

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marcum-Illinois Union Elementary School District

CDS Code: 51714076053292

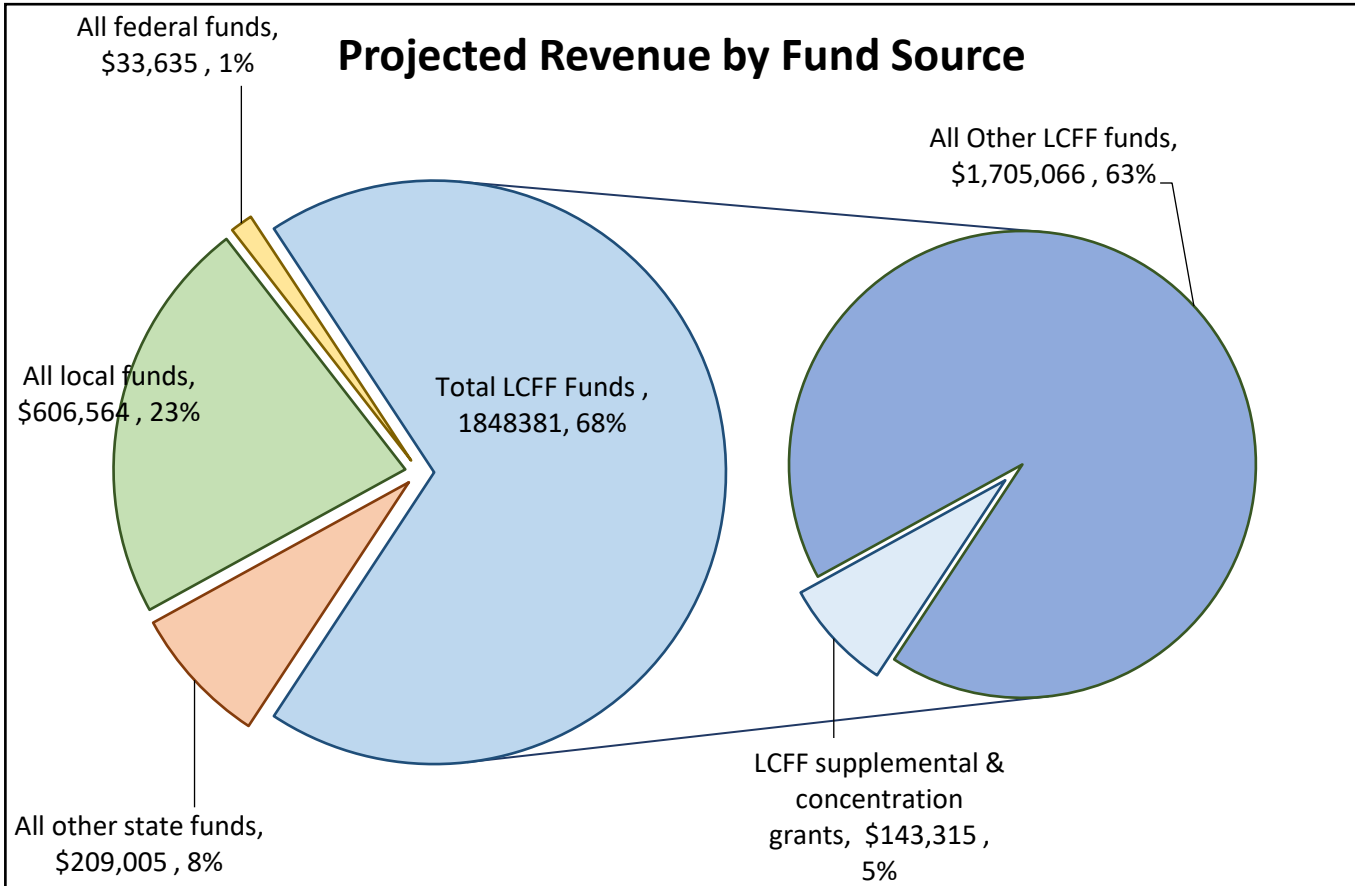
School Year: 2021 – 22

LEA contact information: Jimmie Eggers; (530) 656-2407; jimmiee@sutter.k12.ca.us

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

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

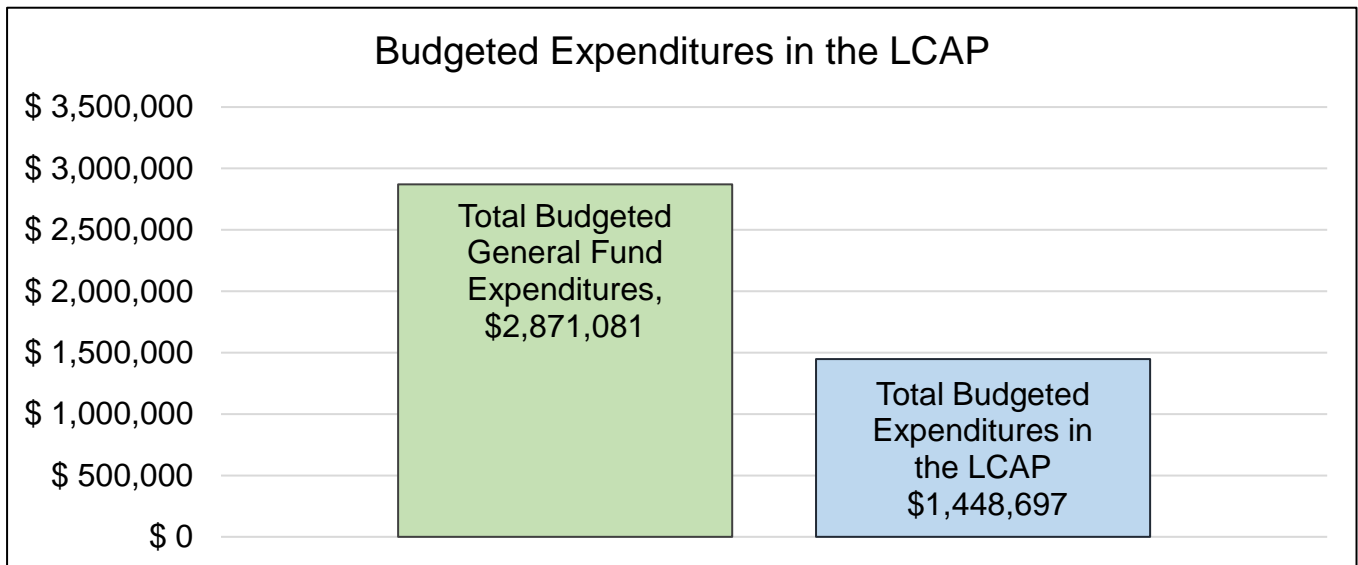


This chart shows the total general purpose revenue Marcum-Illinois Union Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Marcum-Illinois Union Elementary School District is \$2,697,585.00, of which \$1,848,381.00 is Local Control Funding Formula (LCFF), \$209,005.00 is other state funds, \$606,564.00 is local funds, and \$33,635.00 is federal funds. Of the \$1,848,381.00 in LCFF Funds, \$143,315.00 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 Marcum-Illinois Union Elementary School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Marcum-Illinois Union Elementary School District plans to spend \$2,871,081.00 for the 2021 – 22 school year. Of that amount, \$1,448,697.00 is tied to actions/services in the LCAP and \$1,422,384.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

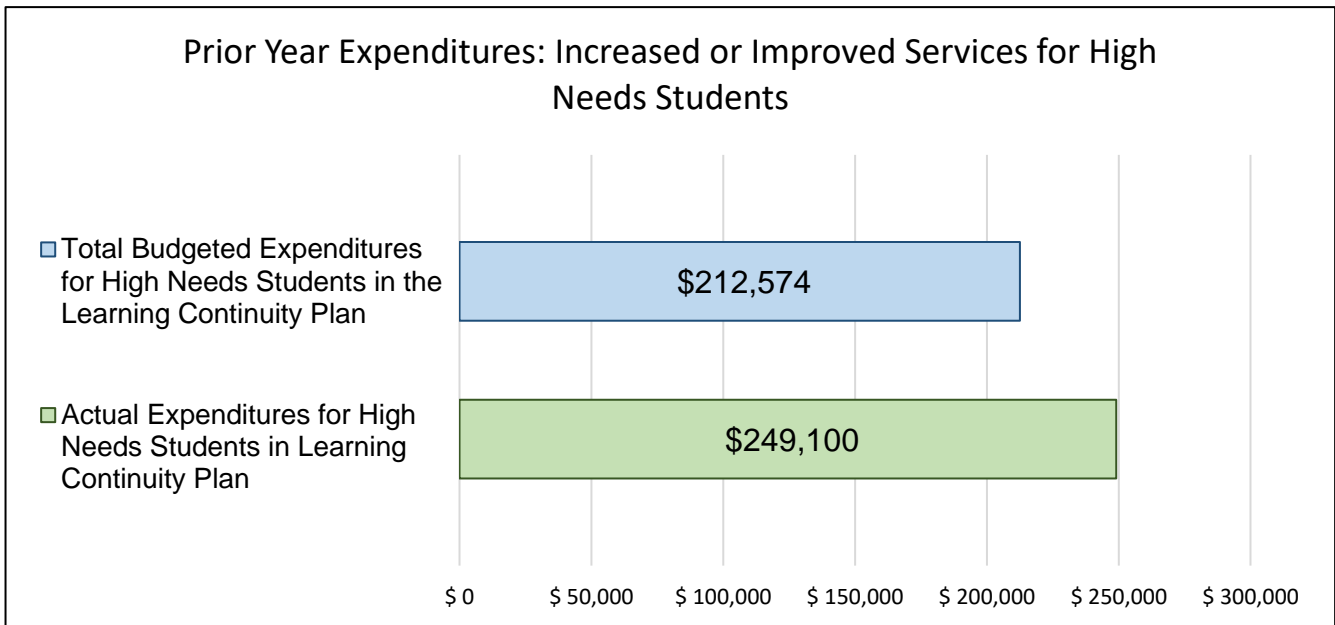
General Fund expenditures not in the LCAP are general operating costs such as salaries, special education, transportation, maintenance and operations, preschool, instructional supplies, administration, technology, and cafeteria.

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

In 2021 – 22, Marcum-Illinois Union Elementary School District is projecting it will receive \$143,315.00 based on the enrollment of foster youth, English learner, and low-income students. Marcum-Illinois Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Marcum-Illinois Union Elementary School District plans to spend \$231,597.00 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 Marcum-Illinois Union Elementary School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Marcum-Illinois Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Marcum-Illinois Union Elementary School District's Learning Continuity Plan budgeted \$212,574.00 for planned actions to increase or improve services for high needs students. Marcum-Illinois Union Elementary School District actually spent \$249,100.00 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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marcum-Illinois Union Elementary School District	Jimmie Eggers Superintendent	JimmieE@sutter.k12.ca.us 530-656-2407

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

To improve and support learning to close achievement gaps in all California standards including ELA/ELD, Mathematics, Science, Visual and Performing Arts, Physical Education and Social Science/History to ensure all student have access to a broad course of study and graduate college and career ready.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2, 4, 7

Local Priorities: Strategic Plan: Academics 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
Academic Progress Indicator and CAASPP Data CA Schools Dashboard Academic Indicator for ELA ELA: 55% of All students proficient CA Dashboard: 18 points about level 3	Due to COVID-19 school closure there are no CAASPP scores for spring 2020
Academic Progress Indicator and CAASPP Data CA Schools Dashboard Academic Indicator for Math Math: 58% of All students proficient CA Dashboard: 5 points above level 3	Due to COVID-19 school closure there are no CAASPP scores for spring 2020
Local Indicator – Implementation of State Academic Standards Continue to offer professional development in ELA/ELD, Math, Science, and History/Social Science	Local Indicator – Implementation of State Academic Standards Offered professional development on Smartboard training to support ELA instruction; science framework review and toolkit training for adoption; training in Google Classroom; how to facilitate online learning sessions; and setting up a virtual classroom
Local Indicator Basic Conditions at School Maintain standards-aligned instructional materials in ELA/ELD and math	Local Indicator Basic Conditions at School 100% standards-aligned instructional materials in ELA/ELD and math
Local Indicator Basic Conditions at School Maintain fully credentialed and appropriately assigned teachers	Local Indicator Basic Conditions at School 100% of teachers were fully credentialed and appropriately assigned.
Local ELA/ELD data MAP Reading Socioeconomically Disadvantaged – 40% English learners – 20% Students w/ Disabilities – 40% All Students – 45%	Local ELA/ELD data – Winter 2020 MAP Reading Socioeconomically Disadvantaged – 60% English learners – 27% Students w/ Disabilities – 53% All Students – 70%

Expected	Actual
Local Math data MAP Math Socioeconomically Disadvantaged – 30% English learners – 50% Students w/ Disabilities – 40% All Students – 40%	Local Math data – Winter 2020 MAP Math Socioeconomically Disadvantaged – 60% English learners – 25% Students w/ Disabilities – 33% All Students – 68%
Reclassification data and English Learner Progress Indicator and Local EL data On the Summative ELPAC assessment, spring 2020: 4 – 50% 3- 25% 2- 10% 1- 15% Reclassify 3 students	Due to COVID-19 school closure the Summative ELPAC was not administered in spring 2020.
Daily Instructional Schedule Maintain student access to a broad course of study	Daily Instructional Schedule All students had access to a broad course of study
Maintain "The Den" after school program	Maintained "The Den" after school program

Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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1.1 Develop and implement a process to analyze ELA and Math data to determine growth targets, identify trends, and plan rigorous instruction and intervention for students not yet proficient.	a. \$6,765 b. \$1,500 Supplemental a. 5800 Professional Consulting Services b. 5200 Travel and Conference	a. \$8,060 b. \$0 c. \$1,920 <i>added</i> a & b Supplemental c. Base a. Professional Consulting Services b. Travel and Conference c. Certificated salary/benefits
1.2 Provide professional development opportunities and on-site coaching to teachers as a means to support the implementation of the CA standards, frameworks, and materials in ELA/ELD, Mathematics, Science, and History/Social Studies.	a. \$28,437 b. \$8,002 c. \$1,000 d. \$2,866 a. Supplemental b. Supplemental c. Base d. Title II a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 1000 Certificated Salaries (subs) D. 5200 Travel/Conference	a. \$28,436 b. \$8,050 c. \$0 d. \$0 a. Supplemental b. Supplemental c. Base d. Title II a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 1000 Certificated Salaries (subs) D. 5200 Travel and Conference
1.3 Maintain standards-aligned instructional materials.	\$78,760 Base 4000 Textbooks	\$2,032 Base 4000 Textbooks

1.4 Provide high quality instruction by hiring, training, and monitoring teachers to ensure they are appropriately placed and highly qualified to provide improved services to students	a. \$524,517 b. \$197,986 Base a. 1000 Certificated Salaries b. 3000 Certificated Benefits	a. \$526,588 b. \$198,406 Base/EPA a. 1000 Certificated Salaries b. 3000 Certificated Benefits
1.5 Utilize Instructional Aides to provide opportunities for smaller groups and intensive intervention to all students including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities.	a. \$108,251 b. \$63,925 c. \$1,497 d. \$423 a. Supplemental b. Supplemental c. Title I d. Title I a. 2000 Classified Salaries b. 3000 Classified Benefits c. 1000 Certificated Salaries d. 3000 Certificated Benefits	a. \$49,424 + \$74,942 = \$124,366 b. \$32,288 + \$38,009 = \$70,297 c. \$1,497 d. \$ 424 a. Supplemental/Base b. Supplemental/Base c. Title I d. Title I a. 2000 Classified Salaries b. 3000 Classified Benefits c. 1000 Certificated Salaries d. 3000 Certificated Benefits
1.6 Provide English Learners improved designated ELD services from a credentialed teacher 30 minutes per day 5 days per week. Identify LTEL students or students at risk of becoming LTEL, review data, create a plan of support, and monitor progress.	See 1.4 & 1.5 \$1,500 Supplemental 4300 Instructional Supplies	See 1.4 & 1.5 \$210 Supplemental 4300 Instructional Supplies
1.7 Provide teachers and students with technology access and tools to enhance and support curriculum.	a. \$47,600 b. \$5,000 Base a. 5800 Professional Services & Consulting b. 4400 Equipment	a. \$46,693 b. \$2,367 Base a. 5800 Professional Services & Consulting b. 4400 Equipment

1.8 Maintain GATE program by offering a variety of programs to students such as: STEM based activities for students in the after-school program, access to visual and performing arts programs (VAPA), and a wide assortment of enrichment options.	a. \$720 b. \$152 c. \$400 d. \$721	a. \$ 450 b. \$ 99 c. \$ 0 d. \$ 506
	Base	Base
	a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 5800 Professional Services and Consulting d. 4300 Supplies	a. 1000 Certificated Salaries b. 3000 Certificated Benefits c. 5800 Professional Services and Consulting d. 4300 Supplies

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 Actions/Services for Goal 1 were implemented as planned and funds were expended as planned except for part of Action 1.3. Due to school closure we did not pilot and purchase science curriculum. Those funds were saved for the future adoption of science materials.

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

Successes:

Teachers worked with the Teacher on Assignment (TOA) to analyze ELA and Math data, determine growth targets, and plan for instruction; teachers were provided on-site customized professional development from our TOA in all content areas; all teachers were appropriately credentialed and assigned; we maintained a broad course of study; students had standard-aligned materials in all subject areas; the Response to Intervention (Rtl) and the Gifted and Talented Education (GATE) programs were expanded; and English learners received improved designated English Language Development (ELD) services. During spring 2020 teachers continued to deliver high quality instruction even without the in-person, in the classroom interaction with students. Intervention services were increased, and we offered more one-on-one and small group intervention opportunities. Professional development continued for staff with an added emphasis on remote teaching and learning, health and safety of students, and technology use.

Challenges:

From August to March 2020 it was difficult scheduling substitutes for professional development activities therefore we weren't able to spend as much time as needed designing quality science lessons. In spring, we were not able to continue our on-site professional development and data review/planning meetings due to the stay-home orders. Assessments became a challenge as they were done at home without teacher supervision and monitoring to ensure an accurate measure of student learning. Student attendance during scheduled service times was often irregular; not all

students had adequate internet therefore needed paper/pencil packets; and some students knew they would not be graded, therefore they did not fully engage in school.

Actions Not Implemented Because of COVID:

Due to COVID-19 school closures, we did not pilot and purchase science curriculum.

Overall Effectiveness of Actions/Services to Achieve Goal 1:

The actions and services in Goal 1 supported student learning as evidenced by MAP assessment data. In ELA, the percentage met for All students increased from 40% in 2019 to 70% in 2020 and Socio-economically Disadvantaged increased from 40% in 2019 to 60% in 2020. In Math, the percentage met for all students increased from 40% in 2019 to 68% in 2020 and Socio-economically Disadvantaged increased from 30% in 2019 to 60% in 2020. Our percentage met for our English learner population decreased in both ELA and Math however this data may have been affected by the small number of students in the group.

Goal 2

Improve communication with parents and families to support student success and create a safe and welcoming environment that will ensure academic and social/emotional well-being for each student.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Annual Measurable Outcomes

Expected	Actual
Sign-in Sheets Results of parent Survey Spring 2020 parent survey Involvement valued: 96% Access Parent Portal: 35% Given Involvement Options: 65% Invited to Meetings: 80% School is Safe – Parents – 89.5% Students – 95.2%	Sign-in Sheets Results of parent Survey Spring 2020 parent survey Involvement valued: 100% Access Parent Portal: N/A Given Involvement Options: 86.2% Invited to Meetings: 96.6% School is Safe – Parents – 96.6% Students – 96.5%
Suspension Rate Indicator Maintain 0% suspension rate	Suspension Rate Indicator .05% suspension rate
Expulsion Data Maintain 0 expelled students	Expulsion Data Maintained 0 expelled students
Attendance Data Increase P2 to 97%	Attendance Data Increased P2 to 97.3%
Attendance Data Decrease Chronic Absence rate to 3%	Attendance Data Chronic Absence rate to 5.3%
Middle School Dropout Data Maintain 0 middle school dropout students	Middle School Dropout Data Maintained 0 middle school dropout students

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
2.1 Promote parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and school events.	\$1,000 Base 4300 Supplies	\$213 Base 4300 Supplies
2.2 Implement to fidelity Positive Behavior Intervention & Supports (PBIS) and provide behavior training and support to decrease referrals, suspensions/expulsions, and middle school dropouts.	\$1,000 Base 4300 Supplies	\$372 Base 4300 Supplies
2.3 Implement various positive attendance strategies such as rewards and an attendance monitoring/notification system.	\$2,633 Base 5800 Professional Services and Consulting	\$2,633 Base 5800 Professional Services and Consulting
2.4 Continue to provide transportation services at no cost to families.	a. \$59,345 b. \$28,652 c. \$11,400 d. \$7,300 Base a. 2000 Classified Salaries b. 3000 Classified Benefits c. 4300 Supplies – Fuel d. 5600 Repairs, Rentals, Leases	a. \$53,635 b. \$26,685 c. \$6,787 d. \$21,340 Base a. 2000 Classified Salaries b. 3000 Classified Benefits c. 4300 Supplies – Fuel d. 5600 Repairs, Rentals, Leases

2.5 Continue to provide safe, well maintained facilities.	a. \$2,600	a. \$13,338
	b. \$22,025	b. \$23,200
	c. \$91,000	c. \$39,929
	d. \$126,205	d. \$132,557
	e. \$63,248	e. \$66,381
	Base	Base
	a. 4300 Supplies	a. 4300 Supplies
	b. 5000 Repairs, Services	b. 5000 Repairs, Services
	c. 6000 Construction and Equipment	c. 6000 Construction and Equipment
	d. 2000 Classified Salaries	d. 2000 Classified Salaries
	e. 3000 Classified Benefits	e. 3000 Classified Benefits

Goal Analysis

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

Of the amount budgeted for Goal 2, approximately 93% of the funds were spent on the planned Actions/Services in the 2019/20 LCAP. Of the 7% not spent, a majority of that was facility improvements that were not done due to COVID-19 school closures.

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

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and school events.

Successes:

August 2019-March 2020: We maintained a current website, sent home the Marcum Matters Newsletter regularly, teachers sent home student success postcards, we invited parents to attend monthly ROAR assemblies, recognized Wildcat Community Contributors at Board meetings, and maintained a parent portal where assignments and grades were posted. Efforts to engage students included assemblies to celebrate attendance and achievement. An attendance assembly was held in the fall to encourage positive attendance. Phone calls were made, and meetings were held with the parents of chronically absent students.

Spring 2020: We sent ongoing and regular communication in the form of weekly updates to families and hosted weekly activities within “houses” to increase and maintain engagement. Students were given a certificate and celebrated during an online video assembly for perfect attendance at the end of the year.

Challenges:

For the 2019/20 school year, challenges included communicating with non-English speaking families and keeping students and families engaged in our community building activities through a virtual environment.

Actions Not Implemented Because of COVID:

We did not host all planned family activities and assemblies. Some school facility improvements were not made due to the school closure.

Overall Effectiveness of Actions/Services to Achieve Goal 2:

According to March 2020 survey results, stakeholder engagement was successful, 100% of respondents think the school is a friendly environment for all and 96.7% feel communication between school and home is good. The commitment to ongoing communication through parent information opportunities, regular communications (including Facebook postings, link on our webpage with notices and important information, an up-to-date web site, newsletters), school events, and bi-annual surveys has resulted in families feeling connected to the school. On a March 2020 parent survey, 100% of parents feel their involvement in their child’s education is valued and 86.2% feel they are given a variety of options to be involved in the school community. Additionally, 96.6% of parents surveyed feel the school is a safe place for their child. P2 attendance increased from 96.34% in 2019 to 97.3%. When surveyed in June 2020, 74% of parents were either Satisfied or Very Satisfied with their child’s distance learning experience and 25.9% were neutral. No parent reported being dissatisfied. The communication between school and home was noted by many as being helpful.

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
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	\$6,000	\$5,997	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	\$41,510	\$39,699	Y

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.

There was no substantive difference between the planned budgeted expenditures for in-person instruction and what was expended on the actions.

Analysis of In-Person Instructional Offerings

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

Successes:

On October 5, 2020 Marcum successfully opened to full-time, in-person, instruction for TK-5th grade students Monday-Friday, while following county health department guidelines for social distancing. In response to stakeholder survey data, in-person offerings also included transportation and after-school care. On November 2, 2020 6th-8th grade students returned to campus. Safety protocols mandated temperature checks and health screening; social distancing, and additional cleaning but made it possible to offer in-person instruction during the 2020/21 school year.

The instructional program was as close to “normal” as possible. Students were taught grade level content using standards-based, adopted curriculum in all core subjects as well as social emotional learning. The assessment cycle of systematic assessments was followed in the fall, in

winter, and again in spring. The vice principal monitored all universal and progress monitoring assessments and worked with teachers and support staff to plan and deliver high quality instruction in grade level standards and intervention to fill in the gaps. Students participating in intervention had their learning tracked over time to determine if learning was occurring. Periodic progress monitoring assessments were given and adjustments to intervention were made.

Challenges:

Challenges included returning to distance learning for parts of November, December, and January; getting fall universal data in October instead of within the first four weeks of school; being unable to combine students for intervention groups; and teachers teaching both in-person and distance learning groups. After-school care required added health and safety measures including additional staff members so students could stay in student groups. Because of the need for additional staff, we were not able to offer before-school care and therefore lost some enrollment. More staff time was required to supervise students during recess and lunch as well as for enhanced cleaning. We transported only students with absolutely no other means of transportation so we could follow health and safety guidelines. That left most of our families having to transport their children to and from school.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development for all staff on evidence based instructional strategies during distance learning, distancing learning instructional tools, utilizing data to make instructional and programmatic decisions, using effective feedback to improve achievement for struggling students including during distance learning.	\$1,500	0	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	See In-person Instruction section	Y
Devices (\$7,539) and hotspots (\$31,752) to support connectivity for students during distance learning	\$46,830	\$79,185	Y
Upgraded 4 teacher laptops so they can provide instruction to students during distance learning.	\$3,048	\$3,048	N
Device and internet monitoring system (GoGuardian)	\$1,965	\$1,965	N
Three additional contract days for teachers/coach to develop virtual learning classrooms and for PD	\$13,454	\$15,516	Y
Learning Management Systems/Programs to support distance learning (Zingy Learning \$340, Kami \$1,200, Zoom \$1,800, SeeSaw \$240)	\$3,580	\$3,580	N
Individual supplies for students to have at home while distance learning	\$671	\$1,491	N

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.

To support distance learning we spent \$33,737 more than originally budgeted. This increase was due to the extended need for hotspots during the 2020/21 school year.

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.

Marcum students were taught via distance learning from August 26 until October 5 for TK-5 and until November 2 for 6th-8th grades with additional periods of distance learning from the end of November to early February. During times of distance learning we followed best practices for continuous learning for all students including English learners, low-income pupils, foster youth, pupils with special needs and pupils who are experiencing homelessness.

Successes:

Continuity of Instruction: A Learning Management System (LMS), Google Classroom or SeeSaw, was used in both distance learning and classroom-based instruction. However, in distance learning the LMS became the digital classroom where lessons, assignments, messages, and communication happened. Teachers used online tools, as well as print materials to deliver instruction and engage with students. The use of adopted core curriculum and standards drove instruction and assured students were growing toward the next grade level's expectations and ensured consistency between classroom-based instruction and distance learning. Distance learning schedules mirrored classroom-based schedules. Lesson format and academic expectations for distance learning were consistent with those in classroom-based instruction.

Access to Devices and Connectivity: August 2020 survey data and information from individual phone calls was used to plan for the technology and connectivity needs of families for distance learning in the fall. As a result of this survey, 159 Chromebooks were loaned to students for use during distance learning and 60 hotspots were provided to families without adequate internet access at home.

Pupil Participation and Progress: Student attendance was taken and monitored using the student information system, Alma. Teachers used a Student Engagement Record to record live contacts, and if instruction was synchronous (live) or asynchronous (recorded videos/student work) for each day. Each afternoon teachers or support staff called the parent of any student who did not engage in distance learning for the day. If a student missed three days in a week or 60% the reengagement process started. The vice principal worked with the teacher and parent to develop supports for at risk students.

Distance Learning Professional Development: Professional development included coaching and collaboration to support teachers as they delivered instruction via online learning for all students, including unduplicated pupils and individuals with exceptional needs. Staff was continuously surveyed to determine their need for PD and support. Professional development for teachers included: training in Google Classroom, GoGuardian, and Alma; how to facilitate online learning sessions; setting up a virtual classroom; safety protocols, and supporting social and emotional health.

Staff Roles and Responsibilities: As a result of distance learning, roles and responsibilities for some staff changed. Changes in roles were based on employee strengths and weakness and the needs of the school. The bus driver shifted to instructional aide and custodial duties and daycare staff shifted to instructional aide duties. To meet the academic and social-emotional needs of students all

instructional aide staff were assigned to classrooms to support students during lessons, work with small groups or individual students, and follow up with students who were not engaged in learning. The vice principal assigned, trained, and monitored instructional support staff.

Supports for Pupils with Unique Needs: All students, including English learners, students with exceptional needs, pupils in foster care, and pupils experiencing homelessness were regularly assessed according to our cycle of systematic assessments. For any students, but especially for those with unique needs, targeted intervention was given by the classroom teacher with additional support given by an instructional aide. The vice principal monitored the attendance system and Student Engagement Records for attendance and grades of ALL students including English learners and students receiving special education services. She also used MAP, curriculum embedded assessment data, and grades to determine if English learners, students with exceptional needs, students in foster care, or students experiencing homelessness needed additional supports. If additional services were needed, she worked with the teacher to plan and deliver support to the student.

Challenges:

Stakeholders all did their best to support student learning during distance learning but there were still challenges in addition to the obvious logistic and social emotional struggles. Intermittent internet problems were wide-spread and were frustrating to both staff and students. Staff worked in ever changing and multiple roles each day. Student Engagement Records were time-consuming for teachers to complete. School attendance was close to average but a couple of students did not engage in their learning, and were referred to the Re-engagement Team. Fall and winter testing schedules had to be adjusted to wait for in-person instruction so data wasn't available in a timely manner. The biggest challenge was trying to maintain the sense of the Marcum School community in a virtual environment.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Comprehensive data management and assessment system to support instructional planning/delivery, ensure continuous improvement, and identify students in need of intervention to close the achievement gap. (Illuminate, MAP)	See In-person Instruction section	See In-person Instruction section	Y
On-site coaching to teachers to support high-quality first instruction, tiered interventions to students experiencing learning loss, as well as to plan and deliver improved designated ELD services.	See In-person Instruction section	See In-person Instruction section	Y
Academic interventions for students experiencing learning loss, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities) (aides)	\$98,930	\$106,853	Y
On-line benchmark and progress monitoring system (FastBridge)	\$1,850	\$1,850	Y

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.

There was no substantive difference between the planned budgeted expenditures for in-person instruction and what was expended on the actions.

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.

Successes:

The district's cycle of assessments supported our efforts to address pupil learning loss. ALL students were assessed at the beginning of the school year and throughout the year using a comprehensive assessment system. During regular whole class instruction, all students received instruction

focused on priority standards. Students who required more intensive support were provided one-on-one instruction through individual sessions. Students receiving special education services received additional support identified through their Individual Education Plan (IEP) and English learners received 30 minutes of ELD designated instruction daily. Monthly, the vice principal met with each teacher to review every student's progress in grade level standards, the weekly engagement of students, as well as grades. The most at-risk students were identified and scheduled for intervention and support. The fidelity and attendance of interventions was evaluated and changes made when indicated. For students at-risk for two consecutive months, a meeting was scheduled with the parent. These students were also placed on a Student Study Team (SST) watch list.

Effectiveness of the efforts to address Pupil Learning Loss:

Universal MAP testing in the fall showed an expected decline from previous testing in winter 2020, students in the socio-economically disadvantaged group, English learners, and students receiving special education services showed significant learning loss as compared to the All student group. While some of that decline is being recovered as indicated by winter 2021 testing, not all student groups are recovering at the same rate.

Challenges:

One challenge has been the monitoring of the learning loss for our students due to lack of data provided by the state as well as the uncertainty of data reliability during distance learning. In the fall, we experienced difficulties having students in grades 2-8 take MAP tests so delayed that testing until students were back to in-person learning. Students were not able to be grouped across grade levels for intervention, therefore additional staff time was required.

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.

Successes:

All classes had a daily 30-minute SEL period dedicated to supporting student mental health and social and emotional well-being. Teachers prepared and presented various SEL lessons and activities during this period each day. In February of 2021, Marcum-Illinois acquired a counselor who provided tier 1, 2, and 3 supports for student's mental health needs. She provided weekly virtual lessons for all grade levels, and also provided small group and one on one counseling sessions. Professional development activities were on-going and aligned to ever-changing needs. We offered a menu of PD options for staff that included podcasts, articles, and on-demand webinars.

Challenges:

Challenges occurred due to distance learning and connectivity, staffing, and the inability to hold in-person regular meetings to discuss student concerns. We had planned to purchase Kelvin an online tool for monitoring dimensions of school climate and social emotional learning for students, staff, and parents but integration delays between our new Student Information System (SIS) and the vendor prevented the implementation. We were unable to find a similar system for use during the 2020/21 school year. Another challenge was that students who had social emotional challenges didn't want to participate in support sessions during distance learning because many of their difficulties were with their home life.

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.

Successes:

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and virtual school events. Actions included: maintaining a current website, sending home the Marcum Matters Newsletter regularly, teachers sending home student success postcards, activities within “houses” to increase and maintain engagement, inviting parents to attend virtual assemblies, recognizing Wildcat Community Contributors at Board meetings, and maintaining a parent portal where assignments and grades are posted.

During distance learning teachers offered live instruction for most the day that was as close to in-person as possible, so the majority of students attended. However, there were a few students who consistently only checked in to one or two classes a day. Teachers reached out to these students to improve their participation. Each afternoon teachers called the parent of any student who did not engage in distance learning for the day. If a student missed three days in a week or 60% the reengagement process started. The vice principal monitored all student attendance and weekly engagement logs and along with classroom teachers determined root causes of attendance problems. Only two students met the re-engagement criteria and were referred to the Re-engagement Team for intervention.

Challenges:

Students and families missed the in-person school events and assemblies to celebrate attendance and achievement. The Weekly Engagement logs were a chore for the teachers to complete and turn in and monitoring took a good amount of time. Communicating with families of English learners continued to be challenging.

Analysis of School Nutrition

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

Whether students were on campus learning or at home learning they were provided breakfast and lunch for each school day.

Successes:

During classroom-based instruction mealtimes were staggered to allow for cleaning between meal services and to serve students in smaller groups. Sneeze guards and partitions were installed at the food line and point of sale location. School lunch items were packaged, and students were served on disposable trays with disposable utensils. Food was delivered outside the classroom and students dismissed a few at a time, to pick up their meal. We offered the same meals as pre-pandemic and due to the NSLP this year, we are serving meals to more students than we have in the past.

During distance learning we operated a “Grab and Go” pickup, consisting of five breakfasts and five lunches per child, at the school campus each Wednesday between 1:30-3:30 and made deliveries on Wednesday afternoons to district families who were unable get to the school to pick up meals. Students liked the food and parents appreciated only having to come pick-up food once a week.

Challenges:

It was challenging setting up the schedule and staffing for food delivery to the classrooms once we were back on campus for instruction. When serving meals during distance learning, it was challenging for staff to know how much food to prepare each week. Some weeks there weren't enough meals prepared and staff had to rush to prepare more and some weeks there was left-over food.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Online system to support student and staff social-emotional wellbeing and development (Kelvin)	\$2,500	\$0	Y

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.

We planned to purchase Kelvin an online tool for monitoring dimensions of school climate and social emotional learning for students, staff, and parents but integration delays between our new Student Information System (SIS) and the vendor prevented the implementation. We were unable to find a similar system for use during the 2020/21 school year.

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.

Whether in-person or distance learning, there were many lessons to be learned in the 2020/21 school year. The importance of connections and communication was apparent throughout the year. All stakeholders were subjected to constant changes in how instruction was going to be delivered, requirements for reopening, services being offered, and potential school closures. We found that frequently, timely communication helped alleviate some frustration. We want to continue to build the school community we had by promoting parent involvement especially in our families of unduplicated students. Goal 2, Action 2.1

Teachers noted that the time spent each day on social emotional learning was necessary and helpful to their students. A part-time school counselor worked with 13% of our students in spring 2021. On a spring 2021 survey, 21.6% of parents answered Yes, their child will need social-emotional support in 2021/22 and 18.9% of parents answered Maybe, therefore social emotional health will be an increased focus in the 2021/22 school year. Goal 2, Action 2.2.

Local assessment data confirmed that students experienced the expected learning loss between March 2020 and fall 2020. While some of that loss was recovered, testing in winter 2021 showed not all student groups recovered at the same rate. Our existing actions of assessment, progress monitoring, and intervention had been showing improvements in student achievement therefore we will continue those actions in the 2021/22 school year. Goal 1, Action 1.3.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP through actions and services. We will follow an assessment cycle of systematic assessments for identifying students in need of academic, social-emotional, or other integrated supports. At the start of the school year, in winter, and again in spring, all students in grades 1-8 will participate in standardized, grade-level appropriate universal screening to identify skill gaps in reading, mathematic, reading fluency, phonics skills, and social-emotional learning. Curriculum-based, formative assessments, end of unit summative assessments, and comprehensive assessments conducted by teachers will regularly monitor progress on grade level standards and academic needs of students. Deficiencies across the entire class can be taught during whole class instruction. Teachers will monitor mastery of standards and reassess students on an on-going basis. Once state testing resumes, CAASPP and ELPAC data will also be used to monitor pupil learning loss. Students in need of support will take additional diagnostic tests to determine specific skill areas in need of targeted support. The frequency of progress monitoring for students receiving services will vary based on the tier and adjustments to intervention will be made if intervention is not effective. Monthly, the Director of Student Services will meet with each teacher to review every student's academic, social emotional, and behavioral progress as well as attendance. The most at-risk students will be identified and scheduled for intervention, support, or a Student Study Team meeting. Goal 1, Action 1.3.

In addition to academic monitoring, the social-emotional health aspect of learning loss will be measured and monitored. As part of our system of support for social-emotional health, three times per year (fall, winter, spring) teachers will fill out the Social, Academic, and Emotional Behavior Risk Screener (SAEBRS for each student in their class. This tool screens student risk for social-emotional and behavior problems. During these same time periods, students in grades 2-8 will take the mySAEBRS, a 20 item screener of the same three subsections. Based on these results tiered support will be given. See Goal , Action 2.2.

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.

All substantive differences for actions related to increased and improved services were explained in the appropriated sections above.

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.

An analysis and reflection of both the 2019-20 LCAP and the 2020-21 Learning Continuity Plan (LCP) confirm our commitment to continued coordination of the LCAP and Strategic Plan. Through this coordination, goals and actions are focused, driven by data, and meet the needs of our stakeholders. Local data and stakeholder survey responses support the continuation of many existing actions with some adjustments.

Prior to COVID-19, we had seen multi-year progress on key indicators. On the California School Dashboard in ELA our Hispanic students increased 26.6 points moving from 11 points below Standard Met (Orange) to 15.6 points above Standard Met (Blue) and increased 8.5 points in Mathematic moving from “Yellow” to “Green”. Our Low-Income students increased 6.5 points in ELA moving from “Orange” to “Yellow”. Forty-five percent of our English learners made progress in English Language Proficiency. Chronic absenteeism declined between 4.8% and 12.1% for all groups. On local universal assessments administered to third through eighth grades, in ELA, the percentage met for All students increased from 40% in 2019 to 70% in 2020 and Socio-economically Disadvantaged increased from 40% in 2019 to 60% in 2020. In Math, the percentage met for all students increased from 40% in 2019 to 68% in 2020 and Socio-economically Disadvantaged increased from 30% in 2019 to 60% in 2020.

At this time, we do not fully know the effect the pandemic has had on these gains. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%.

The 2019 California School Dashboard and 2020/21 local attendance data show a higher number of low-income students are chronically absent as compared to the All student group. On the 2019 CA School Dashboard 6.2% of All students were chronically absent but 10.1% of low-income students were chronically absent. We had similar findings with local data for 2020/21 P2, 10% of our All student group but 15% of our low-income students were chronically absent. Parents have reported a need for transportation since we are a rural school and students are not able to safely walk to school.

As a result of outcomes and reflection, we determined areas of focus to be on student achievement and student engagement/social-emotional health. We have refined our actions in the 2021/22 LCAP to focus on high quality instruction in priority standards and learning acceleration for all students and on-site coaching and professional development to support best practices in academics and social-emotional health (Action 1.1); a data review system to identify targeted needs and small group and individual tiered intervention

(Action 1.3); enrichment to increase student engagement (Action 1.4); home-to-school transportation at no cost to families (Goal 2, Action 2.3; and support for social-emotional health (Action 2.2).

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.

Annual Measurable Outcomes

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.

Actions/Services

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.

Analysis of In-Person Instructional Offerings

- 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.

Analysis of the Distance Learning Program

- 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.

Analysis of Pupil Learning Loss

- 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.

California Department of Education
January 2021

Local Control and 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
Marcum-Illinois Union Elementary School District	Jimmie Eggers Superintendent/Principal	JimmieE@sutter.k12.ca.us 530-656-2407

Plan Summary 2021/22

General Information

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

The Marcum-Illinois Union Elementary School District, established in 1926, serves approximately 180 students in Transitional Kindergarten through eighth grades, as well as 3 and 4-year olds in our state preschool. The mission of Marcum-Illinois School, to improve the basic skills of all children attending this school, and to create a school climate conducive to learning by encouraging good citizenship, good attendance, and high academic standards, is supported by all stakeholders. It is our intent to provide an environment that fosters in children the ability to recognize and accept responsibility so that they may participate productively in a democratic society.

A majority of our students, 64%, come to us on inter-district transfers because of our core values, academic success, and connection to the community. Among our student population, 48% are on the free and reduced lunch program, 6% are English Learners, and 12% are students with disabilities. We believe that all children can learn and have allocated financial and personnel resources to support students. The Superintendent, under direction from the Board of Trustees, is committed to keeping class sizes small and providing the instructional materials and supports needed to assure the success of all students.

In addition to our state preschool MIUSD supports after-school Gifted and Talented programs, sports, tutoring, and an after-school program (ASES) called "The Den" that provides-at low or no cost to parents-literacy, enrichment, and recreational support for students daily from 3:00 to 6:00 p.m. The district authorizes one charter school (South Sutter Charter) that is required to create their own LCAP.

Reflections: Successes

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

Despite school closure in spring 2020 and the requirement to open the school year through distance learning in fall 2020, we maintained our focus of providing a comprehensive program, using standards aligned curriculum with engaging instruction and materials. The district maintained a cycle of assessments to address pupil learning loss for all students. All students were assessed at the beginning of the 2020 school year and throughout the year using a comprehensive assessment system. Based on local assessment data, we increased intervention, offering more one-on-one and small group opportunities. Professional development continued with an added emphasis on remote teaching and learning, health and safety of students, social-emotional learning, and technology use. Actions 1.1 and 1.3 will support this work in the 2021/22 school year.

On October 5, 2020 Marcum successfully opened to full-time, in-person, instruction for TK-5th grade students Monday-Friday, while following county health department guidelines for safe reopening and social distancing. In response to stakeholder survey data, in-person offerings also included transportation and after-school care. On November 2, 2020 6th-8th grade students returned to campus. All classes had a daily 30-minute SEL period dedicated to supporting student mental health and social and emotional well-being. Teachers prepared and presented various SEL lessons and activities during this period each day. In February of 2021, Marcum-Illinois acquired a counselor who provided small group and one on one counseling sessions for about 13% of our students. Social-emotional health will continue to be addressed in Goal 2, Action 2.2.

We promoted parent engagement/participation for all students including unduplicated students and students with exceptional needs through parent information opportunities, regular communication, and virtual school events. On a spring 2021 parent survey, 100% of parents feel their involvement in their child's education is valued, 96.3% feel their input is valued, and 100% of parents feel the school is a friendly environment for all. Our efforts to increase parent engagement will continue with Goal 2, Action 2.1.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The process of piloting and adopting science curriculum was planned for the 2019/20 school year. Due to school closure, this action was not completed and will need to be completed as we continue to provide standards aligned instructional materials. Goal 1, Action 1.2.

Universal MAP testing in fall 2020 showed an expected decline from previous testing in winter 2020. Students in the socio-economically disadvantaged group, English learners, and students with disabilities showed significant learning loss as compared to the All student group. While some of that decline was recovered as indicated by winter 2021 testing, not all student groups are recovering at the same rate. We must refine our practice of assessment, progress monitoring, and intervention to mitigate learning loss in the 2021/22 school year. Goal 1, Actions 1.3.

There is a need for enhanced support in social-emotional learning. When 3rd-8th grade students were asked if bullying was a problem at school, 13% said it Usually is a problem. About 22% of parents surveyed feel that their child will need social-emotional support in the 2021/22 school year. Parents would like to see that support offered through small group work with a counselor or lessons in the classroom. We will support students' social-emotional health by providing services and programs. Goal 2, Action 2.2.

The 2019 California School Dashboard and 2020/21 local attendance data show a higher number of low-income students are chronically absent as compared to the All student group. On the 2019 CA School Dashboard 6.2% of All students were chronically absent but 10.1% of low-income students were chronically absent. We had similar findings with local data for 2020/21 P2, 10% of our All student group but 15% of our low-income students were chronically absent. Parents have reported a need for transportation since we are a rural school and students are not able to safely walk to school. Goal 2, Action 2.3

LCAP Highlights

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

Working closely with stakeholders, the Marcum-Illinois Union Elementary School District developed a Strategic Plan that outlines the district's Mission and Vision.

Mission: The mission of the Marcum-Illinois Union Elementary School District is to provide a high-quality education for every student in this district.

Vision: All stakeholders of the Marcum-Illinois Union Elementary School District commit to act in collaboration and to openly support our district's students in their pursuit of a quality education.

Taking into consideration our Strategic Plan along with input from stakeholders and evaluation of state and local data we have identified two LCAP goals to be the necessary focus areas.

Goal 1 – Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

Goal 2 – Ensure the school is a safe, engaging, and inclusive supportive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.

Key features include:

- Refining a tiered academic intervention program for students needing strategic and intensive intervention.
- Increasing Social-emotional Learning supports for students and families.
- Further developing and coordinating a system that engages parents, families, and community.
- Providing support to address student educational, behavioral, and social emotional needs by maintaining a Director of Student Services.
- Providing home to school transportation at no cost to families.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Marcum-Illinois actively sought the involvement and input of all stakeholder groups as part of the LCAP annual update process and development of the 2021-24 LCAP and considered their input before finalizing the LCAP.

Site Council/LCAP Advisory Group (Marcum-Illinois does not have an ELAC) and MIEUSD Parents: Parent surveys were sent out in March and used to obtain data for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. In April 2021, parents were invited to attend our Site Council/LCAP Advisory Group meeting to review and discuss the progress toward the LCAP goals, as well as to provide input toward goals, actions, and services. In May 2021, the LCAP Advisory Group reviewed and approved the draft LCAP. Meetings and the availability of surveys were publicized through email messages and social media.

Classified and Certificated School Staff (Marcum-Illinois does not have a Bargaining Unit): Certificated staff completed a survey on local priority standards in February 2021. Survey data was used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP. All school staff had the opportunity to review data and progress toward prior LCAP goals, as well as to provide input toward the annual update and 2021-24 LCAP goals and actions during spring 2021.

Students: Students in grades 3rd-8th were surveyed in February 2021 via Google forms for their input on conditions of learning, engagement, and academics. Results were used for the annual update as well as metrics to drive goals and actions for the 2021-24 LCAP.

SELPA: District leaders consulted with the Sutter County SELPA Director in February 2021 for input on the Annual Update and 2021/24 LCAP.

Board of Trustees: Throughout the year the board received updates on progress of goals and actions, data outcomes, and survey results. After stakeholder input, a draft of the annual update and proposed goals and actions was presented for discussion. The draft LCAP was available on the district webpage for public comment prior to final board approval. Stakeholders were encouraged to email the school, comment through our website, or call the school to submit input. A Public Hearing of the draft LCAP was held on June 7, 2021. The LCAP was adopted on June 14, 2021.

A summary of the feedback provided by specific stakeholder groups.

Advisory Group/Parent: 2021 LCAP survey and feedback results show that intervention is important (100%); after-school tutoring is important (94%); and that parents regularly attend school activities and value engagement opportunities. Parents think the school is safe (97.1%) and 100% of parents feel the school has done a good job related to COVID safety. Increasing the academic rigor and having high expectations is a need for 11.8% of respondents as well as the need for enrichment activities. Seventy-Nine percent of parents expressed the need for transportation.

Classified and Certificated School Staff: 2021 LCAP survey and feedback results indicate a need to refine assessment, progress monitoring, and data review process; increase intervention for struggling students (academic, behavior, social-emotional); and provide professional development support in ELD, NGSS, and History-Social Science.

Students: 2021 LCAP survey results indicate students feel safe at school 83% Usually and 15% Sometimes; there are activities they enjoy at school (92%); bullying is Usually a problem 13%, Sometimes a problem 37%, Never a problem 50%; and when asked if they are comfortable asking their teachers for help, students responded, 65.7% Usually, 31.3% Sometimes, and 3% Never. These results indicate a need for more social-emotional support and implementation of an anti-bullying program.

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

As a result of stakeholder engagement, metrics, and student outcomes on local measures many of the previous LCAP actions and services have been continued and/or expanded. Metrics, student outcomes, and input from parents/guardians regarding the need for intervention and after-school tutoring, increased academic rigor, and the need for enrichment activities resulted in Goal 1, "Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students."

Specific stakeholder input from parents/guardians regarding the importance and need for intervention and after-school tutoring and teacher input regarding the need for refinement of our system of assessment and progress monitoring, and support with data management resulted in the action to, "Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities), by using a comprehensive assessment system and data reflection process; by providing targeted intervention and progress monitoring; and by supporting instructional planning/delivery to ensure continuous improvement." Goal 1, Action 1.3

Parents/Guardians expressed the importance of enrichment activities and students reported having activities they enjoy so we will maintain our GATE program and after-school enrichment activities. See Goal 1, Action 1.5. Parents/Guardians also expressed a need for transportation resulting in Goal 2, Action 2.3 and reported regularly attending school activities and valuing the engagement opportunities available so we are continuing to have an action related to parent involvement. Goal 2, Action 2.1.

The Board of Trustees reiterated the desire for close alignment of the LCAP and the Strategic Plan that was completed in 2018. In addition, the Board felt strongly that LCAP goals and actions should be concise, focused on a few key areas, and coordinate with other required plans.

Goals and Actions

Goal

Goal #	Description
1	Provide a high-quality, effective instructional program that ensures college and career readiness by addressing the unique needs and abilities of all students.

An explanation of why the LEA has developed this goal.

The actions and services linked to this goal concentrate on the implementation of content standards, instructional practices, and targeted interventions across the grade levels, for all students, especially unduplicated pupils. This focus is even more necessary as we work to address pupil learning loss due to the pandemic. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%. These actions and services in Goal 1 support pupil achievement by focusing on instruction, standards-aligned materials, assessment/data, targeted intervention, and enrichment.

State Priorities: 1, 2, 4, 7, & 8

Local Priorities: Strategic Plan: Academics 1, 2, 3, 4

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Percent of teachers appropriately assigned and fully credentialed. Source: SARC	February 2021 100%				February 2024 100%
Basic Services Percent of students with sufficient access to standards-aligned instructional materials Source: SARC	February 2021 100%				February 2024 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards Progress (1-5) in implementing programs to support staff in identifying areas they can improve in delivery of instruction. Source: Local Indicator Survey	February 2021 ELA: 4 ELD: 3 Math: 3 NGSS: 2 HSS: 3				February 2024 ELA: 5 ELD: 4 Math: 4 NGSS: 4 HSS: 4
Implementation of State Standards Percent of English learners scoring Standard Met in ELA on local assessment (NWEA MAP). Source: Local Assessment Data	Winter 2021 25%				Winter 2024 45%
Pupil Achievement Distance from Standard Met on CAASPP Source: CA School Dashboard	Fall 2019 ELA 13.2 above – All 9.8 below – Low-Income Math 6.1 above – All 20.1 below – Low-Income				Fall 2023 ELA 15 above – All 6 below – Low-Income Math 10above – All 15 below – Low-Income
Pupil Achievement Percent of students scoring Met or Exceed Standard on CAASPP Summative Assessment (Grades 3-8) Source: CAASPP Data	Spring 2019 ELA 57% – All 48% – Low-Income Math 52% – All 44% – Low-Income Science 49% – All (5 th & 8 th)				Spring 2023 ELA 62% – All 55% – Low-Income Math 57% – All 50% – Low-Income Science – All (5 th & 8 th) 54%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement Percentage of EL pupils who make progress toward English proficiency as measured by ELPAC Source: CA School Dashboard	Fall 2019 45.5%				Fall 2023 50%
Pupil Achievement EL Reclassification Rate Source: Local Data	2019/20 0 students were reclassified because there was no ELPAC testing in spring 2020				2022/23 3 students reclassified
Course Access LEA's progress (1-5) implementing academic standards for all students. Source: Local Indicator Survey	February 2021 CTE: 3 Physical Education: 4 VAPA: 3				February 2024 CTE: 4 Physical Education: 5 VAPA: 4
Course Access Percent of unduplicated and students with exceptional needs scoring <i>Standard Not Met</i> on local assessments, receiving tutoring or tiered intervention. Source: Attendance in Programs	2020/21 This program will be established and implemented in the 2021/22 school year				2023/24 80%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes Percent of 3 rd -8 th grade students scoring Standard Met on local assessment. Source: Local Data (NWEA MAP)	Winter 2021 Reading 45% All 34% Low-income 34% Students with Disabilities 25% English learners Math 31% All 7% Low-income 25% Students with Disabilities 0% English learners				Winter 2024 Reading 65% All 45% Low-income 40% Students with Disabilities 40% English learners Math 65% All 45% Low-income 40% Students with Disabilities 40% English learners

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Certificated Staff/PD	Provide rigorous instruction to all students by recruiting, retaining, and training/supporting skilled certificated staff. <ul style="list-style-type: none"> PD: assessment system, writing, and learning loss/acceleration 	\$795,210	No
1.2	Instructional Materials	Provide standards-aligned instructional materials, supplemental resources, and supplies by purchasing science curriculum and consumables.	\$37,794	No
1.3	Support Academic Achievement	Support the academic achievement of all students, with emphasis on unduplicated students (including Socioeconomically Disadvantaged, English learners, foster youth, and students with disabilities). Components include: <ul style="list-style-type: none"> A comprehensive assessment system (MAP & FastBridge); Aides to provide and support targeted intervention and progress monitoring; Monthly data review; and A Director of Student Services to oversee assessment and intervention system, work with teachers to analyze data and plan instruction and intervention, and on-site coaching and professional development to ensure continuous improvement. 	\$231,597	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	Enrichment	Maintain GATE program by providing students increased exposure to high-level thinking activities throughout the day, as well as after-school enrichment programs. <ul style="list-style-type: none"> ○ Staff ○ Destination Imagination fee and materials 	\$2,950	No

Goal Analysis

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.

N/A

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

N/A

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

N/A

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.

N/A

Goal

Goal #	Description
2	Ensure the school is a safe, engaging, and inclusive environment for students and their families so that all students achieve academic excellence, and families will be actively involved in the educational process.

An explanation of why the LEA has developed this goal.

Stakeholder feedback and input indicate a need to address the overall wellness of all students. Factors include chronic absenteeism, parent engagement, school safety, and our local school climate. A gap exists between chronic absenteeism rates for all students, 6.2% and socioeconomically disadvantaged students, 10.1%. When asked if they had been given ways to be involved with the school, 88.2% of parents agreed they had but 11.8% disagreed. Eighty-three percent of students report usually feeling safe at school, up from 78.6% in 2020. More students indicate there are activities at school they enjoy participating in 92% in 2021 up from 84.5% in 2020. Our work in creating a safe, engaging environment has been successful and should continue. Thirteen percent of our students are receiving services from a part-time counselor and teachers indicate that need will continue to increase. All stakeholders have faced challenges over the past year that require increased services and supports to address engagement and wellness. The actions in this goal are focused on creating and maintaining a positive school climate where everyone is encouraged to be an active participant in the school community.

State Priorities: 1, 3, 5, & 6

Local Priorities: Strategic Plan: Culture & Climate 2, 3, 4, 5; Facilities 1, 2, 3

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic Services Facilities Inspection Tool Rating Source: Facility Inspection Tool (FIT)	December 2020 Exemplary				December 2023 Exemplary
Parental Involvement Percent of parents who agree the school seeks parental involvement. Source: Survey	February 2021 91.2% All 91% Low-income 100% Students with Exceptional Needs				February 2024 95% All 95% Low-income 100% Students with Exceptional Needs
Pupil Engagement Attendance Rate Source: P2 Local Data	P2 2021 96.33%				P2 2024 98%
Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard	Fall 2019 6.2% All 10.1% Low-income				Fall 2023 5% All 7% Low-income

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement Middle School Dropout Rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Suspension Rate Source: CA School Dashboard	Fall 2019 .5%				Fall 2023 0%
School Climate Expulsion Rate Source: CALPADS	EOY 2020 0%				EOY 2023 0%
School Climate Percent of parents, students, and staff who feel the school is safe. Source: Survey	February 2021 Parents 97.1% Strongly Agree/Agree Students 83% Usually 15% Sometimes Staff We will collect baseline data.				February 2024 Parents Maintain >95% Strongly Agree/Agree Students 88% Usually 10% Sometimes Staff 95% Agree
School Climate Percent of parents and students who feel a sense of connectedness to the school. Source: Survey	February 2021 97% Parents 92% Students				February 2024 98% Parents 95% Students

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	Promote parent involvement through parent information opportunities, two-way communication systems, and engaging school events.	\$4,264	No

Action #	Title	Description	Total Funds	Contributing
2.2	Social-emotional Health	Support students' social and emotional health by providing a part-time school counselor and a screening program.	\$7,031	No
2.3	Transportation	Provide transportation services at no cost to families.	\$95,610	No
2.4	Facilities	Continue to provide safe, well maintained facilities. <ul style="list-style-type: none"> ○ Personnel ○ High speed internet ○ Intercom ○ Video surveillance 	\$274,241	No

Goal Analysis

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.

N/A

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

N/A

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

N/A

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.

N/A

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
9.46%	\$143,315

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.

Marcum Illinois EUSD will receive \$143,315 in supplemental funding for the 2021/22 school year based on the number and concentration of English learners, low income, and foster youth and does not qualify for concentration grant funding. All actions and expenditures of funds marked as contributing to increased or improved services focus on the needs of our unduplicated population and were developed using a careful analysis of data and input from our stakeholders. A review of the district's needs and metrics, along with stakeholder input, determined that supporting students' academic achievement and providing home to school transportation would be the most effective use of supplemental funds to meet the goals for unduplicated pupils. The following actions are principally directed and effective in increasing performance for low-income students, English learners, and foster youth. These actions and services are being performed on a schoolwide or districtwide basis to increase their overall efficiency and effectiveness.

A review of local universal assessments for unduplicated students indicates a performance gap in ELA and Math between unduplicated students and all students. In addition, data indicates unduplicated pupils are not recovering from pandemic-related learning loss at the same rate as their peers. Achievement on local assessments decreased between winter 2020 and winter 2021. In ELA the percentage Met for All students went from 70% to 45%; Socio-economically Disadvantaged from 60% to 34%; English learners 27% to 25%; and Students with Disabilities from 53% to 34%. In Math the percentage Met for All students went from 68% to 31%; Socio-economically Disadvantaged from 60% to 7%; English learners from 25% to 0%; and Students with Disabilities from 33% to 25%. In consideration of this performance gap and slower recovery rate, we will refine our comprehensive assessment system to provide data in such a way that teachers can quickly identify skill gaps and take action. Data meetings between classroom teachers and the Director of Student Services will be scheduled monthly with a focus on our unduplicated students. During these meetings, the team will identify skill gaps that will be addressed in the classroom with the whole class and identify students in need of Tier II and Tier III intervention. Targeted intervention will be planned and scheduled. A progress monitoring system will be implemented, including testing windows and data review dates. The Director of Student Services will oversee all universal testing, progress monitoring, assessment scheduling and training for delivery of targeted intervention as

well as monitor the progress of unduplicated pupils. Professional development activities and coaching will also be embedded throughout. These actions are being provided on an LEA-wide basis and we expect that all students scoring less than proficient on CAASPP and local assessments will benefit. However, because of the gap in performance and slow rate unduplicated pupils have recovered from pandemic related learning loss, we believe this action will support our unduplicated pupils in recovering from learning loss significantly more than other students as measured by an increase in percent proficient on ELA and math universal assessments. Goal 1, Action 1.3.

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

Marcum-Illinois Union Elementary School District is required to increase and improve services for unduplicated pupils by 9.46%. The actions identified within the prompt above will be completed in order to meet this proportionality percentage.

Total Expenditures Table

[illegible]

Contributing Expenditure Table							
					Totals by Type	Total LCFF	Total Funds
					Total:	\$ 150,144	\$ 231,597
					LEA-wide Total:	\$ 150,144	\$ 231,597
					Limited Total:	\$ -	\$ -
					Schoolwide Total:	\$ -	\$ -
Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1.1	Certificated Staff/PD	LEA-wide		All	\$ 793,562	\$ 795,210
1	1.2	Instructional Materials	LEA-wide		All	\$ 32,179	\$ 37,794
1	1.3	Support Academic Achievement	LEA-wide	Socio-economically Disadvantaged, English learners, students with disabilities	All	\$ 150,144	\$ 231,597
1	1.4	Enrichment	LEA-wide		All	\$ 2,950	\$ 2,950
2	2.1	Parent Engagement	LEA-wide		All	\$ 4,264	\$ 4,264
2	2.2	Social-emotional Health	LEA-wide		All		\$ 7,031
2	2.3	Transportation	LEA-wide		All	\$ 95,610	\$ 95,610
2	2.4	Facilities	LEA-wide		All	\$ 264,241	\$ 274,241

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.