



**McKinleyville**  
Union School District

## **LCFF Budget Overview for Parents**

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

CDS Code: 12-62950

School Year: 2022-23

LEA contact information:

Doug Oliveira

Interim Superintendent

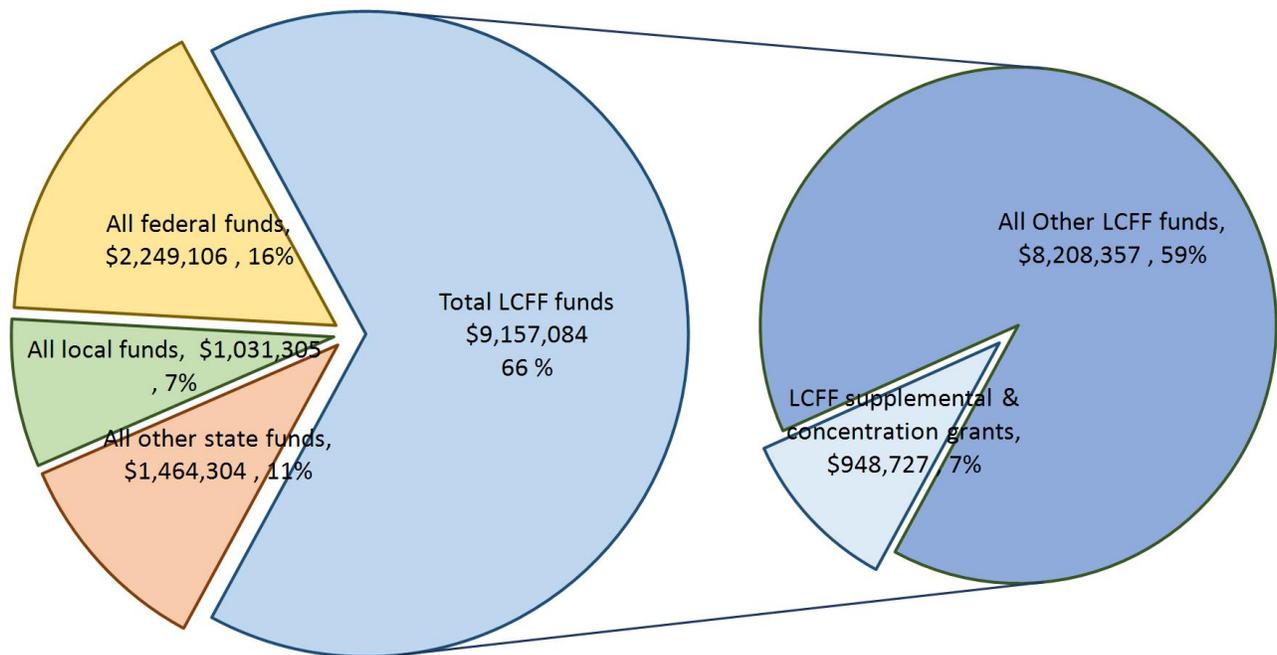
doliveira@mckusd.org

707.839.1549

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

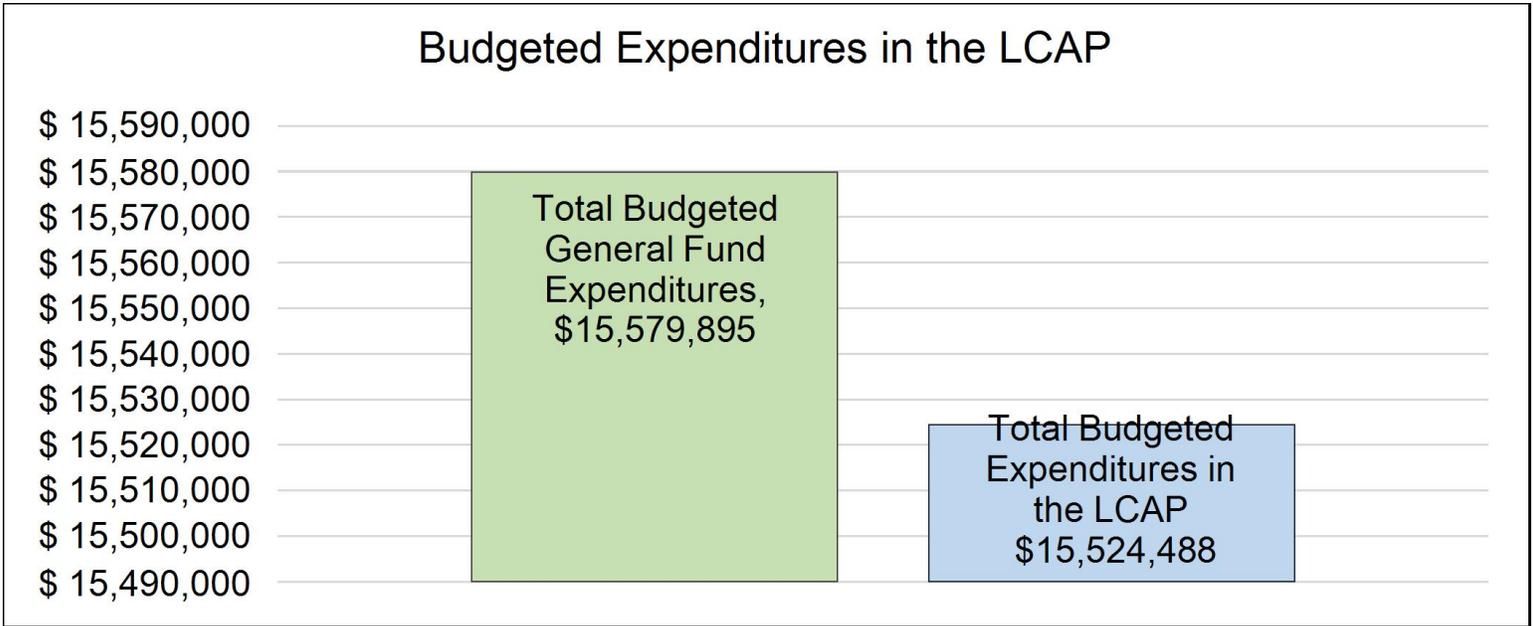


This chart shows the total general purpose revenue McKinleyville Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for McKinleyville Union School District is \$13,901,799, of which \$9,157,084 is Local Control Funding Formula (LCFF), \$1,464,304 is other state funds, \$1,031,305 is local funds, and \$2,249,106 is federal funds. Of the \$9,157,084 in LCFF Funds, \$948,727 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 McKinleyville Union 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: McKinleyville Union School District plans to spend \$15,579,895 for the 2022-23 school year. Of that amount, \$15,524,488 is tied to actions/services in the LCAP and \$55,007 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

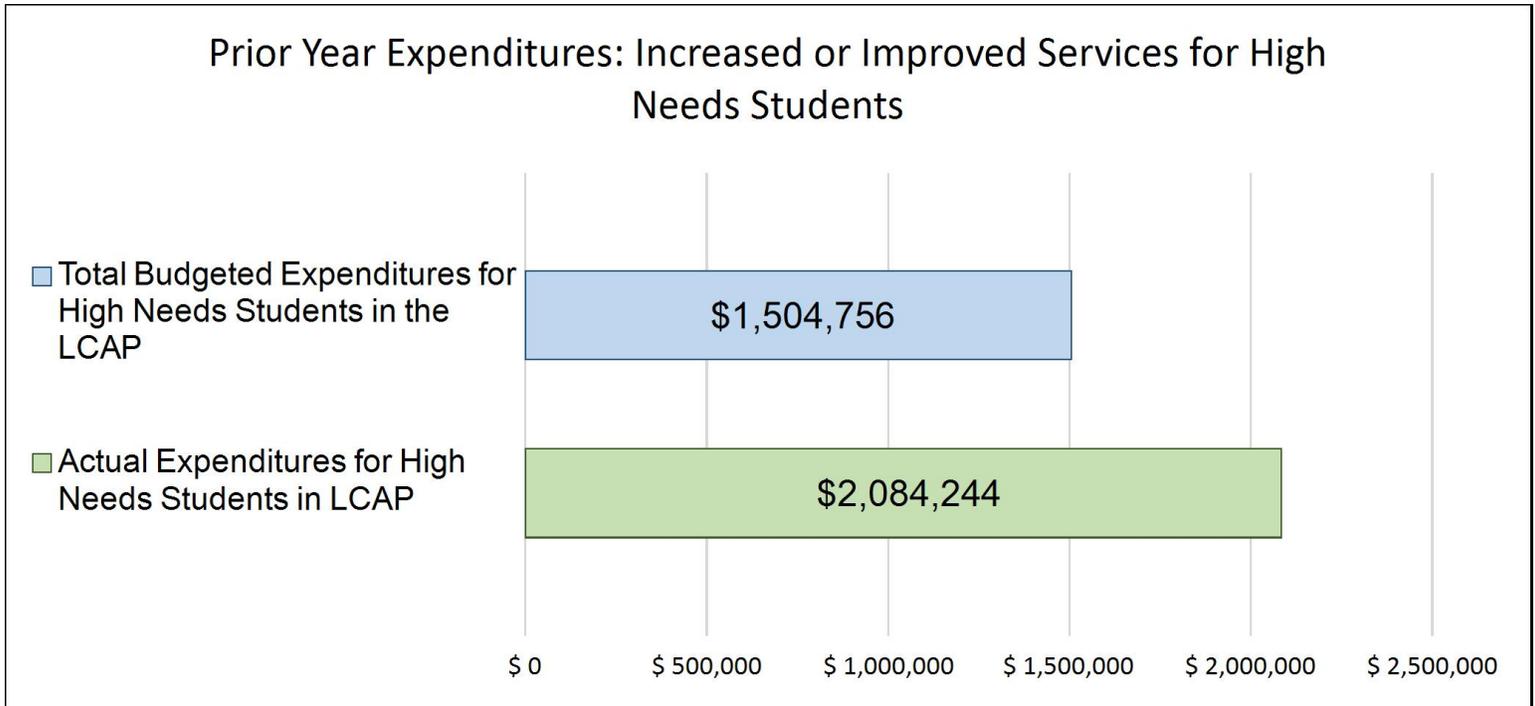
Expenditures not included in the LCAP include a mix of materials and supplies, as well as some contracted services.

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

In 2022-23, McKinleyville Union School District is projecting it will receive \$948,727 based on the enrollment of foster youth, English learner, and low-income students. McKinleyville Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. McKinleyville Union School District plans to spend \$1,137,082 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 McKinleyville Union 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 McKinleyville Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, McKinleyville Union School District's LCAP budgeted \$1,504,756 for planned actions to increase or improve services for high needs students. McKinleyville Union School District actually spent \$2,084,244 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$579,488 had the following impact on McKinleyville Union School District's ability to increase or improve services for high needs students:

The supports provided with additional one-time funding allowed the District to better address the social-emotional needs of high needs students, as well as better address learning loss that occurred due to distance learning. Redirecting social-emotional and instructional supports to prioritize high needs students, as well as additional staff hired to meet student needs improved student learning loss, as well as social-emotional well-being for high needs students.



## 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
McKinleyville Union School District	Heidi Moore-Guynup, Superintendent	707-839-1549

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 continuously reviews prior Stakeholder input when making modifications to the LCAP and/or additions. School-wide weekly staff meetings occur where there is an opportunity at all sites for staff input regarding priorities. For example, staff recently identified the desire to send several individuals to the Carnegie Improvement Science Summit. We were able to utilize internal and external funds to make that possible. Additionally, we have included a standing Stakeholder Engagement Input item on each of regular scheduled Board Meetings which provides all stakeholders with an opportunity to provide public comment. Further, students at MMS were recently sampled for input on how to utilize school facilities improvement funds. Their suggestions are being incorporated into the plan.

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 has successfully implemented small class sizes across all grade levels, employs a host of paraprofessionals to support student achievement, has employed an English Language Development Coordinator and teacher. MUSD employs a school counselor, two school psychologists, two psychological Technicians, two Student Services Coordinators and we have a partnership with the Priority Care Center to provide responsive educational and social-emotional supports with a priority for our unduplicated student population.

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 engaged community partners on the use of one-time funds through the LCAP stakeholder engagement process and development, the ESSR Plan development, through staff meetings, via our standing Stakeholder Engagement agenda item at each of our Regularly Scheduled Board meetings, Site Council meetings, and more.

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.

Successes: MUSD reduced class sizes in grades TK-8 for the 2021-2022 school year, with the goal of an average class size of 15 students grades TK-2 and 20 students in grades 3-8. Reading and Literacy Tier II and Tier III intervention programs to support students in grades TK-5. Math intervention supports for grades 3-5. Spanish Reading and Literacy Tier II and Tier III intervention program to supports students grades TK-2. Priority for these programs have been given to our unduplicated student populations. We provide a full-time Independent Study program that meets new state requirements. Provide support to non-English speaking families and students through outreach and engagement activities, including support with school events, registration, individualized education plans (IEP's), homeless and foster youth, and low-income youth. The coordinator position will also provide analysis and support of the district's Spanish Language Immersion program by collecting grade level and individual student data, direct observation of instruction at all grade levels, and parent/community feedback. Paraprofessional Tier I and Tier II supports in classrooms and within intervention programs in grades TK-5. Professional Learning for Literacy Grounded in Research - implementation of LETRS literacy training for K-5 teachers, proven science in reading, which develops more knowledgeable, more skillful, and more effective teachers of reading. The district prioritizes professional learning specifically targeted for low-income, foster youth, homeless, and students with disabilities by scheduling collaborative meetings and trainings on extended Mondays, preservice (before the start of the school year), as well as schedule additional professional development days. LCFF Supplemental Grant funds are transferred to salaries

for the additional PD. MUSD has provided additional staffing hours and supplies to further support technology, especially access and support for families participating in Independent Study. MUSD makes available mental and physical health supports to all students including those with IEP's and those who are identified as foster and/or homeless youth through both individualized and group settings.

Challenges: We had identified funds to support art and music district-wide. Due to the unexpected passing of our elementary music teacher and an unexpected leave by our music teacher, we have not been consistent in our implementation. That said, both programs are very strong at the middle school. Further, we have experienced increased costs as it relates to several unexpected teaching vacancies due to medical and or family leave. We have had to hire several long-term substitutes while continuing to pay those on leave what they are entitled to.

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.

MUSD is utilizing the LCAP to guide continued priorities and fiscal allocations. There have been some exceptions that do not align with the adopted LCAP. Specifically, we have not been successful in providing full-time art and music at our elementary grades due the unexpected passing of the music teacher and leave of the art teacher. Additionally, due to the amount of medical leaves and Family Medical Act leaves, we have had to hire long-term substitutes while compensating those on leave in a manner they are entitled to. This has led to unplanned increases in our certificated staffing costs.

## **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



**McKinleyville**  
Union School District

## 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
McKinleyville Union School District	Doug Oliveira Interim Superintendent	superintendent@mckusd.org 707.839.1549

## 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.

The McKinleyville Union Elementary School District is located in McKinleyville, CA, on historical unceded tribal land of the Wiyot and Yurok people. We are located on California's North Coast and serve approximately 940 students ranging from Transitional Kindergarten through Eighth Grade. The total population of our unincorporated town is just over 16,000. Our economic base centers around agriculture, small business, and services. MUSD recently updated our Vision and Mission and Core Beliefs which focus on student achievement, multi-tiered system of supports, equity, and inclusion. MUSD is comprised of three schools; Dow's Prairie Elementary serves students in grades Transition Kindergarten through 2nd Grade, Morris Elementary serves students in grades 3rd-5th, and McKinleyville Middle School serves students in 6th through 8th grade. MUSD offers two unique instructional programs in Kindergarten through fifth grade: Spanish Immersion and STEAM (Science, Technology, Engineering, Art and Mathematics). Students and their parents/guardians select their program of choice.

Our teaching staff is comprised of highly qualified and dedicated individuals who recognize the importance of building strong relationships with their students and families. We offer state approved curriculum as well as an array of highly engaging electives including art, music and Spanish. Our facilities are clean, safe, and conducive to learning. Our implementation of technology to support instruction has become a focus. We have a 1:1 student to device ratio in grades 3-8 and a 1:2 student to device ratio in TK-2.

Parents are able to be involved in a variety of ways including participation in our McKinleyville Parent Teacher Student Organization (MPTSO), School Site Councils, 8th Grade Graduation Committee, Family Maker Nights, School Board meetings, chaperoning field trips, volunteering in classrooms, leading clubs, and more. MUSD partners with a number of local organizations to support children and families in McKinleyville. In collaboration with the Humboldt County Office of Education, we host a special education preschool on our Dow's Prairie campus. Morris Elementary School is home to a Head Start preschool through Northcoast Children's Services. The Independent Practice Association maintains a Wellness Center on our Middle School campus, offering social, emotional, and cultural supports to students. The McKinleyville Family Resource Center offers community referral services, a weekend meal program for students, a food pantry and more. Together with the McKinleyville Community Services District, we offer a comprehensive after school program; the Expanded Learning Program (ELP). ELP serve students in grades TK-5 and TK-6 during the summer programs.

Our district supports our English Learners (EL) with a EL Coordinator who assures compliance with assessment requirements and ELD teaching supports for our emergent bilingual students. Our EL population is 4.4% of our total population.

Our Socio-Economically disadvantaged student population is 55.86%. Due to changes in federal law, we were able to make our meal service available to any student regardless of socio-economic status. Further, 2% of our students are identified as Foster Youth. We provide our foster youth with a variety of supports including but not limited to bus vouchers, access to our ELP program, 1:1 technology, and access to social-emotional supports and services.

Approximately 21% of MUSD's students receive Special Education services. As a district, we are working to strengthen our Tier 1 and Tier 2 supports in an effort to better support all students to reduce the number of students who require Specialized Services. Our district is dedicated to more inclusive practices. We have several teachers across the district who either hold a Mild to Moderate authorization or a Moderate to Severe authorization who work in partnership with our general education teachers to ensure student's with IEPs can access their education. Universal Design for Learning has been a focus of professional learning for all staff in the last two years. Additionally, we have School Psychologists, Speech and Language Pathologists as well as a team of paraprofessionals who support students with their academic and social-emotional needs.

MUSD continues to strengthen our social-emotional supports for students. Our elementary sites use the Zones of Regulation, Mindfulness, and Second Step Program to teach students emotional regulation and conflict resolution skills. MUSD has a strong commitment to Positive Behavior Intervention Supports (PBIS) which centers on Safe, Respectful and Responsible expectations and behaviors. We also implement multi-tiered system of supports (MTSS) which ensure each student receives the supports (academic and other) that are most appropriate for their unique needs. Additionally, we offer social skills groups taught by Psychology Technicians to further support students. The Middle School has a credentialed counselor as well as a Psychology Technician to provide student social-emotional support. Our School

Psychologists also provide related supports across the district. Finally, MUSD contracts with the SELPA to provide behavioral supports for students as well as provide training for certificated and classified staff.

## Reflections: Successes

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

In reviewing the California Dashboard information and comparing 2018 to 2019 results (2020 and 2021 results are unavailable), MUSD showed modest improvement in student performance in English Language Arts, Mathematics and Suspension rates which were down by 2%. Standards were met as it relates to Teachers, Instructional Materials and Facilities; Implementation of Instructional Standards; Parent/Family Involvement; Access to a Broad Course of Study and the Local Climate Survey.

The COVID-19 global pandemic impacted MUSD in a variety of ways. Our schools utilized distance learning (DL) from March 2020 until February 2021. Staff learned new technologies associated with online instructional delivery and assessments. We were able to bring students back for a hybrid in-person learning beginning in February of 2021. Between February 2021 and June 2021, approximately 65% of our students returned to the hybrid model with 2.5 hours of in person schooling daily supplemented by online learning. The remaining 35% of our students remained in Distance Learning through June 2021.

In August 2021 all three schools returned to in person learning. MUSD began a Long Term Independent Study program to meet the needs of a few families whose students were not ready to return to in person learning. In the Spring of 2022 our district was able to reimplement family volunteers in the classrooms and off-site field trips. Our Food Service programs continue to provide free breakfast and lunch to any student who asks for a meal. In partnership with the Family Resource Center, MUSD distributes 60 bags of food weekly to families who are food insecure.

In response to learning loss caused by COVID, MUSD utilized additional funds to reduce class sizes and offer additional support for foundational skills. Additionally, 100% of our TK-5 teachers are participating in a 160 hour Science of Reading training (Language Essentials for Teachers of Reading and Spelling) over the course of the 2021-22 and 2022-23 school year. Our TK-2 classrooms identified Phonemic Awareness as an area of weakness in our student outcomes and have implemented a supplemental curriculum to support student growth in this area.

MUSD has added School Psychologist and Psychologist Technician time/positions to support students' social emotional well being. Additional time was dedicated to building student/staff relationships and creating safe classrooms at the beginning of the school year. Site level behavioral data is reviewed monthly and guides grade level teams in choosing SEL lessons and activities to support all students in school success. Morris school has applied for and received a school wide grant to train all staff in using art to teach social emotional skills to students, this work will commence before and during the 2022-23 school year.

Our facilities have seen several improvements across the district. We have completed the repainting of Morris School, removed rotting play structures and garden boxes, ordered replacement playground structures, repaired and/or replaced aging storage containers, and begun a major overhaul of the well at MMS. We have added dozens of concrete picnic tables to our school sites to increase outdoor learning and eating whenever weather allows.

MUSD is partnering with our Expanded Learning Program to offer Summer Care with an academic element provided by certificated staff.

## 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.

MUSD's enrollment is down over 100 students since the beginning of the pandemic. We are reaching out to families who choose to attend other local schools to understand how we can better meet the needs of our community. Many families have also moved out of our area in response to a lack of job opportunities and high housing prices.

Our pre-COVID Chronic Absenteeism rates were about 16%. During the 2020-21 school year this rate increased significantly as many families did not or could not fully participate in distance learning. During this 2021-22 school year, illness and COVID quarantine protocols have impacted attendance; while our numbers are better than 20-21, they are still higher than our pre-COVID rates. Improving student attendance is an area of focus for the 2022-23 school year.

MUSD lost 3 of its five administrators during the 2021-22 school year, we have acting administration in two of those positions and one of those positions remains vacant. Stable leadership is an area of need.

## LCAP Highlights

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

MUSD's 2021/2022 LCAP centers on three goals that address the 8 state priorities. These priorities have been informed by stakeholder surveys as well as staff and school board input. Our goals also center on addressing learning loss associated with the pandemic and take into consideration our new Vision and Mission and Core Beliefs and our Special Education Plan. Goal 1 centers on academic achievement. Goal 2 centers on our school learning environment including equity, inclusion and cultural appreciation. Goal 3 centers on ensuring a broad course of study including social-emotional supports, elective access and technology.

MUSD is hiring an additional school psychologist, a psychology technician, additional teachers and classified staff. We are committed to comprehensively address learning loss via a variety of strategies including reducing class sizes and strengthening our Tier 1 and Tier 2 support services across the District. We are also committed to ensuring that our learning environments are safe, healthy, inclusive and

conducive to learning. We intend to continue our commitment to innovative technology integration. We will continue with our commitment to strengthen our PBIS and MTSS programs. We also will be offering a four-week summer school program for all who have expressed interest.

## **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 employed a variety of mechanisms to garner stakeholder engagement. Surveys were administered to certificated and classified staff and families. Results from these surveys were coded and analyzed. Additionally, LCAP stakeholder engagement was a standing agenda item in our school board meetings. We hosted an English Learners community meeting. Program leads provided the superintendent with feedback relative to all departments across our district.

When offered virtually, our school board meeting participation significantly improved. This was an excellent way to share out information and to receive information and input.

In the March, an LCAP survey was emailed to staff and families. 77% of the respondents categorized themselves as "parents/guardians." When asked "What improvements would you like to see for MUSD in meeting Goal 1?," 58% of those surveyed selected "more bullying/harassment prevention." The next two most frequently selected improvements were "more activities to support student interaction and play" and "more groups and clubs." On a 1-5 Likert Scale, 85% of respondents scored 3 or higher when asked how well the district is meeting Goal 2. Some feedback included the importance of having a uniform grading system and report cards K-5 as well as curricular uniformity K-5. The need for more positive promotion of McKinleyville Middle School was also mentioned. Regarding Goal 3, quality curricular consistency was mentioned as being an area to improve.

The LCAP development process was updated at each public Board meeting and an opportunity was provided for public comment. Student surveys were administered to 5th-8th grade students during the 2021/22 school year. These were conducted via electronic transmission.

During an English Learners community meeting, parents/guardians of our EL students reviewed EL budgetary expenditures and provided input regarding quality of programs and EL priorities. Translation support was provided. EL guardians reported that having their child learn English fluently was a shared goal. They also shared how important it is to them that their students do not lose connection to their primary language and culture.

District and site administration participated in "rounding interviews" with staff (certificated and classified) over the course of the year and would meet as a collaborative administrative team to share out insights, ideas, suggestions, etc.

A summary of the feedback provided by specific educational partners.

During the early part of the 2021/2022 school year, family feedback focused largely on masking protocols and COVID-19 safety measures and protocols. As the school year wanes on, families and staff continue to raise concern MUSD regarding learning loss, requesting smaller class sizes, and are interested seeing ELA (specifically reading) performance improve. Additionally, there is a general consensus that MUSD

should prioritize equity, inclusion and cultural appreciation. Further, the need for prioritizing enhanced social-emotional learning and supports has been identified. The LCAP and our vision/mission will serve to keep us focused on the goals and priorities identified by our stakeholders.

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

Our goals, priorities, and allocation of resources all were directly influenced by stakeholder input along with our vision and mission and core beliefs.

# Goals and Actions

## Goal

Goal #	Description
1	Improve academic achievement for all students including our socio-economically disadvantaged youth, English Learners, foster and homeless youth, students with disabilities, and our Gifted and Talented (GATE) students.

An explanation of why the LEA has developed this goal.

MUSD has developed this goal as a result of stakeholder input that clearly indicated a focus for student improvement for all students. We believe that providing basic services, hiring highly qualified teachers, implementing state and Board approved standards and understanding and responding to student data are critical to advance this goal. Further, in a review of our CAASP Dashboard as it relates to ELA and math proficiency, we are aware that there are several subgroups who are not currently meeting standards. Some of these student groups include those who represent our unduplicated student groups. We are a district that is committed to supporting each student with their individualized needs and growth and we believe providing targeted Tier 1 and Tier 2 supports is critical to achieve this goal.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Report on Textbook Sufficiency: Percentage of MUSD students who have access to their own standards aligned instructional materials for use in school and at home.	100% (2020/21)	100% (2021/2022)			Maintain 100%
Williams/SARC report regarding Teacher Credentialing: Percentage of teachers appropriately assigned and fully credentialed in the	6 misassignments (2019/20)	4 misassignments in 2021/2022 - three are on an approved waiver			2 or fewer misassignments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
subject area and for the students they teach.					
Certificated staff participating in state standards aligned professional development.	30%	100%			50% or higher
CAASPP ELA Scores: Percentage of students meeting or exceeding the standard in ELA	2019/20 CAASPP ELA= 41.53%	2020-21 IXL ELA= 27%			53%
CAASPP Math Scores: Percentage of students meeting or exceeding the standard in math	2019/20 CAASPP Math=33.80% One subgroup (students with disabilities) were identified as red on the state dashboard.	2020-21 IXL Math= 6%			50% and zero subgroups identified as red on the dashboard.
English Learner Progress: Percentage of students making progress towards English Learner proficiency	2018/19 EL Dashboard Data= 48.8% of EL students were "well or moderately developing"	2021-22 - 22.2% of students of EL were "well or moderately developing" (proficient or moved at least one level)			60%
California Science Test (CAST): Percentage of students meeting or exceeding the standard	29.93% of MUSD students met or exceeded the science standards	Did not test science (IXL science test unavailable in 2020-21)			45%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASP ELA Participation	Unable to administer due to Covid-19. A new baseline will be identified during the 2021/22 academic year.	MUSD chose to utilize a local measurement instrument (IXL)			95%
CAASP Math Participation	Unable to administer due to Covid-19. A new baseline will be identified during the 2021/22 academic year.	MUSD chose to utilize a local measurement instrument (IXL)			95%
Student Transportation Support	In 2019/20 MUSD provided over 20 transportation vouchers primarily to Foster or Homeless Youth eligible families	23 vouchers for Foster of Homeless Youth			maintain a minimum of 20 transportation vouchers or alternative transportation supports for Foster and/or Homeless youth.
TK-5th grade English Learner Participation in Reading Intervention supports	In 2019/20, 35% of identified TK-5th grade EL students received weekly supports in Reading Intervention.	38%			Reduce percentage of TK-5th grade EL students who are identified as needing weekly reading intervention supports to 28%.
Percentage of certificated teachers who are CLAD certified	In 2019/20 all fully credentialed teachers were CLAD certified. 4 or 6 certificated staff who were misassigned were not Clad certified	In 2021/2022 all full credentialed teachers were CLAD/EDL certified except four teachers			Maintain 100% of fully credentialed teachers who are CLAD certified. Reduce number of misassigned staff who are not Clad certified.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification	In 2019/20 25.9% of English Learners were Reclassified Fully English Proficient	0% (due to learning recovery)			35% of English Learners Reclassified as Fully English Proficient

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Staff	Continue to recruit and retain highly qualified staff. Assign these staff to support students as appropriate given their expertise, credentialing and experience. Ensure that staff responsible for instructional delivery to our foster youth, English Learners, Students with Disabilities and Low-Income Youth have specialized experience and/or training in best practices.	\$5,182,006.00	No
1.2	Professional Development: State Reading and Literacy Standards	<p>Professional Learning for Literacy Grounded in Research - implementation of LETRS literacy training for K-5 teachers, proven science in reading, which develops more knowledgeable, more skillful, and more effective teachers of reading.</p> <p>The district prioritizes professional learning specifically targeted for low-income, foster youth, homeless, and students with disabilities by scheduling collaborative meetings and trainings on extended Mondays, preservice (before the start of the school year), as well as schedule additional professional development days. LCFF Supplemental Grant funds are transferred to salaries for the additional PD.</p>	\$305,998.00	Yes
1.3	Rigorous/Advanced Instruction	Continue to support the Gifted and Talented Education (GATE) program, which provides rigorous enrichment opportunities for higher	\$23,943.00	No

Action #	Title	Description	Total Funds	Contributing
		achievement, as well as a developed assessment process with benchmarks and progress monitoring.		
1.4	Reading and Math Intervention	Reading and Literacy Tier II and Tier III intervention programs to support students in grades TK-5. Math intervention supports for grades 3-5. Spanish Reading and Literacy Tier II and Tier III intervention program to supports students grades TK-2. Priority for these programs will be given to our unduplicated student populations.	\$231,899.00	Yes
1.5	Class Size Reduction (K-2) (Continuing)	Class Size Reduction (K-2) (Continuing) Maintain reduction of class size to 20:1, or less, for all classrooms kindergarten through 2nd Grade	\$46,098.00	Yes
1.6	English Language Development	Continue to support English Learner pupils to make progress toward English proficiency by providing targeted support through and ELD Instruction Specialist, as well as provide ELD training for all classroom teachers to support EL students within the classroom.	\$20,602.00	Yes
1.7	Special Education Services	Provide high-quality programs for students with disabilities through differentiated services and supports in inclusive environments with a clear focus on successful student outcomes.	\$3,009,140.00	No
1.8	Paraprofessional Services and Supports	Paraprofessional Tier I and Tier II supports in classrooms and within intervention programs in grades TK-5.	\$248,782.00	Yes
1.9	Additional Class-Size Reduction (TK-8)	Reducing class sizes in grades TK-8 for the 2021-2022 school year, with the goal of an average class size of 15 students grades TK-2 and 20 students in grades 3-8. Research demonstrates that reducing class sizes as indicated above increases achievement for low-income	\$259,373.00	No

Action #	Title	Description	Total Funds	Contributing
		and minority students. Smaller class size ratios will assist in addressing learning loss experienced by students during the COVID-19 pandemic.		
<b>1.10</b>	COVID-19- Learning Loss	Provide additional supports for students to address learning loss due to the COVID-19 pandemic. Additional supports include: class-size reduction in TK-8; reading and math intervention in both English and Spanish; roving long-term substitutes for addl. student support and ensuring qualified classroom coverage in the event of teacher absences; addl. mental health supports utilizing an addl. School Psychologist; paraprofessional support in TK-5; Summer School;	\$66,870.00	No
<b>1.11</b>	District Supports	Implementation and management of the LCAP and district supports both at the site and district levels. Parent engagement activities and outreach to both staff, parents, and the community.	\$1,585,900.00	No
<b>1.12</b>	Site Level Instructional Support	Site instructional program support by providing educational supplies.	\$250,560.00	No
<b>1.13</b>	Coaching	Instructional Coaching support district-wide to support teachings with professional learning in instruction, social-emotional student supports, and ensuring a positive classroom climate.	\$90,776.00	No
<b>1.14</b>	Teacher Mentor Support	Provide professional mentor support for beginning teachers through the North Coast Beginning Teacher Program (NCBTP).	\$23,397.00	Yes
<b>1.15</b>	HERC	Provide access to the Humboldt Education Resource Center to support instruction.	\$3,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	School Site Leadership	Collaborate with site leadership teams to provide input and evaluation of district and site programs, as well as propose changes to better support the instructional program.	\$9,775.00	No
1.17	<b>**DELETE**</b> (planned in 21-22) District Reserves - Program Sustainability	Continue to plan and sustain student program supports by ensuring the District maintains adequate reserve levels to primarily address cash flow shortages due to state and federal funding apportionment schedules.		No
1.18	Independent Study	Provide a full-time Independent Study program that meets new state requirements.	\$114,034.00	No
1.19	Additional Paraprofessional Support	Provide additional Paraprofessional instruction support TK-5.	\$93,454.00	No
1.20	*Delete* (21-22 Only) Outdoor Learning Spaces	Provide additional outdoor equipment, such as outdoor learning tables for small group instruction.		Yes
1.21	Other Post Employment Benefits	Contribution to Retiree Health Insurance Benefits per bargained agreements.	\$100,000.00	No

## Goal Analysis [2021-22]

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

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

Substantive changes in planned action expenditures are included in the next item below. Total 2021-2022 expenditures for this goal are projected to be \$12,480,686 compared to planned Budgeted LCAP expenditures of \$12,813,696 (June 2021 approved LCAP). Material changes (greater than 10% variance) in planned action expenditures are included in the next item below. Significant adjustments were primarily related to staffing shortages/vacancies, as well as adjustments/movement of resources to other areas of support, such as special

education, interventions, and substitute/extra-hire staffing coverage. The primary variance is action 1.17, which was a planned \$300,000 contribution to the Special Reserve. This contribution will be addressed again once there is an approved 2022-2023 State Budget.

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.

Total 2021-2022 expenditures for this goal are projected to be \$12,480,686 compared to planned LCAP expenditures of \$12,813,696 (June 2021 approved LCAP). Material changes (greater than 10% variance) in planned action expenditures are included below:

- 1.3 - Rigorous/Advanced instruction GATE Program/staffing to support assessments (utilized IXL program for assessments and CAASPP)
- 1.4 - \$105,503 Reading and Math Intervention services increased support at both Morris and Dow's Prairie (additional 0.50 FTE and both school sites)
- 1.6 - ELD Teacher due to challenges in hiring a qualified staff member for the position
- 1.12 - Site level instructional support (reduction in supplies provided)
- 1.13 - Instructional Coach - District was unable to hire and support a 1.0 FTE Instructional Coach (utilized a 0.20 FTE for 50% of the school year)
- 1.14 - \$32,206 Teacher Mentor Support - District hired more than ten (10) new teaching positions, with over 20 new instructional staff members for 21-22, which required additional beginning teacher supports.
- 1.15 - HERC Contract (reduced expense as the District did not elect courier services)
- 1.16 - School Site Leadership Teams - fewer site leadership team meetings in 21-22
- 1.17 - Special Reserve Transfer - not planning increasing FU 17 Special Reserve and instead are carrying over funds to support one-time assignments in 22-23
- 1.18 - \$19,220 Independent Study - additional hours/support for students at the beginning of the school year when IS enrollment was higher
- 1.19 - Additional Para Support - vacancies due to hiring challenges
- 1.20 - \$8,542 Outdoor Learning Spaces - purchased additional school site outdoor tables

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

Though the evidence is subjective, the CHKS student survey from Dow's Prairie School demonstrated a significantly higher connectedness to school where the class sizes were smallest (90%).

Planned goal to include CAASPP for measuring achievement and growth was replaced by IXL testing in 2020-21 to remain aligned with current local ongoing curricular assessments. Scores were significantly lower using that tool, but the data will still be useful for guiding instruction/support upon the return to CAASPP (2021-22).

Despite the recent challenges related to COVID-19, the District continued to provide supports included within this goal area and help lay the foundation for growth. Multiple key areas provided students expanded supports to help address learning recovery from school closures and distance learning. Additional intervention supports, significant reductions in classes sizes TK-8, Independent Study support for families

choosing to continue remote learning, and the success from the first year implementation of LETRS literacy training for K-5 teachers, proven science in reading, which develops more knowledgeable, more skillful, and more effective teachers of reading. Data from the 2020-2021 IXL assessment for students in grades 3-8 gave a realization that a significant majority of students were below grade level in Math and English Language Arts. Students in grades 3-8 were assessed in May 2022 utilizing the California Assessment of Student Performance and Progress (CAASPP), which the expectation is that actions under this goal will have begun to address learning loss. Results from the CASSPP test are expected to show significant improvement in Math and ELA for students as compared to the 2020-2021 IXL assessments, with the additional expectation of moving closing to reaching our assessment metric outcome.

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.

Many of the metrics for this goal were difficult to not only accurately measure, or assess due to the ongoing challenges created by the pandemic. Significant student absences, staffing shortages, and challenges related to parent engagement made assessing needs for changes to this goal area challenging. Data collected for 2021-2022, including CAASPP assessment results, will provide better data to establish a baseline and comparison to the most recent testing year for most student cohorts (2018-2019).

No significant changes to this Goal Area. Some of the actions in this goal area were one-time only in nature to support progress in the goal area: Action 1.17 - District Reserves and Action 1.20 - Outdoor Spaces.

Total expenditures by action were modified to reflect reductions in one-time state and federal funds that were used to provide additional supports to address learning loss.

**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	Enhance the social, emotional, and physical well-being for all students through targeted actions that support positive student outcomes. Schools and classroom learning environments will be safer, more inclusive, encourage active parent engagement and become more culturally responsive by providing equitable systems of support for all students including, but not limited - Students with Disabilities, English Learners, Foster Youth, Homeless Youth, BIPOC students, and LGBTQ+ Youth.

An explanation of why the LEA has developed this goal.

This goal aligns to the District's Vision, Mission and Core Values (informed by stakeholder input) and the need to ensure the District addresses any inequities within our systems.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facility Improvement Tool (P1)	Rating of "Good" at all facilities	All the Sites and District are "Good"			Maintain a status of good or better at all facilities
Student Absences above 10% (P5)	2019/2020- 8.45% *Lower due to COVID-19	2020/2021 Dow's Prairie 48 Morris School 107 Middle School 109			6%
Suspendible offenses (P6)	2019/2020 -318 * Lower due to COVID-19	2020/2021 Middle School 2			300
Attendance Rate	2019/2020 Dow's Prairie 94.72% Morris School 95.55%	2020/2021 Dow's Prairie 93.34% Morris School 86.30%			Maintain above 95% attendance at all three school sites

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Middle School 94.96%	Middle School 91.77%			
CHKS Parent Survey: Percentage of parents that feel welcome to participate at our schools. (P3)	72%	61% (and 11% Don't know/NA as a response)			80%
CHKS Survey: Percentage of parents that feel their school actively seeks their input before making big decisions. (P3)	70%	64.35%			80%
Parents participating in direct decision making processes: School Site Council, ELAC, MSPTO. (P3)	45 participants	43 participants			maintain 45 parent participants or higher across the district.
CHKS Student Survey: Percentage of students who identified as having caring adults at school (P6)	65%	72%			75%
CHKS Student Survey: Percentage of Students indicating they feel safe at school. (P6)	72%	69%			80%
Middle School Expulsion and Suspension Rates	2019/20 Dataquest reports indicate that 0% of middle school	2020/21 Dataquest reports indicate that 0% of middle school			Suspension rates under 3.5% and maintain 0% of middle

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	students were expelled and 4% were suspended	students were expelled and 0.6% were suspended.			school students who are expelled.
Middle School Drop out Rate	2016/17 Dataquest reports indicate that 0% of middle school students were classified as drop outs.	2020/21 Dataquest reports indicate that 0% of middle school students were classified as drop outs.			Maintain 0% middle school drop out rate.
Parent/Guardian Participation in McKinleyville Student Parent Teacher Organization	2019/20 MSPTO sign in sheets indicate that an average of 23 parents/guardians attended monthly MSPTO meetings	2020/21 MSPTO sign in sheets indicate that an average of 10 parents/guardians attended monthly MSPTO meetings			Increase MSPTO attendance to an average of 25 parents/guardians who attend monthly meetings.
ELAC Participation	Across the district, MUSD had an average of 19 parents/guardians of English Learners attend quarterly ELAC meetings.	The District held one ELAC meeting, with 7 families			Increase MUSD's average of English Learner parent/guardian ELAC attendance to 25 quarterly.
Translate MUSD enrollment materials for parents/guardians of English Learners.	In 2019/20, MUSD provided 3 enrollment documents in Spanish for the parents/guardians of our English Learners.	The District translated an additional 2 documents			Broaden the number of MUSD enrollment documents that are translated in Spanish for the parents/guardians of English Learners to a minimum of 10.
Provide many mechanisms for	In 2019/20, MUSD invited all designated	MUSD invited all designated			Continue to offer an array of meaningful

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
parents/guardians of students with exceptional needs to participate in meaningful school engagement	parents/guardians of student with IEP's to attend their IEP meetings. Further, Medical Plan meetings are made available that include parents/guardians of students with medical needs. Student Study Teams are another mechanism for parental engagement. In addition to these specialized supports, MUSD routinely invites all parents/guardians of students with exceptional needs to all school related events and activities including but not limited to Fall Carnival, Pumpkin Patch, extra-curricular activities, music performances, art exhibits and more.	parents/guardians of student with IEP's to attend their IEP meetings. Further, Medical Plan meetings are made available that include parents/guardians of students with medical needs. Student Study Teams are another mechanism for parental engagement. In addition to these specialized supports, MUSD routinely invites all parents/guardians of students with exceptional needs to all school related events and activities . Activities were limited during the 2020-2021 and 2021-2022 school years due to COVID-19, but parent/teacher conferences were held with families, I both in-person and via Zoom.			mechanisms for parents/guardians of students with exceptional needs to say conneced t their child's school and to the district.
CHKS Teacher Survey: Percentage of teacher respondents	2019/20 92% of responding teachers reported feeling	2021/22 86% of responding teachers reported feeling			95% of responding eachers reporting feeleing connected to their school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
who feel connected to their school	connected to their school	connected to their school			
Provide mechanisms for parents/guardians of unduplicated students to participate in meaningful school engagement	In 2019/20, each school site maintained a weekly newsletter informing families of important school related information. Special efforts were made to make paper copies of these newsletters available to our foster youth families. MUSD staff transported over 70 meals weekly to low-income eligible students beginning in March through the summer. The Priority Care clinic conducted 92 home visits of students meeting the unduplicated status eligibility.	MUSD hired a Bilingual Coordinator to communicate and outreach to English Language Learners and their families. The District also has maintained a Foster Youth and Homeless Liaison to outreach and directly find supports for students. All students also had the opportunity to participate in the after school Expanded Learning Program, as well as receive both breakfast and lunch meals free of charge.			XMaintain appropriate and individualized supports for families of our unduplicated students. Provide critical translation for critical information and continue to conduct home visits as appropriate to support families with access to food, social emotional supports, school connectedness and more/

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Physical and Mental Health	Provide mental and physical health supports to all students including those with IEP's and those who are identified as foster and/or homeless youth through both individualized and group settings. (Action 1.7 and 1.10 include a 1.5 FTE School Psychologist utilizing a combination of Special Education and Learning Loss funding).	\$246,737.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Priority Care Clinic (ONE-TIME 21-22 contribution) self-funded going forward	The Priority Care Clinic through the Humboldt Independent Practitioners Association (IPA) is housed on the Middle School campus. The clinic not only offers medical services to students and staff, but the focus for 2021-2022 is to provide enhanced social/emotional support for both staff and students as we return to full in-person instruction. Research has shown that the social and emotional wellness of students is a key factor for student engagement and achievement. The mission for the Humboldt IPA is to provide the highest level of personal wellness through teamwork, support, education, and prevention so that ultimately we become unnecessary.		Yes
2.3	Bilingual Coordinator	Provide support to non-English speaking families and students through outreach and engagement activities, including support with school events, registration, individualized education plans (IEP's), homeless and foster youth, and low-income. The coordinator position will also provide analysis and support of the district's Spanish Language Immersion program by collecting grade level and individual student data, direct observation of instruction at all grade levels, and parent/community feedback.	\$54,515.00	No
2.4	School Climate	MUSD will implement strategies for district leaders and staff to understand the distance between our aspirations to be an environment for learning that is safe and welcoming to all and the day to day experiences of students, staff and families. With the assistance of the Director of Student Support Services, Climate Coordinator, Director of Student Services, and the Student Services Coordinator, supports for district staff and recommendations on ways to enhance school climate, equity, diversity, and inclusion will be implemented district-wide.	\$118,506.00	No

Action #	Title	Description	Total Funds	Contributing
2.5	School Safety and Supervision	The safety and supervision of students is the number one priority for the district, which will ensure there is adequate staff providing supervision and support to students during outdoor activities, recess, lunch service, school arrival and dismissal, as well as other transitions to and from the classroom. Upgraded communication systems that integrate the district's phone system will allow for direction communication to and from any room within the district. A new public announcement and safety alert system will integrate with the phone system so that announcements, safety alerts (including lockdowns, fire alerts, earthquake, and other safety protocols) can not only be heard throughout all campus locations, but also visual messaging and light combinations located on an announcement bar will be in all rooms/buildings within the District. Playground equipment and student sitting areas will be upgraded/replaced during 2022 to provide safe outdoor students spaces, including providing a greater opportunity for small group play and social distancing.	\$206,265.00	No
2.6	School Facilities	It is a priority for all district facilities to be in good repair, including school grounds, and to ensure all utility services are provided and in working order. The District will continue to ongoing maintenance as well as identify facility projects for current and future improvements.	\$1,027,400.00	No
2.7	Pupil Transportation and Homeless/Foster Youth Small Bus Trans	MUSD will ensure safe transportation is available for home to school and school to home for all days school is in session, including during summer school.	\$393,914.00	Yes
2.8	Expanded Learning Program (ELP and ELOP)	Promote student intellectual, social, and personal knowledge to prepare our students for the challenges of the future. This is achieved in a safe learning environment through dynamic, engaging educational support, and enrichment activities with collaborative partnerships within our diverse learning community.	\$1,030,786.00	No

Action #	Title	Description	Total Funds	Contributing
2.9	*NEW* Universal Prekindergarten Planning and Implementation	Expanded opportunities to provide equitable learning experiences for all young students by extending the age requirement date by two months for all students turning five during the school year. Full implementation will allow all students that turn the age of 5 during anytime during the school year to enroll in transitional kindergarten.	\$67,166.00	No

## Goal Analysis [2021-22]

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

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

Substantive changes in planned action expenditures are included in the next item below. Total 2021-2022 expenditures for this goal are projected to be \$3,145,289 compared to planned Budgeted LCAP expenditures of \$2,996,959 (June 2021 approved LCAP). Material changes (greater than 10% variance) in planned action expenditures are included in the next item below. Significant adjustments were primarily related to additional staffing support for custodial maintenance due to staff on leave, as well as additional cleaning protocols related to COVID-19, additional funding to support the Expanded Learning Program (ELP), and additional staffing to support student physical and mental health.

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.

2.1 - \$53,383 Student Physical and Mental Health Supports for additional physical/mental health support supplies and new staffing placement cost.  
 2.2 - \$5,000 Priority Care Clinic final cost for 21-22  
 2.3 - Bilingual Coordinator due to lower position cost  
 2.5 - related to staffing vacancies and a lower cost for replacing the site communication systems  
 2.6 - \$216,599 additional staff to support cleaning protocols due to COVID-19, staff leaves requiring substitute coverage, and additional facilities repairs  
 2.8 - \$111,312 additional afterschool expenditures/funds (additional funding in 21-22 and carryover from the prior year when afterschool operations were limited)

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

Challenges from the pandemic have continued through the 2021-2022 school year, which, unfortunately, have inhibited some of the expected progress in addressing the social, emotional, and physical well-being of students in the district. Despite this, progress has been made in

helping to address the social-emotional, mental and physical health of students. Significant progress was made in providing improved mental health supports for students through adding an additional School Psychologist, continuing with School Psychological Technicians, School Counseling, Social-Emotional Supports through the Priority Care Clinic, as well as outside agency supports and clinicians. School facilities saw significant improvements through repairs/modernizations through the maintenance and custodial department, including repairs made to Morris School prior to repainting the entire campus, school building ramps, doors and roofs. Enhanced cleaning protocols due to COVID-19 providing additional staff to monitor and clean school site facilities. The Climate Coordinator continue to provide supports as the district transitions/improves upon Multi-Tiered Systems of Support, including training and plans for continued implementation to better address the specific needs of students, including early intervention programs. The dedicated Foster and Homeless Youth Liaison continue to identify and assess needed supports for students across the district. A micro-bus was also purchased to aide to provide transportation support to Foster, Homeless Youth, and students with special needs to areas outside of school district bussing, which helped ensure students had safe transportation to and from school. English Language Learners were better supported through a Bilingual Coordinator and an ELD Instructor to continue supporting student progress toward English Language proficiency. The Expanded Learning Program (ELP) was able to re-establish in-person supports through the after school program in grades TK-5. ELP provided a continuation of the instructional day through additional enrichment activities.

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.

No significant changes to this Goal Area. Some of the actions in this goal area were one-time only in nature to support progress in the goal area: Action 2.2 - Priority Care Clinic is currently planned to continue in the 2022-2023 school year. In 2021-2022, the District contributed \$45,000 (one-time) to support social-emotional supports for students rather than medical supports. An additional year of data (2022-2023) is needed to fully assess the progress of actions within this goal and then determine if adjustments/changes are needed to better support students.

**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 provide all students with the opportunity to develop knowledge and skills through enrichment activities, including access to appropriate technological resources, music, Science Technology Art Engineering and Math (STEAM), Spanish Immersion and/or Environmental Education.

An explanation of why the LEA has developed this goal.

We are committed to providing students with access to an array of learning opportunities that supplement their Core Education. This goal aligns with our newly developed MUSD Vision, Mission and Core Beliefs.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Device Access for students (P7)	1:1 device access district-wide	Continued with 1:1 device access			1:1 device access district-wide
Electives that align with our stated goal that are supported by Professional Development: Percentage of teachers participating in related PD. (P7)	100% of our electives align with stated goals and receive appropriate PD supports.  100% of elective teachers participate in PD aligned with stated goals	100% of teacher participated in PD aligned with stated goals through extended Monday PD meetings, service days, as well as other professional development on the science of reading.			Maintain 100% electives that align with stated goals and that received appropriate PD supports.  Maintain 100% of elective teachers who participate in PD aligned with stated goals.
Public Exhibits/Performances : art, music,	During the 2019/20 school year, MUSD hosted	During the 2021/22 school year, MUSD hosted			Maintain a minimum of the following: 1 Public Art Exhibit

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
entrepreneurship, school garden, etc... (P8)	1 Public Art Exhibit 1 Plant sale 3 school gardens 5 music performances	1 Public Art Exhibit at each site 1 Plant sale 3 school gardens 1 music performance			1 Plant Sale 3 School Gardens 5 Music Performances
Elective/Enrichment: Percentage of students enrolled in one or more of the stated elective programs. (P7)	In 2019/20 78% of McKinleyville Middle School students were enrolled in one or more elective courses.	In 2021/2022 100% of McKinleyville Middle School students were enrolled in one or more elective courses.			Increase McKinleyville Middle School elective enrollment to 85% of MMS students.
Enrollment in STEAM Program-TK-5th grades	2020/2021 TK-5 STEAM enrollment: 463	2021/2022 TK-5 STEAM enrollment: 434			A 10% increase in STEAM enrollment: 509
Enrollment in Spanish Immersion Program TK-5th grades	2020/2021 TK-5 Spanish Immersion Enrollment: 146	2021/2022 TK-5 Spanish Immersion Enrollment: 153			A 20% increase in Spanish Immersion enrollment: 175
Participation in a Broad Course of Study including enrollment in ELA, math, His/Soci Science, Science and PE.	2019/20 data indicates that 94% of MUSD students participated in a broad course of study that included ELA, math, His/Soc Science, Science and PE	2021/22 data indicates that 90% of MUSD students participated in a broad course of study that included ELA, math, His/Soc Science, Science and PE			Increase percentage of MUSD students participating in a broad course of study that includes ELA, math, His/Soc. Science, Science and PE to a minimum of 97%.
All students, including low income, EL, foster youth and students with disabilities have access to a broad course pf study	100% of students including low income, EL, foster youth and students with disabilities have access to a broad	100% of all students continued to have access to a broad course of study including ELA, Math, His./Soc. Science,			Maintain 100% of studentsincluding low income, EL, foster youth and students with disabilities who have access to a

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
including ELA, math, His/Soc.Science, Health and PE unless specifically stated otherwise in a student's IEP.	course of study including ELA, math, His/Soc.Science, Health and PE unless specifically stated otherwise in a student's IEP.	Health and PE unless specifically stated otherwise in a student's IEP.			broad course of study including ELA, math, His/Soc.Science, Health and PE unless specifically stated otherwise in a student's IEP.

## Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Art	Integrated art and direct art instruction are an integral part of student achievement and outcomes. MUSD will continue to improve integrated art instruction in all classrooms, as well as improve direct art instruction TK-8.	\$90,436.00	No
3.2	Music Instruction	MUSD will offer direct music instruction to all students in grades TK-8, with a full music program at McKinleyville Middle School and full-time TK-5. An analysis of data from the National Educational Longitudinal Study demonstrated a significant correlation between participation in school music programs and achievement in math and English.	\$81,847.00	No
3.3	Environmental Education	Continue to enhance and improve Environmental education, which allow students to learn more about the environment, and develop skills and understanding about how to address global challenge.	\$86,772.00	No
3.4	Technology	Continue to enhance instruction with the use of technology. Technology can decrease absenteeism, lower dropout rates, and motivate more students to continue on to college. Students who regularly use technology take more pride in their work, have greater confidence in their abilities, and develop higher levels of self-	\$256,471.00	No

Action #	Title	Description	Total Funds	Contributing
		esteem. Specific focus for technology will center on supporting foster youth, homeless youth, English Learners and Low Income students.		
3.5	Additional Technology Support	Provide additional staffing and supplies to further support technology integration into daily instruction.	\$85,672.00	Yes
3.6	Library Access	All school sites will have weekly student access to school libraries, which will provide additional enrichment and supports in reading and literacy.	\$81,859.00	Yes
3.7	Spanish Language Instruction	Enrichment opportunities for biliteracy in grades TK-8. (TK-5 costs included in Action 1.1). These supports will be made available to English Learners.	\$0.00	No
3.8	STEAM and Immersion Professional Learning	Provide professional development and collaboration for the STEAM and Immersion Instructional programs.	\$20,000.00	Yes
3.9	STEAM and Immersion Materials	Instructional materials to support the STEAM and Immersion Programs to better meet the needs of students, especially low-income, foster youth, homeless, and students with disabilities.	\$10,000.00	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.

Substantive changes in planned action expenditures are included in the next item below. Total 2021-2022 expenditures for this goal are projected to be \$873,878 compared to planned Budgeted LCAP expenditures of \$1,002,463 (June 2021 approved LCAP). Material changes (greater than 10% variance) in planned action expenditures are included in the next item below. Significant adjustments were primarily related to staff vacancies in Art and Music (staff on leave).

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.

- 3.1 - Did not employ 1.0 FTE Art Instruction (employed 0.40 FTE Hourly Sub due to leave)
- 3.7 - 1.0 Music Instructor Leave/Vacancy
- 3.7 - \$9,586 Spanish Language Instruction for direct Spanish Immersion Program support
- 3.8 - STEAM/Immersion Professional Learning specific PD did not occur/LETRS Science of Reading Instructions professional development program was primary in 21-22
- 3.9 - STEAM/Immersion Materials - purchases were not specific by program

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

The District was able to continue to increase enrichment in activities for students in TK-8. The Middle School increased the music enrichment program to full-time, now having a full-time art and music teacher at the Middle School. A full-time garden/environmental science teacher was also added for the 2021-2022 school year at the Middle school, which provided outdoor environmental science activities, which are proven to improve the emotional, behavioral and intellectual development for students. Studies have shown that students who learn outdoors develop: a sense of self, independence, confidence, creativity, decision-making and problem-solving skills, empathy towards others, motor skills, self-discipline and initiative. Continued improvement in instructional technology have provided better resources and training for staff and students to not only access the curriculum, but to help expand options for student learning. The Immersion and STEAM learning pathways continue to be evaluated to determine the best models for student learning, including project-based learning, as well as continuing to review assessment data to determine changes needed to improve the success of students in grades TK-5.

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.

No significant changes to this Goal Area. Some of the actions in this goal area were one-time only in nature to support progress in the goal area: Action 3.1 and 3.2 in 2021-2022 were supported with additional one-time federal funding, and are slightly reduced in the 2022-2023 school year. Increased supports for the 2021-2022 school year were primarily focused on improving student social-emotional well-being, as well as aiding in learning recovery. An additional year of data (2022-2023) is needed to fully assess the progress of actions within this goal and then determine if adjustments/changes are needed to better support students.

**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)
948,727	0

## 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
11.73%	0.00%	\$0.00	11.73%

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.

McKinleyville Union School District provides supports to unduplicated count students through a variety of approaches, both school and district-wide. Many supports include improving/increasing the levels of direct-support staffing at all school sites. With the District's Supplemental/Concentration population of students (EL, low-income, and Foster students) reaching 55.86%, it is more effective for the District to utilize school-wide or district-wide supports in order to better meet the needs of students.

For the 2022-2023 school year, McKinleyville Union School District is providing additional academic, mental health, and social-emotional supports across the District. The utilization of both one-time state and federal funds to address learning loss, and to address the rising social-emotional needs of students, will allow for an opportunity for significant social-emotional and academic growth by students over the course of the 2022-2023 school year.

A review of CAASPP results from 2019/20 indicate that our Foster Youth and Students with Disabilities are underperforming in ELA and in mathematics compared to All students. This is a disparity MUSD is committed to actively addressing and identifying and implementing specific research-based interventions to improve.

The District will continue to monitor student performance and outcomes particularly for EL, low-income, and foster youth through formative and summative assessments to ensure the actions below are effective strategies in supporting these students.

The following actions provide additional supports for unduplicated students (EL, low-income, and foster youth):

1.2 Professional Learning in literacy standards for teachers with the skills to effectively address the needs of low-income, foster youth, homeless, and students with disabilities -  
\$305,998

1.4 Reading and Math Literacy Tier II and Tier III intervention accesses and provides intervention support to the lowest performing students - \$231,899

1.5 Reducing class sizes to less than 20:1 (requirement is 24:1) provides a more conducive environment for learning, including more time to support to lower achieving students - \$46,098

1.6 ELD teacher provides direct support to English Language Learners with a goal toward English Proficiency - \$20,602

1.8 Paraprofessionals provide Tier I and Tier II supports to support in classrooms and the intervention program to improve student achievement - \$248,782

1.14 Teacher mentor support through NCBTP assists new teachers in their classroom instruction, especially on how to support students with the greatest needs - \$23,397

1.15 The Humboldt Educational Resource Center (HERC) provides materials and curricular support for teachers to effectively differentiate instruction - \$3,535

1.20 Outdoor learning tables provide another area on campus to provide small group and intervention supports for students with the greatest needs - (one-time 21-22 only)

2.1 Student physical and mental health supports access and address the social-emotional, physical, and mental health of students with the greatest needs - \$246,737

2.2 Priority care clinic provides both social-emotional and medical support to students, which gives access to families that may not have the ability to access healthcare - (21-22 one-time only)

2.7 Pupil Transportation ensures that students have safe transportation to and from school, and prioritizes ridership for students with the greatest needs first. The department also provides specific transportation for students with special needs, as well as manages and supports homeless and foster youth transportation for students living outside of the district boundaries - \$393,914

3.5 Additional technology support has allowed greater access and direct support to students with the greatest needs, including assisting with helping families access instruction from home, device management for students, and supporting the instructional staff with program support - \$85,672

3.6 Access to school libraries for low-income, foster youth, and homeless students improves reading and literacy by providing appropriately leveled books to students that might otherwise not have access within their own homes. Librarians help students with selecting appropriate books for their reading levels, and provide enrichment activities that foster a love for reading and learning - \$81,859

3.8 STEAM and Immersion professional learning for teachers will help staff differentiate the instruction to struggling students to ensure equitable access to the instructional program - \$20,000

3.9 Immersion and Steam program additional support of materials and supplies - \$10,000

The following variables were considered when developing and identifying each action:

\*the needs, conditions, or circumstances of unduplicated pupils were considered

\*the action(s) are based on these needs

\*the action(s) is intended to achieve an expected measurable outcome of the associated goal

\*The action(s) are the most effective use of funds and the basis for this determination including any alternatives considered, supporting research, experience, or educational theory.

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

McKinleyville Union School District (MUSD) educates 935 students in transitional kindergarten through eighth grade. In MUSD, 50.97% (three-year average for LCFF is 55.86%) of students qualify as either low income, English Learners, foster youth, or homeless, with the vast majority of the subgroup qualifying as low-income only. The population of unduplicated pupils is similar among our three school sites, but slightly higher at the elementary level. This demographic distribution across schools supports the conclusion that services or actions directed in support of the targeted populations are needed at all schools.

The supplemental concentration related actions and services in McKinleyville's LCAP are targeted toward supporting students who are identified as foster youth, EL and/or low-income. An examination of students who are failing to meet expected outcomes revealed that students who are English Learners, foster youth, homeless, and/or low income are continually over-represented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled across the district. Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong Common Core--based instructional program. By distributing focused actions and services across schools (through school wide or targeted services as appropriate), we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful. MUSD has increased services to low-income, EL and Foster students more than 11.73% than services directed to all students. LEA-wide and School-wide have been described in the prior narrative. In addition, Goal 1, Action 6 is specifically focused on EL students.

This year's LCAP includes actions and services intended to support academic social-emotional growth and success for students. Programs or services targeted to specific groups and sites are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of which school they attend.

MUSD has identified specific strategies that are shown through supporting research, experience and/or educational theory to improve outcomes for foster youth, English Learners and low-income students. Evidence of such actions can be found in:

Goal 1, Actions 1, 2, 4,6 and 7.

Goal 2, Actions 1 and 3.

Goal 3, Actions 4, 7, and 9.

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.

The District currently is at 55.86% Unduplicated, with \$10,433 in additional Concentration Funding. Additional funds will be concentrated toward the intervention programs through paraprofessional support.

<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	24.2	21.22
Staff-to-student ratio of certificated staff providing direct services to students	14.1	13.43

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,405,657.00	\$2,080,325.00	\$191,135.00	\$1,847,371.00	\$15,524,488.00	\$11,991,216.00	\$3,533,272.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Qualified Staff	All	\$5,160,687.00			\$21,319.00	\$5,182,006.00
1	1.2	Professional Development: State Reading and Literacy Standards	English Learners Foster Youth Low Income	\$222,367.00	\$83,631.00			\$305,998.00
1	1.3	Rigorous/Advanced Instruction	All	\$23,943.00				\$23,943.00
1	1.4	Reading and Math Intervention	English Learners Foster Youth Low Income	\$136,797.00			\$95,102.00	\$231,899.00
1	1.5	Class Size Reduction (K-2) (Continuing)	English Learners Foster Youth Low Income				\$46,098.00	\$46,098.00
1	1.6	English Language Development	English Learners	\$20,602.00				\$20,602.00
1	1.7	Special Education Services	Students with Disabilities	\$1,913,919.00	\$894,881.00	\$5,000.00	\$195,340.00	\$3,009,140.00
1	1.8	Paraprofessional Services and Supports	English Learners Foster Youth Low Income	\$123,247.00			\$125,535.00	\$248,782.00
1	1.9	Additional Class-Size Reduction (TK-8)	All		\$91,112.00		\$168,261.00	\$259,373.00
1	1.10	COVID-19- Learning Loss	All				\$66,870.00	\$66,870.00
1	1.11	District Supports	All	\$1,299,238.00	\$66,090.00	\$21,698.00	\$198,874.00	\$1,585,900.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.12	Site Level Instructional Support	All	\$201,908.00	\$44,630.00	\$374.00	\$3,648.00	\$250,560.00
1	1.13	Coaching	All		\$45,219.00	\$45,557.00		\$90,776.00
1	1.14	Teacher Mentor Support	English Learners Foster Youth Low Income	\$15,397.00	\$8,000.00			\$23,397.00
1	1.15	HERC	English Learners Foster Youth Low Income		\$1,540.00		\$1,995.00	\$3,535.00
1	1.16	School Site Leadership	All				\$9,775.00	\$9,775.00
1	1.17	**DELETE** (planned in 21-22) District Reserves - Program Sustainability	All					
1	1.18	Independent Study	All				\$114,034.00	\$114,034.00
1	1.19	Additional Paraprofessional Support	All				\$93,454.00	\$93,454.00
1	1.20	*Delete* (21-22 Only) Outdoor Learning Spaces	English Learners Foster Youth Low Income					
1	1.21	Other Post Employment Benefits	All	\$100,000.00				\$100,000.00
2	2.1	Student Physical and Mental Health	Foster Youth Low Income	\$100,745.00	\$57,076.00		\$88,916.00	\$246,737.00
2	2.2	Priority Care Clinic (ONE-TIME 21-22 contribution) self-funded going forward	English Learners Foster Youth Low Income					
2	2.3	Bilingual Coordinator	All				\$54,515.00	\$54,515.00
2	2.4	School Climate	All			\$118,506.00		\$118,506.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.5	School Safety and Supervision	All	\$206,265.00				\$206,265.00
2	2.6	School Facilities	All	\$989,259.00	\$31,316.00		\$6,825.00	\$1,027,400.00
2	2.7	Pupil Transportation and Homeless/Foster Youth Small Bus Trans	English Learners Foster Youth Low Income	\$393,914.00				\$393,914.00
2	2.8	Expanded Learning Program (ELP and ELOP)	All		\$659,664.00		\$371,122.00	\$1,030,786.00
2	2.9	*NEW* Universal Prekindergarten Planning and Implementation	All		\$67,166.00			\$67,166.00
3	3.1	Art	All	\$90,436.00				\$90,436.00
3	3.2	Music Instruction	All	\$46,472.00			\$35,375.00	\$81,847.00
3	3.3	Environmental Education	All				\$86,772.00	\$86,772.00
3	3.4	Technology	All	\$236,448.00	\$10,000.00		\$10,023.00	\$256,471.00
3	3.5	Additional Technology Support	English Learners Foster Youth Low Income	\$85,672.00				\$85,672.00
3	3.6	Library Access	English Learners Foster Youth Low Income	\$28,341.00			\$53,518.00	\$81,859.00
3	3.7	Spanish Language Instruction	All					\$0.00
3	3.8	STEAM and Immersion Professional Learning	English Learners Foster Youth Low Income		\$20,000.00			\$20,000.00
3	3.9	STEAM and Immersion Materials	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00

**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
8,087,346	948,727	11.73%	0.00%	11.73%	\$1,137,082.00	0.00%	14.06 %	<b>Total:</b>	\$1,137,082.00
								<b>LEA-wide Total:</b>	\$595,728.00
								<b>Limited Total:</b>	\$20,602.00
								<b>Schoolwide Total:</b>	\$520,752.00

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	1.2	Professional Development: State Reading and Literacy Standards	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools TK-8	\$222,367.00	
1	1.4	Reading and Math Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dow's Prairie and Morris School TK-5	\$136,797.00	
1	1.5	Class Size Reduction (K-2) (Continuing)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dow's Prairie TK-2		
1	1.6	English Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$20,602.00	
1	1.8	Paraprofessional Services and Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Dow's Prairie and Morris TK-5	\$123,247.00	
1	1.14	Teacher Mentor Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$15,397.00	

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 (%)
					Low Income			
1	1.15	HERC	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.20	*Delete* (21-22 Only) Outdoor Learning Spaces	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Student Physical and Mental Health	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$100,745.00	
2	2.2	Priority Care Clinic (ONE- TIME 21-22 contribution) self-funded going forward	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.7	Pupil Transportation and Homeless/Foster Youth Small Bus Trans	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$393,914.00	
3	3.5	Additional Technology Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$85,672.00	
3	3.6	Library Access	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,341.00	
3	3.8	STEAM and Immersion Professional Learning	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
3	3.9	STEAM and Immersion Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Morris and Dow's TK-5	\$10,000.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$16,576,399.00	\$16,406,172.00

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	Highly Qualified Staff	No	\$5,106,292.00	5,251,381
1	1.2	Professional Development: State Reading and Literacy Standards	Yes	\$314,238.00	299,051
1	1.3	Rigorous/Advanced Instruction	No	\$72,572.00	22,143
1	1.4	Reading and Math Intervention	Yes	\$184,230.00	289,733
1	1.5	Class Size Reduction (K-2) (Continuing)	Yes	\$192,714.00	197,083
1	1.6	English Language Development	Yes	\$22,360.00	9,679
1	1.7	Special Education Services	No	\$2,853,036.00	2,828,748
1	1.8	Paraprofessional Services and Supports	Yes	\$254,722.00	255,728
1	1.9	Additional Class-Size Reduction (TK-8)	No	\$817,046.00	811,708
1	1.10	COVID-19- Learning Loss	No	\$600,565.00	557,514

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	1.11	District Level Supports	No	\$1,520,217.00	1,439,006
1	1.12	Site Level Instructional Support	No	\$147,693.00	132,442
1	1.13	Coaching	No	\$92,867.00	21,744
1	1.14	Teacher Mentor Support	Yes	\$24,060.00	56,266
1	1.15	HERC	Yes	\$4,605.00	3,535
1	1.16	School Site Leadership	No	\$9,747.00	11,136
1	1.17	District Reserves - Program Sustainability	No	\$300,000.00	0
1	1.18	Independent Study	No	\$90,222.00	109,442
1	1.19	Additional Paraprofessional Support	No	\$58,960.00	28,255
1	1.20	Outdoor Learning Spaces	Yes	\$30,000.00	38,542
1	1.21	Other Post Employment Benefits	No	\$117,550.00	117,550
2	2.1	Student Physical and Mental Health	Yes	\$250,263.00	303,646
2	2.2	Priority Care Clinic	Yes	\$40,000.00	45,000

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)
2	2.3	Bilingual Coordinator	No	\$61,371.00	54,649
2	2.4	School Climate	No	\$402,503.00	382,268
2	2.5	School Safety and Supervision	No	\$428,610.00	325,056
2	2.6	School Facilities	No	\$863,361.00	1,079,960
2	2.7	Pupil Transportation and Homeless/Foster Youth Small Bus Trans	Yes	\$374,988.00	411,573
2	2.8	Expanded Learning Program	No	\$339,144.00	449,456
3	3.1	Art	No	\$152,172.00	103,562
3	3.2	Music Instruction	No	\$176,710.00	108,753
3	3.3	Environmental Education	No	\$99,221.00	90,946
3	3.4	Technology	No	\$337,607.00	341,559
3	3.5	Additional Technology Support	Yes	\$86,965.00	84,047
3	3.6	Library Access	Yes	\$68,725.00	84,263
3	3.7	Spanish Language Instruction	No	\$45,063.00	54,649

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	3.8	STEAM and Immersion Professional Learning	Yes	\$6,000.00	0
3	3.9	STEAM and Immersion Materials	Yes	\$30,000.00	6,099

## 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)
\$1,309,217	\$1,577,242.00	\$2,084,244.00	(\$507,002.00)	17.38%	23.15%	6.00%

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	1.2	Professional Development: State Reading and Literacy Standards	Yes	287,921.00	299,051	3.19	3.32
1	1.4	Reading and Math Intervention	Yes	184,230.00	289,733	2.04	3.21
1	1.5	Class Size Reduction (K-2) (Continuing)	Yes	192,714.00	197,083	2.04	2.19
1	1.6	English Language Development	Yes	22,360.00	9,679	0.25	0.11
1	1.8	Paraprofessional Services and Supports	Yes	105,229.00	255,728	1.17	2.84
1	1.14	Teacher Mentor Support	Yes	24,060.00	56,266	0.27	0.62
1	1.15	HERC	Yes	2,250.00	3,535	0.02	0.03
1	1.20	Outdoor Learning Spaces	Yes	30,000.00	38,542	0.33	0.43
2	2.1	Student Physical and Mental Health	Yes	165,490.00	303,645	1.84	3.375
2	2.2	Priority Care Clinic	Yes	40,000.00	45,000	0.44	0.50
2	2.7	Pupil Transportation and Homeless/Foster Youth Small Bus Trans	Yes	374,988.00	411,573	4.16	4.57

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)
3	3.5	Additional Technology Support	Yes	86,965.00	84,047	0.96	0.93
3	3.6	Library Access	Yes	25,035.00	84,263	0.28	0.94
3	3.8	STEAM and Immersion Professional Learning	Yes	6,000.00	0	0.06	0.00
3	3.9	STEAM and Immersion Materials	Yes	30,000.00	6,099	0.33	0.08

**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)
\$9,011,990	\$1,309,217	0	14.53%	\$2,084,244.00	23.15%	46.27%	\$0.00	0.00%

# Instructions

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*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 schools(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 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