

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: San Miguel Elementary Charter School

CDS Code: 49-70805-6051858

School Year: 2023-24

LEA contact information:

Patrick Eagle

Principal

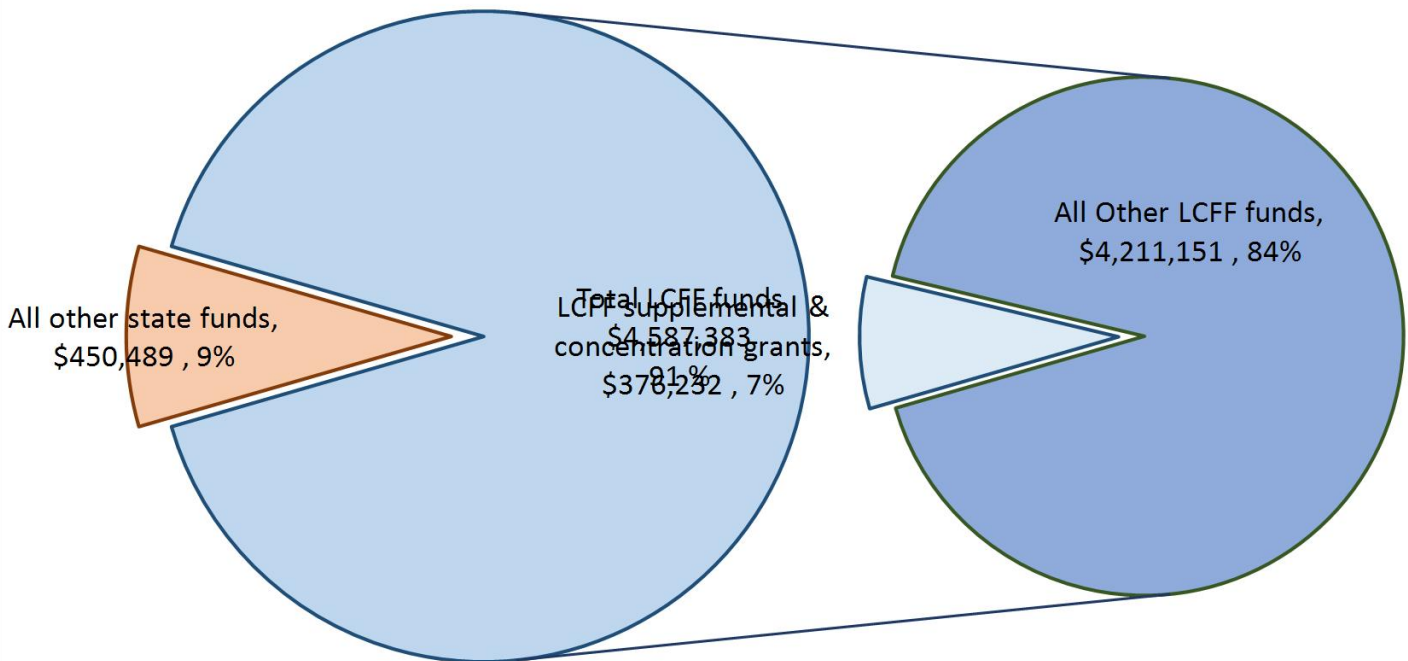
peagle@mwusd.org

707-524-2960

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

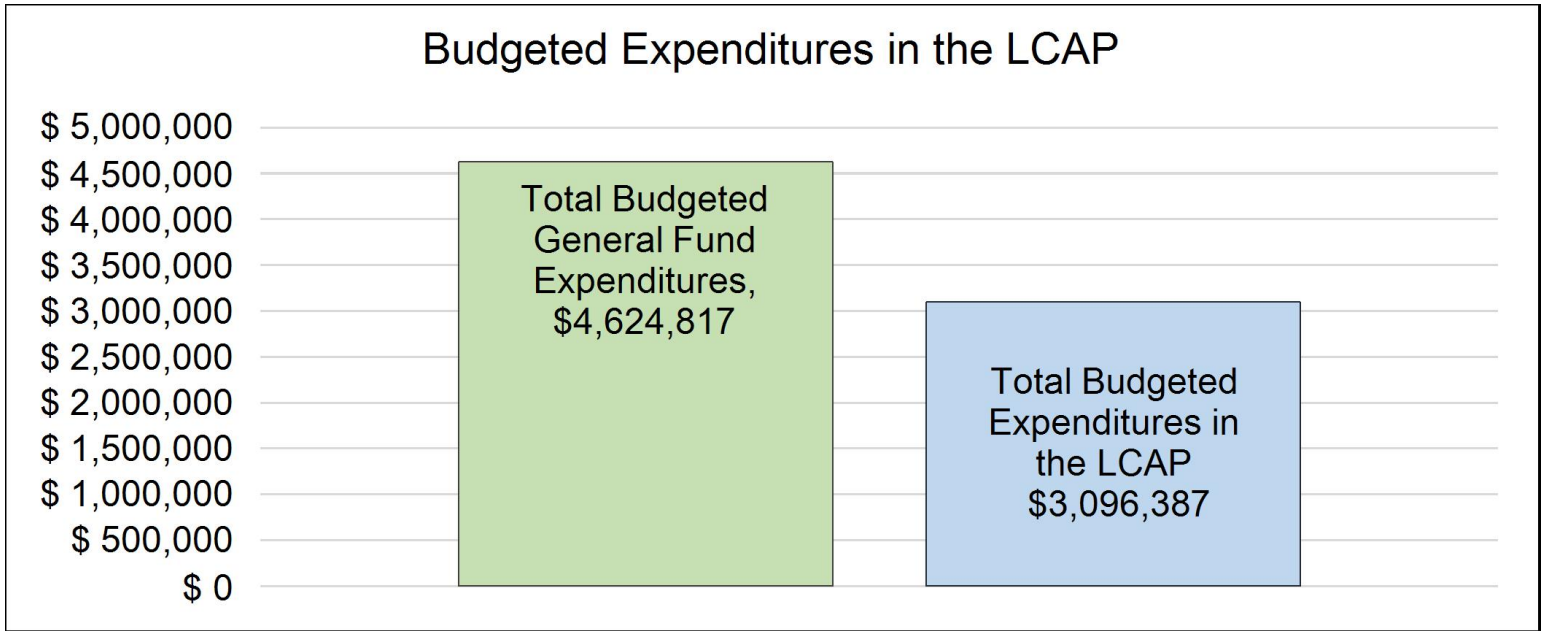


This chart shows the total general purpose revenue San Miguel Elementary Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for San Miguel Elementary Charter School is \$5,037,872, of which \$4,587,383 is Local Control Funding Formula (LCFF), \$450,489 is other state funds, \$0 is local funds, and \$0 is federal funds. Of the \$4,587,383 in LCFF Funds, \$376,232 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much San Miguel Elementary Charter School plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: San Miguel Elementary Charter School plans to spend \$4,624,817 for the 2023-24 school year. Of that amount, \$3,096,387 is tied to actions/services in the LCAP and \$1,528,430 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

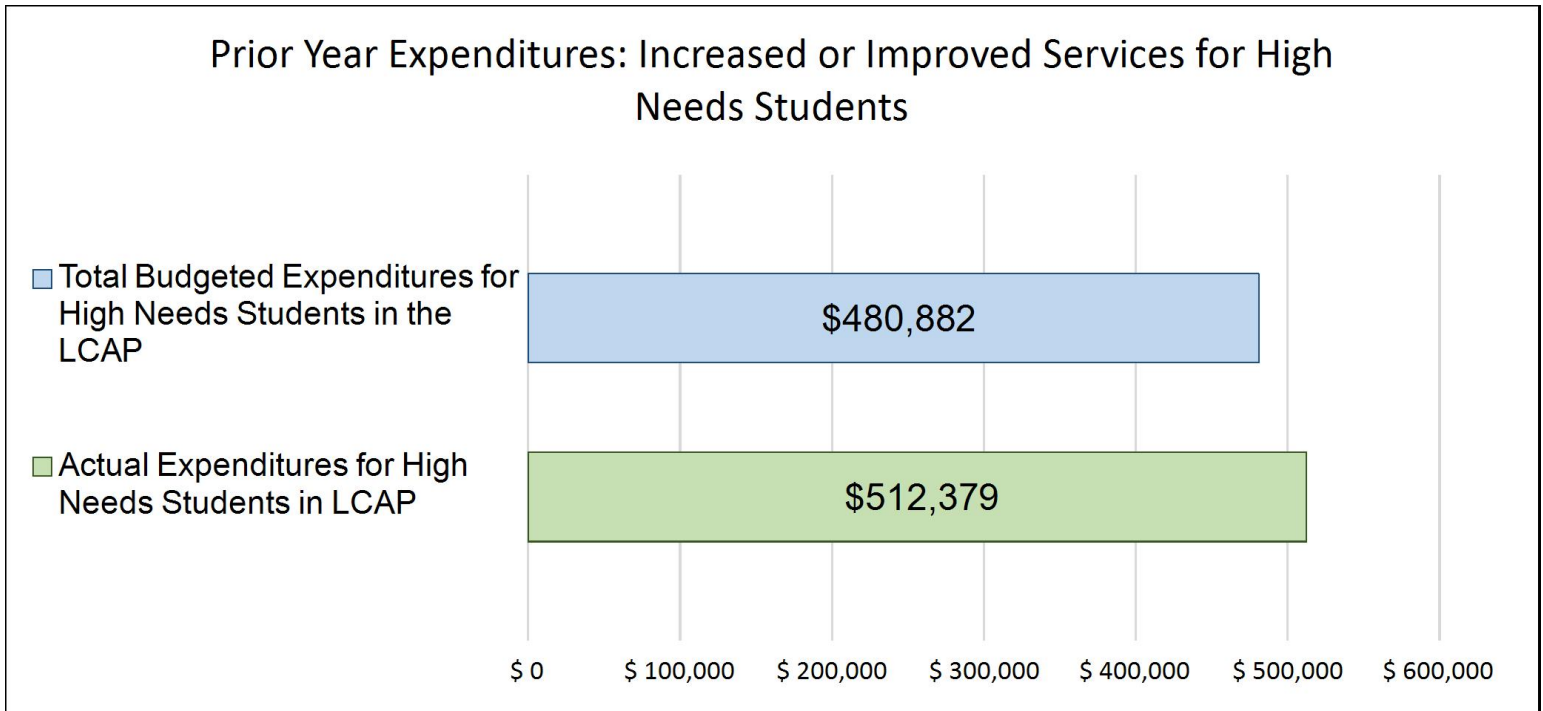
Other expenditures not highlighted in this LCAP include operational services provided by custodial staff, office employees, classified support services, classified management positions, costs of utilities, legal, auditor, all other Special Education services, etc. all of which contribute to the success of students and staff. It is also important to note that the district's Board of Trustees is dedicated to maintaining support and programs for our students and staff by committing and setting aside one-time funds for future liabilities, facilities and programs. Also included in the Fund 01 but not listed in the LCAP are other general operating expenditures for all district-wide administration (Superintendent, Chief Business Official, Director of Instructional Services, Human Resources, Payroll, Accounts Payable, etc.) At year end, each Charter assumes their fair share portion of these expenses and funds are transferred into the general fund to cover these expenses.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, San Miguel Elementary Charter School is projecting it will receive \$376,232 based on the enrollment of foster youth, English learner, and low-income students. San Miguel Elementary Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. San Miguel Elementary Charter School plans to spend \$530,197 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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

The text description of the above chart is as follows: In 2022-23, San Miguel Elementary Charter School's LCAP budgeted \$480,882 for planned actions to increase or improve services for high needs students. San Miguel Elementary Charter School actually spent \$512,379 for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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
San Miguel Elementary Charter School	Patrick Eagle Principal	peagle@mwusd.org 707-524-2960

Plan Summary [2023-24]

General Information

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

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.

The total student population of 1,321 is comprised of:
55.4% White, Not Hispanic
31.9% Hispanic
2.1% Asian
1.1% Filipino
0.83% American Indian/Native Alaskan
0.68% Pacific Islander, and
0.61% African American students.
The remaining 7.3% of the student population identifies as two or more non-Hispanic races.
Of these students, 553 are low-socioeconomic, 114 are English language learners, 2 are homeless and 5 are Foster Youth.

Currently, John B. Riebli Elementary School has 391 enrolled students, Mark West Elementary School has 403 enrolled students, San Miguel Elementary School has 407 enrolled students, and Mark West Charter School currently has enrolled 104 students. Our district-wide home school program has 13 students and we have 3 students currently enrolled in nonpublic schools (NPS). This accounts for a total of 1,321 students in our district.

The district, supported by an involved educational partners including members of our community, strives to help students reach their highest potential by focusing on the whole child and 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.

Our district offers a district-wide music program and P.E. program. Counseling services are provided for individual students as well as in a group settings to promote friendships. Our students all have access to either a Chromebook or tablet. Families in need of a Wifi hotspot are able to access this as well. Students continue to receive special services such as reading intervention with district reading specialists, intervention is provided with the support of district intervention teachers, students with IEPs continued to receive individualized instruction and blended services supports students needing academic interventions. The district continues to prioritize small class sizes, no combination classes, para educators in all classes, and before and after school programs both for academic support and enrichment. Community based learning has resumed as well after being interrupted due to the COVID-19 pandemic. The district is preparing to fully implement Multi-Tiered System of Supports to address the needs of all students in the district.

Outreach to parents included parent workshop sessions in both English and Spanish designed to help parents support their students. In addition, the district participated in the YouthTruth Survey to seek input from parents, students, and staff in such areas as engagement, relationships, and culture.

Reflections: Successes

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

Upon review of Dashboard and local data, our success include:

- English Learners have made good progress towards English Language Proficiency and in the area of English/Language Arts
- Reclassified English Learners show strong academic progress
- Increases in the number of English Learner students who were reclassified as English Proficient
- Increased teacher participation in District professional development
- Increased parent input and feedback through the use of Youth Truth Survey

- Adequate academic progress in the area of English/Language Arts when compared to students across the state of California

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 Dashboard and local data, our areas of identified need include:

- Improving our school facilities so that all are in good standing
- Providing professional development to enhance the quality of instruction during integrated English Language Development (ELD)
- Updating instructional materials and providing professional development in history/social sciences
- Reducing suspension rates especially for students with disabilities
- Addressing chronic absenteeism across all subgroups
- Addressing a decrease in academic performance in mathematics including all subgroups, especially students with disabilities and English Learners

LCAP Highlights

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

The 2022-23 MWUSD LCAP builds upon prior year goals and actions. Our Strategic Plan is aligned with our LCAP and has established 5 strategic priorities that will be the focus of driving improvement for the Mark West Union School District:

1. Student Achievement, Programs, and Opportunities
2. Student Well Being
3. Professional Growth and Positive Staff Culture
4. Parent and Community Involvement
5. Financial Sustainability

Goal #1 address the foundational aspects of effective schools to include and aligns with the District Strategic Plan Priorities #1,2, and 3:

1. Facilities in good repair
2. Highly qualified teachers
3. Ensuring that new teachers are supported by highly qualified district teachers

Goal #2 is in alignment with the District Strategic Plan Priority #1 and #3. This goal prioritizes training in effective instructional practices ensuring students access to and understanding of Common Core Standards. District actions include providing professional development, common core aligned instruction, monitoring student progress, and academic support for underperforming students. Access to a broad course of study is also incorporated into this goal with particular attention paid to ensuring English Learners, socioeconomically

disadvantaged students, Foster Youth, and students with disabilities will receive a full range of classes within their regular school day as defined by California Education Code 51210 and 51220(a)-(i).

Goal #3 addresses safe learning environments with programs designed to meet the academic, physical, social and emotional needs of our students, while reducing the number of suspensions, expulsions, and chronic absenteeism. This has been and continues to be an area of emphasis for our district. In 2021-22, we committed extensive resources to the begin installation of a Multi-Tiered System of Supports with an emphasis on data based problem solving to include problem analysis, composing and delivering a well-articulated plan that is matched to the problem area/need, and plan evaluation using fidelity and outcome data. Chronic absenteeism will be addressed through increased parent education on the extent of the problem, updated COVID guidelines, and requirements for independent study as well. This goal aligns with the District Strategic Plan Priorities #1,2, and #4.

Goal #4 aligns with Priority #4 in the District Strategic Plan. In order to utilize our parents in decision making and engage our parents and community. The district will continue to offer parent training and informational events and monitor participation amongst our parents. In addition, the district will participate in their second year of the YouthTruth Survey during the 2023-24 school year to monitor progress compared to results this year. The data generated from the family survey will be analyzed, disaggregated by subgroups, and utilized to inform progress on the district priorities and plans to continued improvement.

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.

John B. Riebli Elementary School
Mark West Elementary School
San Miguel Elementary School

Support for Identified Schools

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

District administration and site administrators will work with County Office of Education to identify root causes for Additional Targeted Support and Improvement (ATSI). A close examination of our available data and indicators related to student achievement, student engagement, and school climate by subgroups will occur. Once root causes are confirmed, district and site teams will develop actions that result in improvement in the areas of socioeconomically disadvantaged at John B. Riebli, Mark West, and San Miguel Elementary Schools. Other subgroups will be implementing action plans to support English Learners (Mark West Elementary and San Miguel), Hispanic students (San Miguel Elementary), and Students with Disabilities (San Miguel Elementary School). District will seek to embed ATSI plan into the

development of our MTSS framework, professional learning, and interventions. Close attention will be paid to composing plans that match supports to student needs, monitoring implementation of these plans, and evaluating whether they are successful as part of the ongoing process of data based problem solving embedded into the MTSS framework being installed and implemented at all school sites within the district.

Monitoring and Evaluating Effectiveness

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

Our district will monitor and evaluate our plan for improvement efforts through the development of an Early Warning System embedded into our enhanced Student Information System. The Early Warning System will include indicators related to student achievement such as benchmark assessments, universal screeners, summative assessments as well as standards based grades in the areas of English/Language Arts and mathematics. Our student information system will allow us to disaggregate by student subgroups. The district and/or school sites will closely monitor the student populations connected to student groups targeted for support and improvement. and utilize this information in the development of school improvement plans.

Engaging Educational Partners

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

The District LCAP planning process began during the summer of 2022 when the Mark West Union School District requested through our Sonoma County Office of Education that we be included as a participant in the nationwide YouthTruth Survey that provides student and educational partner feedback for school improvement. Our district elected to participate in these surveys due to the ability to hear student, staff, and family voices that can be utilized to enhance learning for all students. In January 2023, the online survey was offered to parents, staff, and students to gather more information about school/district needs. YouthTruth measures engagement, relationships, culture, and school safety in all three subgroups (student, family, and staff). Students in grades 3-8 participated in the online survey.

Overall participation compared to local surveys administered in previous years was much greater and reached 72% overall participation. Outreach was successful and consisted of social media posts being sent out regularly, a pop up window on our district website about the survey, survey questions available to view on our district website, school messengers sent out to all district families with the URL to the family survey embedded in the message, access to computers in each school office for families to use to complete the survey, student made videos to encourage student participation, and feedback ambassadors handing out flyers with QR codes linked to the family survey at times when families were present on campus such as before and after school. In addition, a meeting for our District English Learners Advisory Committee (DELAC) was held on Wednesday, December 7, 2022 to discuss the YouthTruth Survey and encourage the sharing of the survey link to increase participation amongst our families of English Learners. The survey was accessible in both English and Spanish as well as several other languages. School Site Council meetings soliciting feedback and input related to the development of the LCAP occurred in April and May of 2023 at each of the school sites.

Upon completion of the surveys, parent meetings, staff meetings, a review and analysis of the educational partner input will aid in the determination of the most effective use of LCFF funds by our LEA. Teacher and support staff input during school leadership meetings, as well as a review for alignment with the district's strategic plan was considered. The district will also reach out to our Special Education Local Plan Area (SELPA) on May 31, 2023 to review our LCAP for specific feedback regarding meeting the needs of our students with disabilities. A copy of our plan will be provided to SELPA with a request for their input. The District informed the community about the meetings for input through social media and on our websites. A Community Meeting to solicit additional public input was conducted with the Mark West Union School District Board of Trustees on May 9, 2023. The Mark West Union School District Trustees held a Public Hearing for the 2021-2024 LCAP on June 6, 2023. The Mark West Union School District Trustees approved the 2021-2024 LCAP on June 8, 2023.

A summary of the feedback provided by specific educational partners.

The feedback our District received from the YouthTruth Survey encapsulates input from 1,409 responses across multiple stakeholder groups and school levels within the Mark West Union School District. Percent positives for themes such as engagement, relationships, and culture indicate the percentage of responses that were a 3 (on a scale of 1 to 3) for the elementary students or the percentage of responses that were a 4 or 5 (on a scale of 1 to 5) for families, staff, and middle school students. Within the elementary schools, the percentage of positive responses for engagement were 87% (students), 64% (families), and 81% for staff. Within our middle school, the percentage of positive

responses for engagement were 30% (students), 62% (families), and 87% for staff. Within the elementary schools, the percentage of positive responses for relationships was 81% (students), 90% (families), and 91% staff. Within our middle school, the percentage of positive responses for relationships were 38% (students), 81% (families), and 86% for staff. Within the elementary schools, the percentage of positive responses for culture was 22% (students), 78% (families), and 77% staff. Within our middle school, the percentage of positive responses for culture were 24% (students), 83% (families), and 93% for staff.

In the area of engagement, families felt most positively about being included in planning school activities at the elementary school level (71%). While higher than the typical Sonoma County School, our families did report a lower positive percent when it comes to feeling empowered to play a meaningful role in decision-making at their child's school. Our families overwhelmingly reported positive feelings with regard to relationships with all percentages at or above 85% with regard to being treated with respect, teachers, students, and families caring about each other, feeling comfortable approaching administrators and teachers with concerns. The Mark West Union School District scored higher than the typical Sonoma County School in all family survey questions related to relationships. School culture consists of questions related to school policies being administered fairly and consistently, schools running smoothly, pride in their school, friendly environments, belief in the school's mission, and feeling valued by their school. Families were also provided with open-ended questions such as "What do you like most about your school?" and overwhelmingly responded that we have friendly teachers and staff and secondly that our district has strong academics. When asked, "What is one area in which your school could improve?", our families expressed a desire for stronger extracurricular activities and stronger academics.

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

The goals and actions in the District's LCAP were specifically designed to address input received from our educational partners and align with our Strategic Plan. In order to support the need for stronger academics as reported in survey feedback, the District will provide a dynamic academic and social foundation for all students through the implementation of Multi-Tiered System of Supports (MTSS) which emphasizes the creation of early warning systems, tiered interventions, and strategically monitoring progress made towards the goal of creating a positive, focused and safe learning environment for all students and providing standards-aligned curricular materials and instruction in Reading/Language Arts, mathematics, history/social studies, and science.

Another goal that will be monitored is focused on maintaining a safe learning environment with programs designed to meet the academic, physical, social and emotional needs of students. Based on input from our educational partners, our LEA will be focused on improving existing school safety initiatives and continue to provide social emotional learning lessons and anti bullying curriculum to all students in order to promote the feeling of safety at schools.

Parents and community involvement is crucial to the success of our students. An LCAP goal is centered on continuing to promote parental involvement and provide trainings, informational events, and other parent/community activities. Based on input from our families, particular emphasis will be placed on developing more opportunities for parents to be a part of decision making at both the school site and district level. Lastly, our families indicated through the YouthTruth survey that they hope to see more access to extracurricular activities. Through the

Expanded Learning Opportunities Program (ELO-P), our district has begun providing both academic and enrichment opportunities for students before and after school as well as over the summer. This program will continue and begin to expand during the upcoming 2023-24 school year.

Goals and Actions

Goal

Goal #	Description
1	Create a positive, focused and safe learning environment and culture for all students. Physical 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.	Facilities in “Good Repair” category.	Annual Facilities Inspection Reports varied by school site. Riebli - Rated as “good” for systems, cleanliness, electrical, safety, and external. Rated “fair” for restrooms and fountains. Rated		Maintain "Good Repair" status for all facilities.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>“poor” for interior and structural. Comments include: Interior - Permanent classrooms and buildings are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Also, for Structural, the HVAC and roofing are eligible for modernization and the District is bringing forth a plan to the Board to remedy. Mark West Elementary School - Rated as “good” for systems, interior, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in restrooms and fountains. Overall rating was “good”. San Miguel Elementary - Rated as “good” for systems, cleanliness, electrical, safety, structural, and external. A “fair” rating was obtained in</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			restrooms/fountains. Kitchens and bathrooms are eligible for modernization. A “poor” rating was obtained in the interior. Four classrooms, library, and MPR need to be modernized. Overall rating was “good”. Mark West Charter School- Rated as “good” in all areas. Overall rating was “exemplary”.		
Annual Declaration of Need and SARC	100% of district teachers are highly qualified.	100% of district teachers are highly qualified.	100% of district teachers are highly qualified, with the exception of 2 teachers who are on a Provisional Intern Permit. These 2 teachers are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers.		Maintain 100% highly qualified teachers in the district as reported on SARC.
Human Resources Office Records	100% of new teachers were supported through BTSA.	100% of new teachers were supported through BTSA.	100% of new teachers were supported through Teacher Induction Program		Maintain BTSA to support 100% of new teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			formerly known as BTSA.		

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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”.	\$0.00	No
1.2	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.	\$272,142.00	No
1.3	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
1.4	Highly qualified teachers	New teachers will continued to be supported through the BTSA program.	\$0.00	No

Goal Analysis [2022-23]

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.

Overall our facilities have remained in “good repair”. There has been some deterioration noted at Riebli School in the interior and structural areas. Permanent classrooms and buildings are eligible for modernization, as is the HVAC and roofing. Regarding highly qualified teachers,

this year there are two (2) teachers who are on a Provisional Intern Permit because of challenges with recruitment of math and science teachers to replace two teachers who left the district or fulfilled a different role within the district.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of updating the distribution of costs between school sites.

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

The District maintenance department and administration met with local construction consultants to devise a plan to remedy the facility needs and bring them back to a status of “good repair”.
The two teachers on a Provisional Intern Permit are enrolled in the North Coast School of Education and are mentored by district highly qualified teachers within the school district.

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.

Based on the priorities of the District, to maintain facilities in good repair and highly qualified teachers, the planned goal remains the same.

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

Goals and Actions

Goal

Goal #	Description
2	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

Objective 1: 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.	Based on the District Certificated Database, all teachers were highly qualified and appropriately credentialed for their teaching assignment.	Based on the District Certificated database, all teachers at the elementary sites are highly qualified and appropriately credentialed for their teaching assignment. Two teachers (equivalent to 1.4 full		Maintain 100% of District teachers are properly credentialed and assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			time equivalent or 18% of teachers on site) at Mark West Charter Middle School are on a Provisional Intern Permit. They are enrolled in the North Coast School of Education and are mentored by highly qualified teachers within the school district.		
Site/District level professional development records	Eighty percent of District Teachers participated in District Professional Development.	District PD evaluation survey records indicate that 63% of the district teachers participated in District Professional Development	District PD sign in sheets indicate that 84% of the district teachers participated in District Professional Development		Ninety five percent participation of District Teachers in District Professional Development
Annual Williams Report (Appropriate Curricular Materials)	The Annual Williams Report indicated that students are provided with standards-based curricular materials.	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2021. The report indicated that 100% of the MWUSD	The Annual Report to the governing board regarding the Sufficiency of Instructional Materials, as required by the Williams Act, was reviewed and approved by the Mark West Board of Education in September 2022. The report indicated that 100% of the MWUSD		The Annual Williams Report will continue to indicate that students are provided with standards-based curricular materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.	students were provided with high quality standards aligned instructional materials as described in the state curriculum frameworks adopted by the California State Board of Education.		
Site Level Lesson Plans & Principal Observations	Common Core lessons are developed and used by 100% of the District teachers.	Common Core lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS.	Standards-aligned lesson development has reached the 100% target with regards to instructional materials and lessons aligned with the CCSS and ELD Standards.		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.	Based on administrative review, teachers integrated technology into 85% of the curriculum.	Technology continues to be integrated into the curriculum, Teacher lesson plans and administrative observations show integrated technology use 90% of the time or more in classrooms.		Maintain all teacher lessons plans integrate technology into the curriculum.
Formative English Language Matrix and English Language Proficiency Assessments for California (ELPAC)	All teachers will implement the Formative English Language Assessment for EL Students. Baseline data indicates that 7% of EL students are re-	All teachers have implemented the Formative English Language Assessment for EL Students. Current data indicates that 10% of EL students	All teachers have implemented the Student Oral Language Observation Matrix (SOLOM), which replaced the Formative English		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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	designated as fully English proficient and 10% of EL students exhibit growth in English proficiency as measured by the formative assessments.	were re-designated as fully English proficient during the 2021-22 school year and 45% of EL students exhibited growth in English proficiency as measured by the formative assessments, which is an increase of 35%.	Language Assessment for EL Students. Current data indicates that 13% of EL students were re-designated as fully English proficient during the 2022-23 school year and 47% of EL students exhibited growth in English proficiency as measured by the formative assessments.		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 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	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and 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	As measured by staff walkthroughs and teacher lesson plans, all students, including 100% of English Learners, Low Income, foster youth and students with disabilities are receiving a full range of classes and 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		Maintain 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>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).</p>	<p>education, as defined by California Education Code 51210 and 51220(a)-(i).</p>	<p>education, as defined by California Education Code 51210 and 51220(a)-(i).</p>		<p>51210 and 51220(a)-(i) to be measured by staff walkthroughs and teacher lesson plans</p>
<p>California Assessment of Student Performance and Progress (CAASPP) in English/Language Arts</p>	<p>In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.</p>	<p>In 2018-19, 36% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Twelve percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2022.</p>	<p>In 2021-22, 40% of students with economic disadvantages met or exceeded grade level standards. Fourteen percent of students with disabilities met or exceeded grade level standards. Twenty-four percent of our English Learners met or exceeded grade level standards.</p> <p>New data will be coming in the fall of 2023.</p>		<p>Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP ELA to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					level standards to 22%.
California Assessment of Student Performance and Progress (CAASPP) in mathematics	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards.	In 2018-19, 35% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Fourteen percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2022.	In 2021-22, 29% of students with economic disadvantages met or exceeded grade level standards. Fifteen percent of students with disabilities met or exceeded grade level standards. Eleven percent of our English Learners met or exceeded grade level standards. New data will be coming in the fall of 2023.		Increase the percentage of students with economic disadvantages that meet or exceed grade level standards on CAASPP math to 50%. Increase the percentage of students with disabilities that meet or exceed grade levels standards to 25%. Increase the percentage of our English Learners that meet or exceed grade level standards to 22%.
Dynamic Indicators of Basic Early Literacy Skills (DIBELS): Composite Scores	In 2018-19, 37% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2021-22, 62% of students performed at or above the benchmark indicating that these students were likely to meet literacy goals for their grade level.	In 2022-23, when given the Beginning of the Year (BOY) measures, 58% of students performed at or above the benchmark. When given the Middle of the Year (MOY) measures, 62% of 1st-6th graders performed at or above the		Increase the percentage of students that performed at or above the benchmark to 70%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			benchmark indicating that these students were likely to meet literacy goals for their grade level.		

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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.	\$1,855,841.00	No
2.2	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.	\$28,152.00	No
2.3	Monitoring student learning	Progress towards meeting IEP goals will be annually reviewed. Goals will be modified, as needed.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	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.	\$5,288.00	No
2.5	Monitoring student progress	The District will utilize the State dashboard in order to monitor student progress on the Smarter Balanced Assessments.	\$0.00	No
2.6	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.	\$228,888.00	No
2.7	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.	\$24,296.00	No
2.8	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.	\$19,206.00	Yes
2.9	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.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Teacher qualifications will be documented in the District Certificated Database.		

Goal Analysis [2022-23]

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.

There are no differences in planned actions and actual implementation.

While there are no substantive differences in planned actions and actual implementation, we have enhanced our ability to implement these actions in several ways. For example, to monitor student progress we have expanded our formative assessment resources to include tools that provide additional measures of math and literacy, which in turn, helps in the monitoring of specific underperforming student subgroups of concern. Contrary to 2021-22, the District was able to provide academic intervention programs before, during, and after school, giving priority to underperforming students, notably English learners, students with disabilities, and socioeconomically disadvantaged.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were primarily a result of the mid-year addition of Intervention Teachers with new Learning Recovery Grant funding.

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

Upon reflection and our continued focus on underperforming students (economically disadvantaged students, English learner students, and students with disabilities), our professional development action will continue and prioritization will be given to areas of need, including math and literacy, based on analysis of Year 2 outcomes. Year 2 Outcomes show progress in professional development participation by teachers; increases in the number of English Learner students who were redesignated as English Proficient; CAASPP performance in ELA shows increases in the scores of students who are economically disadvantaged and students who are English Learners. In fact, our English Learners surpassed the Desired Outcome attainment of 22% meeting ELA standards. They achieved it at 24%. A review of CAASPP math scores from Spring 2022 shows insignificant progress.

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.

While we are not changing our goals and actions, the District is exploring a new digital student assessment system that will help with monitoring of student assessment data, such that disaggregation of data by significant student subgroups is possible. Specifically, we will

focus on underperforming students such as economically disadvantaged students, English learner students, and students with disabilities. The District is in the process of developing and implementing an Multi-tiered System of Support (MTSS) framework, with a focus on data-based problem solving, in order to apply effective interventions that yield academic improvement for all students, with a specific lens on economically disadvantaged students, English learner students, and students with disabilities

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

Goals and Actions

Goal

Goal #	Description
3	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 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. Individual and group	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 90% show improvement.	Counseling progress report data shows that individual and group sessions have led to improved social-emotional functioning of many counseled students. Currently, 71% show improvement.		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
	intervention counseling sessions has led to positive school climates.				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.	In the most recent in-person instruction school year (2021-22), to date, there were a total of 139 student discipline referrals to the elementary school offices/principals.	In the most recent in-person instruction school year (2022-23), to date, there were a total of 310 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.	There were no student expulsions. The suspension rate decreased by approximately 1% to 11 suspensions at the school site.	There were 0 student expulsions. The suspension rate decreased by approximately 31% compared to the baseline in 20-21. During the 22-23 school year, there have been an average of 9 suspensions at		Through consistent implementation and reinforcement of the BEST program, Second Step, and Tool Box by site administrators, teachers, and staff, school suspensions will be reduced by 25% overall at the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			the elementary level to date.		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	The school/district attendance rates were 96%. Chronic Absenteeism was 11.14%	The school/district attendance rates for the 2021-22 school year to date is 92.3%. The district Chronic Absenteeism rate is 7.7%.	The school/district attendance rates for the 2022-23 school year to date is 72.9%. The district Chronic Absenteeism rate is 27.1%.		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	N/A		N/A
High School- % of students a-g	N/A	N/A	N/A		N/A
High School- % of students CTE completion	N/A	N/A	N/A		N/A
High School-% of students either a-g or CTE completion	N/A	N/A	N/A		N/A
High School- % of students demonstrating college preparedness	N/A	N/A	N/A		N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School- % of students passed an AP exam	N/A	N/A	N/A		N/A
High School- graduation rate	N/A	N/A	N/A		N/A
High School- dropout rate	N/A	N/A	N/A		N/A

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School climate	Established Behavioral Goals through the BEST program will be maintained at the each school.	\$0.00	No
3.2	School climate	The suspension rates, expulsion rates and school attendance rates will annually be reported in the SARC.	\$0.00	No
3.3	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.	\$73,742.00	Yes
3.4	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
3.5	School climate	Zones of Regulation will continue to be used in all special education classes.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	School nutrition	The District will continue to support the National School Lunch Program as documented in the Nutri-Kids system.	\$0.00	Yes
3.7	Academic support	Students at Mark West and San Miguel will be supported by a full time Title I reading teacher.	\$0.00	Yes
3.8	Academic support	Riebli students will be supported by a .50 FTE District funded reading teacher.	\$0.00	Yes
3.9	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 Youth students will be given priority for reading teacher support and blended services during the school day.	\$43,827.00	Yes
3.10	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.	\$250,578.00	Yes
3.11	Academic support	An additional second block of 30 minutes 4 days a week of targeted instruction in the Rtl 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.	\$226,004.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.12	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
3.13	Academic support	The District will continue to provide an additional .4 FTE Psychologist support as documented in the payroll department.	\$49,841.00	Yes
3.14	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 the these students.	\$18,582.00	Yes
3.15	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
3.16	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 [2022-23]

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.

No substantive differences were identified in planned actions and actual implementation of those actions. All actions continue to be carried out, giving priority to students who are economically disadvantaged, foster/homeless youth, English Learners, and students with disabilities.

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

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were a result of updating the distribution of costs between school sites. Additionally, it was determined that no contribution was needed to the cafeteria program due to an increase in revenue.

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

Within the discipline measure which uses office referrals as the metric, our Year 2 Outcome shows significant regression (310 referrals) compared to the prior year (139 referrals). However, upon an informative and reflective discussion with school administrators, it became evident that not all school sites were inputting office referrals consistently into the database and the behavior that constituted an office referral was not consistent across schools either. Through the progress being made on developing the District's Multi-tiered Systems of Support, the District (MTSS), the schools are working to firm up the discipline metric by establishing an expectation of regular, consistent data input of office referrals at each school site and clarification of behavior that constitutes an office referral vs class management. In the area of suspensions and expulsions, the District has experienced a surge of suspensions. The most concerning area is suspension of students with disabilities (42% of suspensions). The District has offered Positive Behavior Intervention Supports (PBIS) training in an effort to reduce suspensions and other behavioral infractions and to give alternatives to suspension when appropriate. Additionally, the hiring of a new school counselor served to address student behavioral and mental health needs proactively. These two ventures have been in development this year, and we expect to see a greater positive impact next year. The Goal effect on chronic absenteeism has not resulted in positive gains at this time. The District has determined through survey data that COVID-19 and family vacations have significantly contributed to chronic absenteeism. The District plans to increase parent education with regards to attendance policies, independent study agreements, and the impact in-school attendance has on a child's success in education.

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.

While planned goals, metrics, and desired outcomes remain the same, the District is working on tools and interventions to improve behavior protocols. Furthermore, the District hired an additional full time counselor to support students through services that will improve school climate and foster school success by using coping strategies in schools. Chronic absenteeism was noted as an area of concern related to the state's Differentiated Assistance measure.

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

Goals and Actions

Goal

Goal #	Description
4	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 for Back to School Night was approximately 73%. Due to the pandemic, this activity was held virtually due to adherence to CDPH guidelines in place at the time.	Parental participation rate for Back to School Night was approximately 77%. Overall participation in Open House was approximately 80%. The district has not held an in person science fair since the pandemic and will resume this event during the 2023-24 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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent surveys and participation in parent meetings, trainings/education.	<p>Parental surveys (school, DELAC) in English and Spanish seeking input for 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.</p> <p>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.</p>	<p>Parent survey completion rate for the 2021-22 school year show that approximately 13% of parents completed surveys</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was a minimum of 15 at the school level and 35 at the district level.</p> <p>Feedback from our parent community included a need for more support in building trust between teachers and students as well as antibullying and nutrition education.</p>	<p>Families, staff and students participated in the YouthTruth Survey. The participation rate was 72%.</p> <p>Given parent meetings, trainings, education sessions developed as a result of parental surveys in English and Spanish, the attendance rate was an average of 17 attendees at the district level and an average of 17 as well.</p> <p>Feedback from our parent community included a need for more support in school safety and stronger extracurricular programs.</p>		<p>Parent survey completion rate will increase to 35% minimum, per survey event.</p> <p>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.</p>

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		order to help parents better understand the educational needs of their children.		
4.2	Parent/community communication	Parent/community outreach will be maintained through websites, social media platforms and other means of communication in English and Spanish.	\$0.00	No
4.3	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 [2022-23]

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.

Parent informational and training opportunities were provided for all District parents in both English and Spanish. Rather than soliciting input from parents through locally developed surveys, the district participated in the national YouthTruth survey in order to allow for parent input as well as having the ability to compare our district's results with other schools in Sonoma County, the State of California and the United States. The district encouraged participation in the survey by parents by promoting participation at school site council meetings, PTA/O meetings, DELAC meetings, and having student feedback ambassadors share access codes with parents before and after school. All planned actions were fully implemented during the 2022-23 school year.

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

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

Parental outreach through the YouthTruth Survey significantly increased overall participation rates thus allowing our district to hear the voices of more parents and increased the level of parental input that will be utilized in decision making. In addition, one objective related to this goal was to create a systemic approach to the monitoring process for promoting our district. As we continue to participate in YouthTruth in years to come, the monitoring process will engage our parent population more fully.

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.

While no changes are being made to planned goals, metrics, desired outcomes, or actions, survey data indicates that our parents want to see the district focus on improving school safety as well as increasing opportunities for extracurricular activities for our students. As a result, the district is increasing safety drills, professional development and training related to safety protocols, as well as emphasizing social emotional learning to increase students' feelings of safety in order to see a decrease in bullying behaviors. Through the Expanded Learning Opportunities Program (ELO-P), the district is offering more opportunities for before and after school enrichment opportunities, another area of need expressed by our parents.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$376,232.00	\$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.05%	0.00%	\$0.00	9.05%

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

Required Descriptions

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

Mark West School District’s percentage of unduplicated students is 52.00%. 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 \$610,824 in 2023-24 on supplemental grant programs. The \$454,407 estimated supplemental grant revenue will be 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. Through the MTSS data based problem solving process, interventions and programs will continue to be implemented as needs among particular subgroups of students are identified as a result of the implementation of our Early Warning System. The district has participated in resource mapping to identify possible interventions and resources available for

students needing interventions in academics, social emotional learning, and behavior. Particular attention will be paid to supporting our English Learners, socioeconomically disadvantaged students, as well as our students with disabilities.

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 Student Oral Language Observation Matrix (SOLOM). 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 SOLOM. In addition, professional learning opportunities are being planned that focus on instructional strategies that support reading across curricula that will support our English Learners such as sentence frames and access to vocabulary banks.

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 student safety and bullying. 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. Particular attention will be paid to education and supporting families and students to increase attendance especially amongst sub groups including

Action 3 in Goal 3 states that an additional second block of 30 minutes 4 days a week of targeted instruction in the Rtl 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 Enrichment Academy will also be provided during the summer of 2023. 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 Enrichment Academy, a 3 week program focused on both academic and social needs of our unduplicated students. The intended outcome is increased participation in intervention programs as measured by school attendance logs.

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

Through the implementation of our Multi-Tiered System of Support system, services will be principally directed towards the needs of our unduplicated students based on the needs as determined through the Early Warning System and problem analysis. 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 enrichment academy in 2023. 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 Rtl model will be provided for unduplicated students. ELL and RFEP students will be given priority for instructional support programs, including student tutorials, support from para-educators, before and after school programs, and reading teacher support, summer enrichment academy and Blended Services (RTI) during the school day.

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

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,765,931.00	\$239,958.00		\$90,498.00	\$3,096,387.00	\$3,072,091.00	\$24,296.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	School facilities	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Highly qualified teachers	All	\$272,142.00	\$0.00	\$0.00	\$0.00	\$272,142.00
1	1.3	Highly qualified teachers	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.4	Highly qualified teachers	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Professional development	All	\$1,855,841.00	\$0.00	\$0.00	\$0.00	\$1,855,841.00
2	2.2	Common Core aligned instruction	All	\$8,664.00	\$19,488.00	\$0.00	\$0.00	\$28,152.00
2	2.3	Monitoring student learning	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.4	Monitoring student progress	All	\$0.00	\$5,288.00	\$0.00	\$0.00	\$5,288.00
2	2.5	Monitoring student progress	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.6	Academic support	All	\$99,087.00	\$118,449.00	\$0.00	\$11,352.00	\$228,888.00
2	2.7	Core curriculum	All	\$0.00	\$24,296.00	\$0.00	\$0.00	\$24,296.00
2	2.8	English Learners	English Learners Foster Youth Low Income	\$19,206.00	\$0.00	\$0.00	\$0.00	\$19,206.00
2	2.9	Core curriculum	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	School climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.2	School climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.3	School climate	English Learners Foster Youth Low Income	\$73,742.00	\$0.00	\$0.00	\$0.00	\$73,742.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	School climate	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.5	School climate	Students with Disabilities	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.6	School nutrition	Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.7	Academic support	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.8	Academic support	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.9	Academic support	Foster Youth Low Income	\$0.00	\$43,827.00	\$0.00	\$0.00	\$43,827.00
3	3.10	Academic support	English Learners Low Income	\$250,578.00	\$0.00	\$0.00	\$0.00	\$250,578.00
3	3.11	Academic support	English Learners Foster Youth Low Income	\$152,161.00	\$0.00	\$0.00	\$73,843.00	\$226,004.00
3	3.12	Student well-being	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.13	Academic support	English Learners Foster Youth Low Income	\$15,928.00	\$28,610.00	\$0.00	\$5,303.00	\$49,841.00
3	3.14	Student well-being	English Learners Foster Youth Low Income	\$18,582.00	\$0.00	\$0.00	\$0.00	\$18,582.00
3	3.15	Academic support	English Learners Foster Youth Low Income	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.16	Academic support	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.1	Parent/community involvement	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.2	Parent/community communication	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	Parent input in decision making	All					

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$4,159,095.00	\$376,232.00	9.05%	0.00%	9.05%	\$530,197.00	0.00%	12.75 %	Total:	\$530,197.00
								LEA-wide Total:	\$378,036.00
								Limited Total:	\$171,367.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$19,206.00	
2	2.9	Core curriculum	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$0.00	
3	3.3	School climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$73,742.00	
3	3.6	School nutrition	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$0.00	
3	3.7	Academic support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Mark West and San Miguel	\$0.00	
3	3.8	Academic support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: John B Riebli	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.9	Academic support	Yes	LEA-wide	Foster Youth Low Income	Specific Schools: Mark West, San Miguel	\$0.00	
3	3.10	Academic support	Yes	LEA-wide	English Learners Low Income	Specific Schools: John B Riebli	\$250,578.00	
3	3.11	Academic support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$152,161.00	
3	3.12	Student well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
3	3.13	Academic support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,928.00	
3	3.14	Student well-being	Yes	LEA-wide	English Learners Foster Youth Low Income		\$18,582.00	
3	3.15	Academic support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$0.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$3,165,712.00	\$2,860,166.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	School facilities	No	\$0.00	\$0.00
1	1.2	Highly qualified teachers	No	\$587,891.00	\$251,367.00
1	1.3	Highly qualified teachers	No	\$0.00	\$0.00
1	1.4	Highly qualified teachers	No	\$0.00	\$0.00
2	2.1	Professional development	No	\$1,793,192.00	\$1,787,638.00
2	2.2	Common Core aligned instruction	No	\$14,561.00	\$14,268.00
2	2.3	Monitoring student learning	No	\$0.00	\$0.00
2	2.4	Monitoring student progress	No	\$5,250.00	\$1,645.00
2	2.5	Monitoring student progress	No	\$0.00	\$0.00
2	2.6	Academic support	No	\$89,760.00	\$144,224.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Core curriculum	No	\$24,296.00	\$19,639.00
2	2.8	English Learners	Yes	\$19,078.00	\$19,344.00
2	2.9	Core curriculum	Yes	\$0.00	\$0.00
3	3.1	School climate	No	\$0.00	\$0.00
3	3.2	School climate	No	\$0.00	\$0.00
3	3.3	School climate	Yes	\$44,632.00	\$70,979.00
3	3.4	School climate	No	\$0.00	\$0.00
3	3.5	School climate	No	\$0.00	\$0.00
3	3.6	School nutrition	Yes	\$0.00	\$0.00
3	3.7	Academic support	Yes	\$0.00	\$0.00
3	3.8	Academic support	Yes	\$0.00	\$0.00
3	3.9	Academic support	Yes	\$41,665.00	\$0.00
3	3.10	Academic support	Yes	\$241,823.00	\$252,283.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	Academic support	Yes	\$249,490.00	\$240,045.00
3	3.12	Student well-being	Yes	\$0.00	\$0.00
3	3.13	Academic support	Yes	\$34,989.00	\$39,991.00
3	3.14	Student well-being	Yes	\$19,085.00	\$18,743.00
3	3.15	Academic support	Yes	\$0.00	\$0.00
3	3.16	Academic support	No	\$0.00	\$0.00
4	4.1	Parent/community involvement	No	\$0.00	\$0.00
4	4.2	Parent/community communication	No	\$0.00	\$0.00
4	4.3	Parent input in decision making	No		

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$312,120.00	\$480,882.00	\$512,379.00	(\$31,497.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.8	English Learners	Yes	\$19,078.00	\$19,344.00		
2	2.9	Core curriculum	Yes	\$0.00	\$0.00		
3	3.3	School climate	Yes	\$44,632.00	\$70,979.00		
3	3.6	School nutrition	Yes	\$0.00	\$0.00		
3	3.7	Academic support	Yes	\$0.00	\$0.00		
3	3.8	Academic support	Yes	\$0.00	\$0.00		
3	3.9	Academic support	Yes	\$0.00	\$0.00		
3	3.10	Academic support	Yes	\$184,452.00	\$192,758.00		
3	3.11	Academic support	Yes	\$178,646.00	\$170,564.00		
3	3.12	Student well-being	Yes	\$0.00	\$0.00		
3	3.13	Academic support	Yes	\$34,989.00	\$39,991.00		
3	3.14	Student well-being	Yes	\$19,085.00	\$18,743.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.15	Academic support	Yes	\$0.00	\$0.00		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$3,696,352.00	\$312,120.00	0.00%	8.44%	\$512,379.00	0.00%	13.86%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 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 or when adding a new metric.

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

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

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

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

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

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

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

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