LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Colusa Unified School District
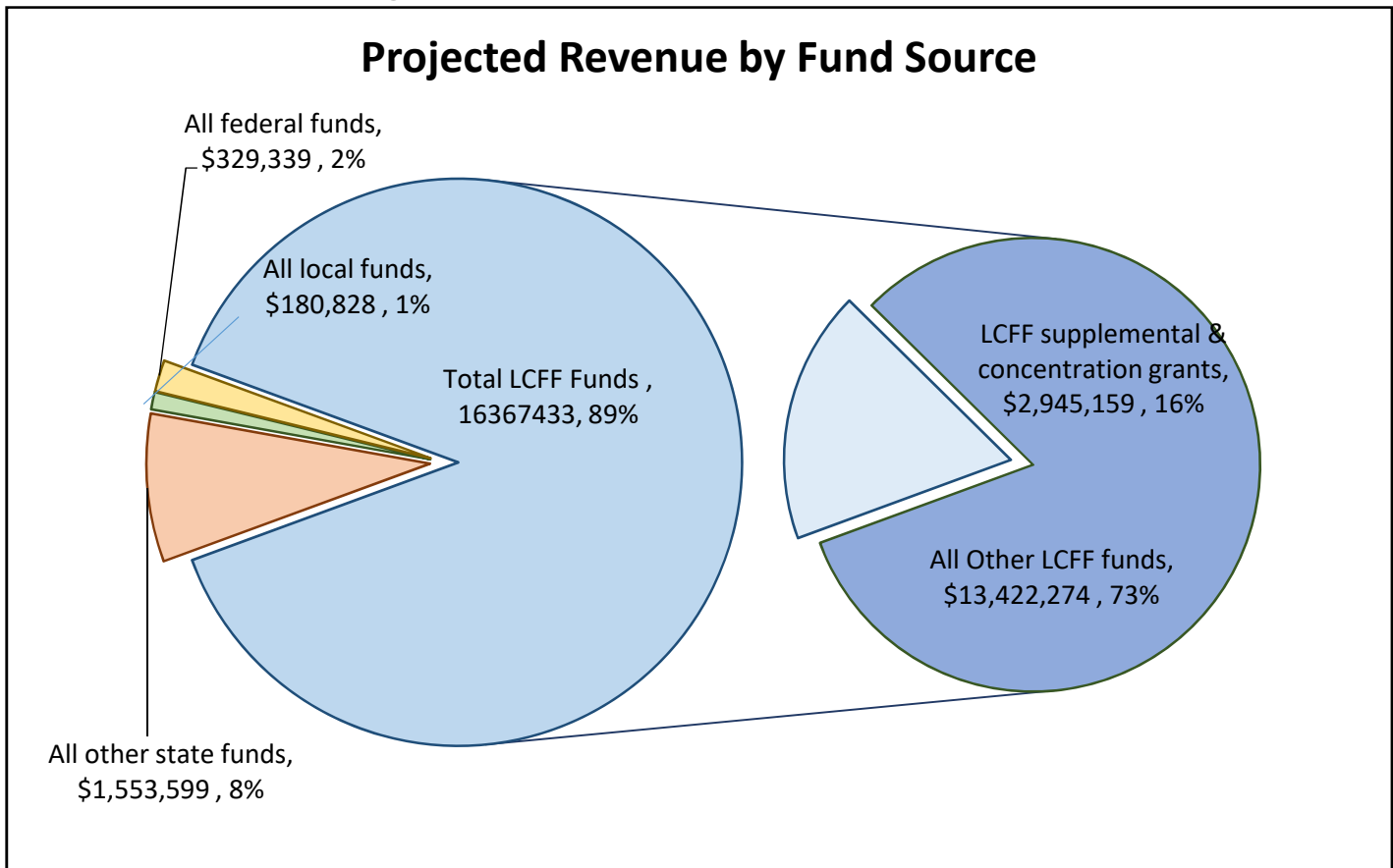
CDS Code: 06-61598-0630046

School Year: 2021 – 22

LEA contact information: Jeffery D. Turner, Superintendent

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, $329,339 , 2%

All local funds, $180,828 , 1%

Total LCFF Funds , 16367433, 89%

LCFF supplemental & concentration grants, $2,945,159 , 16%

All Other LCFF funds, $13,422,274 , 73%
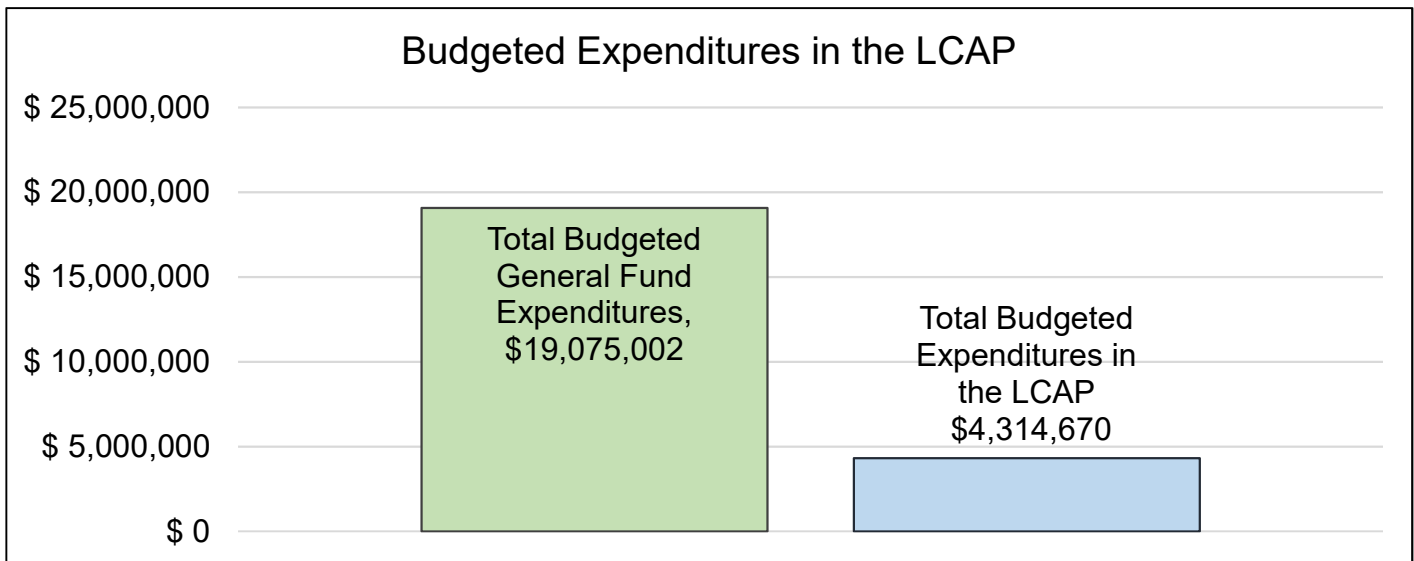
All other state funds, $1,553,599 , 8%

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

The total revenue projected for Colusa Unified School District is $18,431,199.00, of which $16,367,433.00 is Local Control Funding Formula (LCFF), $1,553,599.00 is other state funds, $180,828.00 is local funds, and $329,339.00 is federal funds. Of the $16,367,433.00 in LCFF Funds, $2,945,159.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $19,075,002	Total Budgeted Expenditures in the LCAP $4,314,670

This chart provides a quick summary of how much Colusa Unified 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.

Colusa Unified School District plans to spend $19,075,002.00 for the 2021 – 22 school year. Of that amount, $4,314,670.00 is tied to actions/services in the LCAP and $14,760,332.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
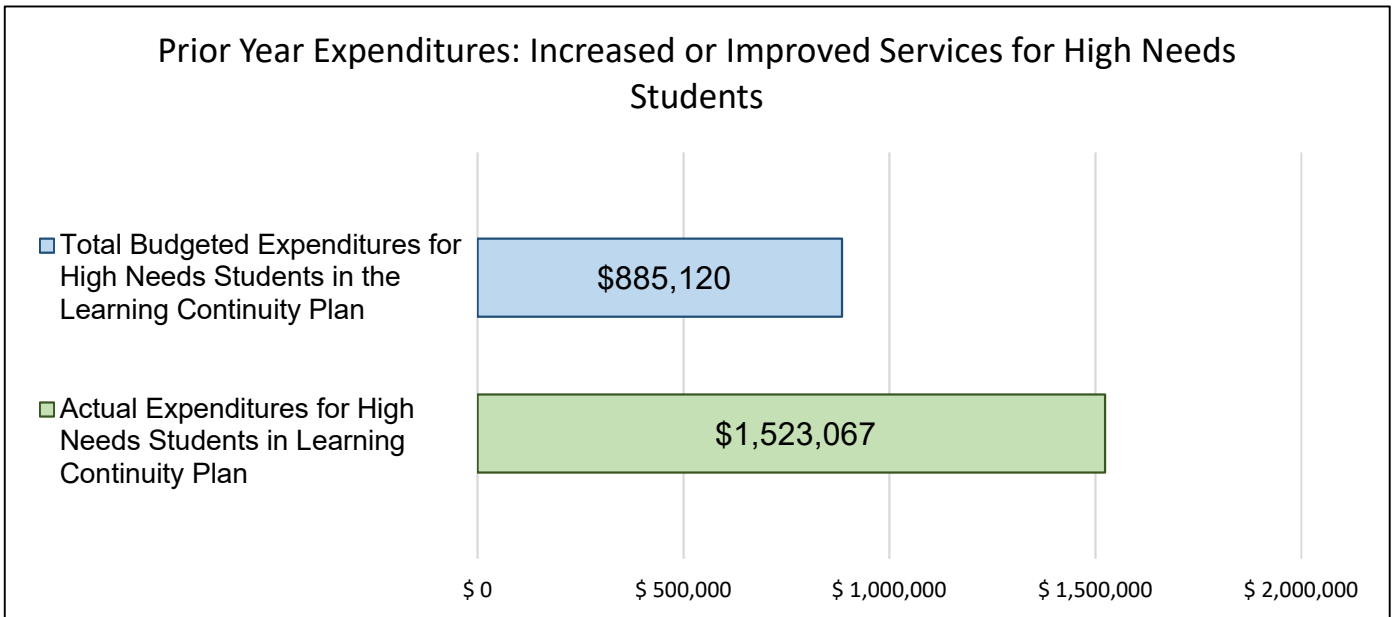
Exisiting programs not in the 2020-2021 Local Control and Accountability Plan are: core programs ($13,197,435), special education programs ($1,459,669), and capital outlay ($103,228).

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

In 2021 – 22, Colusa Unified School District is projecting it will receive $2,945,159.00 based on the enrollment of foster youth, English learner, and low-income students. Colusa Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Colusa Unified School District plans to spend $2,967,986.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21

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

☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$885,120
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$1,523,067

$ 0 $ 500,000 $ 1,000,000 $ 1,500,000 $ 2,000,000

This chart compares what Colusa Unified 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 Colusa Unified 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, Colusa Unified School District's Learning Continuity Plan budgeted $885,120.00 for planned actions to increase or improve services for high needs students. Colusa Unified School District actually spent $1,523,067.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Colusa Unified School District	Jeffery D. Turner Superintendent	jturner@colusa.k12.ca.us 1-530-458-7791

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Improve student achievement and close achievement gaps.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Scores on Smarter Balanced Assessment Consortium Tests **19-20** Scores on the Smarter Balanced Assessment Consortium Tests in English Language Arts and Mathematics will show an overall increase of 6% (i.e. Average per Cohort), and a 8% increase (i.e., Average per Cohort) for Free and Reduced Priced Meals, minority students.	In the 2019-2020 in response to the COVID-19 pandemic state assessments were suspended. As a result there is no state assessment data results for the 2019-2020 school year to report.

Expected	Actual
Baseline Overall Status Score: ELA 56% Met & Exceeded Standard Math 51% Met & Exceeded Standard 3rd Grade Status Score: Grade 3 ELA M&E 50% Grade 3 Math M&E 64% Cohort Growth and Status Goals: Grade 4 Cohort ELA Growth 6% Grade 4 ELA M & E 49% Grade 4 Cohort Math Growth 6% Grade 4 Math M & E 47% Grade 5 Cohort ELA Growth 6% Grade 5 ELA M & E 50% Grade 5 Cohort Math Growth 6% Grade 5 Math M & E 38% Grade 6 Cohort ELA Growth 6% Grade 6 ELA M & E 46% Grade 6 Cohort Math Growth 6% Grade 6 Math M & E 37% Grade 7 Cohort ELA Growth 6% Grade 7 ELA M & E 60% Grade 7 Cohort Math Growth 6% Grade 7 Math M & E	
Metric/Indicator A-G Course Completion	Ninety-one percent of students in grades 9-12 completed A-G course requirements in the 2019-2020 school year.

Expected	Actual
19-20 Students completing A-G requirements will increase by 3% from previous year with a goal of 40% by the end of this 3-year plan. **Baseline** 31 % in 14/15	
Metric/Indicator English Language Learners who show adequate growth will increase by 5%. **19-20** 69% Note: California Department of Education may not have data available using the new ELPAC test results. **Baseline** 54% in 14/15	Thirteen percent of English learners scored proficient on the ELPAC in 2019-2020.
Metric/Indicator AP pass rate (score of 3 or higher) will increase by 3% yearly and be above 40% on a running 3 year average. **19-20** 40% **Baseline** 2 year average from 13/14 and14/15 is 33% scoring 3 or higher.	Seventy-Six and a half percent of the students who enrolled in a Advance Placement Course in grades 9-12 had a pass rate score of 3 or higher in the 2019-2020 school year.
Metric/Indicator English Learner Reclassification Rate **19-20** 6.2% in 15/16 **Baseline** TBD based on initial ELPAC test results.	Eight percent of English language learners in the District were reclassified in the 2019-2020 school year.

Expected	Actual
Metric/Indicator All students, including unduplicated pupils and individuals with exceptional needs will have access to a broad course of study that includes all subject areas defined in Ed Code 51210 and 51220. **19-20** 100% of students will have access to a broad course of study via the curriculum utilized for instruction. **Baseline** 100% of CUSD's students have access to a broad course of study. Staff, Parent, and Student surveys indicating satisfaction with course offerings at 80%.	100% of students will have access to a broad course of study via the curriculum utilized for instruction.
Metric/Indicator Percentage of pupils who demonstrate college preparedness in the Early Assessment Program will increase by 5% from previous year. **19-20** 11th Grade Status Score: Grade 11 ELA M&E 58% Grade 11 Math M&E 30% **Baseline** Grade 11 ELA M&E 73% Grade 11 Math M&E 45%	Thirty-nine percent of students demonstrated college preparedness as measured on the California School Dashboard in 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1A: Curriculum Related Training Actions/Services	1A.1- $4,000 Trainer Costs Budget Object Code 5800	1A.1 - Not spent Total LCFF S/C $2,878,569.66

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. New staff- Provide Language Arts Curriculum/English Language Development Curriculum/Math Curriculum.	1A.2- No budgeted cost(s) 1A.3- No budgeted cost(s) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,000	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0.00
2. Next Generation Science Standards a. K-3 Unit Development b. 4-6 Implementation c. 7-8 Implementation d. 9-12 Implementation e. Compete Lesson and Unit planning to embed Health and anatomy Standards.	1A.4-$10,000 Trainer cost Object Code 5800. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $10,000	1A.4-$10,000 Trainer cost Object Code 5800. 0000: Unrestricted LCFF Supplemental and Concentration $5,700.00
3. Evaluate available Science Curriculum for adoption in 2020-2021- Pilot as needed. 4. Implement English Language Development training needed by non-English Language Arts teachers. 5. Continue to utilize Supplemental and Concentration Grant portions of LCFF to reduce class size, use paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more/differentiated classes at secondary level.	1A.5a BPS-additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, counselor budget Object Code 1200 0000: Unrestricted LCFF Supplemental and Concentration $711,073	1A.5a BPS-additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, counselor budget Object Code 1200 0000: Unrestricted LCFF Supplemental and Concentration $764,617.34
a. BPS-additional teachers b. EMS-additional teachers c. CHS additional teachers and class offerings (Spanish, AP, etc.) d. District-Wide: i. School Nurse, ii. Bilingual Parent Liaison, iii. Increased budgets for site supplies, iv. Staff retention through salary increases, v. Technology: staffing, software and hardware increases, vi. Facilities: staffing, transportation, and additional routine maintenance allocations,	1A.5b EMS -additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, counselor budget Object Code 1200 0000: Unrestricted LCFF Supplemental and Concentration $635,356 1A.5c CHS-additional teachers Object Code 1100, and class offerings (Spanish, AP. etc.)	1A.5b EMS -additional teachers Object Code 1100, paraprofessionals Budget Object Code 2100, bilingual office staff Budget Object Code 2400, counselor budget Object Code 1200 0000: Unrestricted LCFF Supplemental and Concentration $742,169.75 1A.5c CHS-additional teachers Object Code 1100, and class offerings (Spanish, AP. etc.)

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
vii. Federal Programs Supplement: Add funds to cover Title I, III, and ROP program encroachment on general fund budget.	0000: Unrestricted LCFF Supplemental and Concentration $402,682 1A.5d District-Wide: i.-iii. School Nurse Budget Code 1200, Bilingual Parent Liaison Budget Code Object 2400, increased budgets for site supplies Budge Code Object Code 4300 0000: Unrestricted LCFF Supplemental and Concentration $224,251 1A.5d District-Wide: iv. staff retention through salary increases Budget Code 1100-2999 0000: Unrestricted LCFF Supplemental and Concentration $214,200 1A.5d District-Wide: v. Technology: staffing Budget Code 2200-2300, software and hardware increases Budget Object Code 4300 0000: Unrestricted LCFF Supplemental and Concentration $226,145 1A.5d District-Wide: vi. Facilities: staffing Budget Code 2200, transportation budget Object Code 2200, and additional routine maintenance	0000: Unrestricted LCFF Supplemental and Concentration $384,800.47 1A.5d District-Wide: i.-iii. School Nurse Budget Code 1200, Bilingual Parent Liaison Budget Code Object 2400, increased budgets for site supplies Budge Code Object Code 4300 $224,251 0000: Unrestricted LCFF Supplemental and Concentration $307,903.76 1A.5d District-Wide: iv. staff retention through salary increases Budget Code 1100-2999 0000: Unrestricted LCFF Supplemental and Concentration $214,200.00 1A.5d District-Wide: v. Technology: staffing Budget Code 2200-2300, software and hardware increases Budget Object Code 4300-. 0000: Unrestricted LCFF Supplemental and Concentration $208,129.24 1A.5d District-Wide: vi. Facilities: staffing Budget Code 2200, transportation budget Object Code 2200, and additional routine maintenance

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	allocations Budget Code 4300, 5600, 5800 0000: Unrestricted LCFF Supplemental and Concentration $172,001	allocations Budget Code 4300, 5600, 5800 0000: Unrestricted LCFF Supplemental and Concentration $251,049
	1A.5d District-Wide:vii. Federal Programs Supplement: add funds to cover ROP program encroachment on general fund budget Budget Code 8980 0000: Unrestricted LCFF Supplemental and Concentration $201,199	1A.5d District-Wide:vii. Federal Programs Supplement: add funds to cover ROP program encroachment on general fund budget Budget Code 8980 0000: Unrestricted LCFF Supplemental and Concentration $237,006.10
Action 1B: Data Related Training/Actions 1. Schedule New Staff Training for: a. Illuminate Data and Assessment Software b. Infinite Campus Student Information System 2. Continue to utilize Illuminate software for all data warehousing. 3. Implement selected 9-12 electronic Gradebook. 4. Continue the process of converting all Cumulative Files to electronic format. 5. Continue training for new district-wide assessments as needed. 6. Continue to implement prescribed walk-through protocols. 7. Asses walk-through data and recommend site level or systematic changes. 8. Continue discussion and agree upon changes to Teacher Evaluation Document. 9. Implement i-Ready benchmark assessments and supplemental curriculum materials.	1B.7-$5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $5,000	1B.7-$5,000 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $3,000.00
	1B.8- $2,000 Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000	1B.8- $2,000 Training 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000.00
	1B.9- $60,000 IReady 5000-5999: Services And Other Operating Expenditures Locally Defined $67,000.00	1B.9- $60,000 IReady 5000-5999: Services And Other Operating Expenditures Locally Defined $67,930.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Action 1C: Opportunities for Extension/Actions 1. Implement additional Advanced Placement offerings as resources and staffing are available. 2. Implement dual enrollment course offerings as resources and staffing are available. 3. Train new staff to assist student who are exceeding in standards in: a. Benchmark Advance-English Language Arts Curriculum TK-6. b. Springboard- English Language Arts Curriculum 7-8. c. Bridges-Math Curriculum 4. Assess Gifted/Talented training needed by non-English Language Arts/Math teachers. 5. Continue inclusion of StrengthsFinder as part of the Freshman Wheel. 6. Add a Career Technology Education Business pathway. 7. Add a Broadcasting Class at CHS.	1C.4-AP Training and Materials 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $4,000 1C.5-$2,400 StrengthsFinder 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,400 1C.6-$25,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $25,000 1C.7-$25,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $25,000	1C.4- AP Training and Materials 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $2,000.00 1C.5-$2,400 StrengthsFinder 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $0.00 1C.6-$25,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $25,000.00 1C.7-$25,000 4000-4999: Books And Supplies Carl D. Perkins Career and Technical Education $25,000.00

Goal Analysis

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

All Actions/Services in Goal 1 were implemented, with the exception of two strategies that include the evaluation and adoption of Next Generation Science Standards textbooks and instructional materials, and ongoing English language development professional development for non-English language arts teachers as a result of the COVID-19 pandemic and the District's need to refocus on its School Reopening Plan. In response to COVID-19 health and safety mandates and conditions, the District began the school year by delivering student instruction through Distance Learning which required the District to shift its professional development plan emphasis to providing support to teachers and staff in the application of Google Classroom, Zoom, and Infinite Campus. As the school year unfolded, the District reopened in a variety of in-person models in early November, and then, a five day a week in-person model in April, the District's professional development opportunities focused on student achievement data analysis and providing tiered academic interventions in response to student learning loss. These changes resulted in a difference between budgeted expenses and actual expenditures of $8,300. Both actions have been incorporated into the District's 2021-2024 Local Control Accountability Plan. Other expenditure differences resulted due to staffing changes at Colusa High School which netted a cost saving to the District of

$17,862 dollars as indicated in 1A.5c. In addition staffing changes at Egling Middle School (i.e.,$53,543.49) and Burchfield Primary (i.e.,$106,813.22), Maintenance Operations and Transportation (i.e., 79,047.26), and District Office (i.e., $83,652.26) resulted in overall increase costs of $323,056.23. Finally, the District's efforts to accomplish one-to-one student computing, ultimately closing the District's Technology gap as outlined in 1A.5d resulted in increased expenditures of $18,016. 53.

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

The challenges of the COVID-19 pandemic refocused the District's efforts to working with stakeholders in developing and carrying out its school reopening plan beginning with Distance Learning in August followed by a transition to a variety of in-person instructional models in November to the return of all students in a traditional model with safety precautions in early April of the 2020-2021 school year. The focus to reopen schools and the absence of state assessment results from the 2019-2020 school year as a result of school closures made it difficult for the District to fully evaluate ongoing progress towards implementing the actions and services outlined in Goal 1 " Improving student achievement and closing the achievement gap". As a result of these challenges a number of actions and/or services will be carried forward in the District's 2021-2024 LCAP to include the evaluation, piloting, and adopting Next Generation Science Standards aligned textbooks and instructional materials. Other actions, such as providing professional development, implementing prescribed walk-throughs, and the addition of Advanced Placement classes, expansion of career pathways and increases in dual enrollment opportunities where limited or forgone in the effort to safely reopen schools.

Previous District's state assessment and other local indicators demonstrated that the District had made positive gains in student achievement for all students and within a number of its significant subgroups. Recent overall increases in the number of students who met or exceed the state standards in the area of English Language Arts (+5%) and Mathematics (+4%) results indicate a positive trend in the District. In addition, a number of subgroups to include Hispanic, English learners, and socioeconomically disadvantaged students scored at or slightly above the state average in English Language Arts and Mathematics.

In closing, actions steps outlined within Goal 1 that prescribed the use of Supplemental and Concentration Grant portions of LCFF coupled with CARES Act funding allowed the District to reduce class size, use paraprofessionals as learning supports, utilize bilingual office support staff, supply counseling services, and offer more/differentiated classes at secondary level not only enabled the District to reopen safely, but directly supported the Districts efforts to minimize learning loss as a result of pandemic and/or improve student academic achievement in the 2020-2021 school year.

Goal 2

Improve the atmosphere in our school and the communication between school and home.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 3: Parental Involvement (Engagement)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 6: School Climate (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator All teachers will be appropriately credentialed and assigned. **19-20** 100% **Baseline** 95% in 2016/17	One hundred percent of all District teachers are appropriately credentialed and assigned in 2019-2020.
Metric/Indicator Students will be provided CCSS aligned instructional materials in sufficient quantities at all levels. **19-20** 100% **Baseline** 100%	One hundred percent of the District's students were provided CCSS aligned instructional materials in sufficient quantities at all levels in 2019-2020.
Metric/Indicator Parent involvement will increase at both site level and district level committees (e.g. Site Councils, ELAC's Parent Clubs,	Anecdotal/observations from staff regarding attendance events decreased as compared to previous years and as limited by school closures as a result of COVID-19 pandemic in 2019-2020.

Expected	Actual
DELAC including parents of unduplicated pupils and parents of pupils with exceptional needs) **19-20** Anecdotal/observations from staff regarding attendance at events Attendance or participation at or above baseline. **Baseline** Anecdotal/observations from staff regarding attendance at events Sign in sheets from meetings held during 16/17 School Year	
Metric/Indicator School Attendance Rates will remain above 95%. **19-20** 95%+ **Baseline** 96%	The District experienced slight decrease in is annual attendance from 95% in 2019-2020 to 93.5% in 2019-2020.
Metric/Indicator Number of students chronically absent will decrease by 10% from previous year **19-20** 46 Students **Baseline** 64 Students in 14/15	The District experienced a 4% rate decreased in its chronic absenteeism from 8.3% in 2019-2020 to 4.3% in 2019-2020.
Metric/Indicator Middle school dropout rates will remain below 1%. High School dropout rates will decrease by 3% from previous year **19-20** Middle School rate <1% High School rate <8.6% **Baseline** Middle School rate <1%	In the 2019-2020 school year the drop out rate at the middle school level remain below 1%. In the 2019-2020 school year the drop out rate at the high school level decreased from from 11.8 to 8.8%.

Expected	Actual
High School rate 17.6% in 15/16	
Metric/Indicator Student, Staff, and Parent surveys will indicate positive and improving perceptions of school safety and atmosphere. **19-20** Healthy Kids California Student, Staff and Parent surveys completed in Spring 2017 will be baseline **Baseline** Overall positive perceptions at or above baseline – Fall 2019 results compared to Spring 2017 results	In the 2019-20 58% of stakeholders who participated in the survey Indicated that schools create a welcoming and safe environment for students and families in our community.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.0 Improved Atmosphere and Communication Actions/Services 1. Implement revised discipline handbooks at each school site. 2. Gather discipline data and evaluate in March. Use data plan improvement. 3. Continue to implement celebrations of Reclassification for English language learners. 4. Plan and implement homework help training sessions for parents K-8. 5. Plan and present parent trainings on Illuminate and Infinite Campus. 6. Implement a training plan for DELAC parents to increase involvement and understanding of CUSD system. Project-2-Inspire 3.	2.1 Implement revised discipline handbooks at each school site. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $1,000.00 2.6 Implement a training plan for DELAC parents to increase involvement and understanding of CUSD system. Project-3-Inspire 3. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $20,000.00	2.1 Implement revised discipline handbooks at each school site. 4000-4999: Books And Supplies LCFF Supplemental and Concentration $0.00 2.6 Implement a training plan for DELAC parents to increase involvement and understanding of CUSD system. Project-3-Inspire 3. 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration $14817.08

Goal Analysis

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

All Actions/Services in Goal 2 were implemented, differences in budgeted versus actual costs were solely as a result of the District's English Learner Advisory Councils limited participation in Project Inspire as outlined in action step 1.11. due to the COVID-19 pandemic. This resulted in a difference between proposed expenditures (i.e., $20,000) and actual expenditures (i.e., 14,817.08) of $5,182.92.

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

Colusa Unified has also placed great importance on providing a welcoming and safe learning environment with an emphasis on school safety and connectedness among students, families, and its certificated, classified, and administrative employees. As indicated on the California School Dashboard, the District efforts have resulted in improved indicator results in its chronic absenteeism, graduation rate, and college and career readiness. More specifically, the District's absenteeism rate declined by 3.7% as reported by the California School Dashboard in 2019-2020 moving from orange indicator to green. In addition, the District's graduation rate increased by 1.7% also moving from orange to green indicator on the dashboard. However, as indicated on the California School Dashboard Indicator for White students (i.e., Orange) continual focus on providing supports and interventions as outlined in goal 1 are needed. Finally, the District's College and Career Ready Indicator increased by 5.2% moving from red to green Indicator. These positive trends provide welcomed news to the District. However, there continues to be a need for additional work to be conducted as it pertains to goal 2 of the District's plan. The District's suspension rate fell into the states school dashboard's yellow indicator with 3.5% of students being suspended at least one time or more. Further analysis was conducted as the District participated in Comprehensive Coordinated Early Intervening Services planning as a result of being identified for Significant Disproportionality under the Discipline Indicator for students with disabilities in the 2019-2020 school year. Analysis also concluded that continual action is warranted to address the increased number of suspensions as indicated by the California School Dashboard for Native Americans (i.e. Red) and English language learners (i.e., Orange). Other local assessment results to include the Colusa Unified School District LCAP, Employee, Engagement, Youth Truth, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the LCAP Survey 58.3% participants reported that their school creates a welcoming and safe environment for students and families in our community. Youth Truth Survey student results show that 51% middle school students reported a positive school culture, while 36% of high school students reported a positive school culture. Families at the middle school reported similar results with 53% and 39% reporting a positive school culture. Employee Engagement Survey results also demonstrate a decrease in employee engagement by 26% as a result of strained relationships, inadequate communication and insufficient recognition. And the California Healthy Kids Survey reported that 52% of students in grades 7,9 and11 feel connected to school. Fifty-two percent of participating students reported that they had a caring adult in school.

Other indicators of success as they pertain to goal 3 show that 100% of the Districts certificated and classified staff were appropriately assigned and meet credentialing or job qualifications as outlined in the Student Success Act. In addition, all students were provided

with state standards aligned textbooks and instructional materials as prescribed in the Williams Act. Parent attendance at District and/or school sites events and activities decreased in the 2019-2020 school year due to the COVID-19 pandemic resulting in school closures or limited attendance because of health and safety precautions required by the local and state health agencies. Despite the District and school site efforts to recreate District activities and events in a virtual format in most cases participate lagged behind traditional in-person attendance rates with the one exception of scheduled Board Meetings.

Goal 3

Improve access to, and use of, instructional technology and modern facilities.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	N/A

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Student access to computers will increase at all levels. **19-20** 0.9/1 **Baseline** Current ratio of devices 0.6/1 0	Colusa Unified School District's student to computer ratio is was .9 to 1 in the 2019-2020 school year.
Metric/Indicator Electronic communication between school and home will increase. **19-20** Baseline +20% **Baseline** Number of parents on email list in 17/18 will be baseline.	In 2019-2020 98% of the District's households have provided a registered email address in the District's student information system.
Metric/Indicator Instructional technology use will increase at all levels. **19-20** Baseline +10% **Baseline** 17/18 Walk-Thru Data will be baseline – frequency of device use will be metric	As a result of COVID-19 precautions data was not collected as the district did not schedule walkthroughs during the 2019-2020 school year.

Expected	Actual
Metric/Indicator General condition of facilities will improve as detailed in Facilities Master Plan. **19-20** Successful Williams Act Inspections at each site. All facilities rated as Good or Fair. **Baseline** Successful Williams Act Inspections at each site. All facilities rated as Good or Fair.	The District maintained a rating of Good or Fair as determined by the FIT Report as part of the Williams Act in the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.0 Improve access to technology and modern facilities Actions/Services 3.1 Continue to expand purchase of devices until district-wide ratio of students/devices reaches a level where students have a device readily available when they need access. 3.2 Implement incentives for parents to attend trainings on social media, internet safety, etc. 3.3 Increase electronic communication except for items mandated to be supplied in hard copy. 3.4 Pursue one grant opportunity for technology. 3.5 Remodel CHS 500 Wing Restrooms to meet ADA requirements. This project will be the match for the Career Technical Education Incentive Grant which is being used to add a business pathway to CHS. 3.6 Purchase bleachers for soccer, tennis, and baseball use. 3.7 Install new doors on Kindergarten building for safety. 3.8 Install additional security cameras at BPS and EMS.	3.1 Continue to expand purchase of devices until district-wide ratio of students/devices reaches a level where students have a device readily available when they need access. 6000-6999: Capital Outlay LCFF Supplemental and Concentration $120,000 3.5 Remodel CHS 500 Wing Restrooms to meet ADA requirements. This project will be the match for the Career Technical Education Incentive Grant which is being used to add a business pathway to CHS. 6000-6999: Capital Outlay Locally Defined $130,000.00 3.6 Purchase bleachers for soccer, tennis, and baseball use. 6000-6999: Capital Outlay Locally Defined $15,000.00	3.1 Continue to expand purchase of devices until district-wide ratio of students/devices reaches a level where students have a device readily available when they need access. 6000-6999: Capital Outlay LCFF Supplemental and Concentration $125,533.56 3.5 Remodel CHS 500 Wing Restrooms to meet ADA requirements. This project will be the match for the Career Technical Education Incentive Grant which is being used to add a business pathway to CHS. 6000-6999: Capital Outlay Locally Defined $117,045.50 3.6 Purchase bleachers for soccer, tennis, and baseball use. 6000-6999: Capital Outlay Locally Defined $7,200.00

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3.7 Install new doors on Kindergarten building for safety. 6000-6999: Capital Outlay Locally Defined $5,000.00	3.7 Install new doors on Kindergarten building for safety. 6000-6999: Capital Outlay Locally Defined $3,500.00
	3.8 Install additional security cameras at BPS and EMS. 6000-6999: Capital Outlay LCFF Supplemental and Concentration $16,000	3.8 Install additional security cameras at BPS and EMS. 6000-6999: Capital Outlay LCFF Supplemental and Concentration $16,512.00

Goal Analysis

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

All Actions/Services in Goal 2 were implemented, differences in budgeted versus actual expenditures were a result of cost savings to the District. More specifically, as indicated in 1.5 scheduled remodeling of wing 500 projected to cost $130,000 came under budget costing the District $117,045 resulting in a savings of $12,955. In addition, projected costs associated with action 1.6 replacement of the bleachers on athletic fields estimated cost of $15,000 dollars came under budget resulting in a cost savings to the District of $7,800. Finally, door replacement at Burchfield Primary School as outlined in action 1.7 projected to cost $5,000 came under budget saving the district $1,500.

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

The District has made significant progress as they relate to the actions and services outlined in Goal 3 " Improve access to, and use of, instructional technology and modern facilities". More specifically the District was able to move closer to establishing one-to-one computing environment to start of the 2019-2020 school year as schools prepared to implement the District's Distance Learning Plan as part of its overarching Learning and Continuity Plan. CARES Act funding coupled with LCFF funding created the opportunity for technology advances in the classroom as new monitors, projection equipment, and document cameras were installed in every classroom. The transition to virtual learning created a need for the District to refocus its professional development and parent workshops priorities to assure that students and families were able to successfully access and support their students academic learning from home. Parent workshops focused on Digital Citizenship, Google Suite, Zoom and Tips and Tricks for Distancing learning. The District's Distance Learning Plan was developed which fostered the creation of district and school Digital Learning Dashboards and Library that continues to provide online digital learning enrichment resources in a variety of content areas to include reading, math, arts, science, physical education and social-emotional well being. In closing, the new LCAP incorporates the need for the development of a comprehensive District Technology Plan in the 2021-2022 school year and calls out actions and services that will enable the district to strategically replace technology annually and maintain its current one-to-one computing environment.

The District evaluated its Student Information System (SIS) and accompanying parent communication tools and resources based on stakeholder feedback collected in a variety of venues to include the establishment of a District Technology Committee, District and Site leadership teams, Parent English learner Council and Parent Advisory Committee and as reported in the District's LCAP survey results. The final outcome resulted in the District transitioning to a new (SIS) system and parent communication platform (Parent Square) which is encapsulated in the District's 2021-2024 LCAP Plan within Goal 1.

Finally, efforts to maintain and improve facilities continue to demonstrate success. The District's facilities as indicated in its Facility Inspection Tool (FIT) report that all schools and facilities are in good repair and in compliance with the Williams Act. The District has successfully advanced planned school site solar projects addressing the need to implement energy savings projects identified in its long term facilities plan. In addition, the completion of a number of remodeling of learning spaces to support programming changes at Colusa High School, enhancements of the Districts HVAC systems, addition of outdoor eating/learning spaces, purchase of reconfigurable classroom furniture, replacement of water fountains and other scheduled ongoing maintenance projects, enabled the District to not only re-open campus to in-person instruction safely, but made long lasting facility improvements that will benefit students in future years.

In closing, as the District moves forward with its 2021-2024 LCAP, plan actions and services that support Goal 3 " Improve access to, and use of, instructional technology" have been incorporated in the District new Goal 1 " Improve student learning outcomes for all students, in all grades, and in all content areas". Specific action steps in regards to providing modern facilities has been incorporated in the District's new Goal 2 " Creating welcoming and safe learning environments that support social emotional development of all students and increase connectedness among student, community, and families".

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to support the action steps for In-Person Instruction offerings as described above the District invested in the following areas: Additional certificated and classified staff: Additional staff are needed to create smaller student/educator cohorts as recommended by CDC. Personal Protective Equipment: Face coverings (masks and, where appropriate, face shields) to ensure that students, staff, and family entering schools sites and staff working in the community are minimizing the spread of respiratory droplets while on campus. Increased supplies of soap and hand sanitizer that is greater than 60% alcohol. Health Materials: Additional thermometers to screen student temperatures and additional supplies to respond to students who display any signs of illness. Disinfecting Materials: Additional materials to support effective, routine disinfection of high-touch surfaces and student use materials, such as spray bottles, disinfectant, paper towels, gloves, goggles, and masks. Infographics and Floor Decals: Infographics posted in all classrooms, workspaces, and common areas to maximize social distancing, direct traffic flow and identify specific entry/exit points. Visuals will also	$537,205	$822,967.00	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
reinforce face covering and hand washing protocols. Signage to promote health and wellness through eating well-balanced meals, getting plenty of rest, and making time for outdoor family activities. Parent Education and Training: COVID-19 literature/information to assist families to reinforce appropriate health and safety strategies at home. Resources for teachers to assist in responding to COVID-19 questions. Training for certificated and classified staff on monitoring COVID-19, using Google Classroom and Zoom, etc., parent/teacher communication tools, and parent education/training on tools and strategies to support their child's learning process at home. Custodians: Maintain staffing at sites so that, in addition to standard maintenance and cleaning, facilities are routinely disinfected in high-touch areas. Individual Supplies: Additional supplies to limit the number of individuals using shared objects. Portable Wash Stations: Additional portable wash stations for locations where sink access is insufficient.			

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The original budget was based on a lower funding assumption than what the District actually received.

Analysis of In-Person Instructional Offerings

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

With the support and input of the District's School Reopening Task Force represented by all stakeholders (i.e., Parents, community members, experts in the field, certificated and classified staff, District and site administrators) the District's response to the ongoing COVID-19 pandemic focused on supporting the needs of its students and community resulted in the shift its instructional model to a virtual platform (i.e. distance learning) in August of 2020. In October 2020, under state and county guidance, each of the District's

schools were able to offer in-person instruction and/or in-person interventions. District student special populations (i.e., English learners, students with disabilities, homeless/foster, and students struggling with online engagement, were invited based on learning loss. Plans for in-person instruction were developed as part of the District's Reopening Taskforce work in July of 2020.

Robust stakeholder engagement efforts began in July with family and staff survey's. The taskforce's recommendations, in conjunction with stakeholder input and new guidelines from state and county health agencies guided the District's development of District protocols around the following: daily staff and visitor COVID-19 health screening, social distancing markers, student desks located 6 feet apart, signage, participation upon requests, personal protective equipment including face masks, shields, gloves, handwashing stations, hand sanitizers, exposure and confirmed COVID-19 case protocols, contact tracing, quarantine areas for students and staff, plexiglass dividers in public areas, sanitizing classrooms, playgrounds, and work areas between cohorts, daily temperature checks, interactive meeting process for staff with underlying health issues, and suspended in-person field trips, athletics, and large gatherings. The primary focus of task force and the District's School Reopening Plan was to allow students to return to school safely based on parent choice to send their child to an in-person instructional model or remain in distance learning or independent study instructional models.

As state and county COVID-19 conditions improved and as a result of stakeholder input in support of reopening schools (i.e. 73% of parents, 66% certificated and 62% of classified employees) and the increase in
the number of students receiving D and F's (i.e., D's-286, F's-425), Colusa Unified was able to re-open its TK-12 school in a of a variety in-person formats in November of 2020. By April of 2021, all TK-12 schools resumed a five-day a week in-person instructional model that mirrored pre-COVID-19 conditions while maintaining required health and safety precautions. In closing, the District's successful execution of its Distance Learning Plan, Local Learning Continuity and Attendance Plan, School Re-opening Plan, and Expanded Learning Opportunity Grant, have enabled the District to continue to meet the educational needs of its students and families.

In-Person Instructional Offerings Successes:

* The District successfully managed District and site COVID-19 numbers limiting confirmed cases to 56 staff and/or students allowing schools and the district to remain open without disruption.

* The District was able to successfully transition to a one-to-one computer environment, increase internet connectivity, purchase digital textbooks and provide new technology tools and resources in the classroom to assist teachers and staff in delivering instruction in multiple platforms (i.e. in-person, independent study and/or distance learning).

* Schools developed and executed instructional models that supported Distance learning, in-person hybrid and return of all students that prioritized core instruction (i.e. English language arts, mathematics, social studies, science, and English language development), while providing multi-tiered academic, social emotional, and behavioral supports at each of the Districts five schools.

* Assessment and intervention systems were successfully piloted to address learning loss. CUSD implemented the i-Ready platform to serve as a comprehensive system of screeners, diagnostics, and student progress monitoring tools. The i-Ready platform provided

students individualized online intervention to address learning loss in reading and math for both in-person and online instructional settings.

* The District provided strategic and ongoing professional development software applications, such as Google Suite to include Google Classroom, Zoom, Infinite Campus and i-Ready, to strengthen the Districts ability to leverage technology within the delivery of daily classroom instruction, but also supported regular analysis of student data which led to increased access to academic, social-emotional, and behavioral interventions.

* Social-Emotional Learning (SEL), Positive Behavior Interventions and tiered mental health supports, and case management services were provided during online and in-person learning.

* Maintaining homework and assignment completions supports through the District's ASES after school programming.

In-Person Instructional Offering Challenges:

* Developing plans for in-person instruction, the guidance received from the CDE, state, and county changed and fluctuated often and plans were continually adapted. This impacted logistical issues as well as the ongoing revision of return to in-person instruction dates.

* Supporting multiple instructional platforms as Students experiencing learning loss as well as those challenged with engaging online were offered in-person instruction, continue to participate in distance learning, and/or independent study due to family safety concerns.

* Reduction of instructional minutes based on safety protocols dictated by state and county guidelines which resulted in shorter duration in school.

In closing, the District's successful execution of its Distance Learning Plan, Local Learning Continuity and Attendance Plan, School Re-opening Plan, and Expanded Learning Opportunity Grant has enabled the District to continue to meet the educational needs of its students and families.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In order to support the action steps for distance learning as described above, the District invested in the following areas: 1) Increases Access to Technology and Internet Connectivity • Purchased additional technology for classrooms as well as student Chromebooks, and hot spots. • Provided certificated, classified, site and district administrator professional development as well as offered parent workshops. • Purchased Google Classroom and Zoom Licensing. 2) Increased Access to Digital Textbooks and Instructional Materials • Purchased electronic versions of newly adopted textbooks in core areas to include Mathematics, English Language Arts, Social Studies, Science, and Health.	$197,915	$500,100.00	Yes

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

The original budget was based on a lower funding assumption than what the District actually received.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Distance Learning Program

With the support and input of the District's School Reopening Task Force represented by all stakeholders (i.e., Parents, community members, experts in the field, certificated and classified staff, District and site administrators).The District's response to the ongoing COVID-19 pandemic focused on supporting the needs of its students and community, resulted in the shift of its instructional model to a virtual platform (i.e. distance learning) in August of 2020. The District continued its actions in providing the highest quality instruction and supports for all students, to include English learners, foster youth, low income, homeless, and students with disabilities. To ensure students had access to a full curriculum of substantially similar quality regardless of the method of delivery, including the use of curriculum and instructional resources, the District developed structured guidelines to begin the year online and to promoted flexibility in transitioning to in-person instruction when it was safe to return. Staff supported the implementation of safety measures by conducting health screenings, taking
temperatures, supporting efforts in promoting social distancing in the office areas and during meal service. Appropriate personal protective equipment and training was provided to employees and students as appropriate.

Successes:

* School sites meet all Williams Act requirements and distributed adopted textbooks for all content areas, provided devices and hotspots to ensure all students had equal access
online learning.

* The District provided standardized learning platforms such as Teacher Digital Dashboards, online textbooks and instructional materials, Zoom, Google Classroom, and Infinite
Campus to ensure equitable access to the curriculum and adopted materials.

* School site administrators, teachers, staff, and parents were provided with standardized daily schedules which included the minimum instructional minutes and clearly defined
both synchronous (teacher-directed instruction) and asynchronous (independent teacher planned) instructional delivery, with a majority of the minutes delivered synchronously.
Within the weekly schedules, all content areas, intervention instruction,
and designated and integrated ELD were incorporated.

* Administrators and grade-level teams analyzed student data from all student groups for the purpose of identifying learning gaps and planning for instruction and intervention.

* District and school site administrators supported school counselors, certificated, and classified staff monitored and reached out to students who were not participating in
distance learning due to connectivity issues.

* The District was able to successfully transition to a one-to-one computer environment, increase internet connectivity, and provide new technology tools and resources in the
classroom to assist teachers and staff to deliver instruction in multiple platforms (i.e. independent study and/or distance learning).

* The District also worked with parents to take advantage of free internet resources, provided hotspots, provided materials and directions in packet form, completed home visits,
and provided on-line interventions and homework completion support. These efforts allowed the District to maintain a 93.5% attendance average during the course of the
2020-2021 school year.

* District and school site representatives designed and updated a comprehensive Distance Learning website for parents, students, and educators, complete with resources and
materials, parent instructional documents and videos.

* The District purchased and provided strategic and ongoing professional development software applications, such as Google Suite to include Google Classroom, Zoom, Infinite
campus and i-Ready, which strengthened the Districts ability to leverage technology to deliver daily classroom instruction in a distance learning model that met or exceeded
state instructional minute requirements. These actions also supported regular analysis of
student achievement data leading to increased student access to academic, social-emotional, and behavioral interventions.

Challenges:

* Students daily use of District Chromebooks at home presented challenges to updating software, making repairs, and replacing Chromebooks that were damaged. These
challenges created inconsistencies in access to synchronous and/or asynchronous instruction.

* Hotspots were provided to students as soon as the need was identified. However, in some cases, it took a day or two to connect the family with correct hotspot as a result of
"Dead Zone" areas, which impacted daily use.

* District and/or site led professional development was limited by the number designated professional development days in the contract. Professional development on a voluntary

basis, which appealed to staff and allowed teachers to be present for instruction daily, created gaps in professional learning for staff who did not elect to participate.

Access to Devices and Connectivity

The Colusa Unified School District successfully pivoted to an online learning model upon the reopening of the 2020-2021 school year. All students in grades TK-12 were provided Chromebooks, access to all related digital textbooks and instructional materials, information regarding low-cost or free internet, or hot spots were provided to students prior to the start of the school year. This connectivity also enabled the District, its schools, and families to participate and engage in ongoing electronic two-way communication regarding updates about COVID-19, school programing, and school reopening information, as well as participate in parent involvement opportunities and shared decision making at the District and school levels.

Successes:

* The District purchased new Chromebooks/iPads for all students and internet hotspots for those who did not have Wi-Fi access at home. Distribution of these devices took place
in August before instruction began. The District office worked with school principals in the development of textbooks, instructional materials and device distribution schedules
ensuring that all students received the required materials.

* District-provided hotspots were deployed to families without reliable internet, to ensure connectivity with District-provided devices.

* CUSD teachers were afforded internet-ready devices provided by the District. Teachers communicated online with students and delivered instruction through Zoom, Google Classroom, and Infinite Campus.

* Students were provided a Teacher Digital Dashboard with a single sign-on portal via clever.

* Dedicated personnel provided remote support to families and students in accessing the technology, curricular materials, and online resources website.

* Virtual workshops and video tutorials were provided to students and families on how to utilize Zoom, Google Classroom, Infinite Campus, and Distance Learning Tricks and
Tips.

Challenges:

* Distribution and exchange of Chromebooks involved significant coordination and time between school sites and the District Technology Department.

* Distribution of hotspots, identifying "Dead Zones" and offering ongoing support to families with limited internet connectivity.

* Ongoing Chromebook repairs or replacement of damaged devices needed to maintain online learning.

* Limited time to provide ongoing professional development and support.

Pupil Participation and Progress

All students were provided a combination of daily synchronous and asynchronous learning defined in Senate Bill 98 (Ed. Code, § 43501). School leaders and teachers ensured the synchronous activities and time value of assigned asynchronous work met the minimum instructional minutes.

Successes:

* Site administrators verified teacher developed daily instructional schedules that confirmed the states required synchronous and asynchronous instructions.

* Teachers utilized the attendance module in the student information system to document daily participation for each student for which distance learning was provided. Daily
documentation included activities that provided evidence of student participation in online instruction and completion of assignments and assessments as well as contacts that
occurred between the teacher and student and/or families.

* District and site administrators, and teachers routinely monitored student participation and engagement in classroom instruction through verification of engagement records,
classroom visits, and student work completion and mastery of taught standards. Site administrators, school counselors, teachers and support staff developed systems of
student re-engagement strategies to include phone calls, home visits, online and in-person
academic, homework completion, and social-emotional supports for students who did not participate for 3 or more days and/or were at risk for chronic absenteeism.

Challenges:

* It was difficult for the District and/or school site staff to connect on a regular basis with students were displaced and/or experience unique family circumstances as a result of the
COVID-19 pandemic.

* Distance learning made it more difficult for teachers and staff to develop meaningful relationships, particularly with student who chose not to turn on their cameras during online instruction.

* Increased workload on District and site administrators, teachers, and support staff to monitor, track, and support student engagement especially for partially or not engaged students.

Professional Development

The District provided a variety of professional development technology activities and resources to support teachers and staff deliver online instruction as part of the District's Distance Learning Plan. Activities included ongoing technological support for District and site administrators, teachers, support staff, families, and students. Throughout the year, as the needs of staff arose, the District provided timely professional development in the areas of data analysis, academic intervention, social-emotional learning, student engagement, meeting the needs of English learners, students with disabilities, and other at-promise groups.

Successes:

* Beginning of the year professional development activities available to District and site administrators, teachers, classified staff, and substitutes focused on digital learning platforms such as Zoom, Google Classroom Suite, and Infinite Campus that were used inclusively in the delivery online instruction.

* Site administrators, teachers, and support staff received professional development on the use of i-Ready platform in support of the administration of benchmark assessments in both reading and math in order to identify student learning gaps, complete data analysis, differentiated classroom instruction, and design intervention opportunities to mitigate and close learning gaps.

* Virtual and video sessions were delivered to support the use of Google Classroom, Zoom, Infinite Campus, and supporting students with Distance learning in both English and Spanish offering flexibility to educators and families.

* Site administrators, teachers, and classified staff were provided the opportunity to participate in professional development activities and/or workshops during the course of the 2020-2021 school year. Offerings included training on adopted curriculum, social-emotional learning, digital learning, supporting English language Learners, and students with disabilities.

* The District provided a full-service induction program to include coaching and mentorship for new teachers.

Challenges:

* Due to COVID-19 health and safety requirements, professional development opportunities and/or job alike trainings that typically require physical interaction between trainers
and trainees had to be modified to support a virtual format limiting opportunities for interactive small group activities and collaboration.

* Due to limited professional development time, as outlined in current contract language, was difficult to find time to provide district-wide and/or site level professional
development in a systematic way that allowed for follow-up training and ongoing coaching.

Staff Roles and Responsibilities

In August of 2020, the District worked with Colusa Unified stakeholders, and the School Reopening Taskforce to prepare to return to school in a variety of learning models to include traditional in-person with health and safety precautions, blended, distance learning, and offer independent study. Primary roles and responsibilities by the majority of site administrators, teachers, and support staff remained consistent regardless of the learning model. Building student rapport, maintaining student engagement, and supporting collaboration amongst teachers and students required creativity and innovation to assure the success of students during distance learning. Teachers and staff focus remained on providing academic, social-emotional, and behavioral support to students that mirrored a traditional in-person model. Services and outreach to students and families shifted to virtual, in-person, or in home supports to include the coordination of services provided by county and city agencies.

Success:

* School site administrators, teachers, and staff successfully shifted from in-person to a distance learning model delivery synchronous and asynchronous instruction using digital
tools and online platforms. Additionally, deliberate attention to academic, social-emotional, and behavioral tiered supports were employed to support students and families.

* School site administrators, teachers, and staff implemented innovative strategies of engagement that supported regular attendance, student engagement in learning, access to
instruction and social emotional supports.

* School sites successfully shifted to online assessments, conducted in a virtual format, and then employed the Plan-Do-Study-Act model to analyze assessment results,
different classroom instruction, and provided target academic interventions.

* After school program and auxiliary staff provided online targeted intervention and home work completion assistance.

* CSEA and the District, through a Memorandum of Understanding, were able to provide job description flexibility that allowed staff to support the delivery of instruction, cleaning
and maintaining facilities, and meal distribution.

Challenges:

* Although site administrators, teachers, and support staff did an outstanding job of providing services to students and families in a virtual format, as well as conduct essential job
functions, staff prefer to provide services to students in person.

* Students and families who rely on additional supports provided by auxiliary staff or paraprofessionals while in class continued in a virtual format. However, student interaction,
proximity, and in-person supports proved to be invaluable and important strategies providing support, which was simply not plausible in a distance learning setting.

Supporting Students with Unique Needs

The implementation of the District's growing multi-tiered level of academic, social-emotional and behavioral supports benefited students tremendously, i-Ready diagnostic assessments for reading and mathematics were administered to all students in grades K-8, near the beginning of the school year to identify student academic needs related to learning loss, with specific attention to English learners, socioeconomically disadvantaged, homeless/foster students and students with disabilities. Additional benchmark assessments administered throughout the school year supported student learning and teacher planning. The Plan-Do-Study-Act processes at the school and district level addressed learning loss to include data analysis of student achievement, classroom differentiation and the identification of tiered academic supports within and outside of the school day based on individual needs, including increased frequency and/or duration of interventions to ensure students are receiving necessary support. Strategies to ensure the success of all students are described throughout this plan and as described below:

English Language Learners

Successes:

* Teachers provided designated ELD using the California English Language Development Standards according to the English language proficiency level of ELs during dedicated
time each school day.

* Teachers provided academic and language support to English learners daily through synchronous integrated ELD strategies to ensure student access to content standards.

* The District English Learner Coordinator supported teachers in identifying specific groups of students to monitor learning and remediate gaps using District adopted curriculum,
diagnostic assessments and intervention supports.

* District systems of supports assisted in the identification and implementation of school-level learning progress monitoring of current English Learners, Long Term English
Learners, and Redesignated English Proficient (RFEP) Students.

* The District developed and provided English learner parent support classes on accessing Zoom, Gmail set up, Google Classroom, and Infinite Campus.

*Ongoing translation of resources for teachers to connect with families, bilingual staff to support the interpretation of technology help requests, bilingual parent learning videos,
and other resources was provided.

Challenges:

* Language learning is interactive, online instruction was difficult for English leaners to get forms of language communication that rely on non-verbal communication and other
visual cues.

* English learners use peer-to-peer interactions to build upon their communicative skills and make meaning of what is being interpreted by the teacher. This was difficult in online
learning.

* Teachers whose English learners did not have their video on, found it difficult to view non-verbal cues to show the student is understanding the instruction.

* Shortened instructional time was difficult to plan for designated English language development lessons and activities.

* English learners needing extra support and were offered small in-person instruction and did not attend due to family concerns related to the COVID-19 pandemic.

Students with Disabilities

Success:

* Special Education Teachers and Related Service Providers provided continuity of learning and services through online synchronous/asynchronous learning environments and
learning resources, as appropriate, so special education students had the same learning opportunities as other students, to the greatest extent possible and as required by SB
98.

* Adaptive PE teachers provided moderate to severe students with physical limitations Physical Education services.

* IEP Meetings were held both virtually and in-person following required health guidelines and social distancing practices.

* Special education teachers worked collaboratively with core content teachers to adapt lessons to meet the needs of special education students and to ensure lessons and
activities were necessary and appropriate, as documented in the student's Individualized Education Plan.

* Counseling was provided as needed via virtual or in-person appointments with students for social, emotional, and academic counseling, monitoring, and guidance. These
appointments or conversations were also conducted via email, telephone, or other virtual tools, as appropriate, so long as the privacy of employees, students, and/or families
were protected.

* SLP/APE/DHH/VI teachers/related service providers provided individual and/or group virtual lessons. These lessons were conducted by telephone, or other virtual platforms, as
appropriate.

Challenges:

* Individual and small group sessions that required physical interaction between staff and students, such as Speech, Occupational, and Physical Therapy meet the
educational needs of its students and families.

* Physical Therapy, and Adapted Physical Education, were limited or not provided due to social distancing constraints.

* Limited opportunities for interactive and hands-on instructional deliver formats due to modifications needed to support a virtual format.

* Individual students, as well as particular student subgroups such as PK/TK/Kinder students and students in Moderate/Severe settings, found it especially challenging to
participate and engage in a virtual learning format.

* Schedules for parents and family members at home presented obstacles for some students to log in to virtual classrooms and participate to the maximum extent possible.

* IEP teams were unable to conduct assessments at times, and/or had to conduct tele-assessments in a modified format while still ensuring validity and reliability of the various
assessment protocols and methodologies.

* Due to COVID-19 safety and health mandates, entraining circumstances and access to students Special Education staff were unable to provide services and support as
frequently as needed or desired.

Social Emotional Learning and Behavior Supports

Colusa Unified School District continues to develop tiered social-emotional and behavioral supports to overcome barriers for all students, including students with disabilities, English learners, socioeconomically disadvantaged and homeless/foster youth as well as provide curriculum, instructional materials, and other resources to support social- emotional learning and positive behavioral interventions and supports.

Successes:

* Mindfulness practices were provided to learn calming strategies and reduce stress to staff and students.

* Building resilience strategies to learn how to overcome trauma was provided to staff and students.

* Social-Emotional Learning lessons and activities to assist students in overcoming trauma and crisis.

* Counseling services were provided to students and families to support mental health wellness.

* Case Management Services were provided to help families access basic needs such as housing referrals, access to food banks, clothing, and shoes.

* Family Wrap-Around Services were provided to the whole family including counseling and case management services.

Challenges:

* While counseling and case management services were readily available, identifying students and families in need, including those experiencing homelessness was difficult with reduced physical access to students during virtual learning.

* Limited professional development opportunities to support the implementation of Social-Emotional Learning, Positive Support Interventions and Supports, and Restorative Practices.

Overall, the District's successful execution of its Distance Learning Plan, Local Continuity and Attendance Plan, School Re-opening Plan, and Expanded Learning Opportunity Grant has enabled the District to continue to meet the needs of its students and families.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Credit Recovery Summer Program: Online credit recovery program accessible to all middle school, alternative high and high school students. Priority provided to seniors within 20 credits of graduation, Foster Youth and Homeless. Instructional and data technology driven tools to include Google Classroom and Zoom (see page #22 above).	$150,000	$200,000.00	Yes

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

The original budget was based on a lower funding assumption than what the District actually received.

Analysis of Pupil Learning Loss

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

As a result of stakeholder input, a number of recommendations were made for the return to school, including the prioritization of English Language Arts/English Language Development and mathematics both in best first instruction and tiered intervention systems designed to address learning loss that may have resulted from the COVID-19 pandemic resulting in school closures in March of the 2019-20 school year and continuing into thee fall of the 2020-21 in an online distance learning model.

The continued development and implementation of a Multi-tiered system of support (MTSS), site and district leaders have designed a comprehensive system to identify and remediate students' learning gaps in English Language Arts/English Language Development and mathematics and building intervention systems to further mitigate and address gaps in learning and focus on accelerating learning during the 2020-21 school year so students meet or exceed grade-level expectations. Processes at the school and District level addressed learning loss, including key strategies differentiated for English learners, socioeconomically disadvantaged, homeless/foster youth, and students with disabilities. The District's School Reopening Taskforce recommendations, teacher and classified staff MOUs and Parent/Student Guidelines were designated to support the implementation of SB 98 to ensure all students

received the support they needed to meet challenging state standards and social-emotional supports to promote equity for all students.

During the 2020-2021 school year the District regularly analyzed and monitored local student achievement data to include district-wide interim assessments and grade data at each of its five schools. Like most districts in the state of California, Colusa Unified School District experienced significant increases of student of students earning D's and F's primarily due to Distance Learning. The District's response included additional virtual and in-person supports beginning with special populations (e.g. Students with disabilities, English learners, homeless, foster youth, etc.) and then expanded to all students with the reopening of schools in early November of the 2020 school year. Intervention supports were not only provided within the instructional day, but also as part of the District's afterschool, credit recovery, and independent study programming. Additional credit recovery opportunities were offered on non-school days (i.e. winter break). The District also provided a credit recovery program during the summer of 2020 in response to school closures in March of that year and plans to offer in-person summer school and credit recovery programs during the the summer of 2021. Each of these measure assisted in minimizing pupil learning loss. However, the District's, like others, effort to expand summer programming has been stifled due to limited human resources as a result of COVID fatigue.

The District's Expanded Learning Opportunity Grant will provide additional funding, human resources, supplemental instructional materials and professional development that will enable the District to fully develop its budding academic, social-emotional and behavioral multi-tiered systems of support model as called out in the District's 2021-2024 Local Control Accountability Plan. In addition, plans to expand after school programing and increase credit recover opportunities during the course of the 2021-2022 school year will have a powerful impact on address pupil learning loss and improved student achievement.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Colusa Unified School District reached out to stakeholders to collect data regarding school climate, culture, and connectedness which has a direct correlation with support social emotional well-being and mental health of its students and employees. The data bares out that the COVID-19 pandemic had a significant impact on the social-emotional and mental health of its students and employees despite the many efforts by the District and school sites to ensure mental health and social-emotional wellness services. Youth Truth, and California Healthy Kids Surveys indicate that need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the LCAP Survey, 58.3% of participants reported their school creates a welcoming and safe environment for students and families in our community. Youth Truth Survey student results show that 51% of middle school students reported a positive school culture, while 36% of high school students reported a positive school culture. Families at the middle school reported similar results with 53% and 39% reporting a positive school culture. Employee Engagement Survey results also demonstrate a decrease in employee engagement by 26% as a result of strained relationships, inadequate communication and insufficient recognition. And the California Healthy Kids Survey reported that 52% of students in grades 7,9, and11 feel connected to school. Fifty-two percent of participating students reported they had a caring adult in school. The District experienced a number of challenges in responding to the social and emotional well-being of students and families during the 2020-2021 school year. The COVID-19 pandemic impacted the collective mental health and social-emotional needs of our students, families, staff and community as a whole. While counseling and case management services were readily available prior and during the pandemic, identifying students and families in need, including those experiencing homelessness, presented challenges as our staff had reduced physical access to students during virtual learning. A number of families were displaced during the pandemic due to financial strain and loss of income as a result of community business and industry shutting down in response to the pandemic and state health mandates. Families also struggled with finding adequate child care compounding the issue. A growing number of home visits resulted in identifying the student was no longer living at the address making it more difficult for the District to connect and coordinate with families in need of mental health and other services. In closing, limited professional development time and/or opportunities for certificated and classified staff, prohibited the District in providing needed professional development and training to successfully identify, evaluate and support staff on the implementation of SEL curriculum and/or other research based programs and strategies such as PBIS, Restorative Practices and Circles.

District successes highlight school site administrators, teachers, school counselors and support staff's ability to provide SEL lessons, activities and/or services in a virtual format, in-person with safety precautions and/or conducted home visits to support the social emotional and mental health needs of students and families. Counselors, site and District administrators worked with the Colusa County Crisis Response Team and other city and county agencies to support students and adults in crisis. Social-Emotional Learning lessons and activities were provided at individual school sites by teachers and support staff with small group social-emotional support provided as needed.

District and school site leaders participated in Social Emotional Learning (SEL) professional development provided by Yolo, Sutter, and Colusa County Offices of Education and began the process of developing and shaping a county wide SEL plan that will provide

professional development to certificated and classified employees and accelerate the development of the District's multi-tiered system of support model to better support the social-emotional support needs of students and families. The District also collaborated with the Colusa County Office of Education in successfully securing a SEL grant that will support and expand the District's efforts.

In closing, based on stakeholder feedback collected by the District's Local Control Accountability, Healthy Kids, Youth Truth, and Employee Engagement Surveys as well as information gathered from designed stakeholder input activities, mental health, and social-emotional well-being of students, families, and staff are a significant corner stone of the District's new 2021-2024 Local Control Accountability Plan specifically outlined in Goal 2 " Create welcoming and safe learning environments that support the social-emotional development of all students and increase school connectedness among students, community and families," and Goal 4 " Recruit, hire and retain exemplary employees that are committed to being student focused, who recognize the importance of building on the strong foundation of the community, and who hold high expectations for all."

Analysis of Pupil and Family Engagement and Outreach

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

The challenges of student and family engagement and outreach during the pandemic as a result of COVID-19 shifted the District's and individual school sites focus to recreate activities and events in a virtual and/or digital format. The District opened up the 2020-2021 school year by delivering instruction through Distance Learning. In addition to COVID-19 and Distance Learning website pages that provided regular District and school updates, reopening plans, and parent resources, the District created digital resources to include an individual teacher Digital Dashboards, Colusa Unified School on-line District Education Library, and Google and Zoom workshop videos and materials. As the District transitioned to an in-person instructional model in early November, school sites hosted individual parent-teacher conferences to review COVID-19 health and safety protocols developed by the District's School Reopening Taskforce aligned with state and county public health mandates, instructional routines and expectations. In early April, additional individual parent-teacher conferences occurred as we transitioned from an in-person hybrid model to a full five day a week schedule. In addition, the District provided a series of parent workshops to include Google Classroom, Zoom, and Distance Learning Tip and Tricks in both English and Spanish. District and school activities (e.g. Student orientation, Back-to-School Night, etc.) were recreated in a variety of virtual platforms to include the use of Zoom, video, social media outlets, and other communication tools.

The District also worked with community partners and received a grant that allowed the District to provide devices to socioeconomically disadvantaged, English learners, and homeless/foster youth students with Chrome Books. In addition, the District provided information and resources that allowed families to receive free internet service and/or hotspots to support students in their educational process. The District also worked with the Colusa County Office of Education and the City of Colusa to install two towers that increased internet connectivity within the community.

The District and its schools maintained regularly scheduled Board, District and school School Reopening Taskforce, Parent English Learner and Parent Advisory Committees, School Site Council, and parent meetings either in a Zoom or in-person formats in

adherence with local and state health agency mandates.   The District and school sites also maintained traditional communication tools such as weekly updates and newsletters to keep families informed about reopening updates, scheduled activities and available parent resources. More personal outreach activities included virtual, and when appropriate in-person Student Success Team, 504 and Individual Education Plan meetings. School counselors and site administrators conducted virtual, in-person, and/or conducted home visits to support regular attendance, and social-emotional and health wellbeing of students and families. District and school staff worked with the City of Colusa and Colusa County partners to support families with housing, medical and counseling services.

The District also utilized Bilingual support staff, district translators, and the use of Infinite Campus to ensure staff regularly communicated with families in their primary language to assist and intervene in support of student engagement and achievement. Procedures for tiered re-engagement strategies were supported holistically to include verification of current contact information and daily notification of absences to parents. Outreach plans developed included the identification of barriers and challenges facing parents/guardians. Regular monitoring of student attendance and participation through weekly engagement records included formulating goals through the adjustment of interventions. Procedures for tiered re-engagement of students missing 3 days of synchronous/asynchronous instruction in a school week, or identified as chronically absent based on the weekly engagement record were identified first by the teacher and then referred to the school site's support team for immediate intervention.

In closing, the District established a new Parent Advisory Committee that work closely with the District English Learner Advisory Committee to engage and solicit input on the development of the District's Learning Continuity and Attendance Plan (LCP), Expanded Learning Opportunity Grant, and Local Control and Accountability plan (LCAP) through monthly meetings as well as the administration of a newly developed LCAP and Youth Truth School Climate Surveys.

Despite these efforts, parent attendance at District and/or school site events and activities decreased in the 2020-2021 school year due to school closures, lack of internet connectivity or participation due to increased challenges or instructional demands placed on families. Stakeholder in-person participation was also limited attendance due to health and safety precautions required by the local and state health agencies.

Analysis of School Nutrition

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

For all schools, students engaged in Colusa Unified School District's Distance Learning were provided nutritionally adequate meals through a variety of ways including curbside for walk up, drive up service, "grab and go" and delivering lunches at designated bus stops and locations throughout the community. All schools in the District operate the Community Eligibility Provision and thus students were provided each meal at no charge. The District's student information system was utilized to provide USDA mandated backup food supply and to identify students with special diets. During the summer, the meal program was federally expanded to provide meals to individuals in the community under 18 years of age. In addition, community partnerships enhanced the District's ability to provide food to address families living in poverty as a result of the pandemic.

The District provided applications in-person and online, and conducted significant outreach to encourage families to apply. When the District transitioned to in-person instruction in November, meals were provided to all students in their classrooms, cafeteria or outside eating areas before they left for the day. Students who opted for continued online learning during in-person instruction, were able to pick up meals at a designated time, in either a drive up or walk up method, from the cafeteria. Meal counts fluctuated from an average of 9,500 meals served per day to 7,800 meals on average a day during the period that schools delivered instruction through Distance Learning. March proved to be the most challenging month as meals served dropped to an average of 1,600 meals a day when the District initially closed and transitioned to Distance Learning. To address the services provided above, the Food & Nutrition Services department worked with District stakeholders to identify strategies to increase participation and improve meal delivery systems which incurred additional costs in the form of enhanced pay for public-facing food distributions, overtime for employees working in excess of their regular shifts, technology improvements to take the point-of-sale system curbside, protective clothing was provided for employees working outdoors in inclement weather, and meal costs associated with 'to-go' packaging (e.g., individually wrapped items, convenience bags) was provided.

The food program experienced challenges as a result of changing guidelines on safe distribution of food in the community due to the COVID-19 pandemic. Since the Nutrition staff was considered essential, when staff became ill due to COVID-19 and other factors, this required updated forms of communication to families so they would be kept up to date with where to receive meals. Schools and the Nutrition department had to work side by side to accomplish this ever fluctuating dynamic.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A	N/A	$0.00		No

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

There were no substantive difference between the planned actions and budget expenditures for additional plan requirements.

Overall Analysis

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

The lessons learned from implementing a Distance Learning Program and transitioning back to an in-person model as well as stakeholder input had a significant impact in the development of the goals and actions of the 2021-2024 school year as outlined below. In addition, the lessons learned as the District addressed the digital divide to include individual student devices, internet connectivity, and the development of consistent platforms and resources to support learning, have positively changed instructional practice and created structures that will support on-line learning and intervention supports that will create new opportunities for the District to support students.

1). The District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: English learners, socioeconomically disadvantaged, students with disabilities, homeless and foster youth in the 2021-2022 school year which reflects the states 8 priorities encapsulated in Goal 1: Improving student achievement for all students in all grades and in all content areas in its Local Control Accountability Plan.

Areas of continued academic focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social-emotional, and behavioral supports that not only meet the needs of struggling students, but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating effective professional learning

communities centered around student learning, implementation of best instructional practices, and regular analysis of students assessment results utilizing the Plan-Do-Study-Act Model.

2). The District continues to recognize importance in providing a welcoming and safe learning environment with an emphasis of increasing connectedness among its students, parents, and employees. The District's actions outlined in Goal 2 to "Create welcoming and safe learning environments" addresses state priorities 1,3,4,5 and 8. The District's recent identification for Comprehensive Coordinated Early Intervening Services Planning as a result of being identified for Significant Disproportionality under the Discipline Indicator for students with disabilities in the 2019-2020 school year, coupled with the increased number of suspensions as indicated by the California School Dashboard for Native Americans and English language learners, demonstrate the need for additional tiered behavioral and social-emotional supports. Other local school climate assessment results to include the Colusa Unified School District LCAP, Employee Engagement, Youth Truth, and California Healthy Kids Surveys indicate that need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees.

3). The analysis process resulted in the District incorporating two additional goals in its 2021-2024 Local Control and Accountability Plan. Goal 3, " Engage parent organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning" emphasizes the importance and benefit to the District and its students of developing and maintaining strong partnerships with families, local businesses, colleges and universities, community and faith based organizations, county office of education, and the community it serves.

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

Pupil learning loss will continue to be assessed and addressed in the 2021-24 LCAP, especially for students with the unique needs of English learners, foster youth, low income, students in special education and homeless. Goals 1 and 2 have dedicated actions to ensure appropriate resources are aimed at identifying and remediating learning loss, especially for students with unique needs through full implementation of MTSS in our district. Our Multi-Tiered System of Supports model will be fueled through the collective efforts of District and site administrators, teachers, staff, and parents supported by the District's i-Ready platform, student data analysis of through the Plan-Do-Study-Act Model, and Professional Learning Communities at regular intervals to positively influence student learning in the classroom, provide time where individual student's needs are identified, discussed, and a strategic plan developed to ensure all students receive the instructional academic, social emotional, and behavioral supports needed to be successful.

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

No substantive difference

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

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

Analysis and reflection on student outcomes in the 2019-2020 LCAP and LCP plans influenced the District's 2021-2024 LCAP development significantly as a number of themes emerged as outlined below:

The District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: English learners, socioeconomically disadvantaged, students with disabilities, homeless and foster youth in the 2021-2022 school year which reflects the states 8 priorities encapsulated in Goal 1: Improving student achievement for all students in all grades and content areas in its Local Control Accountability Plan.

Areas of continued academic focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social-emotional, and behavioral supports that not only meet the needs of struggling students, but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry-based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of students assessment results utilizing the Plan-Do-Study-Act Model.

The District continues to recognize importance in providing a welcoming and safe learning environment with an emphasis of increasing connectedness among its students, parents, and employees. The District's actions outlined in Goal 2 to "Create welcoming and safe learning environments" addresses state priorities 1,3,4,5 and 8. The District's recent identification for Comprehensive Coordinated Early Intervening Services Planning as a result of being identified for Significant Disproportionality under the Discipline Indicator for students with disabilities in the 2019-2020 school year, coupled with the increased number of suspensions as indicated by the California School Dashboard for Native Americans and English language learners, demonstrate the need for additional tiered behavioral and social-emotional supports. Other local school climate assessment results to include the Colusa Unified School District LCAP, Employee Engagement, Youth Truth, and California Healthy Kids Surveys indicate that need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees.

The analysis process resulted in the District incorporating two additional goals in its 2021-2014 Local Control and Accountability Plan. Goal 3, " Engage parent organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning" emphasizes the importance and benefit to the District and its students of developing and maintaining strong

partnerships with families, local business, colleges and universities, community and faith based organizations, county office of education, and the community it serves.

In closing, Goal 4 "Recruit, hire, train, and retain exemplary employees" articulates the Districts commitment to creating a culture of excellence that attracts outstanding candidates; provides certificated and classified professional development and training that fosters ongoing learning; and regularly celebrates employee success and longevity leading to improve student achievement, providing welcoming and safe learning environments, and developing strong relationships with the school community.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

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

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

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

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- o Pupil Participation and Progress,
- o Distance Learning Professional Development,
- o Staff Roles and Responsibilities, and
- o Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	3,238,307.00	3,525,113.80
Carl D. Perkins Career and Technical Education	50,000.00	50,000.00
LCFF Supplemental and Concentration	2,971,307.00	3,279,438.30
Locally Defined	217,000.00	195,675.50

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

Total Expenditures by Object Type		
Object Type	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	3,238,307.00	3,525,113.80
0000: Unrestricted	2,786,907.00	3,115,575.66
4000-4999: Books And Supplies	51,000.00	50,000.00
5000-5999: Services And Other Operating Expenditures	114,400.00	89,747.08
6000-6999: Capital Outlay	286,000.00	269,791.06

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	3,238,307.00	3,525,113.80
0000: Unrestricted	LCFF Supplemental and Concentration	2,786,907.00	3,115,575.66
4000-4999: Books And Supplies	Carl D. Perkins Career and Technical Education	50,000.00	50,000.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	1,000.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	47,400.00	21,817.08
5000-5999: Services And Other Operating Expenditures	Locally Defined	67,000.00	67,930.00
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	136,000.00	142,045.56
6000-6999: Capital Outlay	Locally Defined	150,000.00	127,745.50

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,931,307.00	3,240,505.66
Goal 2	21,000.00	14,817.08
Goal 3	286,000.00	269,791.06

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

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$537,205.00	$822,967.00
Distance Learning Program	$197,915.00	$500,100.00
Pupil Learning Loss	$150,000.00	$200,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$885,120.00	$1,523,067.00

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

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$537,205.00	$822,967.00
Distance Learning Program	$197,915.00	$500,100.00
Pupil Learning Loss	$150,000.00	$200,000.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	$885,120.00	$1,523,067.00

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Colusa Unified School District	Jeffery D. Turner Superintendent	jturner@colusa.k12.ca.us 1-530-458-7791

Plan Summary [2021-22]

General Information

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

Colusa Unified School District comprised of five schools has enjoyed a long tradition of excellence where children thrive in a community-focused, small school environment. The District serves 1,526 students in Transitional Kindergarten (TK) through 12th grade. Burchfield Primary School serves the District's youngest students in grades TK – 3rd; Egling Middle School, the District's largest school serves nearly 600 students in grades 4 through 8; and Colusa High School serves the District's 411 high school students in grades 9 through 12. The District's two alternative education programs serve students in grades 9-12 at Colusa Alternative High School, while Colusa Alternative Home school serves students through an independent study based program in grades TK-12. Together these schools enable all students within the District to actively participate in a rigorous and rewarding academic environment enriched with STEM, visual and performing arts, vocational education, athletics and other extracurricular activities.

The diversity of the District is its strength. Colusa students come from a variety of backgrounds with its student population consisting of 72% of Hispanic/Latino, 22% white, and 3% Native American students. In 2020, the District's California School Dashboard reported 29% of its students were English learners; 71% socioeconomically disadvantaged, 12% with disabilities; and 2.4% homeless/foster youth. The District enjoys a low transient rate, less than 5%. Overall attendance has averaged over 95% for the past three years. The District's demographics provide the opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 20 to1 in grades TK-3, 26 to 1 in grades 4-8, and 20 to 1 in grades 9-12.

One hundred percent of Colusa Unified School District's staff met the highly qualified criteria. Of the District's teachers, 21% hold a master's degree and 93% have obtained a baccalaureate degree plus 30 credits of higher education. The average years of teaching service in the District is 12 Years.

District parent involvement is growing as 10% of parents reported on the District's LCAP Survey that they contribute to the school district through volunteering, supporting fundraising, or serving either on the District or school site parent and parent English learner committees or one of the many district foundations or parent-faculty organizations.

Reflections: Successes

The District's response to the ongoing COVID-19 pandemic focused on supporting the needs of its students and community resulting in the shift of its instructional model to a virtual platform (i.e. distance learning) in August of 2020. As state and county conditions improved Colusa Unified was able to re-open its TK-12 school in a of a variety in-person formats in November of 2020. By April of 2021, all TK-12 schools resumed a five-day a week in-person instructional model that mirrored pre-COVID-19 conditions while maintaining required health and safety precautions. In addition, to managing site and district COVID numbers allowing schools and the District to remain open without disruption, the District was able to successfully transition to a one-to-one computer environment, increase internet connectivity, and provide new technology tools and resources in the classroom to assist teachers and staff deliver instruction in multiple platforms (i.e. in-person, independent study and/or distance learning). Furthermore, through purchase of digital textbooks and instructional materials of existing adopted California State Standards aligned materials and strategic ongoing professional development software applications, such as Google Suite to include Google Classroom, Zoom, Infinite Campus and i-Ready, strengthened the Districts ability to leverage technology within the delivery of daily classroom instruction, but also supported regular analysis of student achievement data which led to increased access to academic, social-emotional, and behavioral interventions. In closing, the District's successful execution of its Distance Learning Plan, School Re-opening Plan, Local Continuity and Attendance Plan, and Expanded Learning Opportunity Grant has enabled the District to continue to meet the educational needs of its students and families.

Reflections: Identified Need

In the absence of the state and local indicators being reported on the 2020-2021 California School Dashboard as a result of the ongoing COVID-19 pandemic, school closures, and suspension of state assessments throughout the state of California, it is difficult for Colusa Unified School District to fully assess and measure how prescribed action steps and services outlined in the District's 2019-2020 Local Control Accountability Plan impacted student services in the District. Despite these challenges, the District reevaluated 2019-2020 state indicators (e.g., student achievement, college and career readiness, chronic absenteeism, suspension, drop out rates, etc.) and evaluated new 2020-2021 local indicators to include implementation of academic standards, access to broad course of study, local climate survey, and parent and family engagement.

Recent overall increases in the number of students who met or exceed the state standards in the area of English Language Arts (+5%) and Mathematics (+4%) indicate a positive trend throughout the District. In addition, subgroups to include Hispanic, English learners, and socioeconomic disadvantaged students scored at or slightly above the state average in English Language Arts and Mathematics on the CAASPP. However, white students and students with disabilities within the District scored significantly below state averages in English

Language Arts and Mathematics. Students with disabilities, as indicated on the California School Dashboard, fell two standard deviations (i.e., Orange) below as compared to all students in the areas of English Language Arts and Mathematics resulting in the District failing to meet state targets. As outlined in the District's Special Education Plan approved by the California Department of Education in April of 2021, students with disabilities failed to meet the state testing participation rate of 95% and state achievement targets in English Language Arts (15.9%) and Mathematics (13.6%). Overall student achievement results, when compared to state averages, continue to significantly lag behind in English Language Arts (e.g., 40% vs 51%) and Mathematics (e.g., 30% vs 40%) indicating a continual need to focus on improving student achievement, increasing access to rigorous curriculum through the adoption of state standards aligned materials, supporting ongoing researched based professional development and the implementation of a multi-tiered system of academic, social-emotional and behavioral supports as outlined in its newly developed LCAP Goal 1: Improving student achievement for all students in all grades and content areas which reflects state priorities 1 through 8.

Colusa Unified has also placed great importance on providing a welcoming and safe learning environment with an emphasis on school safety and connectedness among students, families, and its certificated, classified, and administrative employees. As indicated on the California School Dashboard, the District efforts have resulted in improved indicator results in its chronic absenteeism, graduation rate, and college and career readiness. More specifically, the District's absenteeism rate declined by 3.7% as reported by the California School Dashboard in 2019-2020 moving from orange indicator to green. In addition, the District's graduation rate increased by 1.7% also moving from orange to green indicator on the dashboard. However, as indicated on the California School Dashboard indicator for White students (i.e., Orange) continual focus on providing supports and interventions as outlined in goal 1, are needed. Finally, the District's College and Career Ready indicator increased by 5.2% moving from red to green indicator. These positive trends provide welcomed news to the District. However, there continues to be a need for additional work to be conducted as it pertains to goal 2 of the District's plan. The District's suspension rate fell into the states school dashboard's yellow indicator with 3.5% of students being suspended at least one time or more. Further analysis was conducted as the District participated in Comprehensive Coordinated Early Intervening Services planning as a resulted of being identified for Significant Disproportionality under the discipline indicator for students with disabilities in the 2020-2021 school year. Analysis also concluded that continual action is warranted to address the increased number of suspensions as indicated by the California School Dashboard for Native Americans (i.e. Red) and English language learners (i.e., Orange). Other local assessment results include the Colusa Unified School District LCAP, Employee Engagement, Youth Truth, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the LCAP Survey 58.3% participants reported their school creates a welcoming and safe environment for students and families in our community. Youth Truth Survey student results show that 51% middle school students reported a positive school culture, while 36% of high school students reported a positive school culture. Families at the middle school reported similar results with 53% and 39% reporting a positive school culture. Employee Engagement Survey results also demonstrate a decrease in employee engagement by 26% as a result of strained relationships, inadequate communication and insufficient recognition. And the California Healthy Kids Survey reported that 52% of students in grades 7,9, and11 feel connected to school. Fifty-two percent of participating students reported they had a caring adult in school.

LCAP Highlights

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

Colusa Unified School District recognizes the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: English leaners, socio-economically disadvantaged, students with disabilities, homeless and foster youth in the 2021-2022 school year which reflects the states 8 priorities encapsulated in Goal 1: Improving student achievement for all students in all grades and content areas in its Local Control Accountability Plan.

Areas of continue focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social-emotional, and behavioral supports that not only meet the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of students assessment results utilizing the Plan-Do-Study-Act Model.

Colusa Unified School District has also placed great importance in providing a welcoming and safe learning environment with an emphasis of increasing connectedness among its students, parents, and employees. The District's actions outlined in Goal 2 to "Create welcoming and safe learning environments" addresses state priorities 1,3,4,5 and 8. The District's recent identification for Comprehensive Coordinated Early Intervening Services Planning as a result of being identified for Significant Disproportionality under the discipline indicator for students with disabilities in the 2020-2021 school year coupled with the increased number of suspensions as indicated by the California School Dashboard for Native Americans and English language learners demonstrate the need for additional tiered behavioral and social-emotional supports. Other local school climate assessment results include the Colusa Unified School District LCAP, Employee Engagement, Youth Truth, and California Healthy Kids Surveys indicate the need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees.

The District has also incorporated two additional goals in its 2021-2024 Local Control and Accountability Plan. Goal 3, " Engage parent organizations, businesses, and higher institutions in the development of meaningful partnerships to support student learning" emphasizes the importance and benefit to the District and its students of developing and maintaining strong partnerships with families, local businesses, colleges and universities, community and faith based organizations, the county office of education, and the community they serve.

In closing, Goal 4 "Recruit, hire, train, and retain exemplary employees" articulates the Districts commitment to creating a culture of excellence that attracts outstanding candidates; provides certificated and classified professional development and training that fosters ongoing learning; and regularly celebrates employee success and longevity leading to improve student achievement, providing welcoming and safe learning environments, and developing strong relationships with the school community.

Comprehensive Support and Improvement

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

Schools Identified

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

Colusa Unified School District does not have any current schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The District began engaging its stakeholders in August when it elicited input from the Board of Trustees, District and site administrators, bargaining units, parents, students, community members and other District partners in the review and analysis of the District's three-year Local Control Accountability Plan. As part of this process, stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities.

The District's Parent Advisory Committee, Parent English Learner Advisory Council and the Board of Trustees reviewed the District's Learning Continuity and Attendance Plan (LCP), Local Control Accountability Plan (LCAP) and Federal Addendum as part of the evaluation and planning process. The District engaged stakeholders throughout the course of the 2020-2021 school year as Colusa Unified evaluated progress towards attaining LCAP goals, alignment of goals to the state's eight priority areas, effectiveness of planned actions and services as well as input regarding changes to the 2021-2023 LCAP. Below is a summary of District LCAP Engagement Activities:

Board of Trustees' meetings during which a review of District state and local assessment and/or public discussion on strategic planning, shared values, priorities, and goals:
August 17, 2020
* Adoption of Distance Learning Plan

September 9, 2020
* Learning Continuity and Attendance Plan Public Hearing

September 21, 2020
* Review School Reopening Survey
* TK-6 Reopening Plan
* Reviewed California Assessment of Student Performance and Progress (CAASPP) Home School Results
* Adoption of the District's Learning Continuity and Attendance Plan

October 7, 2020
* TK-6 Waiver Update and Discussion
* Adoption of Colusa Unified School District TK-12 Reopening Plan

October 19, 2020
* Reviewed Local Student Achievement Data Results

November 16, 2020
*Reviewed California Healthy Kids Survey Results

*Reviewed California Assessment of Student Performance and Progress (CAASPP) District Results

December 14, 2020
* Reviewed Local Student Achievement Data Results

January 25, 2021
* Reviewed Local Attendance, Suspension and Student Achievement Data Results
* LCAP Development Update (Stakeholder Survey, Draft Goals, Template Release)
* California Safe Schools For All Plan

February 22,2021
Reviewed Local Attendance, Suspension and Student Achievement Data Results

March 15, 2021
* Revisited the District's Schools Reopening Plan

April 19,2020
* Reviewed Local Attendance, Suspension and Student Achievement Data Results
* Adoption of Expanded Opportunity Grant Application

May 17, 2021
* LCAP Development Board Update

June 21, 2021
* LCAP Public Hearing

June 28, 2021
* Adoption of the LCAP

Parent Advisory Committee Meetings where District state and local assessment was reviewed and input was collected in regards to District priorities, goal setting, and strategic planning:

January 28th, 2021
* Purpose of Parent Advisory Committee
* Introduction of the LCAP Development Process
* Reviewed State and Local Indicators
* Reviewed Draft Goals
* Sticky Note Challenge Stakeholder Input Activity

February 25, 2021
* Sticky Note Challenge Stakeholder Input Activity Summary
* California Assessment of Student Performance and Progress (CAASPP) Results
* Reviewed Healthy Kids Survey Results
* Reviewed LCAP Survey Results
* Table Top Stakeholder Input Activity

March, 25, 2021
* Introduction to Parent Square
* Introduction to Local Control Funding Formula
* LCAP Action and Services Sketch- Goals 1 and 2.

April 22, 2021
* Parent Square Update
* LCAP Action and Services Sketch Goal 3 and 4
* Expanded Learning Opportunity Grant Application

District English Learner Parent Advisory Council Meetings where District state and local assessment was reviewed and input was collected in regards to District priorities, goal setting, and strategic planning:

August 12, 2020
* Purpose of DELAC
* District Distance Learning Model
* Consolidated Application Review

September 30, 2020
* TK-6 School Reopening Update
* Reviewed LCAP Survey Participation

October 28, 2020
* TK-8 School Reopening Update
* Reviewed State English Learner Student Achievement Data

November 18, 2020
* High School Reopening Update
* Introduction of the LCAP Development Process
* Introduction to Draft LCAP Goals

January 27, 2021

* Reviewed State and Local Indicators
* Reviewed of Draft LCAP Goals
* Sticky Note Challenge Stakeholder Input Activity

February 24, 2021
* Sticky Note Challenge Stakeholder Input Activity Summary
* Reviewed California Assessment of Student Performance and Progress (CAASPP) Results
* Reviewed Healthy Kids Survey Results
* Reviewed LCAP Survey Results
* Table Top Stakeholder Input Activity

March 31, 2021
* Introduction to Parent Square
* Introduction to Local Control Funding Formula
* LCAP Action and Services Sketch- Goals 1 and 2

April 28, 2021
*Parent Square Update
*LCAP Action and Services Sketch Goal 3 and 4
*Expanded Learning Opportunity Grant Application

In closing, District and school site activities conducted created the opportunity for members of the District Leadership Team, Site Administrators, California School Employees and California Teachers Associations and members of the community to provide input and feedback in the development of the Local Control Accountability.   In addition, the District worked with the Colusa County Special Education Local Area Plan (SELPA) on the District's Special Education Plan, and Significant Disproportionality Comprehensive Coordinated Early Intervention Services Plan, as well as gathered input regarding the needs of students with disabilities as reflected within the District's LCAP. Furthermore information collected from students, families, and certificated and classified staff through the administration of a the District's LCAP, Youth Truth, Healthy Kids, and Employment Engagement Surveys influenced the goals, measures of success, actions, and services embedded in the District's plan.

A summary of the feedback provided by specific stakeholder groups.

The Superintendent's analysis and stakeholder outreach provided the community with a framework regarding all areas of District operation and was foundational to all preceding engagement activities.

District stakeholder input and plan development activities not only provided the District with a comprehensive three-year plan reflective of the states eight priorities and its mission, vision and core values , but also created a solid foundation in which to develop a pathway to improved services for all students, including proportional improvement of services for unduplicated students and other defined subgroups.

Input activities shaped the plans goals, measures of success, actions and services for all students and District subgroups. Activities included presentations on the importance of strategic planning, vision and goal setting. In addition, presentations and input gathering activities were directly tied to the progression of student achievement and the patterns of growth for all students, as well as the District's efforts in closing the achievement gap for English learners, students from low income families, students with disabilities, homeless and foster youth as well as other significant subgroups represented within the district.

District, state, and local indicators demonstrate a pattern of overall improvement in each of its five schools serving students in Transitional Kindergartners through 12th grade. However, the data also reinforces the need for the District to maintain a focused strategic plan and vision for continuous improvement.

Plan goals, strategies and services continue to support the District as it continues to identify, evaluate and adopt California State Standards aligned textbooks and supplemental instructional materials, promote 21st Century and inquiry based learning as well as expanded tiered academic, social-emotional and behavioral interventions and other student and community outreach activities.

LCAP Statutory Requirements:

The District Parent Advisory Committee and English Learner Advisory Council have assisted in the shaping of District goals, metrics to measure growth, action steps, services, and expenditures. The Colusa Unified School District has engaged community members, pupils, local bargaining units, and other stakeholders through a variety of venues during the LCAP development process.

As part of the developmental process, the District engaged other Districtwide councils and leadership committees through meetings, surveys, Public Hearing and other community outreach activities. Stakeholders were strongly encouraged to participate in the development of the District's LCAP by providing feedback pertaining to the goals, actions, and services, proposed expenditures in the plan.

To assure that all stakeholders had an opportunity to provide input and/or make comments related to the LCAP, the District hosted a variety of stakeholders meetings and activities to include a public hearing and the administration of the LCAP ,Youth Truth, Healthy Kids and Employee Engagement surveys to identify stakeholder preferences and needs in relation to the LCAP.

The contribution from stakeholders was invaluable to the development of the District's Local Control Accountability Plan. Stakeholders assisted the District in identifying needs and priorities of the community and its families as they relate to the state's eight priorities, goals, and services offered in the plan. The process also allowed the District to learn, firsthand, effective strategies that would increase parent and community engagement outlined in
Goal 3. The greatest benefit to the students of the District is the stakeholder developed plan, incorporating ideas representative of all stakeholders and thus assuring buy in and a commitment to improve the District.

Specific stakeholder input shaped the District's new 2021-2024 Local Control Accountability Plan (LCAP) in a number of ways. First the District's current Goal 1 " Improve Student Achievement and Close Achievement" was re-written not only to reshape actions and services to improve student achievement but also encompass the District's priority to "Improve access to and use of instructional technology" as part of the previous LCAP's Goal 3. The District's new Goal 1 "Improve academic outcomes for all students, in all grades, and in all content areas expands the plans reach. It focuses on the need to develop a multi-tiered system of academic supports that not only address the needs of struggling students, but also supports the needs of students who are progressing on and/or above grade level which was important to stakeholders.   Actions and services in the new plan support the the further development of College and Career Readiness Activities, Advance Placement/Gifted Education, and Career Technology.   The new plan specifically calls out the need to develop a district-wide interim assessment model to support regular monitoring of student achievement, identification, and development of multi-tiered academic model that supports the needs of all students to include English learners, students with disabilities, socioeconomically disadvantaged and foster and homeless students. In addition, the plan calls for the evaluation of current school and district academic interventions to determine which practices should be continued, discontinued, modified, replicated, and/or expanded, this was identified as essential in responding to potential learning loss as a result of the COVID-19 pandemic which is a growing concern of the Districts stakeholders.

Stakeholder input also supported the evolution of the District's second goal " Improve the atmosphere in our school and the communication between home and school" to the District's new goal "Create welcoming and safe learning environments that support the social-emotional development of all students and increase school connectedness among students, families, and communities. Newly developed actions and services incorporated aspects of the District's desire in its previous goal 3 to provide modern facilities into the District's new goal 2 while expanding its focus by calling for the development and maintenance of a District Facility Plan as well as setting aside 1% of the District's LCFF revenue to the Deferred Maintenance Fund enabling the District to consistently address ongoing facility repairs and maintenance. The new goal creates additional actions and services that provide a space for the District to develop energy saving projects, conserve energy, and water consumption while initiating recycling and composting programs. Furthermore, the addition of actions and services to address emergency preparedness directly correlates to the importance of providing safe learning environments as articulated by stakeholders. Finally, the newly developed goal increases the emphasis on student learning support services and the need to evaluate and develop programs that support tiered social-emotional, behavioral and overall wellbeing of all students and staff which was a common theme amongst stakeholders. In closing, newly developed actions steps continue to recognize the importance of communication between home and school as indicated in the previously plan. However, the new goal creates an emphasis on increasing school connectedness among students, families, and community.

Stakeholders also supported and helped create two new additional goals within the District's plan. The first, Goal 3 "Engage parent organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning" recognizes the importance of engaging stakeholders and the benefit of partnerships not only for schools but the community as a whole. Actions and services incorporated in this newly developed goal emphasizes the importance of increasing partnerships, seeking out additional funding, and leveraging the talents of its community through the giving of time, expertise, and financial resources resulting in the increase of academic and extracurricular opportunities for students. The new goal also entails the importance of District through partnership support community activities by maintaining and expanding access to school facilities and resources to community based organizations as well as the importance of recognizing partners through various District and School events and various media outlets. The second, Goal 4 " Recruit, hire and retain exemplary employees that are committed to being student focused, who recognize the importance of building on the strong

foundation of it's community, and who hold high expectations for all." The establishment of goal 4 and its actions and services emphasize the importance of recruiting, hiring, and retaining highly qualified and exemplary classified, certificated, and management employees that support the educational needs of the districts nearly 1,600 TK-12th students, families, and school community as a whole. The goal also recognizes the importance of providing strategic and comprehensive professional development to all employees in an effort not only to increase their level of expertise and performance, but also provide a working environment that encourages continuous learning and promotes a sense of family resulting in its employees dedicating their career in service to Colusa Unified students and their families.

Goals and Actions

Goal

Goal #	Description
1	Improve student outcomes for all students, in all grades, and in all content areas

An explanation of why the LEA has developed this goal.

Colusa Unified School District has developed goal 1 of this plan in response to the need to foster continual student growth as indicated by the California Schools Dashboard in the areas of Academic Performance, Academic Engagement, Conditions and Climate. This goal, its actions and services are aligned with states state priorities 1,2,4,5,7,8.

Colusa Unified recognizes the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the Districts lowest performing subgroups: English leaners, socioeconomically disadvantaged, students with disabilities, and homeless and foster youth.

Areas of continue focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Social Studies, Mathematics, and Science. 2) Supporting ongoing research based professional development and the implementation of a system of tiered academic, social emotional, and behavioral supports that not only meet the needs of struggling students but also promotes critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of students assessment results utilizing the Plan-Do-Study-Act Model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Standardized Testing and Reporting Program (CAASPP)	Overall: Forty-five percent of students met or exceed the state standards on the English Language Arts portion of the CAASPP.				Overall: Fifty-five percent of students will meet or exceed the state standards in English Language Arts portion of the CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Thirty-four percent of students met or exceed the state standards in the Mathematics portion of the CAASPP. Subgroups: Hispanic or Latino Forty percent of Hispanic or Latino students met or exceed the state standards on the English Language Arts portion of the CAASPP. Thirty percent of Hispanic or Latino met or exceed the state standards in the Mathematics portion of the CAASPP. White Sixty one percent of white students met or exceed the state standards on the English Language Arts portion of the CAASPP. Thirty percent of white students met or				Forty-four percent of students will meet or exceed the state standards in the Mathematics portion of the CAASPP. Subgroups: Fifty percent of Hispanic or Latino students will meet or exceed the state standards on the English Language Arts portion of the CAASPP. Forty percent of Hispanic or Latino students will meet or exceed the state standards in the Mathematics portion of the CAASPP. White Seventy percent of white students meet or exceed the state standards on the English Language Arts portion of the CAASPP. Forty percent of white students will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceed the state standards in the Mathematics portion of the CAASPP. SED Forty percent of socioeconomically disadvantaged students met or exceed the state standards on the English Language Arts portion of the CAASPP. Thirty four percent of socioeconomically disadvantage students met or exceed the state standards in the Mathematics portion of the CAASPP. ELL Sixteen percent of English learners met or exceed the state standards on the English Language Arts portion of the CAASPP. Thirteen percent of English learners of students met or				students will meet or exceed the state standards in the Mathematics portion of the CAASPP. SED Fifty percent of socioeconomic disadvantaged students meet or exceed the state standards on the English Language Arts portion of the CAASPP. Forty-four percent of students will students will meet or exceed the state standards in the Mathematics portion of the CAASPP. ELL Twenty-six percent of English learners will meet or exceed the state standards on the English Language Arts portion of the CAASPP. Twenty-three percent of English learners will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	exceed the state standards in the Mathematics portion of the CAASPP. SWD Six percent of students with disabilities met or exceed the state standards on the English Language Arts portion of the CAASPP. Eleven percent students with disabilities met or exceed the state standards in the Mathematics portion of the CAASPP.				meet or exceed the state standards in the Mathematics portion of the CAASPP. SWD (* State Mandate Achievement Targets.) Sixteen percent of students with disabilities meet or exceed the state standards on the English Language Arts portion of the CAASPP. Twenty-one percent of students with disabilities will meet or exceed the state standards in the Mathematics portion of the CAASPP.
English Language Proficiency Assessments for California (ELPAC)	Thirty percent of English learners scored proficient as measured on the English Language Proficiency Assessments of California (ELPAC).				Forty-five percent of English learners will score proficient as measured on the English Language Proficiency Assessment of California (ELPAC).
District Interim Assessments	Thirty-seven percent of students scored at				Fifty-two percent of students will score at

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	or above grade level on the End of the Year English Language Arts District Interim Assessment. Thirty-two percent of students scored at or above grade level on the End of the Year Math District Interim Assessment.				or above grade level on the End of the Year English Language Arts District Interim Assessment. Forty-seven percent of students will score at or above grade level on the End of the Year Mathematics District Interim Assessment.
A-G Requirement Completion	Ninety-one percent of all students completed the A-G Requirements.				Ninety-five percent of all students will complete A-G requirements.
High School Graduation Rates	Eighty-four percent of high school students met graduation requirements.				Ninety-five percent of all high school students will meet graduation requirements.
District Dropout Rates	The District maintained a drop out rate of less than 1% (.005).				The District will maintain a drop out rate of less than 1%.
College and Career Readiness	Thirty-nine percent of high school students met College and Career Readiness requirements.				Fifty-four percent of high school students will meet College and Career Readiness requirements.
English Learner Reclassification Rate	Eight percent of the District's English learners met the				Thirty eight percent of the District's English learners will meet the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	District's reclassification requirements.				District reclassification requirements.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Instruction	1.1a. Utilize Local Control Funding Formula resources to maintain reduced class sizes, paraprofessional and other support staff as learning supports to all students to include English learners, socio-economically disadvantaged, foster youth, and homeless students. 1.1b. Maintain a culture of continuous improvement by providing professional development opportunities that support the implementation of California State Standards, timely assessment of student performance to strengthen instruction, responses to intervention and other research based strategies. 1.1c. Provide structured school and district collaboration time by grade level and department. 1.1d. Identify, evaluate, and develop a district-wide interim assessment model to support regular monitoring of student achievement, identification of multi-tiered academic instructional supports, and services that meet the needs of students below, on, or above grade level. 1.1e. Continue to evaluate efficacy of school and district academic interventions to determine which practices should be continued, discontinued, modified, or replicated. 1.1f. Provide professional development to teachers and staff to support English learners and reclassified students in English language Acquisition and the mastery of California State and English Language Development Standards utilizing the states English Learner Roadmap.	$1,732,786.00	No

Action #	Title	Description	Total Funds	Contributing
2	Instructional Materials	1.2a. Provide instructional materials, supplies, equipment, and/or human resources to support access to California State Content Standards, College and Career and Career Readiness Activities, Advanced Placement/Gifted and Talented Education, and Career Technical Education. 1.2b. Provide supplemental California State Standards instructional materials to include software licenses and instructional materials to support and increase intervention and extended learning opportunities. 1.2c. Provide supplemental instructional materials to support English language acquisition and access to California State Standards.	$119,460.00	No
3	Technology	1.3a. Continue to implement the Colusa Unified School District Technology Plan to ensure every student, employee, and classroom has the technology and professional development support to effectively integrate technology into the classroom or work environment. 1.3b. Continue to provide human resources to support technology integration into the classroom and work environment to include the Director of Technology, Technology Support Assistant(s) and Data Technology Specialist. 1.3c. Continue to work with the District Technology Committee to evaluate, identify, and implement a new student Information System that supports state and federal reporting, analysis of student achievement, discipline and attendance tracking, and increase parent and community communication in both English and Spanish.	$231,469.00	No

Action #	Title	Description	Total Funds	Contributing
4	Opportunities for Extension	1.4a. Provide summer school programming and/or credit recovery programs for Transitional Kindergarten through 12 grade students. 1.4b. Identify, evaluate, and expand Science, Technology, Engineering, Arts, and Mathematics (STEAM) opportunities to include course and elective development, after school programming, access to Next Generation Science Standards, Visual and Performing Arts Standards, and computer technology skills. 1.4c. Maintain and seek out additional funding to expand After School Education and Safety Programming. 1.4d. Continue to explore the possibility of increasing Advanced Placement, Dual Enrollment, Career Technical Education, and College and Career offerings. 1.4e. Establish a Gifted and Talented Education (GATE) Task-force to evaluate, develop, and reestablish a district-wide GATE program to include student identification, instructional programming, teacher professional development, and parent training.	$1,229,224.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Create welcoming and safe learning environments that support the social-emotional development of all students and increase school connectedness among students, community and families.

An explanation of why the LEA has developed this goal.

Colusa Unified has also placed great importance on providing a welcoming and safe learning environment with an emphasis on school safety and connectedness among students, families, and its certificated, classified and administrative employees. This goal, its actions and services are aligned to state priorities 1,3,4 5, and 6. Despite these efforts there continues to be a need for additional work to be conducted as it pertains to goal 2 of the District's plan. In 2019-2020 the District's suspension rate fell into the states school dashboard's yellow indicator with 3.5% of students being suspended at least one time or more. Further analysis was conducted as the District participated in Comprehensive Coordinated Early Intervening Services planning as a result of being identified for Significant Disproportionality under the Discipline indicator for students with disabilities in the 2019-2020 school year. Analysis also concluded that continual action is warranted to address the increased number of suspensions as indicated by the California School Dashboard for Native Americans (i.e. Red) and English language learners (i.e., Orange). Other local assessment results to include the Colusa Unified School District LCAP, Employee, Engagement, Youth Truth, and California Health Kids Surveys indicate that need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the LCAP Survey 58.3% participants reported that their school creates a welcoming and safe environment for students and families in our community. Youth Truth Survey student results show that 51% middle school students reported a positive school culture, while 36% of high school families reported a positive school culture. Families at the middle school reported similar results with 53% and 39% reporting a positive school culture. Employee Engagement Survey results also demonstrate a decrease in employee engagement by 26% as a result of strained relationships, inadequate communication and insufficient recognition. And the California Healthy Kids Survey reported that 52% of students in grades 7,9. and 11 feel connected to school. Fifty-two percent of participating students reported they had a caring adult in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth Truth Survey Results	Fifty-one percent of middle school students reported a positive culture at their school.				Sixty-six percent of middle and high school students will report a positive school culture at their school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Thirty-six percent of high school Students reported a positive culture at their school. Fifty-three percent of middle school families reported a positive culture at their school. Thirty-nine percent of high school students reported a positive culture at their school.				Sixty-eight percent of middle and high school families will report a positive school culture at their school.
California Health Kids Survey Results	Fifty-one percent of students in grades 7,9, and 11 reported they feel connected to school. Fifty-two percent of students in grades 7,9, and 11 reported they have a caring adult relationship at school.				Sixty-six percent of students who participate in the Healthy Kids Survey will report they feel connected to school. Sixty-seven percent of students who participate in the Healthy Kids Survey will report that they have a caring adult at school.
LCAP Survey Results	Fifty-eight percent of LCAP Survey participants reported				Eighty-Eight percent of participating stakeholders will indicate on the annual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	schools are welcoming and safe.				LCAP survey that all schools are welcoming and safe.
District Suspension Rate- All Students	The District's overall suspension rate is 3.5%.				The District will maintain a 2% suspension rate.
District Suspension Rate- for SWD	The Districts suspension rate for students with disabilities is 3.3%.				The District will maintain a 2% suspension rate for students with disabilities.
District Expulsion Rate	The District's expulsion rate is .05)				The District will maintain an expulsion rate of 1% or less.
California Facility Inspection Tool (FIT)	One hundred percent of the District's facilities received a rating of Good or Fair as measured by the FIT report.				The District will maintain a rating of Good or Fair in 100% of its facilities as measured by the FIT Report.
District Attendance Rate	The District's average attendance rate is 93.5%.				The District will maintain an attendance rate of 95% or above.
District Chronic Absenteeism Rate	The District's absenteeism rate is 8.3%.				The District will reduce its Chronic Absenteeism rate to 4.3% over the course of 3 years.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facilities	2.1a. Ensure school and district facilities are maintained to provide safe learning and working environments. 2.1b. Develop and maintain a District Facilities Master Plan that includes facility improvements which support 21st century skills, in addition to supplemental and specialist services. 2.1c. Evaluate, identify, and develop school and district energy savings projects to include Prop 39 funding, if available, water conservation, and recycling programs. 2.1d. Annually transfer up to 1% of Local Funding Formula Funding revenue to the Deferred Maintenance Fund by 2024. (i.e., .5% in 2021-2022, .75% in 2022-2023, and 1% in 2023-2024).	$420,455.00	No
2	Emergency Preparedness	2.2a. Evaluate and maintain school and district-wide preparedness plans to provide annual training to employees and stakeholders to ensure safe work/school conditions and emergency preparedness (e.g., fire, earthquake, intruder, etc.) 2.2b. Work with city and county agencies to provide and support ongoing emergency preparedness training to employees and stakeholders. 2.2c. Routinely inventory and provide first aid and emergency supplies.	$1,000.00	No
3	Student Learning Support Services	2.3a. Coordinate learning support services to support social emotional, behavioral, and attendance needs of all students to include English learners, socio-economically disadvantaged, students with disabilities, foster youth and homeless students.	$473,276.00	No

Action #	Title	Description	Total Funds	Contributing
		2.3b. Evaluate and develop programs to support tiered social emotional, behavioral, and mental health interventions that promote overall physical well being of students and staff. 2.3c. Work with county and community partners to evaluate, identify, and expand mental health, behavioral, and social services. 2.3d. Provide regular and ongoing professional development strategies that promote anti-bullying, digital citizenship, character education, cultural awareness, and inclusion of all students. 2.3e. Provide psychologist and counseling services. 2.3f. Create opportunities for student and adult recognition for modeling, promoting, and encouraging anti-bullying, digital citizenship, character education, cultural awareness, and inclusion of all students. 2.3g. Evaluate and develop alternatives to school suspension.		
4	Access to Activities	2.4a. Increase access to school, district, and extracurricular activities to promote school leadership, spirit, and connectedness. 2.4b. Increase school opportunities for visual and performing arts (e.g., choir, band, drama, art, digital media, dance, etc.).		No
5	Family and Community Connectedness	2.5a. Continue to provide outstanding customer service the Colusa school community that maintains a culture of professionalism, integrity, and inclusion. 2.5b. Conduct and analyze school and district engagement surveys to support improved customer service and school and district connectedness to students families and the community.		No

Action #	Title	Description	Total Funds	Contributing
		2.5c. Maintain school and district websites and electronic media communications in both English and Spanish. 2.5d Maintain a variety of school community events (e.g., Back to School Night, Open House, Parent Nights, etc.) and student community service opportunities (e.g., Senior projects, food drives, pennies for patients, etc.).		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Engage parent organizations, businesses, and higher learning institutions in the development of meaningful partnerships to support student learning

An explanation of why the LEA has developed this goal.

Colusa Unified School District's established goal 3 and its actions and services aligned to state priorities 1, and 3-8, as described below, to emphasize the importance and benefit of strong partnerships with families, community, businesses, the county office of education, and local colleges and universities. The continual focus on partnership development will enable the District to not only strengthen curricular and extracurricular programs, but expanded learning opportunities for its TK-12th students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Survey Results	Thirty-three percent of survey participants reported they volunteered in the classroom. Sixty-nine percent of survey participants reported they attended open house and/or Back to School Night				Forty-eight percent of survey participants will report they volunteer in the classroom.
District and School Site Committee/Council Attendance Sign-in Sheets	The District established a Parent Advisory Committee consisting of 10 members representing				Increase participation in the District's Parent Advisory Committee by 100%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	each of the District's five schools. The District's English Learner Advisory Council consisted of of 18 members representing each of the District's five schools.				Increase participation in the District's English Learner Advisory Council by 30%. All district schools will establish and maintain active SSC councils per Education Code 65000.
Parent Resource Room Usage as measured by Sign-In Sheets.	Establish a baseline in 2021-2022 school year.				Increase Parent Resource Room usage by 30% (i.e., 10% annually.)
Parent Workshop participate as measured by Sign-in Sheets.	One percent of the District's parents participated in workshops offered by the District in the 2020-2021 school year.				Increase Parent Workshop Participation by 30% (i.e., 10% annually)
Number of Memoranda of Understandings/ Agreements	In 2020-2021 the District maintained 27 partnerships with higher learning institutions, community and county organizations.				Increase the number of Memoranda of Understandings with community partners by 30% (i.e., 10% annually)
Donations	On average the District receives $65,000 in annual donations.				Increase donations by 30% (i.e., 10% annually).

Actions

Action #	Title	Description	Total Funds	Contributing
1	Stakeholder Engagement	3.1a. Expand District stakeholder participation in Parent and English Learner Advisory and School Site Councils, English Learner, and other advisory committees. 3.1b. Increase District communication with all stakeholders to maintain a culture of inclusion, respect, and integrity. 3.1c. Provide District and school site stakeholder training on the scope and purpose of Parent Advisory Committee, and English Learner Advisory and School Site Councils.	$1,000.00	No
2	Parent and Community Partnerships	3,2a. Identify opportunities for parents and other community based organizations to support student learning. 3.2b. Annually increase partnerships with parents and other community based organizations to support student learning through the donation of fiscal resources, expertise, or volunteering. 3,2c. Maintain partnerships with Colusa Redhawk Athletic Foundation. Friends of Music, and Friends of Agriculture. 3.2d. Provide parent and/or community based workshops that promote the use of technology, parenting, personal growth, etc., as determined by parent interest survey data. 3.2e. Engage community partners to promote college and career readiness by providing a career day that includes information regarding College and Career that also includes CTE and Vocational Education.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3.2f. Publicly recognize parents and community members for their contributions to Colusa Unified School District through various school and district events and media outlets.		
3	Local Business, County, State, and Education Partnerships	3.3a. Increase partnerships with education organizations, the County Office of Education, institutions of higher learning (e.g., University of California, California State and Junior College systems, as well as, CTE and Vocational Education) and local businesses. 3.3b. Maintain and explore additional state grant funding that supports Career Technical and Vocational Education. 3.3c. Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various district and school events and media outlets.		No
4	Family Outreach	3.4a. Employ and support a District Bilingual Family Liaison. 3.4b. Maintain a volunteer program that partners with district parent and community organizations to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, after school programming, and/or extra-curricular activities. 3.4c. Establish a parent resource center in each of the district's schools	$68,000.00	No
5	Community Outreach	3.5a Maintain and strengthen partnerships with local preschool organizations to increase connectedness through outreach and recreational activities.		No

Action #	Title	Description	Total Funds	Contributing
		3.5b Maintain and strengthen partnerships with youth service providers such as the City of Colusa Parks and Recreation, Colusa Area Little League, Colusa Junior Football and Cheer, Colusa 4-H, Colusa Shooting Club and other youth community based activities to increase awareness and promote participation. 3.5c Provide recreational and facility access to community programs.		
6				No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Recruit, hire and retain exemplary employees that are committed to being student focused, who recognize the importance of building on the strong foundation of its community, and who hold high expectations for all.

An explanation of why the LEA has developed this goal.

Colusa Unified School District's established goal 4 and its actions and services aligned to state priorities 1-6, as described below, to emphasize the importance of recruiting, hiring, and retaining highly qualified and exemplary classified, certificated, and management employees that support the educational needs of the districts nearly 1,600 TK-12th students, families, and school community as a whole. The District recognizes the importance of providing strategic and comprehensive professional development to all employees in an effort not only to increase their level of expertise and performance, but also provide a working environment that encourages continuous learning and promotes a sense of family resulting in its employees dedicating their career in service to Colusa Unified students and their families.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Qualifications outlined in corresponding job descriptions.	In the 2020-2021 school year 100% of classified, certificated, and management employees met qualifications outlined in their assigned corresponding job descriptions.				Maintain 100% of classified, certificated, and management personnel hired meeting all qualifications as outlined in their assigned corresponding job descriptions.
District Engagement Survey Results	Sixty-seven percent of employees participated in the survey during the 2020-2021 school year				Eighty-five percent of employees will elect to participate in the District's Employee Engagement Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Thirty-two percent of survey participants indicated they were fully engaged in their work.				Sixty-two percent of participants will indicate they are fully engaged in their work.
District retention rates for classified, certificated, and management employees	The Districts classified retention rate was 98.8% in 2020-2021. The District's certificated retention rate was 92% in 2020-2021. The Districts management retention rate was 83% in 2020-2021.				Maintain a retention rate of 95% among its classified, certificated and management employees.
Recruitment activities through participation in university, college, and/or career fairs.	The District did not participate in any university, college or career fairs in 2020-2021.				The District will participate in three regional university, college and/or career fairs annually.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development-Certificated	4.1 a. Develop a comprehensive certificated professional development plan that fosters a culture of continuous improvement, implements research based practices, and provides professional development activities that include District-wide, on site, and virtual learning opportunities accompanied by ongoing coaching and support.	$18,000.00	No

Action #	Title	Description	Total Funds	Contributing
		4.1b. Provide ongoing New Teacher Support through Induction. 4.1c. Provide a new employee orientation, training, and opportunities for mentorship. 4.1c. Partner with Tri-County Substitute Teacher Consortium to provide ongoing orientation and training.		
2	Professional Development-Classified	4.2a. Develop a comprehensive classified professional development plan that fosters a culture of continuous improvement, implements research based practices, and provides professional development activities that include District-wide, on site, and demonstrations. 4.2b. Provide new and substitute employee orientation, training, and opportunities for mentorship.	$9,000.00	No
3	Professional Development-Management	4.3a Develop a comprehensive management professional development plan that fosters a culture of continuous improvement, implements research based practices, and provides professional development activities that include learning, networking, and coaching opportunities.	$5,000.00	No
4	Employee Hiring Practices	4.4a. Attract exemplary employees through the promotion of the District to prospective candidates. 4.4b. Develop relationships with universities, career-fair providers, and professional organizations. 4.5c. Evaluate and adjust hiring practices as needed.		No

Action #	Title	Description	Total Funds	Contributing
5	Employee Recognition	4.5a. Develop an employee recognition program that celebrates professional growth, exemplary service, and longevity. 4.5b. Promote activities during classified, certificated and management day/week that demonstrate employee appreciation and celebrate employee contributions to the students of the district.	$5,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
22.14%	2,945,159

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

Required Descriptions

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

The needs of the District's English learners, socioeconomically disadvantaged foster and homeless students were considered first in the actions relating to providing continuity of learning, access to technology and resources, identification of learning gaps, remediation of learning gaps, and social-emotional and mental health intervention through the implementation of a academic, social-emotional and behavioral multi-tiered system of supports. The needs of these student groups were considered based on the baseline gaps identified before the impact of COVID- 19 on the California Schools Dashboard and other local metrics obtained this year through the use of the iReady platform. Parents, teachers, and staff recognize a need for a comprehensive system-based approach to ensure equity and access to learning is maintained.

The actions below support the goals outlined District's 2021-2024 LCAP plan. Goals, actions, and services developed emerged through a variety of stakeholder input processes. District programs and services were prioritized using the most recent 2019 California School Dashboard and local metrics. As indicated on the dashboard, 45% of all students met or exceed state standards in English Language Arts, while16% of English learners met or exceed state standards and 6% of students with disabilities met or exceed state standards. Thirty four percent of all students met or exceed the state standards in math, while 13% of English learners met or exceed state standards in math and 11% of students with disabilities met or exceed state standards in math. In addition, the District efforts in 2019-2020 resulted in improved indicator results in its chronic absenteeism, graduation rate, and college and career readiness. More specifically, the District's absenteeism rate declined by 3.7% as reported by the California School Dashboard in 2019-2020 moving from orange indicator to green. In addition, the District's graduation rate increased by 1.7% also moving from orange to green indicator on the dashboard. However, as indicated on the California School Dashboard Indicator for White students (i.e., Orange) continual focus on providing supports and interventions as outlined in goal 1 are needed. Finally, the District's College and Career Ready Indicator increased by 5.2% moving from red to green Indicator. These positive trends provide welcomed news to the District. However, there continues to be a need for additional work to be conducted as

it pertains to goal 2 of the District's plan. The District's suspension rate fell into the states school dashboard's yellow indicator with 3.5% of students being suspended at least one time or more. Further analysis was conducted as the District participated in Comprehensive Coordinated Early Intervening Services planning as a resulted of being identified for Significant Disproportionate under the Discipline Indicator for students with disabilities in the 2019-2020 school year. Analysis also concluded that continual action is warranted to address the increased number of suspensions as indicated by the California School' Dashboard for Native Americans (i.e. Red) and English language learners (i.e., Orange). Other local assessment results to include the Colusa Unified School District LCAP, Employee, Engagement, Youth Truth, and California Health Kids Surveys indicate that need for improved District and school site communication, strengthening relationships and school connectedness among students, families, and its employees. As indicated in the LCAP Survey 58.3% participants reported that their school creates a welcoming and safe environment for students and families in our community. Youth Truth Survey student results show that 51% middle school students reported a positive school culture, while 36% of high school students reported a positive school culture. Families at the middle school reported similar results with 53% and 39% reporting a positive school culture.

The District identified the needs of homeless and foster youth students needing academic, social-emotional support and behavior supports, in addition to their families. The needs of English learners have been identified, as stated in previous sections on this plan, in particular the need for accelerating the learning gap in English language arts, mathematics, and English language development. English learner families have expressed a need for increased interventions and supports to assist students in meeting the District's reclassification criteria while at the same time ensuring that teachers of English learners have dedicated job embedded professional development to ensure that English learners receive dedicated daily English Language Development (ELD) and integrated ELD to support their achievement.

The needs of socioeconomically disadvantaged students inequities were exposed further during COVID-19 and the shift to online learning. Additional supports for these students included devices and internet connectivity to close the digital divide, focus on early literacy reading foundational skills, tiered intervention supports in academic content areas and social-emotional learning, additional parent and family capacity engagement opportunities and dedicated staff, strategies to support school attendance and engagement, and dedicated professional development to prepare instructional and administrative staff to support differentiated instruction in the classroom. These actions also support the needs of Special Education students by ensuring teachers and related service providers (RSP, TOAs and SDC) provide continuity of learning and services through rigorous learning environments, dedicated resources, and quality professional development and support as appropriate, so special education students have the same learning opportunities as other students, to the greatest extent possible.

The result of the temporary school shut down due to COVID-19 in 2019-2020 illuminated needs in student learning, digital access, basic and social-emotional needs. Families of socioeconomically disadvantaged, foster/homeless, and students with disabilities struggled to suddenly become their child's learning coach while at the same time balancing financial, transiency, social-emotional and health issues, which were on the rise due to COVID-19. Additional supports and services identified below help target case management support and transportation needs for students and their families in order to ensure barriers are removed to support daily engagement in learning. Effective implementation of staff development and instructional schedules support rigorous student learning and teacher collaboration time where they work to identify areas of student learning that need acceleration. These efforts are supported by ongoing communication to families so students receive well-rounded school and home supports to ensure their success. The COVID-19 pandemic has exposed issues

around Equity and Access, particularly in the area of technology and internet connectivity. The District is committed to ensuring the provision of devices for our students, principally addressing the digital and connectivity needs of our non-duplicated student group.

The following actions are considered effective research-based and evidence-based practices in supporting our unduplicated students.

Transportation & Safety - Provide bus transportation to and from school to students in (TK-3) .5 of a mile, (4-8).75 of a mile and 9-12 1mile away from their school to promote daily student academic and social emotional learning engagement.

Ancillary Program Staffing - Ancillary school and district support staff to meet additional student academic and social-emotional learning needs beyond what is provided as our base staffing profile to support our students.

Technology Infrastructure & Access - Student and staff technology devices to promote integration of virtual and digital learning to support academic, social-emotional and collaborative learning through improvement of infrastructure systems and student hotspots distribution.

Staff Recruitment & Retention - Highly qualified school and district personnel must be recruited and retained to deliver programs to support rigorous academic learning , social-emotional and mental health services.

STEM Professional Development and Resources- Professional development, resources, coaching and support in STEM to ensure high levels of learning.

Coaching and Support - Professional learning through job-embedded coaching and demonstrations classes to support teachers in planning and delivering best practices and standards-aligned lessons.

Technology Integration - Professional development, digital licenses, and resources in educational technology to support educators in delivering instruction in the computer sciences, including coding and robotics, to ensure high levels of learning.

College and Career Programs - Enrichment programs for all students, including English Learners, students with disabilities, socioeconomically disadvantaged, homeless and foster youth, and first generation college-goers, to provide equitable access to courses to support college and career readiness.

Early Literacy Professional Development and Support - Professional development, resources, coaching and support to educators to ensure high levels of early literacy to meet the needs of English learners, low income, homeless/foster and students with disabilities.

Multi-tiered System of Supports Professional Development and Support - Design and implement a multi-tiered system of support model at all 5 schools to ensure the unique and individual academic, behavior and social-emotional learning needs are met and to close the achievement gaps.

Intervention Resources & Assessment - Provide a system to monitor student progress through summative and formative assessments and to identify supports and interventions to address the needs of socioeconomically disadvantaged, homeless and foster youth, English learners, and students with disabilities.

EL Academic Programs and Professional Development- Provide academic programs designed for English learners to promote their academic achievement by providing educators high quality professional development, coaching, student academic monitoring, and job embedded support through professional learning communities to ensure students are monitored and make progress towards reclassification.

Academic Enrichment - Provide programs and events to students to address their specific talents and to provide equitable access and ensure high levels of learning and engagement.

Extended Learning - Ensure students have opportunities to extend their learning through before-school, after-school, spring and summer school instructional programs to bridge and accelerate learning across all content areas.

Athletic Programs - Support students' physical and athletic wellness through physical education instruction, after-school, weekend and summer sport activities and tournaments.

Administrative Leadership Development - Promote systems of support to develop the leadership capacity of certificated and classified management aligned to multi-tiered system of supports, Local Control and Accountability Plan, and Federal LCAP Addendum.

Social-Emotional Learning and Behavioral Professional Development - Provide teachers and support staff professional development on Social-Emotional Learning, Behavioral, Suicide Prevention and recognizing students in crisis to learn instructional practices and supports for students and increase positive school culture and access to academics to reduce achievement gaps.

Intervention Resources & Assessment - Monitor student social-emotional learning and behavioral needs to identify appropriate tiered supports and interventions to increase equity and academic achievement.

Multi Tiered System of Supports Social-Emotional Learning Implementation - Ensure all 5 schools implement a comprehensive District supported multi-tiered system of support (MTSS) designed for school leadership teams to embed evidence based social-emotional/behavioral practices, consistent procedures, student tiered supports and strategies to increase and improve equity and access for unduplicated students, English learners, foster youth, students in special education and homeless.

Case Management services for socioeconomically disadvantaged, homeless and foster youth students and families - Support families address barriers to learning such as lack of food, clothing, income and to provide access to health care to improve and increase academic and social-emotional learning outcomes.

Mental Health and Crisis - Provide students and families with mental health services to achieve psychological, social and emotional wellbeing, allowing them to function at their full potential. In collaboration with school staff, needs are identified and linked to appropriate services and supports, including individual, schoolwide and districtwide crisis response.

Health Support for Staff - Provide school and district staff access to mental health and de-escalating crisis response to support safe and healthy workplace environment to promote engaging and inclusive learning.

School Climate and Engagement - Provide school mentors and outreach consultants at school sites to promote positive relationships for students who need academic or social-emotional support to impact a safe school environment.

Cultural Proficiency and Equity- Implement culturally responsive and sustaining practices to intentionally meet the needs of diverse student groups to ensure inclusive MTSS practices, student advocacy and family engagement to support academic and social-emotional learning.

Parent Educational Center - Provide families a Parent Educational Center to support families develop capacity to ensure their students are academically and social-emotionally successful.

Multilingual Communication - Ensure families of English learners and students with home languages other than English have interpretation and translation services.

Provide a Teacher Induction Program - Designed to support the academic and social emotional learning needs of unduplicated students, including mentoring and professional development, to support teachers in providing high quality instruction.

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

Colusa Unified School District's Local Control Funding Formula subgroup unduplicated pupil count is 22.14%. In 2021-2022 the District will receive $2,945,159 of supplemental and concentration grant funding. The funds expended from the supplemental and concentration grant funding sources align with all goals of the Local Control Accountability Plan and are principally directed to the needs of Colusa Unified School District target subgroups: Socioeconomically disadvantage students, English learners, students with disabilities, and foster and homeless students. Colusa Unified invests in single grade classrooms to ensure targeted support and therefore increased achievement for targeted subgroups. The difficulties teachers face in multi--grade classes are centered around problem areas: (a) the efficient use of instructional time, (b) the design of effective instruction, (c) classroom management, and (d) the organization of independent practice or learning (Veenman, 1996). In addition, the District invests in professional learning. Professional learning consistently focuses on strategies to support low-performing students, as well as socioeconomically disadvantaged students, English learners, students with disabilities, and foster and homeless students. Professional learning opportunities include support of credentialed teachers, classified employees, and informal educators delivering afterschool programming. This aligned effort ensures continuity across programmatic efforts and our expanded learning programs. The school community believes effective professional development is intentional, ongoing, and connected to practice; focuses on teaching and learning specific academic content; is connected to other school initiatives; builds strong working relationships among teachers

(The School Redesign Network, 2009). In closing Colusa Unified School District believes family and community engagement is essential to the investment of its students. Fifty years of research link the various roles families and the community play in a child's education; supporters of learning, encouragers of grit and determination, models of lifelong learning and advocates of proper programming and placement (SEL, 2009). Colusa Unified intentionally supports students targeted by the Local Control Funding Formula. The services identified in the LCAP for low socioeconomically disadvantaged, foster youth, homeless, students with disabilities, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5CCR 15496(a)(7). As reflected in goal 1 actions and services 1.1a through 1.1f, 1.2b-1.2c, and 1.4a-1.4c as well as goal 2 actions and services 2.3a through 2.3c for unduplicated pupils must be increased or improved as compared to the services provided to all pupils In the LCAP year by -71% as calculated pursuant to 5 CCR 15496(a). We do this by investing in professional learning for certificated and support personnel to provide intervention or acceleration of targeted subgroups and by improving access to technology and digital resources. Colusa Unified School District targets support by increasing afterschool experiences, counseling services as needed, afterschool interventions, enrichment opportunities, extracurricular activities and events, translation and childcare for meetings, and parent workshops. By focusing expenditures on improving school connectedness for parents and students, students and parents will improve their understanding of what proficient achievement looks like and realize that proficiency is within their reach. The expenditures specified for the subgroups meet or exceed the 22.14% threshold.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$2,967,986.00	$1,228,684.00	$18,000.00	$100,000.00	$4,314,670.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,763,518.00	$551,152.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Instruction	$1,732,786.00				$1,732,786.00
1	2	All	Instructional Materials	$29,000.00	$90,460.00			$119,460.00
1	3	All	Technology	$231,469.00				$231,469.00
1	4	All	Opportunities for Extension		$1,129,224.00		$100,000.00	$1,229,224.00
2	1	All	Facilities	$420,455.00				$420,455.00
2	2	All	Emergency Preparedness			$1,000.00		$1,000.00
2	3	All	Student Learning Support Services	$463,276.00		$10,000.00		$473,276.00
2	4	All	Access to Activities					
2	5	All	Family and Community Connectedness					
3	1	All	Stakeholder Engagement			$1,000.00		$1,000.00
3	2	All	Parent and Community Partnerships			$1,000.00		$1,000.00
3	3	All	Local Business, County, State, and Education Partnerships					
3	4	All	Family Outreach	$68,000.00				$68,000.00
3	5	All	Community Outreach					
3	6	All						
4	1	All	Professional Development-Certificated	$18,000.00				$18,000.00
4	2	All	Professional Development-Classified		$9,000.00			$9,000.00
4	3	All	Professional Development-Management	$5,000.00				$5,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4	All	Employee Hiring Practices					
4	5	All	Employee Recognition			$5,000.00		$5,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$0.00	$0.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds

Annual Update Table Year 1 [2021-22]

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

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

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

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

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.
>
> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

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

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

 In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.