

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Meadows Union Elementary School District

CDS Code: 13631986008619

School Year: 2022-23

LEA contact information:

Keila Rodriguez

Superintendent

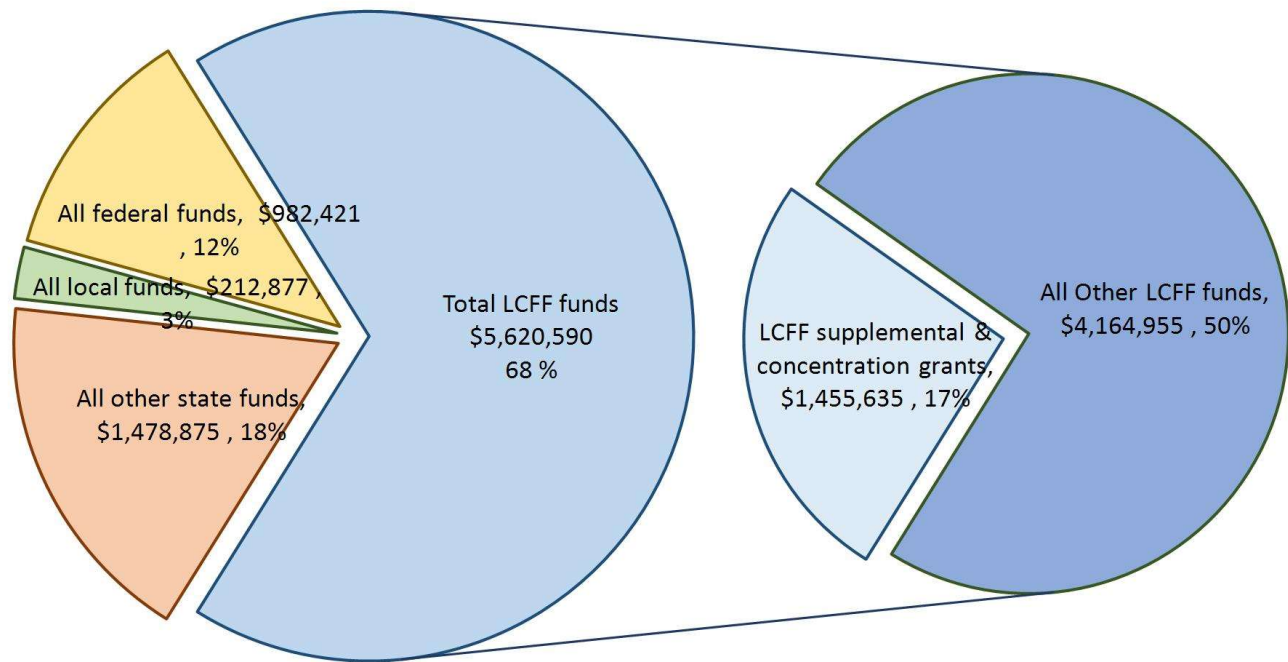
krodriguez@musdk8.net

(760) 352-7512 ext. 1050

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 2022-23 School Year

### Projected Revenue by Fund Source



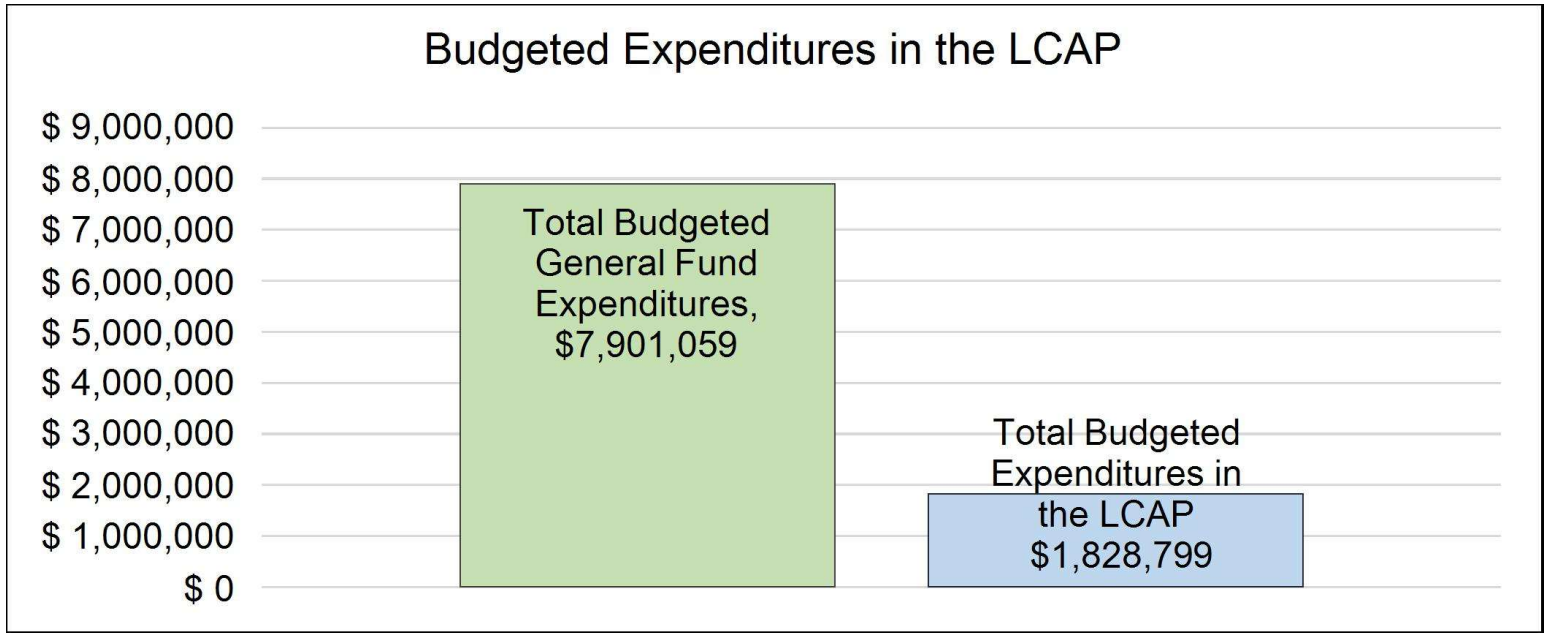
This chart shows the total general purpose revenue Meadows Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Meadows Union Elementary School District is \$8,294,763, of which \$5,620,590 is Local Control Funding Formula (LCFF), \$1,478,875 is other

state funds, \$212,877 is local funds, and \$982,421 is federal funds. Of the \$5,620,590 in LCFF Funds, \$1,455,635 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Meadows Union Elementary School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Meadows Union Elementary School District plans to spend \$7,901,059 for the 2022-23 school year. Of that amount, \$1,828,799 is tied to actions/services in the LCAP and \$6,072,260 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

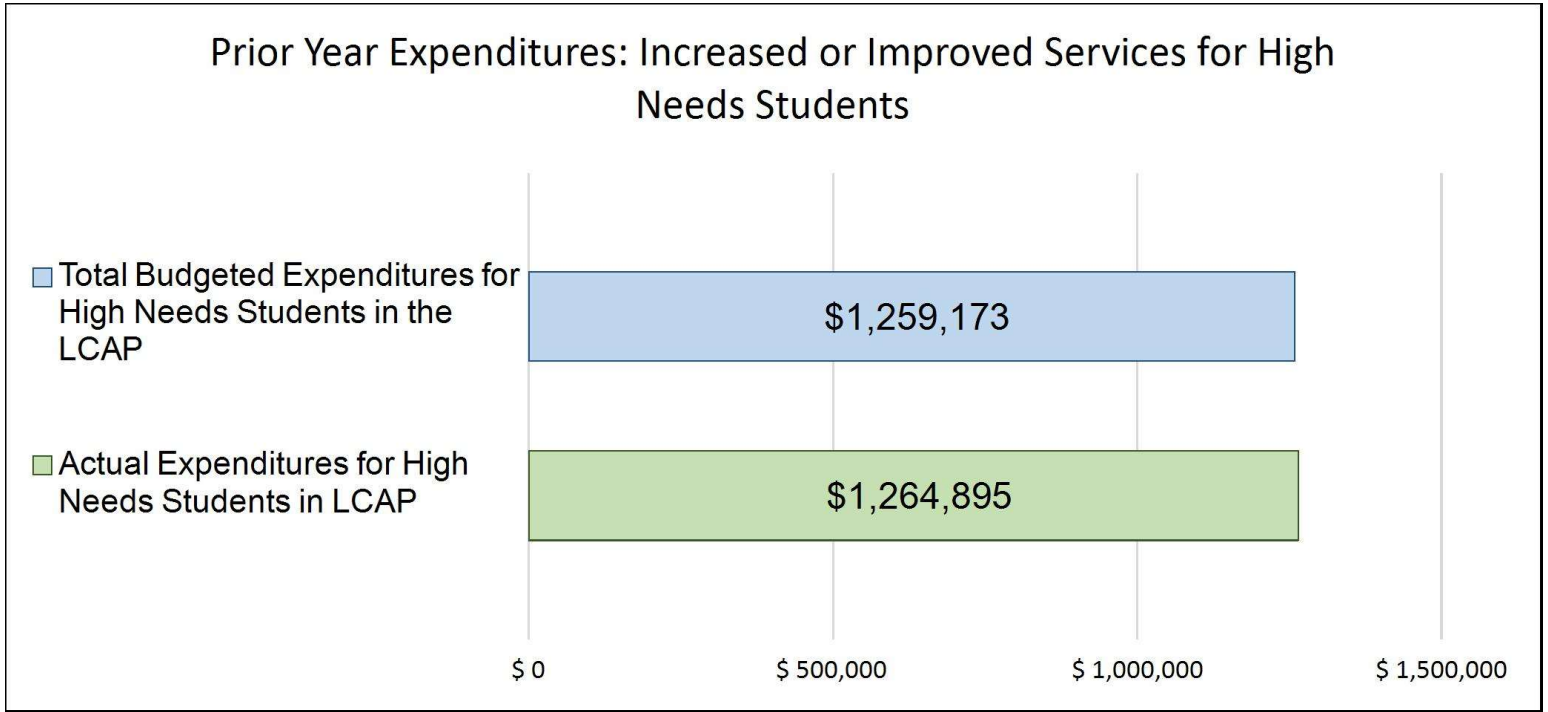
expenditures not included in LCAP are employee salaries and benefits, supplies for operation of district, maintenance, transportation, professional services, utilities and capital equipment purchased with base dollars.

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Meadows Union Elementary School District is projecting it will receive \$1,455,635 based on the enrollment of foster youth, English learner, and low-income students. Meadows Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Meadows Union Elementary School District plans to spend \$1,597,974 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 2021-22



This chart compares what Meadows Union Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Meadows Union Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Meadows Union Elementary School District's LCAP budgeted \$1,259,173 for planned actions to increase or improve services for high needs students. Meadows Union Elementary School District actually spent \$1,264,895 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$5,722 had the following impact on Meadows Union Elementary School District's ability to increase or improve services for high needs students:

services to increase and improve services for high need students were still provided, utilizing one time COVID monies.



# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Meadows Union Elementary School District	Keila Rodriguez Superintendent	krodriguez@musdk8.net 760-352-7512

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

MUSD will outreach quarterly to educational partners through School Site Council, Stakeholder surveys, parent/community/staff forums to initiate communication on the continual needs of the district.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MUSD will increase staff by increasing Health Aide to full-time status to provide student health services through the full school day. A Student Support Teacher position will be added to provide intervention services to students in the area of Reading, Math, and Social Emotional Learning. In addition, a Bus Driver/Custodian to increase transportation services and to maintain campus.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MUSD offered opportunities for stakeholders to provide input on district and site programs and services for consideration. These opportunities included certificated & classified staff, students, families, parent groups such as SSC board members and administration. MUSD sought input

from students via a survey in March, 2021 regarding school connectedness and school safety. Parents and families were provided multiple opportunities via zoom meetings, surveys, and community forums throughout the 2020-2021 school year regarding student needs, student services, school safety, and other specific needs as it pertained to their student groups interests such as Foster Youth, Homeless, English Language Learners and Students with Special Needs. Stakeholders were engaged in multiple ways during the school year. MUSD has the following stand-in committees in which input was requested: School Site Council/DELAC including our parent representative for Migrant Education Services, Special Education Team including the Principal who serves as a Special Education Administrator, and Leadership Committee. In addition, local bargaining units and community members were provided opportunities for feedback. Input from all stakeholder groups was gathered and included in the development of the Local Control and Accountability Plan (LCAP) and the Expanded Learning Opportunities Grant (ELO) and actions addressing this input are included in this plan along with others as well. MUSD evaluated its stakeholder engagement opportunities and determined that Civil Rights and Tribes Groups were unknown at the time of the plan's development.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

MUSD utilized funds by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. In addition, staffing and supplies to mitigate the spread of COVID-19 and safely provide in-person learning. Support and maintain independent studies program by hiring staff, purchasing supplies and curriculum.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The mission of MUSD is for all students to be proficient in reading, writing, and mathematics while developing 21st century skills in collaboration, critical thinking, communication and creativity. The student population is currently 56.59% English learner (EL), our LCFF Unduplicated count is 85.61% and 100% of our EL students speak Spanish. With regard to ethnicity, 88% of our student population identify as Hispanic Latino, 10% as White. We have 0% Foster youth and less than 1% of our students identify as American Indian, Pacific Islander, or African American.

MUSD utilized funds by increasing improvements to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs. In addition, staffing and supplies to mitigate the spread of COVID-19 and safely provide in-person learning. Support and maintain independent studies program by hiring staff, purchasing supplies and curriculum. In addition, the implementation of an additional counselor to help support the SEL needs of students.

MUSD identified academic learning loss and the need for social emotional supports. Before and after school tutoring services are being provided to students with academic and SEL needs. Additionally, child nutrition will be essential in ensuring our student population is receiving adequate meals.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

### **Introduction**

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP

- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are



*intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# 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
Meadows Union Elementary School District	Keila Rodriguez Superintendent	krodriguez@musdk8.net (760) 352-7512 ext. 1050

## Plan Summary [2022-23]

### General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Meadows Union School District is a rural one-site school district that is located in unincorporated Imperial County just outside the City of El Centro. The District encompasses an area of approximately 19 square miles, located adjacent to the US-Mexico border. Fields of growing crops in the farm rich Imperial Valley surround Meadows School. The Imperial Valley is ranked fourth in the nation in terms of agricultural production and approximately 40% of our parents are employed in agricultural- related jobs. The Imperial Valley is a desert setting where the average winter temperature is in the mid- seventies. The Imperial Valley offers an affordable, family way of life. It presents a variety of recreational opportunities that include fishing, hunting, golf, off-road vehicle use in the sand dunes, and many other sports. The District employs approximately 80 staff and provides a comprehensive educational program for students in grades TK-8. The District currently operates one elementary school, serving approximately 450 students. Meadows celebrates its status as a rural TK-8 school. It has an exemplary school environment that fosters a sense of belonging among staff, students, and parents. The mission of is for all students to be proficient in reading, writing, and mathematics while developing 21st century skills in collaboration, critical thinking, communication and creativity. The student population is currently 57.5% English learner (EL), 76.2% Socioeconomically Disadvantaged, our LCFF Unduplicated count is 84.24% and 100% of our EL students speak Spanish. With regard to ethnicity, 88% of our student population identify as Hispanic Latino, 10% as White. We have 0% Foster youth and less than 1% of our students identify as American Indian, Pacific Islander, or African American.

Meadows Union is a Title I Schoolwide program and is also a Provision 2 National Lunch Program, which provides breakfast, lunch and supper for all students at no cost to the families. Students meals are prepared from scratch each day, made with local produce and fresh ingredients in the school's kitchen. Meadows Union provides opportunities for students to continue with academic and enrichment programs after school through the ASES grant. Students many choose from a wide variety of enrichment programs such as art, dance, cheer, music, and athletics.

## Reflections: Successes

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

Based on 2019 California School Dashboard results, MUSD student performance on English Language Arts (ELA), SBAC (Smarter Balanced Assessment Consortium) state assessments increased by 22 points from spring 2018 to spring 2019. Chronic absenteeism declined from 11.1% to 6.7% which made this category in Green on the CA Dashboard; the district met all local dashboard indicators for basic services which include appropriately assigned teachers, sufficient instructional materials for every student, and school facilities maintained and in good repair; implementation of state academic standards; and parent and family engagement.

Based on a districtwide needs assessment, MUSD absenteeism data reflected that students with special needs was the target group with the highest percentage of chronic absenteeism. MUSD developed a leadership team and a plan for adoption and implementation of Multi Tiered System of Support MTSS school wide. Through this process the leadership team developed a plan to address chronic absenteeism as well as other areas of need identified on the dashboard. The plan included kicking off the school year with Attendance Matters campaigns, professional development for parents and students on the impact of chronic absenteeism, monthly reports through our student information system to identify students at risk of becoming chronic absentees, and a process to conduct home visits, scheduled SART process, and provided incentives at a classroom level and student level on a monthly basis. The decrease was the product of the impact of effective implementation of a plan and consistency of the monitoring progress of such plan. In English Language Arts, our target student group of Reclassified English Learners RLEP showed a significant increase of 22 points from 2018 to 20.

COVID-19 was definitely an unprecedented challenge for our district. With state shelter-in-place directives issued in March 2020 in response to COVID-19 pandemic, and students moving into distance learning, MUSD maintained educational services for the remainder of the 2019-2020 school year by:

- \* Applying for a technology grant to CDE and was granted devices for all of our students making our district a one-to-one device school and coordinating internet access for all district students to remotely access online curriculum and instruction.
- \* Expanding online curriculum and instructional programs already in place to fully shift to distance learning
- \* Introducing new online programs and platforms to deliver instruction and facilitate student outreach and engagement
- \* Modifying work schedules for employees required to work at sites and allowing employees to work from home
- \* Providing professional development to ...
- \* Ongoing staff support through virtual staff meetings, teacher collaboration, and leadership meetings
- \* Increasing direct outreach to students and families
- \* Deploying materials and supplies to students and families for which distance learning was not feasible
- \* Establishing a referral process for mental health services
- \* Continuing all health services virtually with referrals to community agencies and partners
- \* Continuing uninterrupted food services through our Child Nutrition Seamless Program, having our child nutrition and maintenance and transportation staff assisting in the delivery of meals while we were in school closure.

The 2020-2021 school year opened with all students in distance learning. New programs, supports, monitoring, and engagement efforts were introduced, as were those already in place that best maintained continuity of learning. MUSD was successful in, and plans to maintain and build upon the following:



- \* Providing professional development for effective implementation of Distance Learning Instructional Program, Google Docs, iReady, Social Emotional Learning
- \* Improve facilities for safe reopening of in-person instruction by installing lights, video cameras, adding more shade structures for outdoor eating and sitting
- \* Home visits to check on students who had multiple absences and/or needed meals.

As MUSD transitioned into in-person instruction in 21-22 school year for a large percentage of students, there was a significant number of students in Independent Studies. Due to the extensive professional development for distance learning services and support provided to certificated and classified staff, the transition was pretty smooth. MUSD put a number of procedures and systems in place to mitigate learning loss, monitor student progress, identify and refer students with specific needs in the social emotional area, and transition students from and into independent studies when requested by parents.

## Reflections: Identified Need

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

The 20-21 school year, in partnership with ICOE, NGSS standards and Science adoption toolkit were part of the professional development embedded throughout the year. This included lesson development, lesson modeling, and collaboration among grade spans to ensure lessons included academic support for English Language Learners. Identified needs based on 2019 California School Dashboard results are student performance in English Language Arts, Math, and suspension rates. MUSD received an orange (second to lowest) performance color for ELA and mathematics and yellow for suspension rates. English Learners and Students with disabilities continue to be our focus and area of need in both ELA, receiving a red (lowest) performance color and Math, receiving a red (lowest) performance color for students with disabilities and yellow for English Learners, Hispanic and socioeconomically disadvantaged. Even though in ELA schoolwide Dashboard data shows it maintained with 39.5 Below Standards, our EL students were 72 points Below Standards and SPED students 138 Below Standards reflecting a big gap between these targeted groups and our school wide data. CAASPP testing was suspended for 2019-20 due to the COVID-19 pandemic, results are not available for analysis.

Additionally, having a full year of Distance Learning was very challenging for our students that are socioeconomically disadvantaged. MUSD is ready to focus on the implementation of extended day opportunities, specialized academic instruction, and best practices for social-emotional learning as our students will be needing strategic support in many areas in order to address the learning loss due to the pandemic. MUSD is increasing the number of paraprofessionals to address the needs of students within the classroom at every grade level. MUSD is also increasing from one counselor to 2 FTE counselors to implement a program that can focus on emotional support as well as study skills that students can incorporate in their daily instruction. These counselors will also be part of a task force that will target trainings with topics that will create awareness and support MUSD parents and the community.

Identified needs based on stakeholder input are school safety due to poor lighting on campus, lack of visual at bus stop, and in-person instruction.

In order to identify the need more specifically, MUSD analyzed the CAASPP data from 18-19 and 20-21 school year to make an equitable comparison and identify students areas of need. In the area of English Language Arts 20-21 school-wide data shows 49.01% met or exceeded standards, whereas in 18-19 51.10% met or exceeded standards. 15.48% students with special needs met or exceeded standards in 20-21, whereas in 18-19 16.35% met or exceeded standards; our EL students showed 11.31% met or exceeded in 20-21, whereas 12.81% met or exceeded in 18-19 school year. MUSD showed 36.39% of low socio-economic students met or exceeded standards in 20-21, whereas 39.19% met or exceeded in 18-19. 29.64% of MUSD Foster Youth met or exceeded standards in 20-21, whereas 39.19% met or exceeded standards in 18-19. In the area of Mathematics 20-21 CAASPP data shows 33.76% school wide met or exceeded standards, 10.79% students with special needs met or exceeded standards, 8.41% English Language Learners met or exceeded standards, 20.32% of low socioeconomic students met or exceeded standards, and 16.02% Foster Youth met or exceeded standards. This was also a decrease from CAASPP 18-19 data in all groups meeting or exceeding standards in the area of mathematics: 39.73% school wide, 12.61% students with special needs, 12.58% English Language Learners, 27.48% low socioeconomic students, and 22.69% of Foster Youth. MUSD shows a decrease in academic performance in 20-21 CAASPP data across targeted groups in both Language Arts and Mathematics. During 21-22 school year, MUSD increased the number of paraprofessionals, counselors, and tutoring staff to provide services to students in academic areas as well as social emotional support. There was an increase in referrals of students and families that needed support as they transitioned into in-person instruction. In addition, MUSD began implementation of SEL curriculum as part of the daily instructional program to address the need of students as they began a new school year. There was a focus on literacy, specifically in grades K-5 to mitigate the learning loss from distance learning during the pandemic.

## LCAP Highlights

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

MUSD contracted Beacon Solutions to provide professional development to the Board of Trustees. This set the foundational knowledge and skills for MUSD Board members to provide guidance in many areas to improve our school based on our data collected from CA Dashboard and community and school stakeholders. All areas were addressed through development of student-centered goals focusing on curriculum and instruction, integrated staff support and professional development, and student and family support and engagement.

Goal 1: Prepare all Meadows students by providing the knowledge and confidence to discover their career or college pathway.

- \* Expanding Career Technical Education opportunities
- \* Additional counselor helped focus on CTE pathways for middle school grades

Goal 2: Provide a safe and healthy environment where staff work collaboratively on vertical and horizontal alignment for student achievement addresses student access to qualify first instruction and curriculum through professional development and collaboration for all staff. Actions and services focus on staff support through:

- \* Determining and designing Professional Development plan in consideration of staff input on focus areas for professional development

- \* Working through Professional Learning Communities to support vertical alignment
- \* School counselors to support social-emotional learning
- \* Fully implement MTSS
- \* Safe School curriculum
- \* Focus on implementation of actions and services with fidelity across District
- \* Comprehensive, transparent, and data driven identification of needs
- \* Increasing staff capacity through Professional Development, Professional Learning Communities, and Collaboration
- \* Increased focus on student Social-Emotional Learning and mental health

Goal 3: Facilitate the Home-to-School connection by educating and valuing parents and their student success addresses positive school climate and culture through community by creating and supporting partnerships with stakeholders. Actions and services focus on student well-being and enabling families to participate in their students learning through:

- \* Providing parents opportunities, resources, and support in assisting their students; parent programs and collaboration
- \* Student centered goals
- \* Focus on equitable access to programs, curriculum, and instruction for all students and culturally relevant practices
- \* Significantly expanded stakeholder engagement process and targeted underrepresented families for the LCAP development

Goal 4: Create a safe environment that encourages rigor, relevance, and relationships for every student by providing them with the tools they individually need to be successful addresses increasing student achievement for all students and targets English Learners, students with disabilities, low income students, Foster Youth, and student experiencing homelessness. Actions and services provide student, staff, and site support across all grades and beyond the regular instructional day and school year through:

- \* Flexible funding to implement School Plans for Student Achievement
- \* English Language Development (ELD) staff to support full and effective implementation of ELD program
- \* Developing and implementing After School Expanded Learning and Support Opportunities which address specific learning targets to mitigate COVID-19 learning loss
- \* McKinney Vento Instructional Assistant to further support Homeless students and Foster Youth

## **Comprehensive Support and Improvement**

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

### ***Schools Identified***

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

N/A

***Support for Identified Schools***

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

N/A

***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

MUSD offered several opportunities for stakeholder to provide input on District and site programs and services for consideration for developing the 2021 -2024 LCAP.

School Site Council & District English Language Advisory Committee (DELAC), Parent Meetings (Coffee with Administration) Comprised of parents representing student groups including English Learner Parent Advisory Committee and students with disabilities 3 meetings held: October 14 2021, January 6, 2022, and February 8, 2022  
DELAC input provided to LCAP advisory for consideration during LCAP development

## SELPA Meetings

LEA Leadership team met with SELPA Director in the fall and spring to discuss SWD: areas of strengths, areas of need, % of students in the least restrictive environment.

## LCAP Task Force

Formed to coordinate and support efforts to solicit, collect, and synthesize input for consideration in developing the 2021-2024 LCAP  
Developed monthly, meetings held via videoconferencing: agendas, minutes, and supporting documents developed to record progression of stakeholder input and LCAP development

Comprised of teachers and administrative staff representing district; certificated employee association representatives, classified employee association representatives; and principal.

During these meeting the following was discussed:

Performed root cause analysis for EL programs and services needs

Performed root cause analysis on 2021-2022 student SBAC results in ELA and Math

## LCAP Surveys

### School Climate Surveys

Student grades 5 and 7 gathered information on developmental supports provided to students, school connectedness and barriers to learning, school safety, and health related concerns  
Results informed the California School Dashboard Local Climate Survey local indicator; available on the California School Dashboard website

This work continued with professional development for the MUSD Board of Trustees through study sessions. There were a series of sessions in which the board met with consultants from Beacon Results (3 sessions total: October 25, December 3, and February 8) to analyze school data, parent surveys, and teacher input. This helped them establish a united vision and guidelines that would provide key areas to focus on for the MUSD community. These key areas were Pupil Outcomes, Conditions of Learning, Engagement, and Educational Equity. In addition,

MUSD provided stakeholders an opportunity to provide input by prioritizing actions and services relate to each goal, and providing suggestions for goals and services.

**A summary of the feedback provided by specific educational partners.**

Feedback from our stakeholder process focused on continuing communication among parents, teachers, principal and school with the District's Communication Platform, REMIND and District's Video Communication Platform, Zoom. Parents and teachers expressed the need for support for parent trainings and workshops to provide parent community tools to support their child on academic skills. A library of parent professional development on school website for continual access along with parent English classes. A need for English Learners was expressed with implementing ELPAC Academy, supplemental software programs, and the development of a Parent Learning Center. The need for diagnostic assessment and progress monitoring was expressed along side supplemental support for reading, math, and social emotional learning. Continue utilizing the MTSS model districtwide.

**School Safety**

**Areas of Appreciation:**

Adults who care and friends are there to support all students while on campus; additionally, the staff (certificated and classified) being readily available to parents who want to discuss student progress, behavior, and/or other issues in school.

**PARENT/STUDENT GROUP**

**Areas of Consideration:**

- \* Lighting on campus
- \* Concern over bus stop and bus incidents

**Areas of Appreciation:**

- \* Trust in District, caring adults, friends, work with great people

**LCAP Surveys**

- \* 98% of parents surveyed felt adequate access/communication with the school and teachers.
- \* 97% of parents surveyed felt welcome to visit the school and classroom at any time.
- \* 97% of parents surveyed felt school provided adequate communication regarding school activities and events.
- \* 95% of parents surveyed felt involved in the decision making at their child's school.
- \* 95% of parents surveyed felt their child is safe at school.
- \* 42% of parents surveyed felt safe to send student for in-person instruction
- \* 47% of parents surveyed who feel safe sending students for in-person instruction need school transportation

**PRINCIPAL, TEACHERS AND INSTRUCTIONAL AIDES GROUP**

**School Services and Programs**

**Areas of Appreciation:**

\* Technology platforms and professional development to support distance learning

Areas for consideration:

- \* The need for school adopted behavior plan
- \* A need to address learning loss by having smaller class size.
- \* Building healthy collaboration within grade-level teams and grade-level spans
- \* Increasing support for social-emotional needs
- \* Additional counselor support
- \* Implementation of District Character Trait
- \* Implement an Attendance program.
- \* Mentoring program, Biz Town, AVID,
- \* Expanding the use of the Building Bridges program.
- \* Additional technology, art, music, history, and science implementation.
- \* Staff professional development in social-emotional learning, engagement strategies, districtwide grade-level collaboration, and focused cross-grade collaboration

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

With 2021-2022 being the first year of the current LCAP cycle, stakeholders' input influenced all aspects of the LCAP. MUSD developed its goals based on stakeholder groups' input. Actions 1.1, 1.2, 1.4, and 1.6 were developed by the collaboration of teachers, counselors, and principal and their focus on preparing Meadows students for post-secondary success. Actions 2.1 & 2.2 were developed in collaboration from the board of trustees, superintendent, principal, teachers and parents based on feedback and input in discussions around preparation and professional development for teachers and counselors to create professional learning communities. Actions 3.1, 3.2, and 3.3 were developed from rich discussions and input from our parent community, including our parents of English Language Learners. Parents' focus was to ensure there was a place on campus where they could come and have resources for support in academic and social emotional areas. Actions 4.1 & 4.2 were developed in collaboration between principal, counselors, teachers, students and parents with the focus on providing more support in the areas of social emotional and character building to improve the sense of belonging of our students in our community. The continuation of District Communication Platforms, REMIND, Zoom, and Thrillshare for Home-to-School connection. Create a Parent Learning Center and provide trainings to parent community, provide child care for parent trainings, support of foster and homeless youth, implementation of character trait and attendance program, additional counselor support, implementation of AVID and Biz Town, instructional assistants, intervention program for reading and math, after school tutoring, ELPAC Academy for English Learners, STEM lab and hands-on STEM Kits, progress monitoring plan and implementation for K-8, formative and summative assessments, MTSS, continuing MESA and Career Fair, Reading and Math supplemental material, maintain one-to-one technology to students, after school tutoring, new teacher induction program, provide training to instructional aides, professional development with consultants from Beacon Results for all stakeholders, maintain school safety.





# Goals and Actions

## Goal

Goal #	Description
1	<p>Student Outcomes: Prepare all Meadows students by providing the knowledge and confidence to discover their career or college pathways by increasing all student achievement, targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Students experiencing homelessness</p> <ul style="list-style-type: none"> <li>* 8-10% toward grade level standards, through the current LCAP cycle, as measured by state and local standardized assessments for all students including EL, SWD, Low Income, Foster Youth</li> <li>* Utilizing standards, research, and evidence based instructional practices and curriculum that are equity based and culturally relevant.</li> </ul> <p>(State Priorities: 1 Basic Services, 2 Implementation of State Standards, 4 Pupil Achievement, 7 Course Access, 8 Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

There is a need for all students, with an emphasis on EL, Students with Disabilities (SWD), Foster and Homeless Youth and Low Income (LI) to:

- \* Increase percentage of students who achieve grade level standards by 5% as measured on CAASPP (California Assessment of Student Performance and Progress) results
- \* Increase early elementary grade level literacy
- \* Increase English language proficiency level by the end of 5th grade
- \* Increase Career Technical Education exploration opportunities
- \* Have access to rich SEL/Relationship instruction and curriculum
- \* Have access to project-based learning curriculum including different classroom structure; relevant, real-world application; and public product
- \* Be prepared with school readiness skills through early intervention in TK
- \* Measuring and Reporting Results: student group data will be disaggregated for analysis and reporting purposes.

The metrics and actions grouped and described above will help achieve this goal to ensure Meadows' students are prepared and equipped to succeed in English Language Arts, Mathematics, Social Studies, Science, as measured by the California Common Core State Standards and locally developed district-wide assessments. Additionally, this goal encompasses what the board of trustees, administration, teachers, staff and the community expressed in stakeholder meetings in wanting one of the main goals to ensure our students were provided and exposed with multiple opportunities to succeed not just academically, but also in all other areas students wish to explore in their pathway to college or career.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
<p>School Dashboard - ELA</p> <p>Dashboard - decrease distance from standard of average score by 5 percentage points per year, maintain when Meets Standard -- ELA: Overall*</p> <p>ADJUSTED: Percentage of MET/Exceeded in ELA</p>	<p>CAASPP 2019 Orange - 39.5 points Below Standard - ALL ADJUSTED - 36.12% MET/Exceeded</p> <p>Orange - 56.3 points below Standard - Socioeconomically disadvantaged ADJUSTED - 29.46% MET/Exceeded</p> <p>Red - 72.3 points Below Standard - ELL ADJUSTED: 11.76%</p> <p>Red - 138 points Below Standard - SPED</p> <p>ADJUSTED: 7.32%</p>	<p>CAASPP 2021 ALL - 21.43% MET/Exceeded</p> <p>SED - 14.28% MET/Exceeded</p> <p>ELL - 6.25% MET/Exceeded</p> <p>SPED - 0% MET/Exceeded</p>			<p>ELA Score will be 24.5 points Below Standards - ALL</p> <p>ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually</p> <p>ELA Score will be 41 points Below Standards - Socioeconomically Disadvantaged</p> <p>ADJUSTEDL Increase percentage of MET/Exceeded in ELA by 5% annually</p> <p>ELA Score will be 57 points Below Standard - ELL</p> <p>ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually</p> <p>ELA Score will be 123 points Below Standard - SWD</p> <p>ADJUSTED: Increase percentage of MET/Exceeded in ELA by 5% annually</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Dashboard - Mathematics -- decrease distance from standard of average score by 3.3 percentage points per year, maintaining when Meets standard -- Math Overall* ADJUSTED: Percentage of MET/Exceeded in Mathematics	CAASPP 2019 Orange - 57.6 points Below Standard - ALL ADJUSTED: 25.97% Orange - 70.9 points Below Standard - Socioeconomically Disadvantaged ADJUSTED: 20.33% Orange - 79.3 points Below Standard - ELL ADJUSTED: 13.07% Red - 149 points Below Standard - SPED ADJUSTED: 4.88%	ALL - 21.35% MET/Exceeded SED - 14.65% MET/Exceeded ELL - 7.69% MET/Exceeded SPED - 0% MET/Exceeded			Math Score will be 47.6 points Below Standard - ALL ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually Math Score will be 60 points Below Standard - Socioeconomically Disadvantaged ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually Math Score will be 69 points Below Standard - ELL ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually Math Score will be 139 points Below Standard - SWD ADJUSTED: Increase percentage of MET/Exceeded in Mathematics by 5% annually

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 School Dashboard - ELPI	CA Dashboard 2019 Performance Level - LOW. 37.6% Making Progress ADJUSTED: 11.69% Proficient	ELPAC 2021 6.25% Proficient			ELPI Performance level will increase to 47% - ELL ADJUSTED - Percentage of proficient EL Students will increase 5% annually
EL Reclassification Rate	DataQuest 2019-20 - 10.8%	DataQuest 2020-2021 - 0%			Increase 5% of students reclassified from previous year annually.

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Provide multiple opportunities for students to experience different pathways to college and career through BizTown, Building Bridges, Career Fair, and MESA with the support of counselor and partnering agencies. Maintain one-to-one Chromebook devices for our and technology support for our students and obtain replacements of Chromebooks due to loss or damage from district wide distribution of use at home due to COVID-19 pandemic along with normal wear and tear. Update and maintain digital components for all State Standards. Create, expand, and improve additional College and Career exploration through supplemental technology integration, student engagement, and access to real-life experiences.	\$136,642.00	Yes
1.2	1.2 Implementation of supplemental AVID College Readiness	Implementation of Advanced Via Individual Determination (AVID) program for 7th and 8th grade students to provide additional college readiness support in preparing students for college eligibility and	\$51,115.00	Yes

Action #	Title	Description	Total Funds	Contributing
	System in Grades 7th-8th.	academic success, to include supplemental professional development for teachers.		
<b>1.3</b>	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	MUSD will develop and implement an additional progress monitoring system that will identify targeted student academic needs with supplemental assessments (I-Ready, Interim CAASPP assessments, supplemental ELA & Math computer-based programs) that through structured data analysis will provide additional academic support to differentiate student needs to provide additional academic intervention during MTSS and after school interventions.	\$74,331.00	Yes
<b>1.4</b>	1.4 Supplemental Instructional Interventions for Unduplicated Students	Provide supplemental academic interventions for students through additional, small group interventions to address targeted academic needs, including additional professional development to support the implementation of supplemental programs, best practices and additional instructional strategies to support student learning through Academic Support Intervention Teacher.	\$415,745.00	Yes
<b>1.5</b>	1.5 Increased and Improved Services for English Language Learners	MUSD will provide additional academic support for English Language Learners through targeted, small group intervention supported by designated supplemental instructional strategies and curriculum, designated specifically to improve English Language acquisition, to include supplemental professional development to support language acquisition programs.	\$29,717.00	Yes
<b>1.6</b>	1.6 Increased and Improved Services for Early Literacy K-5	Provide all students, grades K-5, including English Learners and Students with Disabilities, with smaller, whole group instruction, intensive academic support in daily literacy and opportunity to close the academic achievement gap MUSD will reduce class size, lower teacher-to-student ratio, and eliminate combination classes.	\$426,519.00	Yes

## Goal Analysis [2021-22]

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

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

MUSD has implemented and coordinated opportunities for students to experience career and college readiness. During the 2021-2022 school year many programs have been implemented, while some are in the initiation phase. The purchase of STEM material and STEM classroom furniture was not ordered due to unforeseen circumstances of the COVID-19 pandemic (Action 1.1).

Implementation of the AVID program is in the beginning stages. The principal and 7th-8th grade teachers have been scheduled to attend the AVID Summer Institute. Since staff will be attending training, AVID extra hours or AVID material was not needed during the school year (Action 1.2).

MUSD implemented a district-wide assessment plan in which all grade levels were expected to monitor student progress in both ELA and Math. This plan is in the beginning stages of implementation of ALL grade levels with consistency and fidelity. (Action 1.3)

Supplemental instructional interventions had an increase in services with the addition of instructional aides to support student learning. A science adoption committee was formed along with an MOU for professional development for science supports. Due to the loss of learning during distance learning, additional teacher supplemental material was needed (Action 1.4).

MUSD developed a plan for additional academic support for English Language Learners, the focus was on 6th-8th grade levels to reinforce and support students, specifically LTELs as they transitioned into high school. (Action 1.5)

MUSD developed a plan for early literacy in grades K-5 to address the learning loss caused by the pandemic. Students were provided with small group interventions to improve their literacy. (Action 1.6)

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

- STEM classroom furniture and STEM material (Action 1.1): \$51,943 unspent due to partial implementation of the action.
- AVID Program 7th and 8th Grade (Action 1.2): \$26,869 unspent due to partial implementation of the action.
- Supplemental Instructional Interventions (Action 1.4): \$141,222 over expenditures due to the need of mitigating learning loss through increase in instructional aide support and supplemental material.



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

Goal 1 was focused on supporting improved student outcomes for all students targeting English Learners, Students with Disabilities, Low Income Students, Foster Youth, and Students experiencing Homelessness. MUSD provided an expansion of college and career readiness via the implementation of Biz Town for 5th graders along with providing MESA opportunities and expanding on Building Bridges, Career Fair, and CTE curriculum. Student engagement along with providing access to real-life experiences was successful. In addition, the implementation of a district wide progress monitoring plan provided an increase in student achievement. Kinder thru second grade administered the iReady diagnostic beginning, middle, and soon end of year assessment. All grade levels showed substantial growth both in reading and math. Students were able to receive differentiated instruction through the supports provided with iReady and small group interventions. Grades third thru eighth administered the CAASPP ICAs both in ELA and Math at the beginning and middle of the year, showing improvement in all claims. Teachers worked throughout the school year in utilizing the ICAs as assessments for learning to continue to improve student outcomes.

MUSD implemented and coordinated opportunities for students to experience career and college readiness. During the 2021-2022 school year many programs have been implemented, while some are in the initiation phase. The purchase of STEM material and STEM classroom furniture was not ordered due to unforeseen circumstances of the COVID-19 pandemic (Action 1.1). Level of effectiveness of this action has not been measured as it is in the beginning stages.

Implementation of the AVID program is in the beginning stages. The principal and 7th-8th grade teachers have been scheduled to attend the AVID Summer Institute. Since staff will be attending training, AVID extra hours or AVID material was not needed during the school year (Action 1.2). Level of effectiveness of this action has not been measured as it is in the beginning stages.

MUSD implemented a district-wide assessment plan in which all grade levels were expected to monitor student progress in both ELA and Math. This plan is in the beginning stages of implementation of ALL grade levels with consistency and fidelity. (Action 1.3) Level of effectiveness of this action has not been analyzed as CAASPP data has not been collected yet.

Supplemental instructional interventions had an increase in services with the addition of instructional aides to support student learning. A science adoption committee was formed along with an MOU for professional development for science supports. Due to the loss of learning during distance learning, additional teacher supplemental material was needed (Action 1.4). Level of effectiveness of this action has not been measured as it is in the beginning stages.

MUSD developed a plan for additional academic support for English Language Learners, the focus was on 6th-8th grade levels to reinforce and support students, specifically LTELs as they transitioned into high school. (Action 1.5) Level of effectiveness of this action has not been analyzed as ELPAC data has not been collected yet.

MUSD developed a plan for early literacy in grades K-5 to address the learning loss caused by the pandemic. Students were provided with small group interventions to improve their literacy. (Action 1.6) Level of effectiveness of this action has not been measured as it is in the beginning stages.

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.

The metrics used for the initial year baseline were using the percentage of points Below Standards as the LEA wanted to ensure the gap decreased over the years in all the targeted groups. However; due to the data received for 2021, we had to adjust the metrics on the baseline to using the percentage of students that met and exceeded proficiency in all students and targeted groups. This made us change our 3 year Desired Outcomes to the same metrics (met and exceeded proficiency) in order to maintain consistency in our data analysis. LEA currently has no EL progress data. There were no changes to the goal and actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
2	Conditions of Learning: Provide a safe and healthy environment where staff work collaboratively on vertical and horizontal alignment for student achievement. (State Priority 2)

An explanation of why the LEA has developed this goal.

The metrics and actions grouped and described below will help achieve this goal by increasing student achievement in English Language Arts and Math for all students while providing a focus for English Learners, Low Income Students, Foster Youth, and Students with Disabilities. Due to the COVID-19 pandemic during the 2020-2021 school year, the District is providing opportunities to address the learning loss experienced by all students. Input from stakeholders identified a need to implement instructional and intervention programs that meet the needs of all students; specifically, feedback was given related to the additional needs in supporting English learners (EL) and unduplicated students in making academic progress. Stakeholder's input on collaboration focused specifically on teacher collaboration across grade levels that included the participation of paraprofessionals to develop a robust plan for effective implementation of instructional strategies as well as social-emotional support inside and outside of the classroom. MUSD will continue to commit to professional learning and increased implementation of strategies to support these students. The need for collaboration with grade-levels and grade-level spans is essential in student achievement and the District will work hard at creating safe and healthy environments to focus on student learning, teacher collaboration, and results.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Priority 7 Self Reflection Tool to measure progress in the extent to which student have access to, and are enrolled in, a broad course of study that includes the adopted course of study specified in California Education	2019 California Dashboard Local Indicator - Standard Met	2021 California Dashboard Local Indicator - Standard Met			2019 California Dashboard Local Indicator- Met

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Code for grades 1-6 and grades 7-8 as displayed on California School Dashboard. (State Priority 7)					
Implementation of State Standards	2019 CA School Dashboard Local Indicators Self-reflection Tool for Implementation of State Academic Standards will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)	2021 CA School Dashboard Local Indicators Self-reflection Tool for Implementation of State Academic Standards will be completed, measured, and reported to the community on an annual basis. (Met Local Indicator)			CA School Dashboard Local Indicator- Met

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	2.1 Expand and Improve Alignment of Formative and Summative District Assessments to Ensure a Measure of Student Learning	MUSD will increase student academic achievement by Implementation, alignment and supplemental professional development of assessment practices utilizing formative and summative assessments in order to support and promote students as assessment capable learners	\$41,755.00	Yes
2.2	2.2 Implement Effective Professional	MUSD will continue to focus on training students, staff, and parents in: Expand and improve Professional Learning Communities (PLC) among all stakeholders to improve student achievement through	\$50,121.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learning Communities	supplemental professional development of Continuous Improvement, PDSA Cycle, creating healthy cultures, supporting additional learning of concepts such as shared focus and equity work and team building.		

## 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.

MUSD began the implementation of providing collaboration vertically and horizontally with grade-level teams along with building Professional Learning Communities. Initiation of professional development began during the summer leading up to the 2021-2022 school year. During the school year, grade-level spans were provided with substitute teachers to allow them time to collaborate and be facilitated by the principal. Due to a substitute shortage as a result to COVID infections, the amount of professional development that staff could participate in was limited. Additionally, other funding sources were utilized due to additional funding (Action 2.1 and Action 2.2).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

- Professional Development on Assessment for Student Learning (Action 2.1): \$20,054 unspent due to partial implementation of the action and use of other funding sources.
- Professional Development on Professional Learning Communities (Action 2.2): \$29,807 unspent due to partial implementation of the action and use of other funding sources.

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

Goal 2 was focused on conditions of learning through providing a safe environment for vertical and horizontal collaboration. This included the building of Professional Learning Communities. Analysis of the MUSD Priority 2 Self-Reflection Tool survey indicated teachers and principal



are in the initial implementation phase. There has been much conversation and support to roll out the district progress monitoring plan that has demonstrated an alignment in a student learning measuring tool. Through the use of data, teachers are analyzing data and modifying instruction to meet the needs of students. Additionally, students are self-assessing and are in the initial phases of becoming assessment capable learners.

- Professional Development on Assessment for Student Learning (Action 2.1): This action has been partially implemented.
- Professional Development on Professional Learning Communities (Action 2.2): This action has been partially implemented.

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.

The implementation of assessment capable learners was not consistent throughout the school year due to the increase of COVID-19 affecting student attendance, substitute teacher shortage, and the need to readjust instruction as the needs of students shifted throughout the spikes of COVID-19. MUSD will refocus on ensuring consistency to continue to build teacher collaboration, data analysis, and student outcomes in the upcoming school year. Therefore, there have been no changes in this goal or its actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
3	MUSD will continue to focus on increasing student achievement in English Language Arts and Math for all students while providing a focus for English Learners, Low Income Students, Foster Youth, and Students with Disabilities. The district will strengthen its Home-to-School Connection by focusing on parent and family engagement. (State Priority 3, State Priority 5, State Priority 6)

An explanation of why the LEA has developed this goal.

MUSD values the participation of parent involvement in our students' success. The District is investing in a Parent Learning Center to expand on parent training and support which will provide parents with more tools to support their children in their education and social-emotional learning.

There is a need for the District to:

- \* Increase resources, supports, and training to de-escalate behavior and intervene early and often
- \* Provide opportunities to formalize ELAC (English Learner Advisory Committee) Plan and Parent Leadership opportunities
- \* Have established Parent outreach protocols and programs in order to access available school and community services
- \* Have connections with staff who are responsive with instructional practices targeted toward poverty and trauma
- \* Have common TK-8 vocabulary for academic/behavior expectations and independence
- \* Address and adapt Master Schedules to ensure ELD and SEL needs are met
- \* Measuring and Reporting Results: student group data will be disaggregated for analysis and reporting purposes

The metrics and actions grouped and described below will help achieve this goal by implementing targeted services to all students, with an emphasis on EL, SWD, Foster and Homeless Youth and Low Income in the following:

- \* Increase connection to school through participation in extracurricular activities and athletics
- \* Increase student's ability to be self aware and have ownership of their own goals
- \* Increase student engagement and confidence in their current abilities and taking on new challenges
- \* Increase opportunities for high levels of social, emotional, and personal health
- \* Decrease chronic absenteeism
- \* Increase feelings of connectedness, communication, support

## Measuring and Reporting Results



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input on decision making for the District Source: LCAP survey	TBD in 21/22 Source: LCAP survey	35% parent participation (New Baseline)			Increase from previous year annually
Parent participation in programs for students with exceptional needs Source: LCAP survey	TBD in 21/22 Source: LCAP survey	50% parent participation (New Baseline)			Increase from previous year annually
Parent participation in programs for unduplicated students Source: LCAP survey	TBD in 21/22 Source: LCAP survey	35% parent participation (New Baseline)			Increase from previous year annually
School attendance rate	19/20: 454 average daily attendance 19/20 CBEDS day enrollment: 478 Ratio = 94.98% Source: Ed-Data, CalPads	20-21: 382 average daily attendance 20-21 CBEDS day enrollment: 412 Ratio = 92.72% Source: Ed-Data, CALPADS			Improve ratio of ADA to CBEDs by 1% annually
Chronic Absenteeism rate	18/19: 6.7% Overall	20-21: 0% (LEA is looking at procedures to accurately reflect data)			Decrease by 1% annually

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3.1 Provide the Community a Parent Learning Center	Collaborate and create partnerships with community agencies for parent trainings and ongoing social-emotional supports. Provide a Parent Learning Center where parents will be able to access additional supports, resources, and training opportunities on how to further support their child in areas including social emotional support, math and reading skills; in addition to access to targeted case management services from community agencies and county program services that will support the increase of student achievement and well-being.	\$73,622.00	Yes
3.2	3.2 Additional Parent and Family Communication	To enhance additional parent and family communication ,MUSD will provide additional support in training of communication platforms (i.e. REMIND, ZOOM, etc.) and the parent portal system to assure enhanced, continued methods of home-to school communication so as to improve student achievement.	\$46,783.00	Yes
3.3	3.3 Additional Parent Engagement	Provide additional parent engagement training in areas such as technology (i.e. Google classroom, etc)and expanded, continued facilitation of parent communication (i.e Coffee with Administration, Coffee with the Counselor, etc) so as to support improved student achievement.	\$110,450.00	Yes

## Goal Analysis [2021-22]

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

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

MUSD is in its initial stages of creating a Parent Learning Center where the community and parents can have access to all the resources necessary to receive academic and social emotional support. (Action 3.1)

MUSD focused on the home-to-school connection to ensure parent participation and involvement in student success. Due to the COVID-19 guidances, visitors were not permitted on campus and many of the school events and meetings were done virtually. In addition, staff shortages due to the COVID-19 outbreaks affected the consistency of this action. (Action 3.2).

The administrative assistant and technology department were key staff on the focus of additional parent engagement via virtual supports, trainings, and meetings. Both positions were left by the employee early in the school year and due to a shortage in applicants, the district proceeded with substitutes to cover these two positions making it difficult for complete implementation of this action (Action 3.3).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is notes as follows:

- Additional Parent and Family Communication (Action 3.2): \$7089 unspent due to partial implementation of the action.
- Additional Parent Engagement (Action 3.3): \$26,676 unspent due to Administrative Assistant and Tech Support leaving and HR having difficulty with rehires.

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

Goal 3 focused on increase of student achievement by strengthening the home-to-school connection. Analysis of the Home-to-School Connection parent survey indicate that the parent community is valuing the connection between parents and teacher via the REMIND application. In addition, demonstrating a continuation of implementation. MUSD has coordinated Coffee with Admin virtual meetings were information has been presented as well as providing a stakeholder forum for ideas and concerns to be relayed to administration. School events have been live-streamed to ensure parents the opportunity to participate in their students' successes. A discipline committee has been established and is in the initiation phase to roll out a plan to communicate with stakeholders and continue to strengthen family support. Student attendance has been affected by the COVID-19 outbreaks. However, the building and consistency of procedures and expectations improved attendance needs due to communication with parents.

3.1 Provide the Community a Parent Learning Center - This action is in its beginning stage of implementation; therefore, MUSD has not measured its effectiveness.

3.2 Additional Parent and Family Communication - MUSD implemented this action across the board in all grade levels. There was consistency in the use of our district-wide platform to communicate with parents at the district, school, and classroom levels. Due to 21-22 school year being the first year of full implementation, the baseline shows the effectiveness of this past year of implementation. However, MUSD will continue to monitor this action to ensure the percentage of parent and community participation increases.

3.3 Additional Parent Engagement - This action is in its beginning stage of implementation; therefore, MUSD has not measured its effectiveness.

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.

The implementation of the Home-to-School Connection is in the beginning phases of the program. The Parent Learning Center is still in progress along with the trainings and supports that will be provided to the parent community. Additionally, the lack of sufficient staffing has delayed consistency throughout the 2021-2022 school year. For the upcoming school year, MUSD will be focusing on a more consistent implementation of this goal to ensure there's more parent involvement for our students' success. MUSD has not made any changes to these goals or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Goals and Actions

## Goal

Goal #	Description
4	Educational Equity: Create a safe environment that encourages rigor, relevance and relationships for every student by providing them with the tools they individually need to be successful. (Priority 1, Priority 5, Priority 6)

An explanation of why the LEA has developed this goal.

While developing this goal, stakeholders, board of trustees, and school staff and administrators had the "whole child" in mind thinking about the repercussions of a full school year in distance learning due to the pandemic in regards to the social emotional state. The metrics and actions grouped and described below will help achieve this goal by addressing the needs of ALL students; therefore, MUSD is focusing in 3 areas: RIGOR, to ensure that, even though there is learning loss that needs to be addressed, MUSD will hire appropriately authorized teachers to continue to enrich instruction that is academically rigorous and have sufficient instructional materials. Additionally, actions in this goal reflect the way we want to implement RELEVANCE in everything we do inside and outside of the classroom to provide the students a safe and engaging learning environment. Finally, MUSD wants to fully and effectively develop and reinforce RELATIONSHIPS between students and staff so they can have a sense of belonging and safety while learning inside and outside of their classroom.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Healthy Kids Survey (State Priority 6)	2019 HKS 78% of students felt they have a caring adult relationship at school	21-22 HKS 75% of students felt they have a caring adult relationship at school			95% of students will feel they have a caring adult relationship at school.
DataQuest Suspension Rate	2019 DataQuest Suspension Rate 2.1% - All Students 2.8% - ELL 3.1% - Students with Disabilities 4.8% - Homeless Students	20-21 DataQuest Suspension Rate 0% - All students 0% - ELL students 0% - Students with Disabilities 0% - Homeless students			DataQuest Suspension Rate: All students- 1% or less ELL - 1% or less Students with Disabilities - 1% or less



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Average Daily Attendance Rate	2019 96.4% ADA	21-22			Homeless Students - 1% or less
DataQuest Expulsion Rate	2019 DataQuest Suspension Rate 0% - All Students	20-21 DataQuest Suspension Rate 0% - All Students			School Daily Attendance 98% 20-21 DataQuest Suspension Rate 0% - All Students

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	MUSD will address student social emotional learning needs with acquisition and implementation of supplemental instruction and student engagement activities through whole group, small group, and one-on-one settings to continue to address student social-emotional needs; and increase awareness of and inclusion of students with special needs. SEL support will be implemented through whole group, small groups and one-on-one, by utilizing Second Step curriculum. Additionally, MUSD will continue to implement and support Circle of Friends school-wide to create awareness and inclusion of students with special needs through different events like No One Eats Alone, Autism Awareness Month, Down Syndrome Awareness Month, Inclusive Schools Week, etc..	\$58,874.00	Yes
4.2	4.2 Support Implementation of Character Awareness and Attendance	Implementation of a supplemental character awareness program that includes supplemental instruction; student and family activities; attendance incentives and competitions to promote a positive school environment and improved student engagement.	\$54,840.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Additional support in implementation of MTSS through strengthening community partnerships (i.e. Attendance Task Force, etc), providing supplemental monitoring programs (i.e. Beyond SST, etc), intervention supports and additional professional development ( i.e. Safe Schools Conference, etc) to assist in meeting student academic and social-emotional needs, and providing an enhanced safe environment.	\$159,164.00	Yes
4.4	4.4 Enhance Safe and clean learning environment	Additional improvements to school environment that will support a positive school climate for student success and emotional well-being; inclusive of conditions for optimal student learning and safety.	\$99,121.00	Yes

## Goal Analysis [2021-22]

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

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

MUSD implemented and coordinated educational equity by creating a safe environment with tools students need to be successful. The district utilized the Second Step SEL program. Other funding resources were utilized for Second Step (Action 4.1).

Implementation of character awareness program is in the initiation phase which includes attendance incentives. Due to the COVID-19 pandemic, MUSD has had an increased need for attendance incentives and competitions to promote a positive school environment and daily attendance (Action 4.2).

MUSD has continued improving the MTSS model through the creation of an attendance team, Beyond SST, and Safe Schools Conference. During the 2021-2022 school year, the ELL Institute was not attended in addition to Saturday School costs being covered by another funding source (Action 4.3).

MUSD worked diligently on ensuring a safe environment. The site became a COVID-19 testing site and offered pool testing. Due to the increase of COVID-19 outbreaks, the health aide incurred additional hours in addition to front office staff offering support to the health aide for testing and short term independent studies support (Action 4.4).

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures due to limited or lack of implementation of some actions is noted as follows:

- Supplemental Support to Address Social Emotional Needs (Action 4.1): \$1,647 underspend due to Second Step curriculum being purchased utilizing other funding source.
- Support of Implementation of Character Awareness and Attendance (Action 4.2): \$3,746 overspent due to an increase need for attendance incentives and competitions due to the outbreaks of COVID-19.
- Strengthening of MTSS program (Action 4.3): \$48,855 underspend due to no ELL Institute along with Saturday School costs paid with other funding source.
- Safe and Clean Learning Environment (Action 4.4): \$11,038 overspend due to the COVID-19 outbreaks and COVID-testing on campus created the need for Health Aide additional hours along with front office staff supporting COVID testing needs.

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

Goal 4 was focused on creating a safe environment that encourages rigor, relevance, and relationships. The implementation of the Second Step curriculum was essential in providing SEL instruction in the classroom. In addition, the two school counselors provided one-to-one and small group interventions as needed. Circle of Friends continued to promote inclusion of students with special needs. Character awareness was promoted monthly along with daily attendance incentives. Results from the Healthy Kids Survey are in progress. Students are demonstrating a sense of belonging and feel safe to seek the counselors as they are becoming aware of their feelings. Teachers are continuing to support SEL in their classrooms focusing on making a connection with each student.

- Supplemental Support to Address Social Emotional Needs (Action 4.1) This action is in its implementation stage and MUSD is monitoring progress. This school year a new SEL curriculum is being implemented across all grade levels, it's still early to measure its effectiveness; however, both school counselors have begun follow-up sessions with teachers to ensure the implementation is cohesive and consistent in all grade levels.
- Support of Implementation of Character Awareness and Attendance (Action 4.2): This action has shown effectiveness in school climate and awareness through a variety of incentives during student assemblies, perfect attendance competitions by classrooms, and character awareness spirit the Tuesday of every week. A monthly calendar and daily announcements by counselors keeps staff and students aware of activities to follow and support character awareness.

- Strengthening of MTSS program (Action 4.3): This action is in its beginning stages therefore its effectiveness has not been fully measured.
- Safe and Clean Learning Environment (Action 4.4): This action has shown its effectiveness in making progress toward the goal by scoring 100% on the FIT this 21-22 school year.

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.

MUSD will continue to strengthen the MTSS program by improving on consistency of implementation. Many of the issues that arose during the 2021-2022 school year were due to COVID-19 outbreaks, making it difficult to offer consistency. Many instances were lack of sufficient staff or students arose. In the following school year, MUSD strives to continue to focus on the needs of the whole child and will continue to create a learning environment that is safe and rigorous. No changes were made to this goal or actions.

**A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,455,635	177,880

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.77%	3.50%	\$136,958.51	39.27%

**The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

As a single small school district with 80% of our enrollment identified as unduplicated pupils, 14 of our actions are being implemented on a districtwide basis to increase student achievement, improve outcomes and close identified opportunity gaps. Stakeholders were continuously engaged in the development of our student-centered goals focusing on curriculum and instruction, integrated staff support and professional development, and student/family support and student engagement.

Using the calculation tool provided by the state, Meadows Union Elementary School District (MUSD) has calculated that it will receive \$1,455,635 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF) during the 2022-23 school year. The minimum proportionality percentage (MPP) to increase or improve services has been calculated at 35.77%. MUSD did not meet its minimum proportionality percentage (MPP) by 4.45%; however, MUSD will continue to spend supplemental and/or concentration funds on actions or services that are principally directed towards our unduplicated student population as explained in detail in each contributing action description within this plan below.

Goal 1:



MUSD stakeholders have consistently prioritized the importance of thoroughly preparing all Meadows students for high school and beyond by providing them with both the knowledge and confidence to discover their career and/or college pathways while simultaneously increasing student achievement for all students.

Upon a thorough examination of College and Career Indicator (CCI) data at our feeder high school, it was evident that both our low-income students and our English Learners were considered less prepared for college and career at the culmination of their high school career. In 2019, 1.1% of low income students were considered less prepared (as defined by the CCI). English Learners were 18% less likely to be considered prepared. In our feeder high school, only ¼ of English Learners were considered college and career ready by their senior year. Subsequently, both high unemployment rates (18.9%) and low rates of high school diploma attainment in our city also indicate a need to show students what opportunities are available for them beyond high school. Only 69.7% of our city's population above 25 years of age has a high school diploma (as compared to 88% of the same population in the state of California). Moreover, a mere 15.2% of El Centro adults, 25 years of age and older hold a Bachelor's degree or higher (32% in California.) This local data encouraged us to delve deeper into the needs of our students. Stakeholder engagement feedback from both parents and students also showed a great interest and a high priority to begin providing expanded College and Career Readiness opportunities to all students through hands on learning and mentor-led experiences (Action 1.1) Our English Learner and low income students' unique needs and circumstances were the impetus to increase these college and career readiness services for our students. In order to address this condition of our English Learners and low-income students, we will develop and implement a College and Career Readiness program that will provide multiple opportunities for students to experience different pathways to college and career through supplemental curriculum and technological tools as well as career exploration through career fairs and collaboration with partnering agencies. Great attention will be paid to ensure that mentors and career speakers will provide diverse experiences and represent the students we serve. Special emphasis will be paid to meet the needs of our low income families as we address their financial concerns related to college going opportunities. This action is being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the significantly lower college and career preparedness rates of our low income students and English learners and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that our low-income students will benefit even more, as evidenced by pre-post satisfaction and awareness surveys of both students and families.

Action 1.2 complements Action 1.1 with a more focused college and career preparedness plan for the junior high years. Both staff and parent stakeholder feedback expressed a desire to incorporate a more robust college readiness system in 7th and 8th grade. This action is designed to increase the college and career preparedness of our English Learners and low-income students through the implementation of a supplemental Advancement via Individual Determination (AVID) College Readiness System in seventh and eighth grade. This action will be provided on an LEA-wide basis and we anticipate that our low-income students and English Learners will show greater increases in their grade-point averages as well as clearer articulated college and career plans as evidenced by their 10 year plans. Upon a thorough examination of our 2021 CAASPP assessment data in English Language Arts, the following needs were evident in our unduplicated pupil populations. In English Language Arts, 37.7% fewer English Learners were meeting or exceeding standards in comparison to our entire tested student population. Additionally, 12.62% fewer of our low income students met or exceeded standards in English-Language arts. In the area of mathematics (CAASPP 2021), 25.35% fewer of our English Learners scored at grade level. 13.44% fewer of our low income students scored at or above grade level in math. These gaps were the unique needs and conditions that were considered when the following actions were created.

In order to address these needs and conditions of our English Learners, and low income students, we will enhance and improve our instructional program through developing and implementing an additional program monitoring system that will identify student academic and assessment needs (1.3) and provide supplemental academic interventions for students through additional, small group interventions to address targeted academic needs (1.4). Goal 1, actions 1.3 and 1.4, will work together to both provide early identification of academic needs and subsequently, early intervention to close the identified academic gaps of our English Learners and low income students. While these actions will be implemented district-wide, we expect to see closure of the achievement gap between our unduplicated student groups and the students that are not identified as unduplicated. MUSD will track the closure of the achievement gaps using local assessment tools (identified in Action 1.3) as well as the California Assessment of Student Performance and Progress (CAASPP). We expect to see the gap close by 5% or more in both English language Arts and Mathematics.

Through the analysis of both formative (in classroom) assessments and summative (end of year) assessments, it is clear that both our English Learners and our low income students are scoring lower than our all students group. For example, in 2021 our 3rd grade English Learners showed a 24.68% gap in meeting standards in English Language Arts and a 22.51% gap in meeting standards in mathematics. Our 3rd grade low income students showed a 15.85% gap in meeting standards in English Language Arts and a 16.15% gap in meeting standards in mathematics. This trend continued into other grades as well. In 2021, our fifth grade English Learners showed a gap of 34.51% and 24.65%, in English and mathematics respectively. Our fifth grade low income students showed a 14.46% gap in English and a 14.42% gap in mathematics in regards to meeting or exceeding grade level standards. To meet these unique needs and conditions, MUSD has chosen to provide all students, grades K-5, with smaller, whole group instruction, intensive academic support in daily literacy and numeracy. Action 1.6 will reduce class size, lower teacher-to-student ratio, and eliminate combination classes. This action is being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the significantly lower literacy and numeracy achievement of our English Learners and low-income students and that the small group instruction will be targeted to meet specific academic gaps, we expect that our English Learners and our low-income students will benefit even more, as evidenced by a reduction of the gap in each grade by at least a one-third reduction.

#### Goal 2:

Based on staff and governing board feedback, it was very important for MUSD to provide a safe and healthy environment where staff work collaboratively on vertical and horizontal alignment for student achievement. Teachers expressed a desire to be able to work together to ensure both vertical and horizontal instructional coherence. An analysis of student data (mentioned above) indicated that both our English Learner and low income students would benefit the most from this intensive work as a professional learning community.

In order to address these needs and conditions of our English Learners, and low income students, we will enhance and improve our instructional program through aligning our comprehensive assessment system and implementing a professional learning community across the district. Action 2.1 will support the implementation, alignment and supplemental professional development of assessment practices in order to support and promote student achievement. Action 2.2 will expand and improve Professional Learning Communities (PLC), among all stakeholders to improve student achievement through supplemental professional development of continuous improvement, instructionally

based PDSA cycles while creating healthy cultures and supporting additional learning of concepts such as shared focus, equity work and team building.

One of the areas of need that directly impacts student achievement is teacher collaboration and professional development focused on effective methods of developing and analyzing student formative and informative assessments. Both actions are being implemented districtwide and will provide the teachers and paraprofessionals with the information needed to address the needs of all students, and develop a plan for interventions to meet the specific needs of our English Language Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. By doing so, MUSD expects to monitor progress in a structured manner and see results that will address the achievement gap. These actions are being provided on an LEA-wide basis and we expect/hope that all students will benefit. However, because of the significantly lower achievement rates of our English Learners and low income students, we expect that our English Learners and low-income students will benefit even more. We anticipate that these actions will cause a reduction in achievement gaps in E-LA and math by 3% as well as increased rankings on our Implementation of State Standards reflection tool (Priority Two).

### Goal 3:

Through our continued stakeholder engagement, it was apparent that parents, staff and the governing board agreed to the importance of continuing to strengthen our district's Home-to-School Connection by focusing on parent and family engagement. After reviewing parent and student feedback from surveys and stakeholder meetings, the district realized the need to increase parent trainings and support, improve parent communication and provide support in academic and social emotional areas to help students at home. Families of low-income students have expressed barriers to parent engagement including transportation, child care, and flexible times for trainings. Families have also expressed a great need for a variety of trainings to help them support their children's academic, behavioral, social-emotional and mental health needs. Due to the rural geographical location of the school site and the reality that most families live a good distance from the school, parents have requested to explore alternative ways to connect with them (i.e. virtually, setting up off-site parent engagement opportunities).

In order to address these conditions of our English Learners and low-income students, we will develop and implement a Parent Learning Center, strengthen home-school communication and increase parent engagement activities. Action 3.1 focuses on providing our community a Parent Learning Center. MUSD is creating a Parent Learning Center that will address the different areas of need reflected in our parent surveys: trainings on the use of technology to provide support to students at home, awareness on strategies on how to incorporate literacy at home, training on how to support students in mathematics, and parenting skills. This Parent Center will be available for extended hours before school, after school, and on weekends whenever a specific event is being offered.

To enhance additional parent and family communication, MUESD will provide additional, support in training of communication platforms (i.e. REMIND, ZOOM) and the parent portal system to assure enhanced, continued methods of home-to-school communication so as to improve student achievement (Action 3.2). When polling parents about how to best engage them, two trends became apparent. First, parents asked for support in utilizing the technology and communication tools that MUSD were using to communicate and support their children. Secondly, parents really liked our more "informal" gatherings to increase communication. Based on that feedback, Action 3.3 was created to provide additional parent engagement training in areas such as technology (i.e. Google classroom, etc) and expanded, continued facilitation of parent communication (i.e. Coffee with Administration, Coffee with the Counselor, etc) so as to support improved student achievement. These



opportunities will allow MUSD to continue to refine its processes and protocols as it continues to get feedback from families in a regular and consistent manner.

These parent engagement actions are being implemented district wide as parent and family engagement makes a big impact on student achievement; however, due to the high need of parents of low socioeconomic and English Language Learners, the district expects to see an increase in student achievement for our low-income students as well as increased parent involvement and engagement for our underrepresented families. Other gains we expect to see include increased parent attendance rates at family activities as well as positive feedback from parental surveys. We also expect to improve on our annual Parent Engagement ratings using the Priority 3 Local Indicator Reflection Tool.

#### Goal 4:

Equity was at the heart of our fourth student-centered goal as we strive to continue to create a safe environment that encourages rigor, relevance and relationships for each and every student by providing them with the tools they individually need to be successful. After a thorough analysis of both our CAASPP data (mentioned above) coupled with feedback from our teaching staff, it was evident that our students have varied needs and there was a need to increase and improve our individualized and tiered support for all students. Parent feedback amplified the need for us to look at that support for the “whole child” - academic, behavioral, social emotional and mental health needs. Examination of our Student Study Team and IEP data also indicated that our English Learners and low income students could benefit from timely identification and early intervention and prevention to help them recoup skills that will help them succeed. Action 4.3 encompasses the continued expansion and implementation of MUSD’s Multi Tiered System of Support (MTSS). As a part of this interconnected system, Action 4.1 focuses on supporting the social-emotional needs of all students. Parents of our English Learners ranked social emotional needs as a very high need in our Chats with the Counselors at the end of last year. The implementation of these two actions (4.1 and 4.3) districtwide will make a positive impact on all students; however, because there are proportionally more unduplicated students who qualify for Tier 2 and Tier 3 services (within the MTSS system), we expect that the achievement gaps (in E-LA and mathematics) for our low-income and English Learner students will improve by 5% when compared to all other students. We also anticipate that the number of English Learners and low-income students that qualify for Tier 2 and Tier 3 services will decrease by 3% respectively. In addition to academic interventions, staff and families have expressed a continued need to increase character awareness, learning opportunities and student engagement activities to ensure students are at school punctually and daily. Upon an examination of the 2019 California Dashboard Data for the Chronic Absenteeism Indicator and Suspension Indicator, there are both gaps for English Learners and low-income students. For example, MUSD’s English Learners are 2.1% more likely to be chronically absent and .7% more likely to be suspended. MUSD’s low-income students are 1.2% more likely to be considered chronically absent and 1.0% more likely to be suspended. In order to address these conditions of our English Learners and low-income students, we will implement a districtwide character awareness program that promotes a positive school environment. Monthly character trait assemblies and instructional materials to promote monthly character traits. In addition, to ensure students are at school, on time, and every day, attendance incentives and competitions will promote the importance of being in school on time. (Action 4.2)

These character education and student engagement action (4.2) is being implemented districtwide and the district expects to see an decrease in both chronic absenteeism and suspension rates. However, due to the greater needs of our EL's and low-income students and the fact that the services will be primarily directed toward our unduplicated pupils, we anticipate that we will reduce both the chronic absenteeism and suspension gaps by at least .7%. After reviewing stakeholder feedback and input, we learned there's a high need for improvement of supports for safety districtwide. MUSD is a single school district in a rural area surrounded by several acres of agricultural land where limited lighting, no video surveillance, and no system for screening of visitors created a safety issue for our students, specially for our unduplicated pupils who stay on extended day for academic interventions and supports, and our parent surveys reflected these items as their top priority. Additionally, stakeholder input reflected the desire to establish school wide systems of support in the areas of behavior and character building.

In order to address these conditions of our English Learners and low-income students, we will improve the physical condition of our school campus to impact a positive school climate for student success and emotional well-being. MUSD will ensure conditions of student learning are optimized for extended and increased student learning and overall safety of our school community. (Action 4.4). This action will be provided on an LEA-wide basis and we anticipate that our low-income students and English Learners will show a 10% increase in their after school program and extended day attendance and decreases in the opportunity gaps in English Language Arts and mathematics by at least 3%. It is the collective efforts of the district-wide actions (mentioned above) and the targeted, limited in scope actions (mentioned below) combined that both qualitatively and quantitatively ensure that MUSD is meeting its minimum proportionality percentage and its increase and improving services requirement for the 2022-2023 school year.

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

In addition to the 14 actions listed above that are being provided on a district-wide basis, MUSD is also providing action 1.5 specifically targeting our English Language Learners students. MUSD is allotting \$1,272,604 toward increasing and improving services for its unduplicated pupils. MUSD is meeting its MPP in both a quantitative manner. Through the sum of these actions, MUSD is meeting its minimum proportionality percentage and its increased and improved services requirement for the 2022-2023 school year.



A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

During the 2022-2023 school year MUSD will increase the number of paraprofessionals, certificated staff and a health aide. This will allow LEA to implement additional support and focus on best practices to address academic and social emotional need of English Learners, Foster Youth and low socioeconomic students and their families. This is being addressed through one-on-one and small groups depending on the topic or area of need.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	20.80
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16.48

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel	
Totals	\$1,597,974.00			\$230,825.00	\$1,828,799.00	\$1,257,484.00	\$571,315.00	
Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	English Learners Foster Youth Low Income	\$136,642.00				\$136,642.00
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	English Learners Foster Youth Low Income	\$51,115.00				\$51,115.00
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	English Learners Foster Youth Low Income	\$71,908.00			\$2,423.00	\$74,331.00
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	English Learners Foster Youth Low Income	\$284,744.00			\$131,001.00	\$415,745.00
1	1.5	1.5 Increased and Improved Services for English Language Learners	English Learners	\$6,143.00			\$23,574.00	\$29,717.00
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	English Learners Foster Youth Low Income	\$426,519.00				\$426,519.00
2	2.1	2.1 Expand and Improve Alignment	English Learners Foster Youth	\$41,755.00				\$41,755.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
		and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Low Income					
2	2.2	2.2 Implement Effective Professional Learning Communities	English Learners Foster Youth Low Income	\$48,614.00			\$1,507.00	\$50,121.00
3	3.1	3.1 Provide the Community a Parent Learning Center	English Learners Foster Youth Low Income	\$55,351.00			\$18,271.00	\$73,622.00
3	3.2	3.2 Additional Parent and Family Communication	English Learners Foster Youth Low Income	\$46,245.00			\$538.00	\$46,783.00
3	3.3	3.3 Additional Parent Engagement	English Learners Foster Youth Low Income	\$72,008.00			\$38,442.00	\$110,450.00
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	English Learners Foster Youth Low Income	\$56,238.00			\$2,636.00	\$58,874.00
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	English Learners Foster Youth Low Income	\$54,840.00				\$54,840.00
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	English Learners Foster Youth Low Income	\$146,731.00			\$12,433.00	\$159,164.00
4	4.4	4.4 Enhance Safe and clean learning environment	English Learners Foster Youth Low Income	\$99,121.00				\$99,121.00

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
4,069,544	1,455,635	35.77%	3.50%	39.27%	\$1,597,974.00	0.00%	39.27 %	<b>Total:</b>	\$1,597,974.00
								<b>LEA-wide Total:</b>	\$1,591,831.00
								<b>Limited Total:</b>	\$6,143.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$136,642.00	
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th & 8th	\$51,115.00	
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$71,908.00	
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$284,744.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.5	1.5 Increased and Improved Services for English Language Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$6,143.00	
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$426,519.00	
2	2.1	2.1 Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,755.00	
2	2.2	2.2 Implement Effective Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$48,614.00	
3	3.1	3.1 Provide the Community a Parent Learning Center	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,351.00	
3	3.2	3.2 Additional Parent and Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,245.00	
3	3.3	3.3 Additional Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,008.00	
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$56,238.00	
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$54,840.00	
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$146,731.00	



Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
4	4.4	4.4 Enhance Safe and clean learning environment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,121.00	

## 2021-22 Annual Update Table

Totals		Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>		\$1,489,882.00	\$1,527,994.98

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Yes	\$122,202.00	\$98,315.04
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	Yes	\$60,918.00	\$34,049.86
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	\$64,067.00	\$60,979.61
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	Yes	\$170,716.00	345,324.27
1	1.5	1.5 Increased and Improved Services for English Language Learners	Yes	\$23,136.00	\$27,612
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	Yes	\$414,726.00	\$390,758.40
2	2.1	2.1 Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	\$51,380.00	\$31,325.46
2	2.2	2.2 Implement Effective Professional Learning Communities	Yes	\$63,820.00	\$34,012.88
3	3.1	3.1 Provide the Community a Parent Learning Center	Yes	\$70,576.00	\$67,277.31

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	3.2 Additional Parent and Family Communication	Yes	\$48,406.00	\$41,316.30
3	3.3	3.3 Additional Parent Engagement	Yes	\$72,817.00	\$94,661.66
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	Yes	\$51,067.00	\$49,420.98
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	Yes	\$39,494.00	\$44,952.57
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	\$199,191.00	\$148,532.50
4	4.4	4.4 Enhance Safe and clean learning environment	Yes	\$37,366.00	\$59,456.14

## 2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)	
1,401,854	\$1,259,173.00	\$1,264,895.49	(\$5,722.49)	0.00%	0.00%	0.00%	
Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	1.1 Provide expanded College and Career Readiness to all Students through hands on learning and mentor-led experiences.	Yes	\$116,970.00	\$98,315.04	0	0
1	1.2	1.2 Implementation of supplemental AVID College Readiness System in Grades 7th-8th.	Yes	\$60,918.00	\$34,049.86	0	0
1	1.3	1.3 Supplemental Academic Progress Monitoring through District-wide Assessments	Yes	\$61,432.00	\$60,979.61	0	0
1	1.4	1.4 Supplemental Instructional Interventions for Unduplicated Students	Yes	\$71,014.00	\$209,525.34	0	0
1	1.5	1.5 Increased and Improved Services for English Language Learners	Yes		\$0	0	0
1	1.6	1.6 Increased and Improved Services for Early Literacy K-5	Yes	\$414,726.00	\$390,758.40	0	0
2	2.1	2.1 Expand and Improve Alignment and Implementation of Formative and Summative District Assessments to Ensure a Measure of Student Learning	Yes	\$51,380.00	\$31,325.46	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	2.2 Implement Effective Professional Learning Communities	Yes	\$60,400.00	\$33,285.63	0	0
3	3.1	3.1 Provide the Community a Parent Learning Center	Yes	\$53,169.00	\$49,265.63	0	0
3	3.2	3.2 Additional Parent and Family Communication	Yes	\$45,990.00	\$41,179.03	0	0
3	3.3	3.3 Additional Parent Engagement	Yes	\$52,852.00	\$37,661.99	0	0
4	4.1	4.1 Supplemental Support to address the Social Emotional Needs of All Students	Yes	\$49,654.00	\$49,420.98	0	0
4	4.2	4.2 Support Implementation of Character Awareness and Attendance	Yes	\$39,494.00	\$44,952.57	0	0
4	4.3	4.3 Strengthening of Implementation and Monitoring of Multi Tiered Systems of Support	Yes	\$143,808.00	\$124,719.81	0	0
4	4.4	4.4 Enhance Safe and clean learning environment	Yes	\$37,366.00	\$59,456.14	0	0



**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,909,891	1,401,854	0	35.85%	\$1,264,895.49	0.00%	32.35%	\$136,958.51	3.50%

# Instructions

## [Plan Summary](#)

## [Engaging Educational Partners](#)

## [Goals and Actions](#)

## [Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

## Engaging Educational Partners

## Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

**Prompt 2:** “A summary of the feedback provided by specific educational partners.”

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

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

### **Required Goals**

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **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 2020–21 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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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**

**Projected LCFF Supplemental and/or Concentration Grants:** Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

**Projected Percentage to Increase or Improve Services for the Coming School Year:** Specify the estimated 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).

**LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

**LCFF Carryover — Dollar:** Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

#### **Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:** For school districts with an unduplicated pupil percentage of 55 percent 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 percent:** For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

**A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.**

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:



An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

## Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

## Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).  
See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

## Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

## Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

## Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).



- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

### Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### Contributing Actions Annual Update Table

- Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”
- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
  - 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education  
January 2022