direct Costs LCFF Supplemental and Concentration \$33,000
Maintain increased counseling services from 5 hours a week to 10 hours a week to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors.	Counseling 1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$28,914	Counseling 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$31,550.61

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue MTSS and PBIS	MTSS Additional Grant 0001-0999: Unrestricted: Locally Defined Other \$22,500	MTSS Additional Grant 4000-4999: Books And Supplies Other \$25.00 MTSS Additional Grant 5000-5999: Services And Other Operating Expenditures Other \$523.53

Goal Analysis

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

The MTSS/PBIS final training and implementation workday did not occur because the District closed due to COVID-19. The purpose of the PBIS program is to create a system of support that promotes positive behavior and student involvement. The remaining funds were used to purchase student incentives. The incentives are still being used to promote positive behavior but the committee also identified a high need to promote engagement during distance learning utilizing the student incentives. Family Literacy Parent Classes were held with the exception of the last meeting. There were no remaining funds due to increased participation and related costs at prior meetings.

Agriculture-related careers were presented on Ag Day March 12, 2020, additional career volunteer presentations were scheduled for the end of the year but they were canceled due to the COVID-19 pandemic. There were no remaining funds from this action because the remaining presenters were volunteers and S.P.I.E. career grant funds were extended to 2021-2022.

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

Classified staff participated in a two-day training provided by the Stanislaus County Office of Education on March 11, 2020, and March 12, 2020, just days before the school closures. The training included behavioral strategies that are commonly used in behavioral plans and de-escalation strategies. The involvement of classified staff was very successful because the skills learned were applied in all areas including classrooms, recess, lunch, and outdoor settings such as physical education.

The Parent Square communication system was both successful and essential during the school closure. Getting all of our families signed up on Parent Square began as a challenge but proved to be very successful. 98% of parents utilized the program during the school closure and continue to use it as the primary source of communication, in addition to phone calls, emails, Google, Facebook, and flyers.

Prior to school closures in March 2020, there had been an expansion of student programs which was very successful. The new after-school programs focused on academic support, intervention, and enrichment opportunities based on student needs and interests. The District added additional personnel to the after-school C.A.R.E. Program due to the increased level of participation and success of the program. The volleyball program at Mountain View was expanded to add a boy's volleyball team based on student interest. Unfortunately, the school closed due to COVID-19 right when the program was scheduled to begin.

Maintaining student and parent engagement was challenging during the school closures. Although parents and volunteers were not allowed on campus during this time, the staff worked together to provide alternative ways to keep students and families connected to the school. Families were encouraged to participate in virtual spirit days, graduation was held virtually and an end-of-the-year drive-thru was held to help bring closure to the school year so staff could say goodbye to their students that they had not seen since the closure in March.

The District received a three-year grant (2019-2022) from the Behavioral Health & Recovery Services. The grant provides a Behavioral Health Clinician from the Center for Human Services to provide services to students on site. The clinician offers support to staff and students through small group lunch sessions and classroom presentations. This support was in addition to the presentations and resources provided by our District Counselor. It was extremely valuable to have the extra support of the clinician in addition to our District Counselor to provide social and emotional support to our students and families during the pandemic. Social and emotional needs will continue to be addressed as a high priority as our community recovers from the symptom duration and risk factors related to the COVID-19 pandemic.

Goal 4

Schools will utilize technology to support instruction, achievement and college and career readiness.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Technology Plan, School Plan for Student Achievement Goals and Infrastructure goals.

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Local - Internet speed</p> <p>Local - Technology devices available to students</p> <p>19-20</p> <ul style="list-style-type: none"> * Increase mbps indicated by speed test depending on the amount of routers and switches that are replaced. E-Rate Priority 2 funding will have a large impact on outcome. * Increased inventory and/or quality of tech devices for staff and students. * Increase inventory of software aligned to support new state math and language arts standards. * Maintain increased computer lab time of additional 10 hours. * Attendance of staff technology trainings to support site curriculum implementation. * Utilize new CUSD website and logo branding to increase community awareness and attendance 	<ul style="list-style-type: none"> * E-Rate Categorial 1 funding was approved for internet services through the Stanislaus County Office of Education for an estimated minimum of 1 GBPS. E-Rate Categorial 2 funding will be proposed during the 2020-2021 school year to acquire catalyst switches for both sites. * Increased inventory and quality of tech devices for staff and students. 72 student devices were purchased in 2019-2020 (36) Purchased by the District and (36) donated by PTC 19 I-Pads were purchased through EquALLS Grant 2 staff devices were purchased * Inventory of software aligned to support new state math and language arts standards was increased along with meeting platforms such as Google Classroom and Zoom for distance learning. * Additional computer lab time of additional 10 hours was maintained. * Staff members attended ETC! Conference on February 29, 2020, to support site curriculum implementation. Thirty-seven

Expected	Actual
<p>Baseline 3 MBPS</p> <p>1 computer lab at each site</p> <p>1 laptop cart at Chatom Elementary with 20 devices</p>	<p>certificated and classified staff members attended a voluntary Google Workshop. An additional Google training occurred with all certificated staff on August 10, 2020.</p> <p>* CUSD website and logo branding has been maintained to increase community awareness and attendance.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Improve technology infrastructure including equipment and voice systems	Equipment 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$26,500	Equipment 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$0
Increase or improve technology devices or equipment for students and staff	Devices/ Equipment 4000-4999: Books And Supplies Supplemental and Concentration \$27,500	Devices/ Equipment 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$33,920.17 Device Insurance - CARES ESSER 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,030
Increase or improve inventory software aligned to new math and language arts standards	Supplemental Instruction Software 4000-4999: Books And Supplies Supplemental and Concentration \$3,000	Supplemental Instruction Software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$2,460
Maintain increased computer lab time of additional 10 hours	Increased Computer Lab Hours 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$8,221	Increased Computer Lab Hours 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$10,513.64
Increase use of technology within classroom instruction and projects	Funding already reflected in plan. No additional cost needed for implementation 0	Funding already reflected in plan. No additional cost needed for implementation \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Attend and or offer Technology Professional Learning	Professional Learning 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$2,500	Professional Learning 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0
Maintain and update new District website to be more informative, current and user friendly for parents and community	Website Design 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$2,000	Website Design 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$0

Goal Analysis

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

Some of the items purchased included; domain certificates, Chromebook licenses, projectors, printers, I-pads, DVD drives, device insurance on the previously owned devices, and projector bulbs. The 600 one-to-one Chromebook devices were purchased from the California Advanced Services Fund Grant. COVID dollars were also used for technology support and additional staff devices that were purchased at the beginning of the 2020-2021 school year.

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

Goal four focuses on how schools will utilize technology to support instruction and achievement. Goal four grew to be of the highest priority amid the COVID-19 pandemic. Technology that was once considered a supplemental tool to the instructional program, quickly became a primary source of instruction as we transitioned to distance learning.

Technology began as the greatest challenge and ended as one of the greatest successes. Prior to COVID-19, the District maintained one computer lab at each site and classroom laptop carts in only grades 4th-8th. When the pandemic hit there was an immediate need for each pupil to have a device as we transitioned to distance learning. The District was able to order a Chromebook for every child utilizing funds from the California Advanced Services Fund Grant in the amount of \$180,000. The devices were ordered as soon as the funding was approved in June 2020; however, due to the high demand for technology throughout the nation, the devices were on backorder until September 2020. T-Mobile hot spots were also purchased and distributed to families who did not have internet connectivity. The hot spots provided an internet source to many families but the connectivity was slow due to our rural area. Direct connection through an internet service provider is a better source but it is too costly for some families. Some internet providers offered great discounts in their partnership with the California Department of Education for as little as \$10 a month. However, most of those providers do not provide service in our area. In order to continue to provide equal access to all students, instructional packets continued to be distributed for the remainder of the 2019-2020 school year, and the older classroom devices were checked out to families for usage in April and May 2020. The new devices were checked out to every student beginning on September 29, 2020. One-to-one devices have now become a basic condition of learning as noted in goal one.

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
Personal protective equipment for staff and students including cloth masks, disposable masks, face shields and gloves.	\$23,000	\$28,640	Yes
Plastic barriers for assessments and small group instruction when possible.	\$6,000	\$21,766	Yes
.5 FTE Elementary Reading/Writing Specialist and Support to English Learners	\$45,000	\$56,596	Yes
.5 FTE Mountain View Foundations Intensive Support Teacher for Mathematics, English Language Arts and English Language Development	\$45,000	\$56,596	Yes
Increased cleaning supplies and time for regular cleaning and disinfecting	\$20,000	\$38,904	Yes

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.

All items listed in the planned actions were implemented. However, there was a difference in the planned actions on the placement of the reading/writing teacher at Chatom Elementary and the Foundations Teacher at Mountain View Middle School. Originally there was one teacher that was assigned to work .50 at Mountain View in a Foundations class and then provide .50 support for reading/writing at Chatom Elementary. In order to maintain stable staff and student cohorts and decrease class size for greater physical distancing, the Foundation teacher remained at Mountain View for the full 1.0 instructional day. Although the Foundations teacher did not provide services at Chatom Elementary, the on-site Resource teacher time was extended to include intervention support at Chatom Elementary for reading/writing and mathematics. Initially, plastic barriers were only purchased for small group instruction. The cost increased by \$15,766 because we ordered additional barriers for every desk to support physical distancing in the classroom. The cost of cleaning supplies also increased due to the need for additional products.

Analysis of In-Person Instructional Offerings

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

The COVID-19 pandemic brought many challenges to the school system. Stanislaus County Superintendents received their first training in regards to COVID-19 on March 6, 2020, and schools were being advised to close on March 15, 2020. The pandemic has been a very sudden and fluid situation that has had an impact on all areas of the school system.

Although PPE was a challenge at first due to a limited supply of some items, the District was successful in acquiring cloth masks, disposable masks, face shields, sanitizer, gloves, sanitation products and barriers to ensure staff and student safety when they returned to campus. All of the certificated staff returned on August 10, 2020, and classified staff returned on August 12, 2020.

A COVID-19 planning committee was created to address the needs of staff, students and families. The committee worked to develop multiple plans to reopen the school within different scenarios because of the uncertainty of county positivity rates and how it related to the California tiered system. Developing plans to reopen school was difficult due to the ongoing changes to the guidance. It was also a challenge for families to adjust to the ongoing changes and requirements of the state and local health officials. One example was the ongoing changes to the requirements of face coverings. Face coverings began as highly encouraged then moved to be required of individuals in third grade and above and then changed to being required for all individuals over the age of two. Ongoing communication was essential to help families and staff understand the evolving guidance in its most current form.

Despite the many challenges related to COVID-19, one of the successes was how staff worked together to implement schedules and plans to keep the school safe and open as much as possible. The school year began with one-on-one meetings with students to check on their academic, social and emotional needs. Numerous surveys were sent out to staff and families to have ongoing feedback on the unique needs of individuals. Additional meetings, resources and support were implemented based on individual family need. On October 5, 2020 the elementary school opened up in a hybrid model to increase in-person instructional time. On October 12, 2020 the sixth grade opened in a hybrid model followed by seventh and eighth grade on November 3, 2020. Although the

District continued to work to reopen the school to five days a week, the county did not approve the full re-opening until February. All grade levels opened to five days a week on February 16, 2021. All classrooms within each grade level remain as a stable group during lunch and recess. Transportation remained closed in order to prevent stable groups from mixing. The lack of transportation has been a challenge for some families. Another challenge has been the fluid motion of students transitioning between the Remote Independent Study Education (R.I.S.E.) program and in-person instruction.

Receiving approval to open five days a week as soon as it was safe to do so was the goal of the District. The parent survey data indicated that 80% of parents preferred to have their child(ren) return to school five days a week. Academic achievement has been most successful through in-person instruction. However, learning loss mitigation along with counseling support will continue to be a high need. Student academic, social and emotional support will continue to be evaluated as students continue to return to in-person learning and recover from the pandemic.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
600 Chromebook devices to be issued to every student TK-8th Grade	\$185,000	\$170,340	Yes
40 T-Mobile Hot Spots for Internet Connectivity	\$9,600	\$8,800	Yes
Professional Development for staff	\$5,000	\$5,476	Yes
Standards Aligned Instructional Materials	\$30,000	\$43,993	Yes
Supplemental Software Programs	\$10,000	\$12,814	Yes
2019-2020 Laptop Insurance Coverage for systems checked-out to students	\$1,000	\$1,030	No
Traveling desks consisting of a tote and materials for students to be able to complete assignments at home	\$5,000	\$5,853	Yes

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

All planned actions were completed and implemented.

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.

Continuity of instruction began in the form of instructional packets that were distributed to students when school closures were first announced on March 15, 2020. The packets were prepared by each grade level to cover two weeks' worth of material. The instructional packets were a challenge because teachers initially focused on review materials because they did not have regular interaction with students to provide instruction on new learning. Although the instructional packets were not ideal, the packets provided greater equity for those students who did not initially have a device or internet connectivity. In 2019-2020, the instructional packets were picked up, delivered or dropped off in a drive-thru fashion. In 2020-2021, the instructional packets were returned in-person as much as possible so teachers could review the information with the pupil and check for understanding.

Once devices were issued to every pupil on September 29, 2020, and September 30, 2020, the continuity of instruction continued through virtual synchronous and asynchronous instruction. The lack of devices and connectivity began as a challenge for the District. Access to devices and connectivity was made possible through COVID funds and the California Advanced Services Fund Grant. The District was awarded the grant on June 16, 2020, and placed the order on the same day for six hundred devices. However, due to the great demand for technology throughout the nation, the devices were on backorder. The District placed the order with several companies in order to get the devices as soon as possible. As soon as the devices arrived the IT staff member worked with the two librarians to prepare the devices for individual pupil check-out. The roll-out of the devices was very successful as students acquired them very quickly once they were delivered to the District. Connectivity also began as a challenge due to our rural location and the higher cost of internet providers in our area. In order to support families, the District purchased hotspots and checked them out as needed.

Pupil participation and progress were a challenge during distance learning. Some pupils did very well but other pupils struggled with lack of motivation, lack of social interaction, and lack of accountability. Incentives were purchased to help increase engagement. Some students found it challenging to participate in instruction during the day because they were responsible for watching younger siblings while their parents were at work. An engagement plan was developed by the planning committee and home visits were conducted as needed to check on students who lacked participation. Additional support was also provided for pupils who were not making progress. The Foundations program at Mountain View and the Intervention program at Chatom Elementary were successful in providing extra support to pupils with unique needs.

Technology professional development was essential for distance learning. It was a challenge to provide training to staff when the schools closed because staff members were initially working from home. Google workshops were offered over the summer on July 27, 2020, and August 5, 2020, to certificated and classified staff. The training was successful and made a big impact in how instruction was delivered for the 2020-2021 school year. An additional training was offered to certificated staff on August 10, 2020. As we have continued to learn from the pandemic, additional software and programs have been added to provide instructional support and accountability such as the implementation of Go Guardian which has been very successful. Professional development for parents

was also needed at the beginning of the school year so parents could learn how to support their children at home with Zoom and signing on with Google Classroom. The training was conducted through one-on-one appointments held outdoors.

Staff roles and responsibilities have changed greatly during the pandemic. Some employees have been reassigned from their regular duties to assist with new identified needs such as increased sanitation and supervision of numerous stable groups. Other staff members have remained in their same assignment but their duties have expanded to include COVID-related items such as reports, communication, budgets, ordering, and tracing of potential positive cases. One of the successes has been how staff members have worked together to support the needs of students in order to fully reopen both schools.

Support for pupils with unique needs has been provided based upon the specific need. Examples of support include, delivering meals and packets, counseling/clinician support, academic support and home visits to check on the well-being of individuals. The counselor, clinician, teacher and principal has been able to provide support to pupils with unique needs that they have identified. It has been more challenging to identify the needs of students on distance learning who have not had regular interaction with staff.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Jupiter Grading System	\$400	\$450	Yes
.5 FTE Elementary Reading/Writing Specialist and Support to English Learners	Previously listed in plan	\$0	Yes
.5 FTE Mountain View Foundations Intensive Support for English Language Arts, Mathematics and English Language Development	Previously listed in plan	\$0	Yes
Family literacy support to build collaboration with families in areas of learning loss	\$5,000	\$0	Yes
Increase instructional time to help reduce learning loss by offering a Summer School Program	\$25,000	\$40,000	Yes

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

All actions were implemented with the exception of the family literacy support trainings. Family literacy nights were cancelled due to the CDPH Guidance which did not allow adult visitors and volunteers to be on site at this time. The \$5,000 will be carried-over to the 2021-2022 school year and reserved for the same purpose.

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.

The 2020-2021 school year began with one teacher who was assigned to provide .5 support to Mountain View Middle School for Foundations and .5 support to Chatom Elementary for reading/writing support. This assignment was changed to provide a full 1.0 FTE to Mountain View and expanded the Resource Teacher at Chatom Elementary to 1.0 FTE to provide additional intervention support to elementary students in the area of reading, writing, and mathematics. This was very successful because it provided more support for learning loss at each site. It also increased safety because it minimized the amount of mixing between staff and students. Diagnostic tools have been purchased and professional learning has occurred to address learning loss among students, including low-income students, children with disabilities, English learners, students experiencing homelessness, and children and youth in foster care. Professional learning regarding instructional strategies to accelerate learning loss and software programs that provide support on the essential standards will be continued in 2021-2022 to further support student learning loss. 2021-2022 will also continue efforts to address pupil learning loss by offering extended instructional learning time through before and after-school programs, paraeducator support, counseling, and maintaining the additional support provided through the Intervention and Foundations programs.

Transportation and after-school programs were not offered due to safety concerns related to mixing cohorts and having one positive case result in multiple classrooms having to be quarantined. The District plans to reopen transportation in August 2021, but the current lack of transportation has been a challenge for some families. Since after-school programs were not offered in 2020-2021 there was an increased need to provide more academic support within the regular school day through small group instruction, paraeducator support, and pull-out intervention programs.

Expanded learning opportunities will also occur during summer school which will be held in-person and will utilize a summer curriculum program that targets learning loss. The summer school curriculum is project-based to increase hands-on engagement and real-world discovery. The program is also rich in vocabulary to support English learners and provide multiple opportunities to speak, read and write in English.

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.

Data received from student and parents surveys indicated that students felt isolated due to a lack of socialization opportunities at school. Based on the feedback received, more interactive virtual events were planned at each site which was successful. Some examples include; Monday Morning Madness, Wacky Wednesday, Warrior Wednesdays, and Friday Fun Night. Positive incentive programs at Chatom Elementary such as the Books, Blankets, and Backpack Reading Program was also successful in motivating students and encouraging students to be more connected to the school and with their peers. Mountain View Student Body held virtual social events and opened Track and Field in March 2021. The track program has been very successful in building physical health and mental health for students. The level of involvement was so positive that two additional track coaches were hired. Volleyball will be offered to students at Mountain View in May to encourage further socialization opportunities with peers.

One of the challenges was students who felt "lost". Some students indicated they felt academically, emotionally, physically, or mentally lost. It was important to try to get these students connected with peers, staff, and counselors for support. The District received a three-year grant (2019-2022) from the Behavioral Health & Recovery Services. The grant provides a Behavioral Health Clinician from the Center for Human Services to provide services to students on site. The clinician offered support to staff and students through small group lunch sessions, classroom presentations on topics such as Self-Love/Self-Esteem and coping skills. This support was in addition to the presentations and resources provided by our District Counselor. It was extremely valuable to have the extra support of the clinician in addition to our District Counselor to provide social and emotional support to our students and families during the pandemic. Social and emotional needs will continue to be addressed as a high priority as our community recovers from the symptom duration and risk factors related to the COVID-19 pandemic.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Pupil engagement was a challenge during distance learning. Some pupils did very well but other pupils struggled with a lack of motivation, lack of social interaction, and lack of personal accountability. Incentives were purchased to help increase engagement. Some students found it challenging to participate in instruction during the day because they were responsible for watching younger siblings while their parents were at work.

An engagement plan was developed by the planning committee and home visits were conducted as needed to check on students who lacked participation. The Chatom Re-Engagement Plan focuses on students who do not attend daily or participate in at least 60% of instruction in a given week. The plan is a multi-tiered system of support to provide greater intervention as needed for pupils and families. The full three-tier plan is available on the Chatom Union School District website at chatom.k12.ca.us. Foundations and intervention programs were successful in adding additional layers of support.

Maintaining parent involvement and engagement was also challenging during the school closures. Although parents and volunteers were not allowed on campus during this time, the staff worked together to provide alternative ways to keep students and families connected to the school. Families were encouraged to participate in virtual spirit days, Warrior Wednesdays, Monday Morning Madness, virtual Student-of-the Month recognition, virtual Parent Teacher Club meetings, virtual parent conferences, and virtual DELAC/ELAC meetings.

Once students returned in person on February 16, 2021, students have been able to engage in fun classroom celebrations, Dr. Seuss week with correlated dress-up days, weekly spirit days, college color days, and classroom projects.

Analysis of School Nutrition

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

The Chatom Union School District participates in the National School Lunch and School Breakfast Program as part of the Community Eligibility Provision which allows all students at the Chatom State Preschool, Chatom Elementary School, and Mountain View Middle School to receive a healthy breakfast and lunch at no charge.

Breakfast and lunch were offered over the summer to our students and community for children 18 years old and younger. The grab-and-go program began on the first day of school closure, March 19, 2020, to ensure that all families continued to have access to meals. The program was very successful based on the number of meals that were picked up or requested to be delivered. The meal program began as a daily distribution but was later changed to a weekly distribution program in response to parent feedback.

Weekly meals continued to successfully be offered to families for pick-up throughout the 2020-2021 school year. Meals also continued to be delivered for families with unique needs. In addition to maintaining the grab-and-go meal program, meals are also provided to students on-site as of February 16, 2021. Social distancing in the cafeteria began as a challenge but new 6 foot tables were purchased to ensure that all students maintained physical distancing while enjoying their lunch.

Staff support also contributed to the success of the nutritional program. The food service team members worked together to provide meals on-site, while also packaging meals to be picked up. Detailed lunch schedules were developed to ensure smooth transitions between cohorts, time to properly sanitize tables between cohorts, supervision of students during lunch and recess, and delivery of meals.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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

N/A

Overall Analysis

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

Student learning practices have evolved since the beginning of the pandemic. School closures occurred on March 19, 2020 and continued through May 29, 2020. Students began the 2020-2021 school year with full distance learning and then transitioned to a hybrid model in October 2020. The hybrid model consisted of two days of in-person learning and three days of virtual learning with daily interaction. The District began to offer in-person instruction five days a week on February 16, 2021, to all grade levels. After reviewing and reflecting on the actions that occurred in the 2019-2020 LCAP and 2020-21 Learning Continuity and Attendance Plan some of the responses that have informed the development of the 2021-2024 LCAP include the following:

- 1) Use of Electronic Communication - Goal 3
Communication used to be distributed through weekly communication folders which contained newsletters, flyers, menus, meeting dates, and school information. We have found that electronic communication through Parent Square has been a more timely and efficient way to communicate with families. School information and COVID-19 communication have been sent regularly through the electronic communication system. 98% of families are now utilizing the program and it will continue to be a primary source of communication to increase and improve parent involvement and engagement in goal three of the 2021-2024 LCAP.
- 2) Increase Accountability- Goal 2
When schools were first closed due to the pandemic in March 2020, it was recommended that students were held harmless on their grades so they were not academically penalized by the school closure. Further reflection and analysis indicated that students did not regularly complete their assignments and became less engaged in the absence of accountability. A multi-tiered re-engagement plan

was developed at the beginning of the school year to address the needs of students who did not participate in at least 60% of daily activities. The feedback from staff is that the plan needs to be reviewed to instill greater academic and attendance accountability.

3) Mental Health Support - Goal 3

In the past, mental health services for students were requested mostly by parents, but we also learned that we need to have feedback directly from students to check in on their mental well-being. Mental health survey results indicated that some students were experiencing an increase in depression and anxiety. Student social and emotional needs will be identified through ongoing student observation of social behaviors and collection of surveys completed by students, parents, and staff. Staff members have been able to identify more specific needs since students returned to in-person instruction on February 16, 2021. Additional needs will be identified through counseling requests and referrals by the student, parent, or teacher. Once a need has been identified, the student will be referred to the Behavior Health Clinician or District Counselor for formal and informal behavioral evaluations used to develop care plans and provide additional resources. Actions in the 2021-2024 LCAP, will support events and activities which promote positive behavior, social interaction, and connectedness to school to support mental health and social-emotional well-being. Social and emotional resources, tools, and training will also be reviewed for 2021-2022.

4) Use of Technology - Goal 1, 2 & 3

In past Local Control Accountability Plans, technology has been a separate goal. After further reflection, we have determined that technology is not an isolated need but instead should be embedded within other goals as a basic condition of learning, regular instructional practice, and tool to support student and parent engagement. Technology will also be a part of goal three to help increase parent involvement through more regular communication with parents. Staff and parent training will also be included to maximize technology usage.

5) Technology IT Support- Goal 1

In the past, there was a need to increase computer lab hours to provide greater access to technology for grades TK-3rd. Now that every student has a device in every classroom, the need for additional computer lab time has decreased but the need for IT support to maintain 600 units has increased.

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

Learning loss mitigation will be a focus for the 2021-2024 LCAP development due to the COVID-19 pandemic.

1) Instructional Support for All Students- Goal 2

Although there has been a focus on academic intervention in the past, there will be an added emphasis in the 2021-2024 LCAP for learning loss mitigation related to the COVID-19 pandemic. This will include students with unique needs. Pupil learning loss will continue to be evaluated by the use of diagnostic and formative assessments. Such assessments may include benchmark assessments, reading records, interim block assessments, interim comprehensive assessments, STAR Reading, IXL, Study Sync, and state assessments. Local and state assessments will continue to be analyzed to determine the most effective actions to support increased and improved learning of all students.

2) Support for Students with Unique Needs and Students with Disabilities - Goal 2

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports will be added to goal two. A supplemental curriculum that is research-based to support students with unique needs will be reviewed for classroom use and expanded learning use. Paraeducator training and support will also be provided.

3)The 2021-2024 LCAP will also incorporate more support for English learners to increase language development and professional development activities related to English learners. Language proficiency needs will be evaluated through the initial and summative ELPAC, ELPAC practice tests, and local assessments. A recommendation was made to add a summer school class that focuses on language development. New summer learning curriculum which is rich in academic language is also being considered to support English learners through expanded learning opportunities. This is an increased need because some grade levels have found that students who have continued on distance learning have been mostly utilizing their primary language at home and have not had as many opportunities to practice listening and speaking skills in English.

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

There were no substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

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

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The Chatom Union School District continues to respond to the evolving needs related to the COVID-19 pandemic and continues to adjust practices in alignment with the most current CDPH guidance to further support the safety and well-being of students and staff. Student learning practices have evolved since the beginning of the pandemic. School closures occurred on March 19, 2020 and continued through May 29, 2020. Students began the 2020-2021 school year with full distance learning and then transitioned to a hybrid model in October 2020. The hybrid model consisted of two days of in-person learning and three days of virtual learning with daily interaction. The District began to offer in-person instruction five days a week on February 16, 2021, to all grade levels. After reviewing and reflecting on the actions that occurred in the 2019-2020 LCAP and 2020-21 Learning Continuity and Attendance Plan some of the responses that have informed the development of the 2021-2024 LCAP include the following:

1) Use of Electronic Communication - Goal 3

Communication used to be distributed through weekly communication folders which contained newsletters, flyers, menus, meeting dates, and school information. We have found that electronic communication through Parent Square has been a more timely and efficient way to communicate with families. School information and COVID-19 communication have been sent regularly through the electronic communication system. 98% of families are now utilizing the program and it will continue to be a primary source of communication to increase and improve parent involvement and engagement in goal three of the 2021-2024 LCAP.

2) Increase Accountability- Goal 2

When schools were first closed due to the pandemic in March 2020, it was recommended that students were held harmless on their grades so they were not academically penalized by the school closure. Further reflection and analysis indicated that students did not regularly complete their assignments and became less engaged in the absence of accountability. A multi-tiered re-engagement plan was developed at the beginning of the school year to address the needs of students who did not participate in at least 60% of daily activities. The feedback from staff is that the plan needs to be reviewed to instill greater academic and attendance accountability.

3) Mental Health Support - Goal 3

In the past, mental health services for students were requested mostly by parents, but we also learned that we need to have feedback directly from students to check in on their mental well-being. Mental health survey results indicated that some students were experiencing an increase in depression and anxiety. Student social and emotional needs will be identified through ongoing student observation of social behaviors and collection of surveys completed by students, parents, and staff. Staff members have been able to identify more specific needs since students returned to in-person instruction on February 16, 2021. Additional needs will be identified through counseling requests and referrals by the student, parent, or teacher. Once a need has been identified, the student will be referred to the Behavior Health Clinician or District Counselor for formal and informal behavioral evaluations used to develop care

plans and provide additional resources. Actions in the 2021-2024 LCAP will support events and activities which promote positive behavior, social interaction, and connectedness to school to support mental health and social-emotional well-being. Social and emotional resources, tools, and training will also be reviewed for 2021-2022.

4) Use of Technology - Goal 1, 2 & 3

In past Local Control Accountability Plans, technology has been a separate goal. After further reflection, we have determined that technology is not an isolated need but instead should be embedded within other goals as a basic condition of learning, regular instructional practice, and tool to support student and parent engagement. Technology will also be a part of goal three to help increase parent involvement through more regular communication with parents. Staff and parent training will also be included to maximize technology usage.

5) Technology IT Support- Goal 1

In the past, there was a need to increase computer lab hours to provide greater access to technology for grades TK-3rd. Now that every student has a device in every classroom, the need for additional computer lab time has decreased but the need for IT support to maintain 600 units has increased.

6) Instructional Support for All Students- Goal 2

Although there has been a focus on academic intervention in the past, there will be an added emphasis in the 2021-2024 LCAP for learning loss mitigation related to the COVID-19 pandemic. This will include students with unique needs. Pupil learning loss will continue to be evaluated by the use of diagnostic and formative assessments. Such assessments may include benchmark assessments, reading records, interim block assessments, interim comprehensive assessments, STAR Reading, IXL, Study Sync, and state assessments. Local and state assessments will continue to be analyzed to determine the most effective actions to support increased and improved learning of all students.

8) Support for Students with Unique Needs and Students with Disabilities - Goal 2

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports will be added to goal two. A supplemental curriculum that is research-based to support students with unique needs will be reviewed for classroom use and expanded learning use. Paraeducator training and support will also be provided.

9)The 2021-2024 LCAP will also incorporate more support for English learners to increase language development and professional development activities related to English learners. Language proficiency needs will be evaluated through the initial and summative ELPAC, ELPAC practice tests, and local assessments. A recommendation was made to add a summer school class that focuses on language development. New summer learning curriculum which is rich in academic language is also being considered to support English learners through expanded learning opportunities. This is an increased need because some grade levels have found that students who have continued on distance learning have been mostly utilizing their primary language at home and have not had as many opportunities to practice listening and speaking skills in English.

Descriptions of any substantive differences between the actions and/or services have been listed in the Learning Continuity and Attendance Plan Annual Update.

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	803,353.00	659,610.93
	0.00	0.00
Federal Funds	0.00	1,030.00
LCFF	139,000.00	7,985.00
LCFF Supplemental and Concentration	0.00	622,280.73
Lottery	0.00	4,926.60
Other	22,500.00	548.53
Supplemental and Concentration	607,682.00	0.00
Title III	34,171.00	22,840.07

* 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	803,353.00	659,610.93
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	22,500.00	0.00
1000-1999: Certificated Personnel Salaries	381,100.00	326,726.05
2000-2999: Classified Personnel Salaries	71,163.00	67,747.34
4000-4999: Books And Supplies	76,500.00	180,134.12
5000-5999: Services And Other Operating Expenditures	39,500.00	44,018.42
5700-5799: Transfers Of Direct Costs	33,000.00	33,000.00
5800: Professional/Consulting Services And Operating Expenditures	40,590.00	0.00
6000-6999: Capital Outlay	139,000.00	7,985.00

* 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	803,353.00	659,610.93
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	22,500.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	304,393.33
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	351,429.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	29,671.00	22,332.72
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	67,672.56
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	71,163.00	0.00
2000-2999: Classified Personnel Salaries	Title III	0.00	74.78
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	179,676.55
4000-4999: Books And Supplies	Other	0.00	25.00
4000-4999: Books And Supplies	Supplemental and Concentration	76,500.00	0.00
4000-4999: Books And Supplies	Title III	0.00	432.57
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	1,030.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	37,538.29
5000-5999: Services And Other Operating Expenditures	Lottery	0.00	4,926.60
5000-5999: Services And Other Operating Expenditures	Other	0.00	523.53
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	35,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	4,500.00	0.00
5700-5799: Transfers Of Direct Costs	LCFF Supplemental and Concentration	0.00	33,000.00
5700-5799: Transfers Of Direct Costs	Supplemental and Concentration	33,000.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	40,590.00	0.00
6000-6999: Capital Outlay	LCFF	139,000.00	7,985.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	310,836.00	293,470.77
Goal 2	319,292.00	238,809.82
Goal 3	103,504.00	79,406.53
Goal 4	69,721.00	47,923.81

* 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	\$139,000.00	\$202,502.00
Distance Learning Program	\$245,600.00	\$248,306.00
Pupil Learning Loss	\$30,400.00	\$40,450.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$415,000.00	\$491,258.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$1,000.00	\$1,030.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,000.00	\$1,030.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$139,000.00	\$202,502.00
Distance Learning Program	\$244,600.00	\$247,276.00
Pupil Learning Loss	\$30,400.00	\$40,450.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$414,000.00	\$490,228.00



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Chatom Union School District	Cherise Olvera Superintendent	colvera@chatom.k12.ca.us 209-664-8505

Plan Summary [2021-22]

General Information

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

Introduction:

The Chatom Union School District (CUSD) is located in a small rural community. It is located west of Turlock in an agricultural area, bordered by orchards, dairies, and cornfields. The District consists of Chatom Elementary School, Mountain View Middle School, and Chatom State Preschool. The District is part of a wonderful supportive community. The students at CUSD are part of a long legacy of community involvement, agriculture, student enrichment, and quality education. As of April 2021, there are 578 students enrolled in the District with 95.54% average daily attendance. The student population consists of 39.97% English learners, 68.86% free and reduced program participants, 7.09% homeless, and 0.52% foster students. Motivational programs are established at both sites to encourage positive behavior and minimize suspensions and expulsions. The Chatom Union School District prides itself on providing quality educational programs in a safe and clean learning environment. Chatom Elementary offers a rigorous academic program designed to meet state standards and challenge students to think creatively and problem-solve for transitional kindergarten students through the fifth grade. Extended day kindergarten and "Young Fives" transitional kindergarten provide students with a solid academic foundation. The close-knit staff collaborates regularly to meet the needs of students and analyze student progress. Supplemental instructional support is available at both sites. A physical education specialist provides instruction to grades 3-5 students. Chatom Elementary also offers a quality after-school program that

includes homework help, academic intervention, and enrichment electives. Enrichment course offerings vary. Some course examples include; art, Yosemite Environmental Living Program, keyboarding, hands-on science, photography, Spanish, sports, computer art, science with food, or AR reading club. A late bus is provided for students who participate in after-school courses. Chatom is a place where students can get a high-quality, college-prep education within a positive and safe learning environment.

Mountain View Middle School offers a quality education that reflects the state standards, curriculum, and instruction which focuses on providing 6th-8th grade students with the 21st-century skills necessary for students to be successful in college and beyond. It is the vision of Mountain View to provide an environment where all students can reach their fullest potential both academically and socially. They strive to create an environment where all students can feel safe and valued for their uniqueness and abilities. Communication continues to be a focus to reach out to parents and community members through monthly newsletters, Aeries Parent Portal, JupiterEd, Parent Square, Mountain View website, electronic marquee, and Facebook. In addition to the regular school curricular program, Mountain View offers many enrichment, intervention, and support programs. Some of the support programs include tutoring and intervention held during lunch and after school. Enrichment courses vary. Some course examples include; technology club, math club, choir, drama, computer science, art, dance, volleyball club, basketball clinics, intramural sports, and the Missoula Theatre program. The after-school sports program includes volleyball, soccer, girl's basketball, boy's basketball, and track. Many of the after-school events are held in the new gymnasium and performance stage which was built in 2010. Students take pride in their school as part of the "Warrior Way" which demonstrates the elements of civility.

Reflections: Successes

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

The California School Dashboard was not released in the 2020-2021 school year. Progress made in the area of technology was one of the greatest successes. Prior to the COVID-19 pandemic, technology devices were available in every 4th-8th grade classroom and there was one computer lab at each site. In the current year, the District obtained one-to-one devices for every child in every grade. The acquisition of devices was made possible through the use of COVID-19 funds and the California Advanced Services Fund (CASF) Grant. Professional learning occurred to optimize the usage of Google Classroom and Zoom functions. Technology also became the primary source for parent communication through the use of Parent Square. Prior to COVID-19, we had encouraged families to utilize the electronic option but many families did not sign-up and preferred to receive their communication through weekly communication folders. 98% of parents now utilize technology to access communication through Parent Square. Additional technology growth includes greater use of Epson projectors, OWL cameras, and interactive virtual forms of assessment. GoGuardian software was also piloted and purchased to help schools easily manage their devices, better understand their students and keep students safer online.

Another success was how staff pulled together amidst the COVID-19 pandemic to move forward in providing support to students in a safe environment under the requirements of local and state health officials. The staff transitioned from school closures in March 2020, to student meetings in August 2020, hybrid model in October, and In-person five days a week in February 2021. The COVID-19 pandemic was a fluid situation that hit without much preparation. The staff has learned and grown a lot due to the circumstances of COVID-19.

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.

In the absence of the 2020-2021 California Dashboard, we have locally determined that the greatest needs for our students for 2021-2022 are as follows:

- 1) Provide additional mental health support to address trauma and other impacts of COVID-19 such as anxiety and depression for all students as needed.
- 2) Provide instructional support in mathematics and English language arts to all at-risk students to address areas of pupil learning loss.
- 3) For ELs, students with disabilities, foster youth, and students experiencing homelessness ensure that diagnostic and formative assessments are administered regularly to monitor progress and revise support as needed.

LCAP Highlights

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

In summary, the goals of the 2021-2024 LCAP include:

1. Schools will increase the conditions of learning through the use of California Standards-aligned instructional materials and highly qualified teachers in a clean and safe learning environment. (State priorities 1, 2 & 7)
2. Student's academic language, social, and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support. (State priorities 4 & 8)
3. Parents and students will be engaged partners in the education of students and the development of character traits, safety, and school connectedness. (State priorities 3, 5 & 6)

Key features which focus on the successes and needs of the District and should be emphasized are outlined in the prior section.

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.

No schools within the LEA were identified for CSI.

Support for Identified Schools

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

No schools within the LEA were identified for CSI.

Monitoring and Evaluating Effectiveness

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

No schools within the LEA were identified for CSI.

Stakeholder Engagement

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

In order to solicit feedback from stakeholders, several actions were taken.

Multiple Surveys - A survey in English and Spanish were sent to all staff and families to seek input on instructional learning preferences, schedule preferences, student needs, transportation needs, types of additional support needed, and suggestions. Responses were received in English and Spanish. An additional survey was sent out to all staff and parents in English and Spanish to seek questions, concerns, and comments regarding the 2020-2021 school year and learning needs. Most responses were received electronically but some responses were received via phone calls to the District Office. All responses were shared with the planning committee. In past years, one survey was sent to all staff and parents in their primary language to seek input on conditions of learning, academic achievement, parent involvement, safety, technology, and attendance. This year several surveys were sent to parents and staff to have ongoing communication and input on academic needs, nutritional needs, social-emotional needs, transportation, and safety concerns. New surveys were sent to seek input on different learning models as we transitioned from the school closures in March 2020, individual meetings in August 2020, hybrid model in October 2020, and full in-person learning in February 2021. The surveys sought input on instructional model preferences, transportation needs, mental health needs, academic support, and safety needs.

Surveys were also sent to students to seek input on instructional needs, mental health needs and safety.

COVID-19 Planning Committee - The committee consisted of the following individuals: Nurse/Parent, Elementary Principal/Parent, Elementary Teacher/CUEA Vice President, Middle School Teacher/CUEA President, data Communications/CSEA President, Middle School Secretary/CSEA Vice President, Middle School Principal/Parent, Food Service Director, Preschool Director, After-School C.A.R.E Coordinator, Transportation Director/EL Parent and Superintendent. The planning committee met for 3-4 hours on May 20, June 4, June 18, July 2, July 16, July 23, July 29, and January 25, 2021, to develop the In-Person, Hybrid, and Remote Learning Models. Additional feedback was collected from a sub-committee of 21 individuals consisting of certificated staff, classified staff, and parents at Chatom Elementary. The information from the sub-committee was shared with the Planning Committee. The Planning Committee also met on August 6 to develop the Re-Engagement Plan and 2020-21 Learning Continuity and Attendance Plan. A draft of the Learning Continuity Plan was shared with the Planning Committee on August 19, 2020, and the Parent Advisory Committee on August 24, 2020. The committee continued to meet as we transitioned to new instructional learning models, received new responses from parent/staff/student surveys, and revised safety protocols in alignment with changes reflected in the California Department of Public Health guidance.

LCAP Planning Committee - The committee consisted of certificated and classified staff which included the CUEA Union President and Vice President and the CSEA Chapter #585 Union President and Vice President. The committee also included parents and administration from

each site in addition to a representative from the Chatom Union School District Board of Trustees. The committee worked together to review parent surveys, staff surveys, student surveys, Learning Continuity Plan, 2019-2020 LCAP, and provide input to the development of the Expanded Learning Opportunity Grant Plan and the 2021-2024 Local Control Accountability Plan.

A draft of the plan was sent to Stanislaus County Special Education Local Plan Area (SELPA) for additional input on students with disabilities.

Board Meetings - Stakeholders were given an opportunity to share input at every public Board Meeting. There were seventeen (17) public meetings held this year as opposed to eleven (11) in the prior year. There was an increase in public comments and attendance at the 2020-2021 Board Meetings.

Additional input was also considered from the Parent Advisory Group (DELAC/ELAC) and School Site Councils.

A summary of the feedback provided by specific stakeholder groups.

Some of the feedback received from specific stakeholders through comments at meetings and survey responses include:

Staff Feedback-

- * Concerned there needs to be greater accountability to help raise student achievement and involvement
- * Identified a need for professional learning on student engagement strategies
- * Identified a need for social and emotional resources and training
- * Identified a need for ongoing assessments to monitor progress and revise support as needed
- * Identified a need for additional technology training

Parent Feedback -

- * Requested parent training on technology, English, and mental health
- * Expressed a need with language support to assist their child with homework in English
- * Identified the need to maintain devices for all students and hot spots for families that do not have internet access
- * Identified need to reinstate tutoring to support students who have experienced learning loss
- * 80% of families preferred a traditional five-day in-person learning model as opposed to the two-day hybrid model or distance learning

* Identified needs for continuation of meals, social and emotional support, and basic needs

Parent & Staff Feedback -

- * Prefer the use of electronic communication as opposed to weekly communication folders.
- * Need for student input on mental health needs
- * Identified a need for additional academic support
- * Recognized the need for daily in-person instruction
- * Recognized the need for additional mental health support
- * Additional language support needed for English learners
- * District transportation is a high need for some families

Committee Feedback-

- * Technology needs to be a regular part of instruction reflected in all LCAP Goals
- * Identified a greater need for IT support now that there are one-to-one devices for every student

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

Some of the aspects of the 2021-2024 LCAP that were influenced by specific stakeholder input include:

1) Use of Electronic Communication - Goal 3

Communication used to be distributed through weekly communication folders which contained newsletters, flyers, menus, meeting dates, and school information. We have found that electronic communication through Parent Square has been a more timely and efficient way to communicate with families. School information and COVID-19 communication have been sent regularly through the electronic communication system. 98% of families are now utilizing the program and it will continue to be a primary source of communication to increase and improve parent involvement and engagement in goal three of the 2021-2024 LCAP.

2) Increase Accountability and Engagement - Goal 1 & 2

When schools were first closed due to the pandemic in March 2020, it was recommended that students were held harmless on their grades so they were not academically penalized by the school closure. Further reflection and analysis indicated that students did not regularly complete their assignments and became less engaged in the absence of accountability. A multi-tiered re-engagement plan was developed

at the beginning of the school year to address the needs of students who did not participate in at least 60% of daily activities. The feedback from staff is that the plan needs to be reviewed to instill greater academic and attendance accountability.

3) Mental Health Support - Goal 3

In the past, mental health services for students were requested mostly by parents, but we also learned that we need to have feedback directly from students to check in on their mental well-being. Mental health survey results indicated that some students were experiencing an increase in depression and anxiety. Student social and emotional needs will be identified through ongoing student observation of social behaviors and collection of surveys completed by students, parents, and staff. Staff members have been able to identify more specific needs since students returned to in-person instruction on February 16, 2021. Additional needs will be identified through counseling requests and referrals by the student, parent, or teacher. Once a need has been identified, the student will be referred to the Behavior Health Clinician or District Counselor for formal and informal behavioral evaluations used to develop care plans and provide additional resources. Actions in the 2021-2024 LCAP will support events and activities which promote positive behavior, social interaction, and connectedness to school to support mental health and social-emotional well-being. Social and emotional resources, tools, and training will also be reviewed for 2021-2022.

4) Use of Technology - Goal 1, 2 & 3

In past Local Control Accountability Plans, technology has been a separate goal. After further reflection, we have determined that technology is not an isolated need but instead should be embedded within other goals as a basic condition of learning, regular instructional practice, and tool to support student and parent engagement. Technology will also be a part of goal three to help increase parent involvement through more regular communication with parents. Staff and parent training will also be included to maximize technology usage.

5) Technology IT Support- Goal 1

In the past, there was a need to increase computer lab hours to provide greater access to technology for grades TK-3rd. Now that every student has a device in every classroom, the need for additional computer lab time has decreased but the need for IT support to maintain 600 units has increased.

6) Instructional Support for All Students- Goal 2

Although there has been a focus on academic intervention in the past, there will be an added emphasis in the 2021-2024 LCAP for learning loss mitigation related to the COVID-19 pandemic. This will include students with unique needs. Pupil learning loss will continue to be evaluated by the use of diagnostic and formative assessments. Such assessments may include benchmark assessments, reading records, interim block assessments, interim comprehensive assessments, STAR Reading, IXL, Study Sync, and state assessments. Local and state assessments will continue to be analyzed to determine the most effective actions to support increased and improved learning of all students.

8) Support for Students with Unique Needs and Students with Disabilities - Goal 2

Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports will be added to goal two. A supplemental curriculum that is research-based to support students with unique needs will be reviewed for classroom use and expanded learning use. Paraeducator training and support will also be provided.

9) Support for English learners - Goal 1 & 2

The 2021-2024 LCAP will also incorporate more support for English learners to increase language development and professional development activities related to English learners. Language proficiency needs will be evaluated through the initial and summative ELPAC, ELPAC practice tests, and local assessments. A recommendation was made to add a summer school class that focuses on language development. New summer learning curriculum which is rich in academic language is also being considered to support English learners through expanded learning opportunities. This is an increased need because some grade levels have found that students who have continued on distance learning have been mostly utilizing their primary language at home and have not had as many opportunities to practice listening and speaking skills in English.

10) Additional actions that were already included in the LCAP were expanded to address specific needs. For example, professional learning was already included in the LCAP but more specific topics were included based on stakeholder input.

Goals and Actions

Goal

Goal #	Description
1	Schools will increase the conditions of learning through the use of CCSS aligned instructional materials, and highly qualified teachers in a clean and safe learning environment.

An explanation of why the LEA has developed this goal.

To ensure that all basic conditions of learning are met.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator- Facility Inspection Tool	Local Indicator- Facility Inspection Tool Chatom - Good				Local Indicator- Facility Inspection Tool Chatom - Maintain good or higher
Local Indicator - Sufficiency of Materials	Mountain View - Good Local Indicator - Sufficiency of Materials				Mountain View - Maintain good or higher
Local Indicator - Highly Qualified Staff properly assigned by credential	Chatom- 100% Mountain View - 100%				Local Indicator - Sufficiency of Materials Chatom- Maintain 100%
Local Indicator - Implementation of Standards	Local Indicator - Highly Qualified Staff properly assigned by credential				Mountain View - Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Study Trip or program to access a broad course of study, including unduplicated pupils and students with exceptional needs	<p>Chatom - 100%</p> <p>Mountain View - 100%</p> <p>Local Indicator - Implementation of ELA</p> <p>Chatom- 3</p> <p>Mountain View- 2</p> <p>Local Indicator - Implementation of NGSS</p> <p>Chatom- 2</p> <p>Mountain View- 2</p> <p>Minimum of 1 Study Trip or Program per grade level</p> <p>IT Time- 15 hours per week</p>				<p>Local Indicator - Highly Qualified Staff properly assigned by credential</p> <p>Chatom - Maintain 100%</p> <p>Mountain View - Maintain 100%</p> <p>Local Indicator - Implementation of ELA</p> <p>Chatom- 4</p> <p>Mountain View- 4</p> <p>Local Indicator - Implementation of NGSS</p> <p>Chatom- 4</p> <p>Mountain View- 4</p> <p>Minimum of 1 Study Trip or Program per grade level</p> <p>IT Time- 40 hours per week</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning	<p>Train staff on technology, student engagement, and state content standards in tandem with ELD standards by attending local and county training and provide ongoing research-based professional learning to support teachers in meeting the needs of students at varying academic levels and proficiency levels.</p> <p>Professional learning for 2020-2021 will be based on data from 2021 CAASPP, identified academic and social-emotional needs related to the recovery of COVID-19 and staff input.</p>	\$15,000.00	Yes
2	Study Trips	Increase real-life hands on student experiences through study trips or programs for each grade level in order to provide access to a broad course of study for all students.	\$15,000.00	Yes
3	Instructional Materials and Supplemental Materials	Adopt new standards aligned materials and supplemental materials including learning software to support all needs of students, including students with disabilities, English learners, foster youth students, homeless students and low-income students.	\$50,000.00	Yes
4	Facilities	Increase and improve facilities and sanitation to ensure a safe and well maintained school environment.	\$30,000.00	No
5	Highly Qualified Staff	Increase and improve services through highly trained staff, recruitment and career development.	\$109,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Playgrounds and Equipment	Increase safety of playground and equipment.	\$100,000.00	No
7	Technology Infrastructure	Improve technology infrastructure including equipment and voice systems.	\$26,500.00	No
8	Technology Devices or Equipment	Increase or improve technology devices or equipment for students and staff.	\$27,500.00	Yes
9	IT Support	Increase IT Support time due to the increase in technology needs and devices	\$36,500.00	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	Students' academic, language, social and emotional development will be strengthened through a broad scope of learning opportunities and appropriate instructional strategies and support.

An explanation of why the LEA has developed this goal.

To increase academic achievement, language proficiency and promote positive mental health.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Indicator - EL Proficiency	State Indicator - EL Proficiency as measured by ELPAC				State Indicator - EL Proficiency as measured by ELPAC
State Indicator - ELA Achievement	Well Developed - 16.40%				Level 4 - Well Developed -
State Indicator - Math Achievement	Moderately Developed - 37.77%				Increase percentage each year
State Indicator - Math Achievement	Somewhat Developed - 30.12%				Level 3 - Moderately Developed
State Physical Fitness Test (PFT)	Minimally Developed- 15.71%				Increase percentage each year
Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.	41% Making progress towards proficiency LTEL: 36 students Reclassification - 12 students				Level 2 - Somewhat Developed Decrease percentage each year Level 1 - Minimally Developed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>State Indicator - ELA Achievement</p> <p>CUSD - Yellow Maintained 5.6</p> <p>Chatom - Yellow Increased 11.5</p> <p>Mountain View - Yellow maintained 0.7</p> <p>State Indicator - Math Achievement</p> <p>CUSD - Orange Decreased -50.7</p> <p>Chatom - Yellow Maintained 42.8</p> <p>Mountain View -Red Decreased 57.9</p> <p>State Physical Fitness Test (PFT):</p> <p>5th Grade: >60% in HFZ in 2 of 6 areas</p> <p>7th Grade: >60% in HFZ in 4 of 6 areas</p> <p>API - NA</p>				<p>Decrease percentage each year</p> <p>Increase the percentage of EL students making progress each year</p> <p>LTEL: Decrease the percentage of LTEL each year</p> <p>Reclassification: Increase the percentage each year</p> <p>State Indicator - ELA Achievement</p> <p>CUSD - Increase change level from the prior year</p> <p>Chatom - Increase change level from the prior year</p> <p>Mountain View - Increase change level from the prior year</p> <p>State Indicator - Math Achievement</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>				<p>CUSD - Increase change level from the prior year</p> <p>Chatom - Increase change level from the prior year</p> <p>Mountain View - Increase change level from the prior year</p> <p>State Physical Fitness Test (PFT):</p> <p>5th Grade: >60% in HFZ in 6 of 6 areas</p> <p>7th Grade: >60% in HFZ in 6 of 6 areas</p> <p>API - NA</p> <p>Chatom Union School District is a TK-8 grade District. High School metrics are not applicable.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Data Systems	<p>Acquire and/or maintain data systems to measure and monitor student progress at a deeper level and identify need to provide additional academic intervention programs for students identified as long-term English learners or at risk of failure.</p> <p>Utilize AERIES, Jupiter, and STAR</p>	\$1,000.00	Yes
2	Instructional Support	<p>Provide support to accelerate progress to close learning gaps through the implementation, expansion, or enhancement of learning supports for all students including students with unique needs.</p> <p>Implement ongoing analysis to determine appropriate next steps to address areas of pupil learning loss.</p>	\$144,000.00	Yes
3	Expanded Learning - Summer School	Increase instructional time to at-risk students by offering a Summer School Program	\$43,000.00	Yes
4	EL Support	Increase instructional support to English Learners attaining language proficiency and support educator planning of Designated and Integrated ELD through collaborative planning and professional learning opportunities.	\$29,490.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	SPSA - Site Goals	Increase student achievement through goals identified at each site within the SPSA based on a needs assessment and evaluated by parent advisory groups.	\$87,525.00	Yes
6	Technology Instruction	Increase use of technology within classroom instruction and projects.	\$0.00	Yes
7	Increase Academic Accountability and Engagement	Review re-engagement plans and instructional strategies to increase student engagement	\$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Parents and students will be engaged partners in the education of students and the development of character traits, safety and school connectedness.

An explanation of why the LEA has developed this goal.

To increase parent and student engagement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator - Parent Involvement	Local Indicator - Parent Engagement				Local Indicator - Parent Engagement
State Indicator - Suspension Rate	Local Indicator Tool Building Relationships - 3.94				Local Indicator Tool Building Relationships - 4.5
State Indicator - Chronic Absenteeism	Building Partnerships for Student Outcomes - 4.03				Building Partnerships for Student Outcomes - 4.5
	Seeking Input for Decision Making - 4.59				Seeking Input for Decision Making - 5.0
	Parenting Class 1 training (6 participants)				Parenting Class- Minimum of 2 trainings
					State Indicator - Suspension Rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>State Indicator - Suspension Rate (2019-2020)</p> <p>CUSD - 2.8%</p> <p>Chatom- 1.4%</p> <p>Mountain View- 6.1%</p> <p>State Indicator - Chronic Absenteeism (2018-2019)</p> <p>CUSD - 2.46%</p> <p>Chatom- 2.68%</p> <p>Mountain View- 2.01%</p> <p>State Indicator - Chronic Absenteeism (COVID-19 School Closure Year 2019-2020)</p> <p>CUSD - 9.9%</p> <p>Chatom- 11.0%</p> <p>Mountain View- 7.4%</p> <p>Expulsion Rate:</p> <p>Chatom: 0%</p> <p>Mountain View: 0%</p>				<p>CUSD - Decrease change level from the prior year</p> <p>Chatom- Decrease change level from the prior year</p> <p>Mountain View- Decrease change level from the prior year</p> <p>State Indicator - Chronic Absenteeism</p> <p>CUSD - Decrease change level from the prior year</p> <p>Chatom- Decrease change level from the prior year</p> <p>Mountain View- Decrease change level from the prior year</p> <p>Expulsion Rate:</p> <p>Chatom: Maintain 0</p> <p>Mountain View: Maintain 0</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Average Daily Attendance - April 2021</p> <p>ADA CUSD - 95.54%</p> <p>ADA Chatom: 96.4%</p> <p>ADA Mountain View: 93.86%</p> <p>Middle School Dropout Rate: 0%</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p>				<p>Average Daily Attendance -</p> <p>ADA CUSD - Increase change level from the prior year</p> <p>ADA Chatom - Increase change level from the prior year</p> <p>ADA Mountain View: Increase change level from the prior year</p> <p>Middle School Dropout Rate: 0</p> <p>Chatom Union is a TK-8th grade District. High School metrics are not applicable.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Involvement	Increase parent academic classes, mental health classes and attendance (Classes, workshops, and trainings).	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Home-School Communication	Increase home/school academic communication (AERIES Parent Portal, Parent Square and Facebook usage).	\$12,500.00	Yes
3	Guest Speakers & Presentations	Maintain the number of guest speakers and presentations on the topics of college, careers, motivation, and mental health. Build school and career partnerships (SPIE).	\$1,000.00	Yes
4	After-School Programs & Transportation	Extend after-school programs and provide after-school transportation to increase participation.	\$35,000.00	Yes
5	Counseling Support	Maintain increased counseling services to maintain safety and involvement where students are supported academically, socially, emotionally and develop positive healthy behaviors.	\$31,381.00	Yes
6	Positive Behavior	Review discipline procedures in the District to reduce the number of suspensions and referrals. This will include concepts learned through PBIS and MTSS.	\$0.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
26.2%	\$1,267,164

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

Required Descriptions

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

The actions provided to an entire school or entire District pertain to school safety and technology infrastructure. Increasing and improving playgrounds and facilities to ensure a safe and well maintained school environment supports all students including foster youth, English learners and low-income students. The technology infrastructure to support wireless access on the school site along with IT support to maintain all devices also benefits all students. Additional technology support is available to help meet the goals and needs of students with unique needs such as hot spots provided for internet access off site.

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

In order to further support foster youth, low-income students, and English learners additional services, academic support, and emotional support are provided. Services above and beyond those provided for all students include additional instructional support in reading, writing, and mathematics. Additional counseling is provided for emotional, social, behavioral, and academic support. Supplemental materials in reading, math, and science are provided to support the implementation of the state standards and increase academic achievement. Increased access and use of technology during school hours, in addition, to increase after-school support through tutoring and intervention are also provided. Professional learning topics for staff are carefully selected to focus on the grade-span needs of our at-risk and English learner students.

Additional outreach to parents and community in order to build a stronger home/school connection and increase parent involvement of foster youth, low-income students, and English learners. As a small school district, we are able to make personal connections with families of students with unique needs to better meet their individual needs. Expenditures include communication tools, workspaces, academic classes, presenters, and materials.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$697,780.00	\$84,500.00		\$19,245.00	\$801,525.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$464,025.00	\$337,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Professional Learning	\$12,500.00			\$2,500.00	\$15,000.00
1	2	English Learners Foster Youth Low Income	Study Trips	\$10,000.00	\$5,000.00			\$15,000.00
1	3	English Learners Foster Youth Low Income	Instructional Materials and Supplemental Materials	\$50,000.00				\$50,000.00
1	4	All	Facilities	\$30,000.00				\$30,000.00
1	5	English Learners Foster Youth Low Income	Highly Qualified Staff	\$109,129.00				\$109,129.00
1	6	All	Playgrounds and Equipment	\$100,000.00				\$100,000.00
1	7	All	Technology Infrastructure	\$26,500.00				\$26,500.00
1	8	English Learners Foster Youth Low Income	Technology Devices or Equipment	\$27,500.00				\$27,500.00
1	9	All	IT Support		\$36,500.00			\$36,500.00
2	1	English Learners Foster Youth Low Income	Data Systems	\$1,000.00				\$1,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2	English Learners Foster Youth Low Income	Instructional Support	\$144,000.00				\$144,000.00
2	3	English Learners Foster Youth Low Income	Expanded Learning - Summer School		\$43,000.00			\$43,000.00
2	4	English Learners	EL Support	\$14,745.00			\$14,745.00	\$29,490.00
2	5	English Learners Foster Youth Low Income	SPSA - Site Goals	\$87,525.00				\$87,525.00
2	6	English Learners Foster Youth Low Income	Technology Instruction					\$0.00
2	7	English Learners Foster Youth Low Income	Increase Academic Accountability and Engagment					\$0.00
3	1	English Learners Foster Youth Low Income	Parent Involvement	\$5,000.00			\$2,000.00	\$7,000.00
3	2	English Learners Foster Youth Low Income	Home-School Communication	\$12,500.00				\$12,500.00
3	3	English Learners Foster Youth Low Income	Guest Speakers & Presentations	\$1,000.00				\$1,000.00
3	4	English Learners Foster Youth Low Income	After-School Programs & Transportation	\$35,000.00				\$35,000.00
3	5	English Learners Foster Youth Low Income	Counseling Support	\$31,381.00				\$31,381.00
3	6	English Learners Foster Youth Low Income	Positive Behavior					\$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$541,280.00	\$608,525.00
LEA-wide Total:	\$526,535.00	\$579,035.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$14,745.00	\$29,490.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$15,000.00
1	2	Study Trips	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$15,000.00
1	3	Instructional Materials and Supplemental Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	\$50,000.00
1	5	Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$109,129.00	\$109,129.00
1	8	Technology Devices or Equipment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$27,500.00	\$27,500.00
2	1	Data Systems	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
2	2	Instructional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$144,000.00	\$144,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Expanded Learning - Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$43,000.00
2	4	EL Support	Schoolwide	English Learners	All Schools	\$14,745.00	\$29,490.00
2	5	SPSA - Site Goals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$87,525.00	\$87,525.00
2	6	Technology Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
2	7	Increase Academic Accountability and Engagment	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00
3	1	Parent Involvement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$7,000.00
3	2	Home-School Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,500.00	\$12,500.00
3	3	Guest Speakers & Presentations	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$1,000.00
3	4	After-School Programs & Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
3	5	Counseling Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$31,381.00	\$31,381.00
3	6	Positive Behavior	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00

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.