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
Mark West Union School District	Ronald Calloway Superintendent	rcalloway@mwusd.org 7075242970

Plan Summary [2021-22]

General Information

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

Located in the Larkfield area of Sonoma County, the Mark West District is home to a beautiful natural landscape that includes the Mark West Creek, redwoods, as well as widespread commercial and residential developments. Since the Tubbs fire in 2017, areas affected by the fires are almost all rebuilt showing the resilience of our community once again. Our students, families, and our community are rebounding from the pandemic and working together to best serve the needs of our children and our future.

The Mark West Unified School District services span from transitional kindergarten to eighth grade. John B. Riebli, Mark West, and San Miguel elementary schools service students up to 6th grade. Mark West Charter School services students in 7th and 8th grade providing a middle school choice for students in our community that is closer knit and closer to home as students prepare for the transition to high school.

When looking at our enrollment data for the 2020-21 school year, it is important to note that differences could be related to the COVID-19 pandemic. For example, students enrolled in homeschool increased as parents opted for this rather than distance learning. From August-March 29, students enrolled in any of our schools were instructed via distance learning due to our county being in the purple tier (widespread community transmission) for most of the year. Currently, John B. Riebli Elementary School has 381 enrolled students, Mark West Elementary School has 375 enrolled students, San Miguel Elementary School has 352 enrolled students, and Mark West Charter School has 101 enrolled students. Our district-wide home school program has 60 students and we have two students currently enrolled in nonpublic schools (NPS). This accounts for a total of 1,271 students in our district.

The student population of 1,271 is comprised of:
57.2% White, Not Hispanic
30.6% Hispanic
2.7% Asian
1.1% Filipino

0.9% American Indian/Native Alaskan
0.9% Pacific Islander, and
0.6% African American students.
The remaining 6.0% of the student population identifies as two or more non-Hispanic races.
Of these students, 423 are low-socioeconomic, 118 are English language learners, 4 are homeless and 1 is Foster Youth.

The district, supported by an involved community, strives to help students reach their highest potential by providing curriculum and instruction designed to be personalized, engaging, and challenging for students. We are committed to providing a rigorous and inspiring educational program enhanced with music and enrichment opportunities. The California Common Core State Standards (CCSS) provides a framework for what students should know and be able to do at the end of each grade level. By adopting state approved curriculum aligned with the California CCSS, in both ELA and mathematics, our district is able to implement not only curriculum but instructional practices that are designed to allow students to reach their full potential and differentiate that instruction to meet students' differing needs, interests, and abilities.

As a result of the pandemic, our use of technology and professional development opportunities focus on how to best reach students' academic and social needs using a distance learning model and hybrid model. Training for our educators and our support staff such as instructional aides and librarians focuses on delivering instruction utilizing standards based curriculum both synchronously and asynchronously. In order to do this effectively and efficiently, professional development focused on incorporating such learning platforms as Seesaw, Google Classroom, and the use of G Suite Apps for Education. In addition, PD sessions were designed to support the use of the digital components of our ELA and math curriculum. Lastly, staff received support and professional development on the use of Zoom, creating instructional videos, and blending learning.

In spite of the pandemic, our district was still able to offer a district-wide music program and P.E. program. Counseling services were provided for individual students as well as in a group setting to promote friendships during this critical time. Our students all had access to either a Chromebook or tablet, which they had at home to use during distance learning. Families in need of a Wifi hotspot were able to access this as well. Students continued special services such as reading intervention, students with IEPs continued to receive individualized instruction through a distance learning plan, and blended services still supported students needing academic interventions.

Outreach to parents included several parent workshop sessions in both English and Spanish designed to help parents as they navigated the various challenges present in this time of distance learning and loss of the social connections their children get by receiving in person instruction with their peers.. Parent workshops were conducted by our counseling staff. Our teaching staff and school nurse supported parents by facilitating workshops on learning management systems such as Seesaw and Google Classroom, supporting students in mathematics, family movement night, and COVID.

Reflections: Successes

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

District wide programs that continued to support student achievement whether instruction was delivered in a distance learning format, hybrid format, or in person instruction include:
- Access to technology for all students, including 1:1 devices for all students and Wi-FI hot spots provided to those who need access to the internet
- Highly qualified teachers that were properly assigned
- Parental involvement and education provided in such areas as curriculum, technology, and social emotional learning
- Monitoring of pupil engagement and reengagement strategies utilized when necessary
- Professional development for all staff to support full implementation of newly adopted common core ELA curriculum with an emphasis on digital access, digital learning platforms, integrated and designated ELD instruction, and mathematics

Due to the pandemic, over 7 months of instruction was delivered virtually. As a district, we are proud of our success prioritizing the social emotional well being of our students during this challenging time. Our counseling services increased and included student support in the form of individual counseling, group counseling, friendship groups, classroom visitations via Zoom, and parent consultation. Approximately 130 students received individual counseling on a weekly basis. Parent education workshops in English and Spanish focused on such topics as trauma, handling their child's anxiety and other emotions, and getting ready for distance learning as well as preparing for the transition to in person instruction.

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.

Upon review of the 2019-20 ELPAC results for our English Learners and the number of English Learners redesignated as Fluent English Proficient (FEP) during the 2020-21 school year, better serving the needs of our English Learners is an area of growth for the District. Using our "Reclassification Review Process", three English Learners met the qualifications to transition successfully to the classroom and exit the English Language program. The remaining students have only Limited English Proficiency (LEP). In order to address this performance gap, the District will provide professional development for teaching staff specifically focused on enhancing quality instruction during integrated English Language Development (ELD). Also, the District will employ newly hired credentialed staff to promote best first instruction by having no combination classes in primary grades and staff an intervention teacher for the upper grades at all school sites.

LCAP Highlights

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

Some of the key features of this year's LCAP include furthering academic support and intervention services for all students with a particular emphasis on unduplicated students. Utilizing such programs as Blended Services, literacy boot camp, Summer Academy 2021, math intervention, and Title 1 reading teachers, these Response to Intervention (RTI) multi-tiered supports will prioritize low income students and foster youth students. The District will provide additional support beyond core instruction for our English Learners before, during, and after school. In addition, all students will benefit from smaller class sizes. Benchmark assessments will be implemented to measure and monitor progress. The District will provide high quality professional development for all staff in Common Core aligned curriculum and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS). To engage stakeholders in our community, social media is utilized to disseminate information in both English and Spanish and allows for feedback. In order to build support for ongoing success, parental involvement is encouraged through both parent workshops/ training on academic topics, digital citizenship, health, and social emotional well being.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

The LCAP was reviewed with the Mark West District's three elementary School Site Councils (Riebli Charter, San Miguel Charter, Mark West Elementary). School site councils consists of members of the community with a vested interest in the education of our students and include school administrators, staff members, and parents. Each of the council meetings began with a brief overview of the annual LCAP update process. The current Mark West LCAP goals were distributed along with sentence stems to illicit input from each School Site Council (SSC). Input from each SSC was collected and is summarized below.

The SSC from each District school, which formed the Parent Advisory Committee (PAC) for the District, and the DELAC (District English Learner Advisory Committee) were provided with an overview of the LCAP and the associated funding (base, supplemental, and concentration grants). Comments and suggestions were solicited from each of the stakeholder groups. They were also advised that any questions, comments or suggestions could also be provided to the District Superintendent in writing. However, no written comments were submitted to the Superintendent by the PAC or the DELAC. Similar meetings were held with student representatives from each of the District's three elementary schools. The SSC meetings were conducted on January 20, 2021 (Mark West Charter School), February 9, 2021 (Mark West Elementary School), February 17, 2021 (Riebli Elementary School), and February 22, 2021 (San Miguel Elementary School). The district Student Council met on February 3, 2021. The District English Learner Advisory Committee (DELAC) consisting of school administrators, staff members, and parents met on May 4, 2021 and reviewed the LCAP and reviewed the Annual Update. The Sonoma County Special Education Local Plan Area (SELPA) was consulted with respect to the LCAP.On March 31, 2021, the district special education director conferred with the SELPA Program Specialist by phone. This was followed by two LCAP consultations provided by the SELPA Director and Program Manageres via Zoom with all special education directors in the county, including the MWUSD special education director, on April 30, 2021 and May 21, 2021. Parents and teachers of students with disabilities were presented with a review of the district's Special Education Plan (SEP) together with an overview of the LCAP on June 4, 2021. The group discussed special education student needs and how they were addressed in the LCAP. Parents were encouraged to provide questions, comments and suggestions for LCAP consideration, either written or orally but none were given.

Following a similar process, the Superintendent met with the Mark West Teacher's Association on April 12, 2021 and the Mark West Classified Employee Association on April 21, 2021 and solicited input from these organizations. The District informed the community about the meetings for input through social media and on our websites beginning in April 2021. A Community Meeting to solicit additional public input was conducted with the Mark West Union School District Board of Trustees on May 18,2021. The Mark West Union School District Trustees held a Public Hearing for the 2021-2024 LCAP on June 8, 2021. The Mark West Union School District Trustees approved the 2021-2024 LCAP on June 10, 2021.

A summary of the feedback provided by specific stakeholder groups.

Our stakeholders, consisting of School Site Council members, DELAC members parents, parents of students with disabilities, staff, student groups, and community members consistently agreed that all students deserve equitable access to curriculum, technology, and instruction to meet their unique needs. These stakeholders also expressed the need for students to feel safe and have a sense of belonging at school. High qualified teachers and classified staff was a high priority among our stakeholders as well.

In terms of what constitutes a quality education program, our stakeholders felt strongly that a well balanced curriculum with opportunities for hands-on learning, real world activities, and enrichment activities would best serve our students. Specifically, our stakeholders want to see a balanced educational program that includes life skills, the arts, experiential learning such as engineering challenges that promote problem solving skills, field trips and guest speakers, garden, and social and emotional learning. All of these components would allow students opportunities for risk taking, critical thinking, reflection, and learning from their mistakes in a positive, motivating, learning environment that helps students discover where they shine and differentiates instruction to meet students at their level in order to best fill in the learning gaps present from such uncontrollable circumstances as distance learning due to the pandemic.

In addition, our stakeholders believe that in order to support 21st Century learning, the District should offer services to support struggling students, especially English Learners, homeless/foster youth, and Students with Disabilities. Counseling services for students including conflict resolution and restorative practices were a priority amongst our stakeholders as well. Students expressed a need for counseling also. Intervention services before and after school to provide reading support and academic tutoring was emphasized during the collection of stakeholder input. Our community and parents felt that the District could enhance our students' personal success by expanding intervention services especially in the upper grades (4th-8th grade), have a minimum number of combination classes, and lower enrollment numbers in each class. Supporting at risk students such as low income and Foster youth that do not qualify for special education services was mentioned by our stakeholders. At the same time, stakeholders supported continuing our robust, high quality special education programs, and SELPA advocated for alignment of the district's Special Education Plan (SEP) with ongoing district activities supporting students. Continuing our partnership with parents is a priority for our stakeholders and the District. This includes continuing parent meetings/training and seeking ways to increase attendance and participation.

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

The goals and actions in the District's LCAP were specifically designed to address input received from our stakeholders. Specifically, the District will hire highly qualified and properly credentialed intervention teachers to serve students in grades four through eighth with an emphasis on providing the highest quality of instruction in English Language Development, English/Language Arts and mathematics. Unduplicated students will be prioritized to receive support from these intervention teachers. In addition, our stakeholders emphasized the importance of smaller class sizes and no combination classes. The District's LCAP states an actionable goal of hiring additional teachers to reduce the number of students in primary grades, to focus on early literacy and eliminate the need for combining any grade levels into one class. A district wide Summer Academy has been developed to address any learning loss due to distance learning and the pandemic, a common concern of our stakeholders.

Early literacy intervention will be provided to students through our reading specialists and the utilization of Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), as well as Blended Services. To provide targeted instruction and monitor student progress, goals and actions were designed that included ongoing benchmark assessments using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This was also influenced by our stakeholders to improve academic outcomes.

School safety and climate was a high priority amongst our stakeholders. In order to continue the District's success and further our progress in this area, goals and actions in the LCAP were developed to continue the use of Building Effective Schools Together (BEST) as our Positive Behavior Intervention and Support (PBIS) program focused on positive and consistent school discipline. Our school counseling program will continue to work with students and families using Toolbox and Second Step programs to enhance our school climate and support specific student groups that may benefit from these social emotional learning programs. Also, the Special Education Plan strategies and tools will be used to enhance school climate for students with disabiltiies while decreasing out of school suspensions.

In order to continue and strengthen our parental and community involvement, the District LCAP includes goals and actions stating that outreach will be maintained through social media platforms and other means of communication in English and Spanish. Also, after school and evening parent meetings and training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs of their children in both English and Spanish.

Goals and Actions

Goal

Goal #	Description
1	Create a positive, focused and safe learning enviornment and culture for all students. Physcial facilities and safe learning environment will be maintained, highly qualified staff and properly credentialed and assigned teachers will be provided to meet the academic, physical, social, and emotional needs of all students.

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with the district strategic plan (see below) and it's efforts to maintain a safe school with appropriately credentialed teachers.

Goal: Provide facilities that best meet the needs of all students in the Mark West Union School District

Objective 1: The District will wisely invest in MWUSD school facilities
Objective 2: Engage all in the care of the District facilities

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Facilities Inspection Report	Facilities in "Good Repair" category.				Maintain "Good Repair" status for all facilities.
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.				Maintain 100% highly qualified teachers in the district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.				Maintain BTSA to support 100% of new teachers.

Actions

Action #	Title	Description	Total Funds	Contributing
1	School facilities	School facilities will continue be inspected and evaluated through the Annual Facilities Inspection Report with the goal of maintain all facilities in "good repair".	$493,000.00	No
2	Highly qualified teachers	The Human Resources Office, with assistance from school principals, will continue to monitor all MWUSD teachers, new and continuing, to ensure that they are highly qualified and fully credentialed with no miss-assignments, with all teachers being certified with CLAD or BCLAD.	$456,553.00	No
3	Highly qualified teachers	The annual Declaration of Need, submitted to the local governing board, and the SARC will verify complete and appropriate credentialing.	$0.00	No
4	Highly qualified teachers	New teachers will continued to be supported through the BTSA program.	$25,787.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Provide staff which is trained in effective instructional practices ensuring student access to and understanding of the Common Core Standards. Provide standards-aligned curricular materials and establish Common Core lessons in Reading/Language Arts, Mathematics, History/Social Science and Science. Ensure that all students have access to a Broad Course of Study and that Technology is integrated within the Common Core curriculum.

An explanation of why the LEA has developed this goal.

This goal is in alignment with the district strategic plan under Teaching Practices: Student Engagement, Curriculum and Professional Development (see below) for rigorous and common core aligned curriculum and instruction, as well as Ed Code's requirement for a Broad Course of Study given that all students, including English Learners, Low Income, foster youth and students with disabilities need to receive a full range of classes

Goal: Equip and support MWUSD staff to collaboratively and effectively serve students and families

Objective1: Formalize and fund a staff development plan to ensure professional development aligns with student success goals
Objective 2: Provide teaching staff with current tools and training to analyze student data to inform instruction

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District personnel records	One hundred percent of District teachers are properly credentialed and assigned.				Maintain 100% of District teachers are properly credentialed and assigned.
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.				Ninety five percent participation of District Teachers in District Professional Development

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curricular materials.				The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.
Site Level Lesson Plans & Principal Observations	Common Core lessons are developed and used by 100% of the District teachers.				Maintain the development and use of Common Core lessons by 100% of the District teachers.
Teacher lesson plans (Technology)	All teacher lesson plans indicated that technology is integrated into the curriculum.				Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.				Increase the percentage of EL students that are redesignated as fully English proficient to at least 10%; and, show a 20% increase in the percentage of total EL students exhibiting English proficiency growth over the course of the school year, as measured by the Formative English Language Assessment.
Access to a Broad Course of Study	The district and schools will maintain ongoing qualitative				Maintain all students, including 100% of English Learners, Low

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	and quantitative review of course offerings and class schedules to assess the extent to which all students have access to and are enrolled in a broad course of studies as measured by staff walkthroughs and teacher lesson plans. All students, including 100% of English Learners, Low Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i).				Income, foster youth and students with disabilities will receive a full range of classes will have full access to a broad course of study within their regular school day, including but not limited to English, math, social studies, science, visual & performing arts, health, and physical education, as defined by California Education Code 51210 and 51220(a)-(i) to be measured by staff walkthroughs and teacher lesson plans

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional development	On-going support in the utilization of the CCSS will continue to be provided by the district in order to ensure that all teachers are well versed in the new standards and fully trained in effective instructional practices. Additionally, teachers will be trained in the implementation of the SIPPS program, as well as the effective utilization of a collaborative and sequential approach to reading.	$1,684,906.00	No
2	Common Core aligned instruction	The District's Curriculum Committee will continue to assist teachers with the development and implementation of Common Core lesson plans. Lesson plans will continue to be developed in Reading/Language Arts, Mathematics, History/Social Science and Science which will be shared with and utilized by all teachers. The committee will also focus on implementing a new Language Arts curriculum while supporting teachers as they develop effective techniques to fortify reading development and increase literacy skills for all students.	$3,000.00	No
3	Monitoring student learning	Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	$0.00	No
4	Monitoring student progress	Benchmark assessments and teacher developed tests, both formal and informal, including DIBELS and Accelerated Reader, will be used to assess student growth.	$5,193.00	No
5	Monitoring student progress	The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.	$0.00	No
6	Academic support	Academic intervention program will be provided for underperforming students before, after and during the school day. Also, staff will be added to collapse combination classes in order to address learning loss and enable smaller class sizes.	$155,636.00	No

Action #	Title	Description	Total Funds	Contributing
7	Core curriculum	All staff will implement the following curriculum: Wonders, StudySync, Expressions, Writing by Design, and Project Based Learning units. The curriculum units will support students' growth on the Smarter Balanced assessments as evidenced by the performance indicators. Underperforming students will be supported with a academic intervention programs in order to increase basic skills in these areas.	$18,000.00	No
8	English Learners	The District will continue to provide appropriate instruction for EL students that includes designated and integrated approaches using common core aligned ELD curriculum and grade level curriculum. Additional support will be provided beyond the core instructional minutes.	$50,482.00	Yes
9	Core curriculum	Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers providing students access to a standards-based curriculum. Teacher qualifications will be documented in the District Certificated Database.	$0.00	Yes
10			$0.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students, while reducing the number of suspensions, expulsions, and chronic absenteeism.

An explanation of why the LEA has developed this goal.

This goal was developed in alignment with the district's strategic plan (see below) in the areas of social-emotional well-being, academic growth, school climate, attendance and engagement, as well as findings of the 2019-20 Special Education Plan (SEP).

Goal: Provide a dynamic academic and social foundation for all students
Objective 1: Provide relevant and rigorous science math and language arts curricula to increase student interest, participation, and achievement
Objective 2: Implement District-Wide Tiers of support and enrichment in Core Curricula
Objective 3: Enhance and expand Mark West's wellness initiatives that focus on the needs of the whole child that includes the health, physical education, and social and emotional needs of each child

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Counseling Data & Board Report	The Climate Survey, aligned with the BEST program and the Parent Survey, developed by the School Site Councils, indicate that students increased access to needed support, which has improved school climate.				Based on the Counselor progress report data, the percentage of students showing improvement in social-emotional functioning as a result of participating in counseling will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 85.9% show improvement.				increase to 90% of counseled students.
Discipline referrals to elementary school office as maintained in school student information system	In the most recent in-person instruction school year (2019/20), there were a total of 301 student discipline referrals to the elementary school offices/principals.				Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, disciplinary office referrals to the elementary school offices/principals will be reduced by 25% overall at the elementary level, as measured by end of year total of referrals in the student information system.
Suspension & expulsion rates maintained by District Office	There were no student expulsions. The suspension rate increased by 5% to 13 suspensions at the school site.				Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the elementary level and there will be no expulsions, as measured by the suspension & expulsion data maintained by the district office.
School attendance rates maintained by District Office in the student information system.	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%				Through positive school climate efforts, parent education, and student support, the chronic absenteeism rate will be reduced to below 10%, as measured by the school's student information system.
Middle School Attendance Rates	N/A				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	School climate	Established Behavioral Goals through the BEST program will be maintained at the each school.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2	School climate	The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC, and suspensions of students with disabilities will be monitored in accordance with the SEP.	$73,841.00	No
3	School climate	Positive school-wide behavior support systems emphasizing counseling services will continue to be implemented to promote a safe school environment with emphasis on specific student groups.	$212,019.00	Yes
4	School climate	BEST, Second Step and Tool Box will continue to be implemented at 100% of the district schools by all staff.	$0.00	No
5	School climate	Zones of Regulation will continue to be used in all special education classes.	$0.00	No
6	School nutrition	The District will continue to support the National School Lunch Program as documented in the Nutri-Kids system.	$65,000.00	Yes
7	Academic support	Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.	$252,807.00	Yes
8	Academic support	Riebli students will be supported by a .50 FTE District funded reading teacher.	$0.00	Yes
9	Academic support	Low Income and Foster Youth students will be given priority for instructional support programs, such as the math intervention program and Literacy Boot Camp. Student support will also include student tutorials before and after school, and a summer academy 2021, as documented in student attendance logs. Low Income and Foster	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Youth students will be given priority for reading teacher support and blended services during the school day.		
10	Academic support	During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide 30 minutes of targeted instruction to support the academic growth of unduplicated students 4 days per week (~5.3% of time). Instructional Assistants will continue to provide support in the Blended Services (RTI) model.	$207,798.00	Yes
11	Academic support	An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP's. Summer Academy will also be provided during the summer of 2021.	$194,518.00	Yes
12	Student well-being	The Counseling program will provide additional intervention support for individual and group counseling sessions, as well as parental consultations, as documented by Counselor caseloads and service notes.	$0.00	Yes
13	Academic support	The District will continue to provide an additional .4 FTE Psychologist support as documented in the payroll department.	$32,153.00	Yes
14	Student well-being	An increase of .2 FTE in School Nurse time, as documented in the payroll department, will be maintained to serve unduplicated students in order to work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of these students.	$25,829.00	Yes

Action #	Title	Description	Total Funds	Contributing
15	Academic support	ELL and RFEP students will be given priority for instructional support programs, including student tutorials, support from para-educators, before and after school, and reading teacher support, summer school and Blended Services (RTI) during the school day, as documented by student attendance logs	$0.00	Yes
16	Academic support	Based on student success rates, programs will be added and/or revised to better meet student needs. A full range of classes will be maintained at all sites to ensure full access to a Common Core Standards based curriculum, as documented by school and class schedules.	$0.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Each school will establish parent training and informational events and/or activities as well as seek parental input to be utilized in decision making.

An explanation of why the LEA has developed this goal.

This goal is in alignment with the district's strategic plan (see below) related to engagement of parents and community and the EL master plan.

Goal: Continue to build and expand relationships and partnerships with parents and the community

Objective 1: Create a systematic approach and monitoring process for promoting District
Objective 2: Create opportunities to support schools as centers of the community and the EL master plan.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School maintained logs of parental participation.	School logs indicated that 80% of parents participated in at least one of the 3 major activities (Back To School Night , Open House, and Science Fair) during the 2019-20 school year.				Parental participation rate in at least one of the 3 major activities (Back to School Night, Open House, and Science Fair) will increase to 90%, as measured per parent participation logs maintained by the school.
Parent sign-in logs during DELAC, PTA, and parent	Parental surveys (school, DELAC) in English and Spanish seeking input for				Parent survey completion rate will increase to 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
trainings/education sessions	parent trainings/education that supports student academic growth and family social-emotional development were utilized by the District in decision-making regarding the topics for parent education, parent training, and development of family resilience. 2019-20 surveys show that approximately 15% of parents completed surveys. The parent meetings, trainings, education yielded between 6-19 parent participants, as indicated by parent sign-in logs.				minimum, per survey event. Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate will increase to a minimum of 25 at the school level and 40 at the district level.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent/community involvement	After school and evening parent meetings and training sessions will be conducted by the District staff and/or other qualified individuals in order to help parents better understand the educational needs, including exceptional needs, of their children.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Parent/community communication	Parent/community outreach will be maintained through websites, social media platforms and other means of communication in English and Spanish.	$73,814.00	No
3	Parent input in decision making	Parental input will be sought and utilized when making decisions by sending out parent surveys and soliciting input during meetings attended by parents such as SSC, PTA, and board meetings.		No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.18%	356,691

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

Required Descriptions

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

Mark West School District's percentage of unduplicated students is 48.46%. The District's unduplicated count exceeds 40%, so some of the supplemental grant funds were expended on school-wide programs and some were spent on programs directly targeting low income or English Learner students. Mark West District plans to expend in excess of $ 538,924 in 2021-22 on supplemental grant programs. The $ 356,691 estimated supplemental grant revenue is based on the FCMAT LCFF Calculator utilizing the Governor's May Revision budget information. Mark West School is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth in the Mark West District, and ensuring that funds are spent to benefit these subgroups of students. Based on staff and stakeholder feedback and research on effective practices, we are implementing more than 13 LCAP Actions/Services to improve services for low income, English Learner, and foster youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input. During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide targeted instruction to support the academic growth of unduplicated students. As the research based programs and services have demonstrated success, the Mark West Union School District will maintain the services as documented in the 19-20 LCAP's Demonstration of Increased or Improved Services for Unduplicated Pupils.

As stated in Goal 2 in Action 8, the District will continue to provide appropriate instruction for EL students that includes designated and integrated approaches using common core aligned ELD curriculum and grade level curriculum. Additional support will be provided beyond the core instructional minutes.
This specific action was taken as a result of data analysis related to the redesignation rate of our English Learners and the academic growth of our English language learners as measured by the Formative English Language Assessment (FELA). Based on this information, the action we will be taking is to maintain best 1st instruction practices and provide additional support to our EL students beyond the core instructional minutes in the form of Blended Services. Additional professional development for highly qualified teachers and staff will exceed

professional development provided in the previous LCAP. The intended outcome is an increase in our RFEP rate and increase the academic growth of our English Learners as measured by the FELA.

As stated in Goal 3 in Action 3, positive school-wide behavior support systems emphasizing counseling services will continue to be implemented to promote a safe school environment with emphasis on specific student groups.
This action was developed as a result of both survey data and stakeholder input. Our stakeholders consistently expressed increased concern about students' wellbeing as a result of COVID-19. Survey data suggests that our counseling services are benefiting the majority of students served either somewhat or significantly. Therefore, this action will serve to increase our focus on specific groups of students such as unduplicated students. The intended outcome is increased school attendance, lower suspension rates, and fewer discipline referrals as measured by district attendance, suspension, and discipline referral rates.

Action 3 in Goal 3 states that an additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. In this block, the RSP teacher, SDC teacher, Speech Teacher, RSP Instructional Assistant, and SDC Instructional Assistant will be used to provide instruction to unduplicated students outside of individual IEP's. Summer Academy will also be provided during the summer of 2021.This action relates to meeting the academic needs of our unduplicated students and was developed as a result of needs assessment during articulation meetings with teachers and input from our stakeholders. Specifically, in order to increase the services these students receive and improve their academic outcomes, the District will provide an additional block of targeted block instruction. As a district, these students were prioritized to participate in our Summer Academy, a 3 week program focused on both academic and social needs of our unduplicated students. The intended outcome increased participation in intervention programs as measured by school attendance logs.

Additionally, Action 14 under Goal 3 states that an increase of .2 FTE in School Nurse time, as documented in the payroll department, will be maintained to serve unduplicated students in order to work with small groups and individual families for health services and provide access to additional resources for the physical and emotional well-being of these students. This action was developed as a result of a needs assessment. Also, as a result of the pandemic, the District increased the School Nurse time to specifically work with unduplicated students to ensure that they have access to resources that will increase their physical and mental health. Research suggests students can increase their academic progress when both physical and mental needs are addressed, which is the intended outcome of this action. In order to measure the success of this action, the District will review School Nurse records and the academic progress of unduplicated students seen by the School Nurse in particular.

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

The District will continue to provide appropriate instruction for EL students that includes designated and integrated approaches using common core aligned ELD curriculum and grade level curriculum. Additional support will be provided beyond the core instructional minutes. Low Income and Foster Youth students will be provided with effective classroom instruction in the core curriculum by highly qualified teachers providing students access to a standards-based curriculum. Low Income and Foster Youth students will be given priority for

instructional support programs, such as the math intervention program and Literacy Boot Camp. Student support will also include student tutorials before and after school, and a summer academy 2021. Low Income and Foster Youth students will be given priority for reading teacher support and blended services during the school day. During Blended Services (RTI – Response To Intervention) time, all classroom teachers will provide 30 minutes of targeted instruction to support the academic growth of unduplicated students. An additional second block of 30 minutes 4 days a week of targeted instruction in the RtI model will be provided for unduplicated students. Summer Academy will also be provided during the summer of 2021. ELL and RFEP students will be given priority for instructional support programs, including student tutorials, support from para-educators, before and after school, and reading teacher support, summer school and Blended Services (RTI) during the school day.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$3,326,660.00	$233,683.00		$472,993.00	$4,033,336.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,435,336.00	$598,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	School facilities	$493,000.00				$493,000.00
1	2	All	Highly qualified teachers	$456,553.00				$456,553.00
1	3	All	Highly qualified teachers					$0.00
1	4	All	Highly qualified teachers	$2,622.00			$23,165.00	$25,787.00
2	1	All	Professional development	$1,684,906.00				$1,684,906.00
2	2	All	Common Core aligned instruction	$3,000.00				$3,000.00
2	3	Students with Disabilities	Monitoring student learning					$0.00
2	4	All	Monitoring student progress		$5,193.00			$5,193.00
2	5	All	Monitoring student progress					$0.00
2	6	All	Academic support		$155,636.00			$155,636.00
2	7	All	Core curriculum		$18,000.00			$18,000.00
2	8	English Learners Foster Youth Low Income	English Learners	$50,482.00				$50,482.00
2	9	Foster Youth Low Income	Core curriculum					$0.00
2	10							$0.00
3	1	All	School climate					$0.00
3	2	All	School climate	$73,841.00				$73,841.00
3	3	English Learners Foster Youth Low Income	School climate	$89,841.00			$122,178.00	$212,019.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	4	All	School climate					$0.00
3	5	Students with Disabilities	School climate					$0.00
3	6	Foster Youth Low Income	School nutrition	$65,000.00				$65,000.00
3	7	English Learners Foster Youth Low Income	Academic support				$252,807.00	$252,807.00
3	8	English Learners Foster Youth Low Income	Academic support					$0.00
3	9	Foster Youth Low Income	Academic support					$0.00
3	10	English Learners Low Income	Academic support	$152,944.00	$54,854.00			$207,798.00
3	11	English Learners Foster Youth Low Income	Academic support	$122,675.00			$71,843.00	$194,518.00
3	12	English Learners Foster Youth Low Income	Student well-being					$0.00
3	13	English Learners Foster Youth Low Income	Academic support	$32,153.00				$32,153.00
3	14	English Learners Foster Youth Low Income	Student well-being	$25,829.00				$25,829.00
3	15	English Learners Foster Youth Low Income	Academic support					$0.00
3	16	All	Academic support					$0.00
4	1	All	Parent/community involvement				$3,000.00	$3,000.00
4	2	All	Parent/community communication	$73,814.00				$73,814.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	3	All	Parent input in decision making					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$538,924.00	$1,040,606.00
LEA-wide Total:	$351,249.00	$781,088.00
Limited Total:	$238,157.00	$562,807.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	8	English Learners	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$50,482.00	$50,482.00
2	9	Core curriculum	LEA-wide	Foster Youth Low Income	All Schools		$0.00
3	3	School climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	$89,841.00	$212,019.00
3	6	School nutrition	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$65,000.00	$65,000.00
3	7	Academic support	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Mark West and San Miguel		$252,807.00
3	8	Academic support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: John B Riebli		$0.00
3	9	Academic support	LEA-wide	Foster Youth Low Income	All Schools		$0.00
3	10	Academic support	LEA-wide	English Learners Low Income	All Schools	$152,944.00	$207,798.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	11	Academic support	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$122,675.00	$194,518.00
3	12	Student well-being	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	13	Academic support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,153.00	$32,153.00
3	14	Student well-being	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,829.00	$25,829.00
3	15	Academic support	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

> *Actions for Foster Youth*: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year", or "2 Years", or "6 Months".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - **Total Non-Personnel**: This amount will be automatically calculated.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.