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

General Information

Plan Summary [2021-22]

<table>
<thead>
<tr>
<th>Superintendent/Principal</th>
<th>Kristine Arzum</th>
<th>Chaminard Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email and Phone</td>
<td></td>
<td>Contact Name and Title</td>
</tr>
</tbody>
</table>

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.
Key features are extra student support with extra enrichment opportunities.

Chimader School’s LCAP supports multi-tiered systems of student support in academics and behavior. Technology: Engineering, Arts, and Music. Encouraging a rigorous academic instructional program, supporting students with positive behaviors and offering great enrichment programs with emphasizing

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

LCAP Highlights

Among students and between student and school. To support both the students as well as develop strategies used by teachers to enhance the learning environment and improve relationships

We need to continue to provide targeted supports and interventions to improve the overall performance of students meeting or exceeding performance and significant performance gaps among student groups on dashboard indicators and any steps taken to address those needs.

We describe the needs of significant improvement based on a review of dashboard and local data, including any areas of low

Reflections: Identified Need

need some foundational math skill support.

Chimader Elementary has been making progress in local assessments of Phonics Screener and DIBELS. Students are excelling ELA and

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

Reflections: Successes

Our school is located in a beautiful, rural setting that is close to the city of Petaluma. It can also be considered a rural

Our single school district is located in a beautiful, rural setting that is close to the city of Petaluma. It can also be considered a rural

Students are recognized for their accomplishments at our monthly assemblies.
Cimarron Elementary School District has not been identified as CSI. A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

There are no schools identified within Cimarron Elementary School District that have been identified for CSI.

An LEA with a school or schools eligible for Comprehensive Support and Improvement must respond to the following prompts:
Parents provided report cards and given training on the report cards by the classroom teacher so parents can better understand their children’s progress.

- Parent liaison position established and continued to increase family access to school.
- All parents, including parents of English Learner and exceptional needs students, will be provided with appropriate opportunities to be involved in their child’s education.

All parents, including parents of English Learner and exceptional needs students, will be provided with appropriate opportunities to be involved in their child’s education. Parent liaison position established and continued to increase family access to school.

- Parent liaison position established and continued to increase family access to school.
- All parents, including parents of English Learner and exceptional needs students, will be provided with appropriate opportunities to be involved in their child’s education.

Goal 2: With assessments and outcomes reviewed in Stakeholder groups:

- Start development in CCS, ELA, English Language, Toolbox, and Math Intervention professional development.
- Highly qualified classroom teachers were provided in all grades and classes.
- Instructional assistants provided instructional and behavioral support for all students with EL/ESL needs and low-income students.
- Instructional assistants provided instructional and behavioral support for all students with EL/ESL needs and low-income students.

- Support/mentoring with ELA, Math, and ELA groups.

4. Continued growth and class sized staff reviewed local assessments and outcomes for all students including English Learner and exceptional needs.
- Continued growth and class sized staff reviewed local assessments and outcomes for all students including English Learner and exceptional needs.

2. School Board meetings.
- School Board meetings.

1. School site Councils.
- School site Councils.

Goal 1: With assessments and outcomes reviewed in Stakeholder groups:

- Superintendents met with SSC, ELA, and DELAC groups.
- Superintendents met with SSC, ELA, and DELAC groups.

Engaged member of Chandler’s school community and their child’s education.

1. Continue to develop capacity of Chandler’s MTSS/RtI model for academic and behavioral student supports and interventions.
- Continue to develop capacity of Chandler’s MTSS/RtI model for academic and behavioral student supports and interventions.

2. Continue to develop the parent family liaison position so that Spanish speaking families can have school access and be an engaged member of Chandler’s school community and their child’s education.
- Continue to develop the parent family liaison position so that Spanish speaking families can have school access and be an engaged member of Chandler’s school community and their child’s education.

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
Weekly newsletter communication is translated and emailed to families and posted on Facebook for easy access.

* Continue providing a parent/family liaison position.
* Continue with transition services.
* Continue with EBL, RIT, etc.
* Continue with attendance.
* Continue with P/Ts.
* Continue with attendance.

Goal 1: All students will acquire knowledge and skills necessary to be successful and prepared to continue their education and preparation for college.

Goal 2: All parents, including parents of underrepresented students, will be provided with appropriate opportunities to be involved in their children’s education.

New Common Core Report Cards will be translated into Spanish.

* Continue providing highly qualified classroom teachers.
* Continue with the arts, music, and PE programs with art, music, and STEAM.
* Continue using extra curricular activities for 3rd reading intervention and support.
* Continue instruction on shared best practices.

Continue to provide professional development aligned with CCSS and ELA strategies through the peer coaching model of sharing best practices.

* Continue to provide highly qualified instructional assistants for student learning and behavior support.
* Continue to provide professional development.

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

Stakeholders, and families would like to continue with PBIS, instructional assistant support, music, art, and steam.

A summary of the feedback provided by specific stakeholder groups:

Community Liaison worked with the principal to build capacity for attendance and working with families to attend school each day. School Everyday and no time to learn learning day. Students will be engaged in their learning in order to be successful. In order for students to be engaged in their learning they need to be at school everyday and on time to learn learning day.

Goal 4 with assessments and outcomes reviewed in stakeholder groups:

* Continue with our goal of 0% Expulsion Rate; low suspension rate.
* PBIS Team established with three classified staff, three classified staff, three parents, one administrator.
* Positive Behavior Intervention Support Program continuing at Chimarron.

Goal 3 with assessments and outcomes reviewed in stakeholder groups:

* Provide a safe, secure learning environment.
* Continue with our goal of 0% Expulsion Rate; low suspension rate.
* RIT, etc.
* Continue with P/Ts.
* Continue with attendance.

Report cards were translated into Spanish for Spanish-speaking families.
Students' and families' at school

- Aeries Student Information System will include Parent Square to help make sure that all families receive text messages about events.
- Continue providing a school liaison to build the multi-tiered system of support for attendance.
- Intervention.
- Recognize and reinforce perfect attendance. Recognize the need of attendance Rtl; multi-level attendance and tardy.

Goal 4 - Students will be engaged in their learning in order to be successful. In order to be successful, students need to be engaged in their learning.

- Toolbox program for social and emotional well-being has been added and professional development for teachers.
- Continue to provide a school counselor to support student pro-social skills/behavior Rtl through PBIS.
- Provide a safe, secure learning environment.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023-24</th>
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</thead>
<tbody>
<tr>
<td>Math proficiency in ELA and students meeting</td>
<td>6% increase from Fall</td>
<td>2% increase</td>
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<tr>
<td>Math proficiency in ELA and students meeting</td>
<td>6% increase from Fall</td>
<td>2% increase</td>
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<td></td>
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<tr>
<td>Material aligned instructional materials</td>
<td>100% students have access to standards</td>
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<td>Student access to DESELS</td>
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<td>Student achievement</td>
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<td>Student achievement</td>
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<tr>
<td>Measurement and Reporting Results</td>
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<tr>
<td>All students will achieve proficiency in areas of ELA and Math as measured by local assessments</td>
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<tr>
<td>An explanation of why the LEA has developed this goal</td>
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<tr>
<td>Education and preparation for college, career, and a lifetime of learning</td>
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<tr>
<td>NAGPS aligned standards</td>
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<tr>
<td>All students will receive appropriately challenging instruction and support based on NAGPS aligned grade level</td>
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</tbody>
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**Goal**

**Goals and Actions**
<table>
<thead>
<tr>
<th><strong>Actions</strong></th>
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</thead>
<tbody>
<tr>
<td><strong>Maintain</strong></td>
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<tr>
<td>Grades reassessed in later Kindergarten, Reclassification Rate for maintain the 0%</td>
<td></td>
</tr>
<tr>
<td>Grades reassessed in later Kindergarten, Reclassification Rate of</td>
<td></td>
</tr>
<tr>
<td>Access Standards: Students have all</td>
<td></td>
</tr>
<tr>
<td>Full implementation: ELD: Studies: Full History &amp; Social Implementation:</td>
<td></td>
</tr>
<tr>
<td>Full implementation: Math: Full Language arts: Full</td>
<td></td>
</tr>
<tr>
<td>Fedcredentialed: 100% of teachers are</td>
<td></td>
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<tr>
<td>Desired Outcome for 2023-24</td>
<td>Year 3 Outcome Year 2 Outcome Year 1 Outcome Baseline Metric</td>
</tr>
<tr>
<td><strong>Total Funds</strong></td>
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<tr>
<td>$47,717.00</td>
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</tbody>
</table>
A report of the estimated actual expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

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

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

An explanation of how effective the specific actions were in making progress toward the goal
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between budgeted expenditures and estimated actual expenditures.

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

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

Analysis of how this goal was carried out in the previous year:

<table>
<thead>
<tr>
<th>Goal Analyses [2021-22]</th>
<th>Yes/No</th>
<th>Amount</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Add to the adopted math curriculum for TK and K teachers</td>
<td>Yes</td>
<td>$3,000.00</td>
<td>Envision Math</td>
</tr>
<tr>
<td>Hire an instructional assistant to provide math intervention to students</td>
<td>Yes</td>
<td>$3,494,456.00</td>
<td>Instructional Assistant</td>
</tr>
<tr>
<td>Math adoption so that all teachers are using the same program.</td>
<td>No</td>
<td>$1,000.00</td>
<td>Envision Math</td>
</tr>
<tr>
<td>This material will be for small group after school programs</td>
<td>Yes</td>
<td>$1,000.00</td>
<td>Action #</td>
</tr>
</tbody>
</table>

Contributing Funds
## 2023-24 Local Control Accountability Plan for Cumner Elementary School District

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributing Funds</th>
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<tbody>
<tr>
<td></td>
<td>$500.00</td>
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</tbody>
</table>

**Families**  
access for families. We will also make food and daycare available for students.

**Meetings**  
Scheduled in advance and able to be online or in person for easier attendance.

<table>
<thead>
<tr>
<th>Title</th>
<th>Action #</th>
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<tbody>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Description</th>
<th>Parent Survey</th>
<th>Parent Engagement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed the survey</td>
<td>75% of parents</td>
<td>Parent square</td>
</tr>
<tr>
<td>Weekly Newsletters to be sent</td>
<td>75% of parents</td>
<td>Weekly articles</td>
</tr>
<tr>
<td>Increase the percentage of parents participating in ELAC and DELAC</td>
<td>10%</td>
<td>Meeting in ELAC and DELAC</td>
</tr>
</tbody>
</table>

### Measuring and Reporting Results

**2023-24** Desired Outcome:  
Year 3 Outcome:  
Year 2 Outcome:  
Year 1 Outcome:  
Baseline:  
Metric:  

This goal is to make parents feel a part of the school. We want them to feel heard and to share their ideas.

An explanation of why the LEA has developed this goal:

All parents, including parents of unduplicated and exceptional needs, students will be provided with appropriate opportunities to be involved in their students’ education.
An analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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

An explanation of material differences between budgeted expenditures and estimated actual expenditures.

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

Goal Analysis (2021-22)

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Weekly Emails</th>
<th>Monthly Parent Square (school-to-home communication tools)</th>
<th>For School to Family Communication Tools</th>
<th>Maximize</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>$1,500.00</td>
<td>Utilize Parent Square (school-to-home communication tools) and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>$2,000.00</td>
<td>Community Events will be run throughout the school year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Yes</td>
<td>$5,799.00</td>
<td>Our Parent Liaison is full-time and is located in the office daily</td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>Yes</td>
<td>$200.00</td>
<td>Create opportunities for families to participate in CEF</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Title</th>
<th>Action #</th>
<th>Description</th>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
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</tbody>
</table>
A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.
## Goals and Actions

<table>
<thead>
<tr>
<th>Goal</th>
<th>Description</th>
<th>#</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Support Student</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Support Staff</td>
<td></td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Counselor to help facilitate and support PBIS and Toolbox</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Provide Positive Behavior System to help with wellness and health</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>PBIS Team will work with staff and students</td>
<td></td>
</tr>
</tbody>
</table>

### Measuring and Reporting Results

- **Baseline**: Year 1 Outcome
- **Year 1 Outcome**
- **Year 2 Outcome**
- **Year 3 Outcome**

**Fidelity Score of 80/80**
- Maintained fidelity score as measured by the PBIS Implementation Survey.
- PBIS Team survey.
-PBIS Teacher survey.

**Repair**
- Facilities in good repair.
- Parent Survey.
- Facilities in good repair.

**Desired Outcome**
- Year 2-24
- Year 3 Outcome
- Year 2 Outcome

**Baseline**
- Year 2-24
- Year 3 Outcome
- Year 2 Outcome

**RUBRIC**
- PBIS RUBRIC
- PBIS Implementation
- PBIS Team

**Fidelity Score**
- Continuous to have a fidelity score of 80/80
- 80% completion of the fidelity survey.
- PBIS Team fidelity.

**Engage Parents, Staff, and Community to promote unique educational opportunities for students and increase students' time in school**
- As explained in why the LEA has developed this goal.

**Provide a safe, secure environment for all children, including SWD, unduplicated, and exceptional children**
- As explained in why the LEA has developed this goal.
A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Reflections on prior practice.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from an analysis of the specific actions were in making progress toward the goal.

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

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

An explanation of material differences between budgeted expenditures and estimated actual expenditures.

An analysis of any substantial differences in planned actions and actual implementation of these actions.

An analysis of how this goal was carried out in the previous year.
<table>
<thead>
<tr>
<th>Action #</th>
<th>Description</th>
<th>Action</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>School Counselor will provide outreach as necessary to support students attending school every day and on time. We will provide support for families with attendance support needs.</td>
<td>2</td>
<td>Attend the Parent-Teacher Conference through the PALS and MTSS systems. Students will be supported for attendance and behaviors.</td>
</tr>
<tr>
<td>3</td>
<td>An emergency notification system and Parent Square will keep parents aware of their child's absence. This will help us to be aware of who is absent.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>2%</th>
<th>5.3%</th>
<th>Chronic Absenteeism</th>
<th>2019 Dashboard was 5.3%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increasing the amount of students who are attending school by 2%</td>
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</tbody>
</table>

**Measuring and Reporting Results**

Students will understand the importance of being on time and being ready to learn.

An explanation of why the LEA has developed this goal.

Students who engage in their learning need to be at school every day and on time to their learning day. All students, including English Language and exceptional needs, students, will be engaged in their learning. In order for this goal to be met, we have implemented the following actions:

- **Action 1:** School Counselor will provide outreach as necessary to support students attending school every day and on time. We will provide support for families with attendance support needs.
- **Action 2:** Attend the Parent-Teacher Conference through the PALS and MTSS systems. Students will be supported for attendance and behaviors.
- **Action 3:** An emergency notification system and Parent Square will keep parents aware of their child’s absence. This will help us to be aware of who is absent.

**Goals**

No 0 | $1,500.00
---|---
No 0 | $500.00
Yes 0 | $21,204.00
Contributing Total Funds
A report on the estimated actual expenditures for last year's actions may be found in the Annual Update Expenditures Table. Analyses of the 2021-22 goals will occur during the 2022-23 update cycle. A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

### Goal Analysis (2021-22)

<table>
<thead>
<tr>
<th>Action</th>
<th>Title</th>
<th>Description</th>
<th>Contributing Funds</th>
<th>Total Funds</th>
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</thead>
</table>

School and to accurately track this information.
In addition to what we are providing above, we are providing transitioning services for families and a person as a family liaison for community outreach. We are increasing our services by 9.4% for students who are foster youth, English learners, and low income.

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

Described in this section are specifically targeted for unduplicated student support.

Additionally, support will be added to allow unduplicated students access to intervention programs before and after school. Research-based instructional assistance will be helping to meet this need.

Meeting the goals for these students.

(1) How the needs of foster youth, English learners, and low-income students are considered first. and (2) how these actions are effective in.

<table>
<thead>
<tr>
<th>Income Students</th>
<th>Percentage to Increase or Improve Services</th>
</tr>
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<tbody>
<tr>
<td>9.4%</td>
<td>48632</td>
</tr>
<tr>
<td>Goal</td>
<td>Action</td>
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<td>5</td>
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<tr>
<td>Grade/Loc</td>
<td>Total CFF Funds</td>
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<td>-----------</td>
<td>-----------------</td>
</tr>
<tr>
<td>3-8</td>
<td>$4,717.00</td>
</tr>
<tr>
<td>All Schools</td>
<td>$1,000.00</td>
</tr>
<tr>
<td>All Schools</td>
<td>$34,166.00</td>
</tr>
<tr>
<td></td>
<td>$3,000.00</td>
</tr>
<tr>
<td></td>
<td>$5,759.00</td>
</tr>
<tr>
<td>Low Income Foster Youth English Learners</td>
<td>Community Events LEA-wide</td>
</tr>
<tr>
<td>Low Income Foster Youth English Learners</td>
<td>Parent Link Parent Liaison</td>
</tr>
<tr>
<td>Total:</td>
<td>$77,986.00</td>
</tr>
<tr>
<td>1</td>
<td>$73,463.00</td>
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<tr>
<td>2</td>
<td>$7,717.00</td>
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<td>3</td>
<td>$0.00</td>
</tr>
<tr>
<td>4</td>
<td>$77,986.00</td>
</tr>
</tbody>
</table>

Contributing Expenditures Tables
<table>
<thead>
<tr>
<th>Total Funds</th>
<th>LEFF Funds</th>
<th>Location</th>
<th>Student Group(s)</th>
<th>Action</th>
<th>Action #</th>
<th>Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>$2,121,204.00</td>
<td>$2,142,900.00</td>
<td>Schoolwide</td>
<td>Low Income Foster Youths English Learners</td>
<td>School Counselor will provide positive behavior systems for attendance &amp; support students and families with support.</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$500,000</td>
<td>00</td>
<td>Schoolwide</td>
<td>Low Income Foster Youths English Learners</td>
<td>School Counselor to maximize health/wellness for school to family communication tools</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>$3,600,000</td>
<td>00</td>
<td>Schoolwide</td>
<td>Low Income Foster Youths English Learners</td>
<td>School Counselor to maximize health/wellness for school to family communication tools</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$1,500,000</td>
<td>00</td>
<td>Schoolwide</td>
<td>Low Income Foster Youths English Learners</td>
<td>School Counselor to maximize health/wellness for school to family communication tools</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Estimated Expenditures</td>
<td>Planned Expenditure Total</td>
<td>Prior Action/Service Title</td>
<td>Goal #</td>
<td>Last Year's Action #</td>
<td>Last Year's Goal #</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>---------------------------</td>
<td>----------------------------</td>
<td>--------</td>
<td>----------------------</td>
<td>-------------------</td>
<td></td>
</tr>
</tbody>
</table>

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.
Introduction and Instructions

For additional questions or technical assistance related to the completion of the LCAP Template, please contact the local CDE or the increased or improved services for Foster Youth, English Learners, and Low-Income Students.

Goals and Actions

Stakeholder Engagement

Plan Summary
Purpose that each section serves.

These instructions address the requirements for each section of the LCAP, but may include information about specific practices when

research, and experience, will have the biggest impact on the goals of the

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,

obligations to increase or improve services for lower income, English learners, and low-income students?

Given present performance across the state priorities and indicators in the California School Dashboard, how is the LEA using its

strategic plans and stakeholder engagement functions:

in developing and implementing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the

broad 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,

accessible for stakeholders and the broader public.

English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more

actions included in the LCAP, including actions that contribute to meeting the requirements to increase or improve services for lower youth,

1840 (Committee on Budget) Chapter 23, Stats of 2018. These strategic changes enhance transparency regarding expenditures, and budget and educational 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

Annual reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).
The CAPI plan to support student and school improvement.

- Monitoring and Evaluating Effectiveness: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CAPI plan.

- Support for Identified Schools: Describe how the LEA will support the identified schools in developing CAPI plans that include:
  - Schools Identified: Identify the schools within the LEA that have been identified for CAPI.
  - Comprehensive Summary: Identify and briefly summarize the key features of this year's CAPI.

**LCAP Highlights:**
- Identify and briefly summarize the key features of this year's CAPI.

**Reflections: Identifying Need - Referencing:**
- Referencing performance for which overall performance was in the "Need" or "Improvement Needed" categories.
- Any state indicator for which overall performance was in the "Need" or "Improvement Needed" categories.

**Reflections: Successes - Based on:**
- Based on a review of performance on the state indicators and local performance indicators included in the LCAP.

**Requirements and Instructions**
- Where to include can enable a reader to more fully understand an LEA's CAPI.

**General Information**
- Briefly describe the students and community. For example, information about an LEA in terms of geography.

**Plan Summary**
- The content of this section should be clear and meaningful to the readers included in the subsequent sections of the CAPI.
For county offices of education and school districts only, verify the LEA.

Local Control and Accountability Plan:

Requirements and Instructions

Revised 6/21

For a detailed description of the Local Control and Accountability Plan requirements, please refer to the Instruction Guide for Annual Audits of K-12 Local Control and Accountability Reports, which is provided in the Education Code. The plan must be submitted to the California Department of Education (CDE) by June 30 each year. The LEA must also include a statement of the progress made in achieving the goals set in the plan during the previous year.

Purpose

The purpose of the Local Control and Accountability Plan is to provide a framework for local education agencies (LEAs) to meet state and federal requirements for program accountability and student achievement. The plan is designed to allow LEAs to identify priorities and goals, set measurable objectives, and provide a basis for ongoing evaluation and improvement.

Stakeholder Engagement

Stakeholder engagement is an ongoing, annual process. Stakeholder engagement efforts should support comprehensive strategic planning, accountability, and improvement processes. School districts and local educational agencies should identify, engage, and involve stakeholders, including students, parents, teachers, and other members of the local community, in the planning and development of the Local Control and Accountability Plan (LCAP).
Determination of material differences in expenditures
Determination of effectiveness of the specific actions to achieve the goal
Inclusion of actions(s) as contributing to increased or improved services for unduplicated services
Changes to the level of proposed expenditures for one or more actions
Elimination of action(s) or group of actions
Inclusion of action(s) or a group of actions
Inclusion of performance by one or more student groups in the measuring and Reporting Results subsection
Inclusion of the desired outcome on one or more metrics
Inclusion of metrics other than the statutory required metrics
Inclusion of a goal or decision to pursue a Focus Goal (as described below)

To purposes of this project, “specific” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to, changes to the LCAP that may have been influenced by stakeholder input. In the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the stakeholders, the response must describe aspects of the LCAP that were influenced by or developed in the process influenced the development of the LCAP. The response must describe specific information about the stakeholder engagement engagement

Prompt 3: A summary of the LCAP that were influenced by specific stakeholder input.

Prompt 2: A summary of the feedback provided by specific stakeholder groups.

Prompt 1: A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.
The goal: 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.

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal

- At a minimum, the LCAP must address all LCFF priorities and associated metrics.
- LEA to track performance on any metrics not addressed in the other goals of the LCAP.
- Broad Goal: A Broad Goal is relatively less concentrated in scope and may focus on improving performance across a wide range of metrics.
- 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

Requirements and Instructions

Student groups when developing goals and the related actions to achieve such goals.

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 outcomes, actions, and expected.

Performance data and strategies and actions that could be pursued. The LEA decided to pursue this goal, and the related metrics, expected.

LEA to clearly communicate to stakeholders the public why among the various strengths and areas for improvement highlighted by outcomes, actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for stakeholders to collectively advance the goal. A goal statement, associated metrics, and expected.

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.

Goals and Actions

- Determination of challenges or successes in the implementation of actions.
- Determination of challenges made to a goal for the ensuing LCAP year based on the annual update process.
Complete the table as follows:

The baseline data shall remain unchanged throughout the three-year LCAP.

The baseline data include a point in time calculation taken each year on the same date for comparability purposes.

The most recent date available may not be comparable to the date the 2021-24 LCAP is adopted (e.g., graduation rate, suspension rate, etc.). The most recent data are used in this section. Any metrics not be comparable at the time the 2021-24 LCAP is adopted or at the time the LCAP is submitted to CALPADS. Because of 2020-2021 outcome on achievement data system (CALPADS) of data that LEA has recently submitted to CALPADS. Because of 2020-2021 outcome on meeting and reporting results.

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LFAs are encouraged to include in the baseline column the most recent data associated with this metric unless available at the time of adoption of the LCAP for the first year.

Measuring and Reporting Results:

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress experienced by the related measures.

Goal Description: Describe how the LEA intends to maintain the state priorities and applicable metrics not addressed within the other goals in the LCAP.

Goal Description: Describe the actions and metrics grouped together in the goal.

Broad Goal: Explain why the LEA has developed the goal and how the actions and metrics grouped together help achieve the goal.

Goal Description: Describe the actions and metrics included in the goal. Clear and simple goal statements are secure. Subgoals based on LCAP data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention. Including based on Dashboard data collected for each local goal.

Goal Description: Explain why the LEA chose to prioritize this goal. An explanation must be
Desired Outcome for 2023-24: When completing the LCPA for 2023-24, enter the most recent data available. Indicate the school year to which the data applies. Consistent with the instructions above, the 2024-25 LCPA will be the first year in the next three-year cycle. Completing this column will be part of the annual update for that year.

Year 3 Outcome: When completing the LCPA for 2024-25, 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 LCPA for 2023-24, enter the most recent data available. Indicate the school year to which the data applies. Consistent with the instructions above.

Year 1 Outcome: When completing the LCPA for 2022-23, enter the most recent data available. Indicate the school year to which the data applies. Consistent with the instructions above.

Baseline: Enter the baseline when completing the LCPA 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.

Metric: Indicate how progress is being measured using a metric.
Goal Analysis:

Actions for Foster Youth: School districts, CDEs, charter schools, and charter operators who have a numerically significant Foster Youth student

Section 503, provided to students and professional development activities specific to English learners:

Actions for English Learners: School districts, CDEs, charter schools, and charter operators who have a numerically significant English Learner student

LCAP:

The requirements in California Code of Regulations, Title 5, CCR (Section 15496.6) in the increased or improved services section of the LEA-wide, or schoolwide, LEA will need to provide additional information in the increased or improved services section to address the requirements in California Code of Regulations, Title 5, CCR (Section 15496.6) in the increased or improved services section. The LEA must identify a metric to specify one of more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to specify one of more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to specify one of more metrics (e.g., implementation of state academic content and performance standards)

The metrics may be quantitative or qualitative. But at minimum, an LEA's LCAP must include goals that are measured using all of the metrics. In the summary of expenditures, list the amount of expenditures associated with this action. Budgeted expenditures from specific funds sources will be tracked for local indicators within the dashboard.

Desired Outcome:

Year 3 Outcome

Baseline

Metric

Table:

<table>
<thead>
<tr>
<th>Year</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021</td>
<td>LCAP for 2021</td>
</tr>
<tr>
<td>2022</td>
<td>LCAP for 2022</td>
</tr>
<tr>
<td>2023</td>
<td>LCAP for 2023</td>
</tr>
</tbody>
</table>

Timeline for completing the "Measuring and Reporting Results" part of the Goal.
Revenue within the LCAP.

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 of the LCAP.

When developing the LCAP in year 2 or year 3, copy the "increased or improved services" section and enter the appropriate LCAP year.

This section must be completed for each LCAP year.

Requirements and Instuctions

Section must align with the actions included in the goals and actions section as contributing.

Section must align with the actions included in the goals and actions section as contributing.

Section must align with the actions included in the goals and actions section as contributing.

Section must align with the actions included in the goals and actions section as contributing.

Description of the data provided in the dashboard or other local data as applicable.

Analyze changes made to this goal, expected outcomes, metrics, or actions to achieve this goal, as a result of this analysis.

Describe the effectiveness of the specific actions to achieve the articulated goal, as measured.

Explain materials 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 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 instances where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

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 instances where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted LCAP.

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 instances where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantially from how it was described in the adopted 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.
## 2021-22 LCFF Budget Overview for Parents Data Input Sheet

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name:</th>
<th>Cinnabar Elementary School District</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDS Code:</td>
<td>70649-0125724</td>
</tr>
<tr>
<td>LEA Contact Information:</td>
<td>Name: Kristina Arcuri</td>
</tr>
<tr>
<td></td>
<td>Position: Superintendent/Principal</td>
</tr>
<tr>
<td></td>
<td>Phone: (707) 765-4345</td>
</tr>
<tr>
<td>Coming School Year:</td>
<td>2021-22</td>
</tr>
<tr>
<td>Current School Year:</td>
<td>2020-21</td>
</tr>
</tbody>
</table>

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

### Projected General Fund Revenue for the 2021-22 School Year

<table>
<thead>
<tr>
<th>Fund Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total LCFF Funds</td>
<td>$591,816</td>
</tr>
<tr>
<td>LCFF Supplemental &amp; Concentration Grants</td>
<td>$486,32</td>
</tr>
<tr>
<td>All Other State Funds</td>
<td>$154,058</td>
</tr>
<tr>
<td>All Local Funds</td>
<td>$188,640</td>
</tr>
<tr>
<td>All federal funds</td>
<td>$132,985</td>
</tr>
<tr>
<td>Total Projected Revenue</td>
<td>$1,047,499</td>
</tr>
</tbody>
</table>

### Total Budgeted Expenditures for the 2021-22 School Year

<table>
<thead>
<tr>
<th>Expenditure Type</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted General Fund Expenditures</td>
<td>$1,259,627</td>
</tr>
<tr>
<td>Total Budgeted Expenditures in the LCAP</td>
<td>$81,136</td>
</tr>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the LCAP</td>
<td>$77,936</td>
</tr>
<tr>
<td>Expenditures not in the LCAP</td>
<td>$1,178,491</td>
</tr>
</tbody>
</table>

### Expenditures for High Needs Students in the 2020-21 School Year

<table>
<thead>
<tr>
<th>Expenditure Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan</td>
<td>$284,609</td>
</tr>
<tr>
<td>Actual Expenditures for High Needs Students in Learning Continuity Plan</td>
<td>$249,449</td>
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### Funds for High Needs Students

<table>
<thead>
<tr>
<th>Expenditure Description</th>
<th>Amount</th>
</tr>
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<tbody>
<tr>
<td>2021-22 Difference in Projected Funds and Budgeted Expenditures</td>
<td>$29,304</td>
</tr>
<tr>
<td>2020-21 Difference in Budgeted and Actual Expenditures</td>
<td>$-35,160</td>
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### Required Prompts(s)

<table>
<thead>
<tr>
<th>Prompt Description</th>
<th>Response(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).</td>
<td>The General fund budget expenditures will be spent on teacher for the core academic programs, operating supplies, and services.</td>
</tr>
<tr>
<td>The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this</td>
<td>Due to COVID, we used budgeted expenditures for students for remote instruction. We were not able to offer in person instruction.</td>
</tr>
</tbody>
</table>
difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cinnabar Elementary School District
CDS Code: 70649-0125724
School Year: 2021-22
LEA contact information:
Kristina Arcuri
Superintendent/Principal
(707) 765-4345

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

- All federal funds, $132,985, 13%
- All local funds, $168,640, 16%
- All other state funds, $154,058, 15%
- Total LCFF funds $591,816, 56%
- All Other LCFF funds, $543,184, 52%
- LCFF supplemental & concentration grants, $48,632, 4%

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

The total revenue projected for Cinnabar Elementary School District is $1,047,499, of which $591,816 is Local Control Funding Formula (LCFF), $154,058 is other state funds, $168,640 is local funds, and $132,985 is federal funds. Of the $591,816 in LCFF Funds, $48,632 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
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.

### Budgeted Expenditures in the LCAP

<table>
<thead>
<tr>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>$1,400,000</td>
</tr>
<tr>
<td>$1,200,000</td>
</tr>
<tr>
<td>$1,000,000</td>
</tr>
<tr>
<td>$800,000</td>
</tr>
<tr>
<td>$600,000</td>
</tr>
<tr>
<td>$400,000</td>
</tr>
<tr>
<td>$200,000</td>
</tr>
<tr>
<td>$0</td>
</tr>
</tbody>
</table>

Total Budgeted General Fund Expenditures, $1,259,627

Total Budgeted Expenditures in the LCAP $81,136

This chart provides a quick summary of how much Cinnabar 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.

Cinnabar Elementary School District plans to spend $1,259,627 for the 2021-22 school year. Of that amount, $81,136 is tied to actions/services in the LCAP and $1,178,491 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General fund budget expenditures will be spent on teacher for the core academic programs, operating supplies, and services.

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

In 2021-22, Cinnabar Elementary School District is projecting it will receive $486,322 based on the enrollment of foster youth, English learner, and low-income students. Cinnabar Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Cinnabar Elementary School District plans to spend $77,936 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan $284,609

☐ Actual Expenditures for High Needs Students in Learning Continuity Plan $249,449

$0 $50,000 $100,000 $150,000 $200,000 $250,000 $300,000

This chart compares what Cinnabar 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 Cinnabar 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, Cinnabar Elementary School District's Learning Continuity Plan budgeted $284,609 for planned actions to increase or improve services for high needs students. Cinnabar Elementary School District actually spent $249,449 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID, we used budgeted expenditures for students for remote instruction. We were not able to offer in person instruction.
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).

Cinnabar Elementary School District
Email and Phone: Karol@chinnabard.org

Superintendent/Principal: Kristina Archin
Contact Name and Title: LEA Name

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

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

36% District students proficient in ELA

Baseline

Increase percentage of returning students who are proficient in ELA by 3% in 2020-21

Local CASSPP Assessment Tool - ELA

Expected

Annual Measurable Outcomes

Local Priorities:
Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 2: State Standards (Conditions of Learning)
Priority 1: Basic (Conditions of Learning)

State Priorities: State and/or Local Priorities addressed by this goal

Goal 1:

(in addition to the required P.E. minutes met by classroom teachers).

All students, including unduplicated and exceptional needs' students, will have access to a P.E. instructor for additional P.E. instruction.

All students, including unduplicated and exceptional needs' students, will have access to art and music programs.

All students, including unduplicated and exceptional needs' students, will be proficient in grade-level standards.

Assessment was not administered due to the Covid Pandemic.
Due to the COVID pandemic, this was not completed.

2020 ELPA was not administered due to COVID Pandemic.

Assessment was not administered due to the COVID Pandemic.

**ELP Goal: 5%**

19-20

- **Metric/Indicator:**
  - ELPA Score Increase 5%
  - CELDT Score Increase 5%

- **Baseline:**
  - CELDT: 35% district students proficient in Math

- **Expected:**
  - Local CASPP Assessment Tool - Math
Throughout the school year, due to change in leadership, this metric was not sustained.

100% CSS aligned math curriculum implemented
Baseline

Including ELS
Maintain 100% CSS Math implementation, for all students, 19-20

By principal classroom visits
CSS Math Curriculum - Go Math! classroom delivery monitored

Teacher mis-assigned is 0%, 100% fully credentialed.
Baseline

Credentialed at 100% for all students, including ELS
Maintain teacher mis-assigned at 0% & appropriately
19-20

State Credentialed Requirements

5% of students to be RFP each year
Baseline

Expected
PE Grade Level Standards Assessment

**Metric/Indicator**

Through our arts, music, and fitness programs, exceptional needs students will have access to a broad course of study through our arts, music, and fitness programs.

Baseline

Classroom teacher for all students, including EL students

Mainstream student access to extended PE instruction with their Mainstream student access to extended PE instruction with their

Mainstream student access to music instruction in their music class Mainstream student access to music instruction in their music class

Mainstream student access to art instruction in their art class with Mainstream student access to art instruction in their art class with

19-20

Study through our arts, music, and fitness programs.

District Enrichment Program - District offers a broad course of

**Metric/Indicator**

Including ELs

Adopted CCSS core curriculum textbook for all students, 100% textbook sufficiency - 100% of our students have an

Baseline

Including ELs

Adopted CCSS core curriculum textbook for all students, 100% textbook sufficiency - 100% of our students have an

Expected

Actual
Expenditures

Actual

Budgeted

Actions/Services

Planned

Actions / Services

Average ELPA21 scores annually
100% of district Kindergarten class students will increase their baseline.

19-20

Learners meeting or exceeding the expected level on the ELPA21 will be identified by ELPA21 data.

ELPA21, a state mandated assessment, is used to measure students' proficiency in English language proficiency.

Measurable indicator.

100% of district students will be proficient in grade-level P.E.

Baseline

19-20

P.E. standards

100% of district students will be proficient in grade-level P.E.

Baseline

19-20

P.E. standards

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

District success with academic and behavioral expectations.
were completed but not tracked. Due to the COVID-19 pandemic, many of the goals were attempted but not completed. Due to the change in leadership, some goals

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

All funds budgeted were used to support students, families, teachers, and staff. They were used to complete the goals listed above.

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

**Goal Analysis**

<table>
<thead>
<tr>
<th>Administrative</th>
<th>Benefits Base 107,710</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificated Personnel Salaries</td>
<td>Teacher 1000-1999/3000-3999:</td>
</tr>
<tr>
<td>1.7 A Highly Qualified Bilingual</td>
<td>Books and Supplies 0.00</td>
</tr>
<tr>
<td>Books and Supplies 4000-4999:</td>
<td>1.6 P.E. Supplies 4000-4999:</td>
</tr>
<tr>
<td>1.5 Music Supplies 4000-4999:</td>
<td>1.5 Music Supplies 4000-4999:</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td><strong>Expenditures</strong></td>
</tr>
<tr>
<td>Acual</td>
<td>Budgeted</td>
</tr>
</tbody>
</table>

**Desiganted ELD Instruction.**

1.7 A Highly Qualified Bilingual Teacher to provide Intensive Support for

1.6 P.E. Program offered 30 minutes/week.
Annual Update for Developing the 2021-22 Local Control and Accountability Plan

1.9.20

Clock Elementary School District

Parent involvement in the ELAC meetings averaged 15 percent of parents each year.

Increase parent involvement of ELAC meetings by 10% each year.

Baseline

Expected

Actual

Online meetings.

In-person meetings.

Due to the pandemic, we were unable to hold meetings in person.

Online meetings.

In-person meetings.

Due to the pandemic, we were unable to hold meetings in person.

ELAC Meetings Sign in Sheets.

Meeting Indicator

Annual Measurable Outcomes

Local Priorities:

State Priorities:

Priority 3: Parental Involvement (Engagement)

State and/or Local Priorities addressed by this goal:

Goal 2:

All parents, including parents of unenrolled and exceptional needs' students, will be provided with appropriate opportunities to be involved in their students' education and have opportunities for input in district decision making.
Baseline

Parent Liaison Position Established - 100% each year
19-20

District Bilingual Parent Liaison Position Established

Baseline

2016-2017 school year:
ELAC & CEF/PTO collaborated on 2 school functions for the
Baseline

two collaborative events per year
Maintain ELAC & CEF/PTO collaboration on school functions of
19-20

CEF
School Events that were collaboratively planned by ELAC and
Metric/Indicator

averaged 5 parent/meetings for the 2014-2015 school year.
Baseline

Increase parent involvement of CEF/PTO by 10% each year
Actual

We continue to have a successful program with our Parent Liaison. Due to the pandemic, we did not have school events in person.

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

All funds budgeted were used to support students, families, teachers and staff. They were used to complete the goals listed above.

Goal Analysis

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expenditures</td>
<td>Actual</td>
<td>Expected</td>
<td>Services</td>
</tr>
</tbody>
</table>

2.2: Provide translation services for Spanish speaking parents

2.1: Provide a parent/family liaison to connect families with school

actions/services

2.1: Parent/Liasion position established to provide parent outreach

English learners and re-designated Lien English Program

Increase involvement in their students' education - identified through lack of participation of non-English speaking students

Parent/Liasion position established to provide parent outreach
Maintain low suspension rate at less than 5%
Maintain zero expulsion rate of 0%

Annual Measurable Outcomes

Priority 6: School Climate (Engagement)
Priority 1: Basic (Conditions of Learning)

Provide a safe, secure environment for students.

Goal 3:
<table>
<thead>
<tr>
<th>Baseline</th>
<th>Metric/Indicator</th>
<th>Data Year</th>
<th>Actual</th>
<th>Parent Survey Was Not Conducted Due to COVID-19 Pandemic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Suspensions baseline: less than 5% for the 2014-2015 school year</td>
<td>PBIS SET Data</td>
<td>19-20</td>
<td>Maintained 80/80 or higher PBIS SET score</td>
<td></td>
</tr>
<tr>
<td>PBIS School-wide Evaluation Tool (SET) baseline: 44%/66% for the 2014-2015 school year (Year 1 in PBIS Implementation and Year 1 SET score)</td>
<td>Facilities Fitness Tool</td>
<td>19-20</td>
<td>Maintain FIT Score of 98% &amp; School Rating = Good</td>
<td></td>
</tr>
</tbody>
</table>
Our counseling services have been successful. We continue to keep expulsions and suspension rates low.

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

All funds budgeted were used to support students, families, teachers and staff. They were used to complete the goals listed above.

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

### Goal Analyses

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCF Supplemental and Concentration</td>
<td>$6,225</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.1: Provide a School Counselor

3.1: School Counselor to help facilitate and support PBIIS to support student pro-social skill development.
Chronic Absenteeism baseline: 5% for 2014-2015 school year
19-20
District maintain low chronic absenteeism at less than 5%.

Expected
Annual Measurable Outcomes
Local Priorities:
Priority 5: Pupil Engagement (Engagement)
State Priorities: State and/or Local Priorities addressed by this goal:

Goal 4:
Students will be engaged in their learning in order to be successful. In order to be engaged in their learning they need to:

- Be at school every day and on time to begin their learning day.
To remain low.

The School Counselor and Superintendent/Principal developed an RPL Attendance Model and System. Chronic absenteeism continues

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

All funds budgeted were used to support students, families, teachers and staff. They were used to complete the goals listed above.

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

---

### Goal Analysis

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Actual</th>
<th>Budgeted</th>
<th>Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1: Provide School Counselor to support regular student attendance and making home visits.</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
<tr>
<td>4.1: Provide School Counselor to support regular student attendance and making home visits.</td>
<td>1,000</td>
<td>1,000</td>
<td>1,000</td>
</tr>
</tbody>
</table>

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Attendance: students and families needing Tier 2 and 3 support for regular attendance model and system. The school counselor will support and develop an RPL Attendance Model and System.
**Actions Related to In-Person Instructional Offerings**

<table>
<thead>
<tr>
<th>Year</th>
<th>Contributing Expenditures</th>
<th>Estimated Funds</th>
<th>Total Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>2021-22</td>
<td>Yes</td>
<td>$21,000</td>
<td>$21,691</td>
</tr>
</tbody>
</table>

**Related Department Protocol**

Teacher as per Sonoma County Office of Education and the Health Assessment will be given virtually and/or in person with 1 student per classroom. The Initial ELPAC State Assessment will be assessed at the start of school for phonics gaps with students in grades K-2. Students who are English Language Learners will be assessed at the start of school for phonics gaps with students in grades K-2.

**Phone Calls to Families**

Phone calls to families are required, small group of individualized instruction, and personal protocol with parents.

**Google Meet/Zoom/Canvas, Home visits (utilizing safety guidelines)**

Administrative, psychological, counseling, learning center staff, will be providing safe accommodations to all staff, teachers, classified staff, and the Governor's Department when the Health Department and the Governor deem it safe to do so. When this opportunity arises, the following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).
No substantive differences between the planned actions and budget.

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and/or family outreach:

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>9685</th>
<th>30,176</th>
<th>83,523</th>
<th>7250</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent liaison to support families who speak Spanish and to work with students who have experienced learning loss.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning Center instructional assistants will work with students who have learning needs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Counselor will support students and families especially those who are foster, homeless, socio-economically disadvantaged, and/or English learners.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>

8. and a hybrid model offering classroom-based instruction for grades TK-1 each day with small groups of students under 15 per classroom. In-person model offering classroom-based instruction for all students personalized instruction and support. Counselor hopes to transfer to a phone calls by staff and small group break out sessions for students' academic needs. Core 5, Freckle, PowerUP, and Reading Eggs, which remediate for programs in the areas of English Language Arts and Math (Lexia Model). In addition to staff support, counselor also utilizes a few

<table>
<thead>
<tr>
<th>Contributes</th>
<th>Expenditures</th>
<th>Total Budgeted Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated</td>
<td>Actual</td>
<td></td>
</tr>
</tbody>
</table>
Offering more instruction in small groups and working to establish a learning center that successfully meets the needs of all children. We have successfully met the needs of our families with the parent liaison position, and with a renewed focus on data, we will be a description of the successful and challenges in implementing in-person instruction in the 2020-21 school year.
### Distance Learning Program

**Analysis of the Distance Learning Program**

We made sure that all students had hot spots and Chromebooks to support distance learning. We also used Google Classroom and other programs and what was implemented and/or expanded on the actions.

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Current Semester</th>
<th>Last Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>1198</td>
<td>1198</td>
</tr>
<tr>
<td>Yes</td>
<td>100.635</td>
<td>100.635</td>
</tr>
<tr>
<td>Contributing Expenditures</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
<tr>
<td>Total Budgeted Funds</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
</tbody>
</table>

**Contact:**

The new Chromebooks and hot spots have been successful in keeping all students connected during the school year.

**Description of the Successes and Challenges:**

- We continued to train teachers in best practices.
- We conducted staff roles and responsibilities, and support for pupils with unique needs.
- Distance learning professional development is still ongoing.
- Continuity of instruction, access to devices, and connectivity, pupil participation, and progress.

**Description of the Distances Related to the Distance Learning Program**

**Distant Learning Program**

**Online Technology:**

We made sure that all students had hot spots and Chromebooks to support distance learning. We also used Google Classroom and other programs and what was implemented and/or expanded on the actions.

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Current Semester</th>
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<tr>
<td>Contributing Expenditures</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
<tr>
<td>Total Budgeted Funds</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
</tbody>
</table>

**Contact:**

The new Chromebooks and hot spots have been successful in keeping all students connected during the school year.

**Description of the Successes and Challenges:**

- We continued to train teachers in best practices.
- We conducted staff roles and responsibilities, and support for pupils with unique needs.
- Distance learning professional development is still ongoing.
- Continuity of instruction, access to devices, and connectivity, pupil participation, and progress.

**Description of the Distances Related to the Distance Learning Program**

**Online Technology:**

We made sure that all students had hot spots and Chromebooks to support distance learning. We also used Google Classroom and other programs and what was implemented and/or expanded on the actions.

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:

<table>
<thead>
<tr>
<th>Description</th>
<th>Current Semester</th>
<th>Last Semester</th>
</tr>
</thead>
<tbody>
<tr>
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</tr>
<tr>
<td>Yes</td>
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<td>100.635</td>
</tr>
<tr>
<td>Contributing Expenditures</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
<tr>
<td>Total Budgeted Funds</td>
<td>Not listed above</td>
<td>Not listed above</td>
</tr>
</tbody>
</table>

**Contact:**

The new Chromebooks and hot spots have been successful in keeping all students connected during the school year.

**Description of the Successes and Challenges:**

- We continued to train teachers in best practices.
- We conducted staff roles and responsibilities, and support for pupils with unique needs.
- Distance learning professional development is still ongoing.
- Continuity of instruction, access to devices, and connectivity, pupil participation, and progress.

**Description of the Distances Related to the Distance Learning Program**
Our classified staff continued to support students with exceptional needs. As a staff we work to make sure that all students meet their IEP goals. We worked to develop a plan for Pupil Learning Loss including after-school tutoring, summer school, math, and reading intervention as well as low class sizes.

A description of the success and challenges in addressing Pupil Learning Loss to date.

A description of Pupil Learning Loss

### Analyses of Pupil Learning Loss

There is no substantive difference between the planned action and budgeted expenditures.

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.

<table>
<thead>
<tr>
<th>Action</th>
<th>Estimated Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>2,000</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>94,345</td>
<td></td>
</tr>
<tr>
<td>No</td>
<td>23,278</td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>34,634</td>
<td></td>
</tr>
</tbody>
</table>

Support for students to recoup learning loss in the area of ELA and Math

Speech & Language Pathologist to meet the needs of students who have an IEP for Speech

Special Education Coordinator monitoring IEPs and working with Special Education students to meet their goal.

English Learners. Foster Youth, Homeless, and Socio-economically disadvantaged students.

Classified Staff will be supporting students with exceptional needs.
Analyses of School Nutrition

Our Counselor, Family Liaison, and Superintendent worked to make sure that all students were at school.

Analyses of Pupil and Family Engagement and Outreach

continue to make sure that it is a positive environment for all students. We have implemented the Toolbox for Social-Emotional Learning for all of our students at Camden. Our Counselor worked to make sure that all students, staff, and teachers had experience in the Toolbox curriculum. Our school has successfully implemented PBIS and

Analyses of Mental Health and Social and Emotional Well-Being

Cinthambo participated in a seamless summer program that made it possible to have meals for families. We made those meals available to all families in need.

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.
There is no substantive difference.

Services requirement.
Meeting the increased or improved services requirements and the actions or services implemented to meet the increased or improved services requirement, and the actions or services identified as contributing towards a description of any substantive differences between the description of the actions or services identified as contributing towards

Pupil learning loss will be addressed through small groups, smaller classes, and after school tutoring.

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

An explanation of how pupil learning loss continues to be assessed and addressed in the 2020-21 LCAP.

Overall Analysis

requirements and what was implemented and expended on the actions.

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan.
Attendance Plan

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and
Impact of COVID-19 that were not part of the 2019-20 LCAP.

If funds budgeted for actions/services that were not implemented were expended on other actions/services through the end of the school year, describe how the funds were used to support students, including low-income English learners, or other youth, provide a description of actions/services implemented to mitigate the impacts of COVID-19 that were not part of the 2019-20 LCAP.

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

Goal Analysis

- The actual expenditures to implement the actions/services.
- The actual expenditures to implement the planned actions/services. The budgeted expenditures to implement these actions toward achieving the described goal and identify the planned actions/services.

- The goal, specify the metric used and the actual measurable outcome for that metric.

- For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes and needed changes to the plan.

- Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

- Annual Update

- Annual Update for the 2019-20 LCAP

- The annual update will be completed using the LCAP template and expenditures, services, actions, and outcomes identified in 2019-20 for the goal. If an annual 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.

- Instructions: Introduction
Actions Related to the Distance Learning Program

Program and what was implemented and/or expended on the actions. Describe any substantial differences between the planned actions and/or budgeted expenditures for the distance learning program and the estimated actual expenditures. Add additional rows to the table as needed. In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program.

Actions Related to In-Person Instructional Offerings

Plan: Minor logical errors may be corrected. The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Annual Update.
Analyses of School Nutrition

Instructional strategies targeting areas such as nutrition and healthy eating to improve student outcomes.

Analyses of Pupil and Family Engagement and Outreach

Assessment of the effectiveness and impact of outreach programs and feedback mechanisms.

Analyses of Mental Health and Social and Emotional Well-Being

Evaluation of the effectiveness of interventions and support systems for mental health.

Actions Related to Pupil Learning Loss

Strategies and interventions to address learning loss and support pupil learning.

Continuum of Services: Supports for Pupils with Unique Needs, including English Learners, Pupils with Exceptional Needs.
Attendance Plan

Overalls Analyses of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

Describe how the analyses 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.

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

Additional Actions sections of the annual update of the LEA are not required to include those descriptions as part of this description. However, descriptions of substantive differences in actions and/or services identified as contributing towards meeting the increase in low-income services requirement may be included in the annual update. If the LEA has identified the increase in low-income services requirement, programs that contribute to, or are targeted towards serving low-income students, including locally identified and/or additional academic, or/and social-emotional supports, are described in the additional actions sections.

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increase in low-income services requirement, programs that contribute to, or are targeted towards serving low-income students, including locally identified and/or additional academic, or/and social-emotional supports.

Overalls Analyses of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021-22 LCAP, especially for pupils with unique needs (including low-income students, English learners, pupils with disabilities) served across the full continuum of programs, in their homes, and in other settings.

Describe the development of goals and actions in the 2021-22 LCAP, and the lessons learned from implementing in-person and distance learning programs in 2020-21.

The Overall Analyses Prompt is to be responded to only once, following the analyses of the Learning Continuity and Attendance Plan.

Overalls Analyses of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increase in low-income services requirement, programs that contribute to, or are targeted towards serving low-income students, including locally identified and/or additional academic, or/and social-emotional supports.

As part of this analysis, LEAs are encouraged to consider how ongoing responses to the COVID-19 pandemic has informed the development of goals and actions in the 2021-22 LCAP.

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 2021-22 LCAP.

Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increase in low-income services requirement, programs that contribute to, or are targeted towards serving low-income students, including locally identified and/or additional academic, or/and social-emotional supports.

In the label, identify the section, the planned actions and the updated expenditures for the additional actions and the estimated impact.

Year’s whether participating in-person instruction or distance learning, as applicable.

Using available state and/or local data and feedback from stakeholders, including parents, students, teachers, and staff, describe the success and challenges experienced in providing nutritious meals for all pupils during the 2020-21 school year.
<table>
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<tr>
<th>Funding Source</th>
<th>Total Expenditures by Funding Source</th>
<th>Total Expenditure Summary for the 2019-20 Local Control and Accountability Plan Year</th>
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* Totals based on expenditure amounts in goal and annual update sections.
The table below presents the expenditures by object type, as of 2019-20. The data is based on the goals and annual update sections.

<table>
<thead>
<tr>
<th>Object Type</th>
<th>Actual 2019-20</th>
<th>Budgeted 2019-20</th>
<th>Total Expenditures by Object Type</th>
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### Total Expenditures by Object Type and Funding Source

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<th>Object Type</th>
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*Totals based on expenditure amounts in goal and annual update sections.*
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