Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Los Molinos Unified School District	Joey Adame, MA, MS Superintendent	jadame@lmusd.net 530.384.7826

Plan Summary [2021-22]

General Information

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

The town of Los Molinos consist 2,037 residents and is located 22 miles north of Chico, CA off Hwy 99 in Tehama County. The town of Vina is located south of Los Molinos with a population of 237 residents and the town of Tehama is three miles west from Los Molinos. Los Molinos, Vina, and Tehama are rural, agricultural based communities with rich historical backgrounds that date back to early 1800's railroad construction and Mexican land grants. The median income for a household in this area is between $36,996 and $43,211. Many of the families live below the poverty line.

Los Molinos Unified School District has three schools. The district covers 60 miles square miles and serves a population of 2,684. Within the boundaries of Los Molinos Unified are the towns of Los Molinos and communities of Vina and Tehama. Enrollment in the district's schools currently numbers 584 students. Of Los Molinos Unified Students, 72% (423 students) qualify for free and reduced lunch, and 14% (84 students) are English Learners. Los Molinos has an average daily attendance of 95%, a rate we are extremely proud of.

Los Molinos Unified has embarked in a new journey! Our new vision is to provide high quality instruction, student achievement, closing the achievement gap, developing literacy and academic language across all grades levels, developing college and career pathways in a 21st century learning environment, and support for all students through Response to Intervention (RTI), and Positive Behavioral Interventions and Supports (PBIS). Our Superintendent is committed to ensuring all students supported and experience academic success.

Reflections: Successes

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

Suspension Progress Indicator

- Overall, the district decreased 1% from 4.3% to 3.3%
- Socioeconomic students increased 0.01% from 3.8% to 3.9%
- Students with disabilities decreased 4.1% from 12.3% to 8.2%
- Caucasian/White students decreased .0.8 % from 5.2% to 4.4%
- Hispanic students increased 0.5% from 1.6% to 2.1%
- English Learners decreased from 2.4% to 0.08%

English Language Arts Progress Indicator

- Grades 3-8 and 11 in district maintained 0.2 points and -22.2 below level 3 with a color change of yellow to orange.
- English Learners maintained at 0.5 points and -47.8 points below level 3 and are now a CI color of orange.
- White students improved from 8.2 points are -2.6 points below level 3 with a CI color of green.
- SWD are low with 67.8 points below level 3 with no color due to population size. SWD increased by 23.4 points.

College and Career Readiness Indicator

- The district increased 2.4% points to 43.2% of students being prepared and an overall color dashboard indicator of green.
- Socioeconomic disadvantaged students increased 2.5% to 36.7% being prepared and CI color of green.
- Hispanic students declined 10% to 30% being prepared.
- White students increased 11.5% to 50% being prepared.

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.

Graduation Rates Progress Indicator
- The district decreased by 6.4%, from 92.1% to 85.7%.
- Socioeconomic disadvantaged decreased 4.3% from 90.3% to 86%.
- English Learners was not factored in due to less than 11 students.
- Caucasian students decreased by 6.6% from 94.1% to 87.5%.

- Hispanic students decreased 4.7% from 90% to 85.3%.

Plan of Action to Maintain and Improve
- Continue to Implement Cyberhigh on-line credit recovery program with periods during the day and after school.
- Continue to implement co-teaching opportunities to assist SPED students in meeting diploma track requirements
- Monitor students at-risk of not meeting graduation requirements early
- Review grading practices to ensure they are aligned to board policy and our district-wide
- MTSS/RTI format

Chronic Absenteeism Progress Indicator
- The district increased by 4.5% to 16.3% and moved from dashboard color yellow to red.
- Socioeconomic disadvantaged students increased 5.9% to 18.3% and moved from color yellow to red on the dashboard indicator.
- Students with disabilities increased 4.1% to 24.1% and moved from color yellow to red.
- White students increased 6.3% to 18.4% and moved from yellow to red.
- Hispanic students increased 2.3% to 13.3% and maintained at CI color of orange.
- English Learners increased 2.1% to 14.7% and maintained at CI color of orange.

Plan of Action to Maintain and Improve
- Each site Principal will monitor and review monthly ADA counts and meet with students experiencing chronic absences.
- Student support staff will provide social skill streaming support for those students.
- Early preventative meetings will be held with parents and students to provide support.
- SST's will be held early to support students.
- Home visits will be conducted to identify and locate students.

Math Progress Indicator

- Grades 3-8 and 11 in district maintained 43.8 points below level 3. The district maintained 2.6 points and moved from yellow to the orange color band in the dashboard indicator.
- English Learners increased 13.9 points and are 55.8 points from level 3 with a CI color of yellow.
- Socioeconomic disadvantaged students increased 4.8 points but still 49 points below level 3 and a CI color of yellow.
- Students with disabilities are 102.9 points below level 3 and increased 14.8 points.
- Hispanic students increased 13.2points and are now 48.5 points from level 3 with a CI color of yellow.
- White students decreased 4.3 points are 34.1 points from level 3 with a CI of orange.

Plan of Action to Maintain and Improve

- Vertical articulation between grades 3-12 to ensure curriculum alignment and lesson discussions

- Lesson study opportunities for all across sites
- Implement teacher lead instructional rounds centered around high leverage instructional strategies
- After school opt-in workshops to build capacity and support improved math instruction
- District Admin PLC review to monitor key indicators of performance and provide sites with support in areas of need and scale-out best practices
- Continue performance task alignment to Project based learning
- Secure Math Consultant to provide PD and support for teachers
- Continue to Implement SBAC block assessments with analysis and SMART goal monitoring

English Language Arts Progress Indicator
Identified Need
- Grades 3-8 and 11 in district maintained 0.2 points and -22.2 below level 3 with a color change of yellow to orange.
- English Learners maintained at 0.5 points and -47.8 points below level 3 and are now a CI color of orange.
- Hispanic students declined at 3.1 points and are 38.3 points below level 3 and are now a CI color of orange.
- Socioeconomic disadvantaged students declined 0 points and are 30 points below level 3 with a CI color of orange.
- White students improved from 8.2 points are -2.6 points below level 3 with a CI color of green.
- SWD are low with 67.8 points below level 3 with no color due to population size. SWD increased by 23.4 points.

Plan of Action to Maintain and Improve
- Continue to increase use of academic language.
- Continue to implement district wide writing benchmarks for grades 3-11 with rubric analysis
- Continue to implement SBAC block assessments with analysis and SMART goal monitoring
- Continue to implement and revise curriculum guides to ensure Common Core alignment
- Continue to use I-Ready program to fill-in the gaps.
- Continue to implement differentiation and ELD strategies.

Los Molinos Unified identified a performance gap with Graduation rates, and student performance on the English Language Arts and Mathematics.

The LMUSD all student indicator for the Graduation rate is 85.7% which is a decline from 92.1% in 2019.
Latino students declined from 90% to 85.3%. Caucasian students decreased by 6.6% from 94.1% to 87.5%.
In the analysis of the Graduation indicator, we recognize that a majority of our students regardless of race are from low-income or poverty families. LMUSD must provide a "blanket" approach to these students to ensure they are provided the support and monitoring approach starting at 10th grade to ensure they are given opportunities to pass current courses and recovery of credits through the Cyberhigh program.

Through the reconfiguration of the CTE pathways which consist of articulated and dual enrolled courses and new industry certifications, it is our belief that students will be provided more options for engagement, A-G completion, and diploma track sequences which in turn will increase graduation rates.

LMUSD will look into options for recognizing a certificate of completion as a graduate for the purpose of graduation data for our special education students. This could be in the form of a School Board Proclamation.

The LMUSD all student indicator for English Language Arts is Orange with a status of Low (22.2 points below level 3) whereas Students with Disabilities English Language Arts is Very Low (67.8 points below level 3) and Hispanic Students is Low (38.3 points below level 3).

The LMUSD all student indicator for Math is Orange with a status of Low (43.8 points below level 3) whereas students with disabilities is Very Low (102.9 points below level 3) and English Learners is Low (55.8 points below level 3).

School Climate and Student Engagement
LMUSD is committed to full implementation of PBIS, MTSS, and RTI programs. This process will ensure our students will flourish academically and socially. Especially during post pandemic transitions to full in-person instruction. Many of our students have suffered isolation which can lead to depression and other mental health concerns

LCAP Highlights

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

LMUSD retained all previous LCAP goals as they specifically address learning for all student populations, positive school cultures, and continuous improvement of pedagogy.
We added and refined applicable actions to target student student learning loss, mental health, and safety protective measures.

LMUSD has been offering In-Person instruction since August 12, 2021. Our protocols have changed slightly throughout the year, but for the most part, we had great success in meeting the needs of our students.

LMUSD LCAP Goals are:

1. All Students will achieve proficiency in core subject areas as measure by CAASPP.
2: All students will have a safe, and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.
3. All students will graduate from high school ready for college and/or career.
4. All English Learners will move towards proficiency in English
5. LMUSD will support 21st Century Learning

The LMUSD School Board Goals and Action Plans for 2020-2023 are :

1. All Administrators and Teachers will participate in Professional Learning Communities district wide.
2. Implement Common Core State Standards
3. Provide a Consistent Articulated Instructional Program K-12.
4. Technology is Accessible to all Students and Teachers.
5. All Students, including English Learners, will become Proficient in Math and ELA.
6. All Students will graduate from High School prepared for College or Career.
7. Maintain a Positive School Climate.

Through the analysis of multiple measures of data including the new California Dashboard, the required LCAP metrics and multiple measures, the actions support the LCAP and Board Goals:

- Develop SMART Goals by grade level or department
- PLC training will be provided to teachers
- Consistently implement the Cycle of inquiry to determine student learning loss and make changes to instruction design as needed
- Regular Teacher Collaboration will use PLC format
- Individual student results are presented and discussed in PLC's (grade level/depts.) and reported to administration
- Grade Level/Subject Area Common Formative Assessments
- Train teachers K-12 in the implementation of the Common Core State Standards in ELA, Math College & Career Readiness and NGSS
- Adopt and purchase Common Core aligned materials as they become available in ELA, Math and NGSS
- Principals conduct weekly classroom walkthroughs focused on implementation of CCSS
- Provide PPE for all students, teachers, and staff ongoing
- Articulate a K-12 Instructional Continuum incorporating vertical alignment and School-to-School Transition in ELA, Math College & Career Readiness and NGSS
- Schedule two articulation meetings per year with all schools
- Purchase 1:1 devices to ensure all students have access whether in-person or distant learning instruction
- Development of student device replacement plan
- Monitor student mental health due to school closure isolation or lack of activities
- Develop and Implement Digital Citizenship expectations by grade level
- Integrate 21st Century Teaching and Learning in all classrooms K-12
- Professional development to support 1:1 device integration and Project Based Learning
- Professional development regarding National Educational Technology Standards (NETS)
- Teachers update the parent AERIES gradebook to ensure parents and students have access to weekly grade reports
- Implement state-adopted ELD standards across all content areas and grade levels
- Adopt and implement state-adopted ELA/ELD curriculum grades K-5
- Monitor implementation of adopted ELA/ELD curriculum grades 6-12
- Review master schedules to schedule ELD instructional time

- Professional Development on Instructional Strategies (on-going)
- ELPAC data and identification
- Utilize AERIES/Illuminate to track English Language Learner progress
- Develop individualized student learning plans for all students
- All teachers will use common assessments to inform instruction
- Provide Early intervention to students at risk of not passing a class
- Offer multiple opportunities for credit recovery
- Offer PSAT/SAT/ACT tutorials
- Implement multiple career pathway academies
- Provide students with learning opportunities to ensure success on EAP and CAASPP
- Update Emergency plans to align with current research
- On-going training for all staff K-12 in ALICE model
- K-12 collaboration on behaviors: teaching and learning are not distracted; disruptions are minimized; drugs, violence, bullying and
   fear are not present; roles and responsibilities for teachers, classroom aides and
administration
- Promote a scholarly environment at all schools K-12
- Implement student reward systems, behavioral expectations teaching method K-12
- Visit model PBIS schools for ideas and support
- Implement more opportunities for students to participate in school
- Implement emergency drills per Ed Code
- Training in crisis prevention, mediation and conflict resolution as appropriate
- Utilizing prevention strategies to maintain positive School climate

Transition to In-Person Instruction:

Student Academic Achievement/Learning Loss
Implement District-wide writing benchmarks four times a year and use Illuminate to disaggregate the data for baseline and student growth.
Provide MTSS/RTI training to all teachers.

To recover learning loss, LMUSD will offer Summer School and After School Tutorials that are aligned to daily core instruction and credit
recovery options. Students will be selected based on academic achievement analysis of formative/summative assessments and grades

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.

In the Los Molinos Unified School District, the Los Molinos Elementary School has been eligible for Comprehensive Support for the 2020-2021 school year.

Support for Identified Schools

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

LMUSD has implemented Positive Behavior Intervention Systems (PBIS) district-wide. PBIS has assisted our schools to develop social, culture, and the behavior supports needed to improve academic, social and emotional outcomes for all students. PBIS will also help to reduce or eliminate poor behavior schoolwide through encouragement of positive behavior. LMUS has developed additional interventions within the school discipline policies. By ensuring a progressive discipline process is in place, students will receive valuable teachable moments that will give them essential social skills needed to avoid violating school offenses. In addition, the discipline teacher referral form has been revised to compliment the MTSS tiered interventions in place.

Monitoring and Evaluating Effectiveness

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

Schools will collect data on the number of students receiving school-wide rewards. We will measure the increase in number of students receiving recognition for displaying positive character traits. Discipline referrals and suspensions will be monitored every 2 weeks to ensure alignment to the progressive discipline process. The goal is to reduce the number of suspensions by focusing on creating a more positive school climate, establishing standard behavioral expectations, and increasing alternatives to suspensions.

Stakeholder Engagement

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

LMUSD held the following meetings:

Meeting date:
April 29, 2021

Who Attended:
Parents, Students, Teachers, Classified Staff, Administrators, Board Member

What was reviewed?
1. Review of the LCAP Process including State Priorities
2. Stakeholder input
3. Data Points
4. California Dashboard Measures
5. LCAP Goal Review
6. LMUSD Board Goals and Actions in relation to LCAP Goal Alignment
7. Review of Student Achievement Data per Goal
8. Review of Actions and Services
9. Review of Lag and Lead Metrics
10. Timeline Review

Meeting date:
May 21, 2021

Who Attended:
Parents, Students, Teachers, Classified Staff, Administrators, Board Members

What was reviewed?
1. Recap of Board Goals and Actions
2. Recap of Revised LCAP goals based on input
3. LMUSD District Priorities
4. Site Actions and Services
5. Correlation of LCAP, Boards, and SPSA's

Each School Site presented to their School Site Council and ELAC committees during the SPSA formulation. Each SPSA goal mirrors LCAP goals.

A summary of the feedback provided by specific stakeholder groups.

Student learning loss support and ensuring protective measures continue were the common concerns from all stakeholders. Many were very appreciative that LMUSD made "in-person" instruction a priority throughout the school year.

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

LMUSD made necessary changes to include a variety of student supports targeting learning loss such as extended school year options for those students that are credit deficient or not showing improvement according to local common assessment data analysis.

Goals and Actions

Goal

Goal #	Description
1	All students will achieve proficiency in core subject areas as measured by the State Assessment (CAASPP).

An explanation of why the LEA has developed this goal.

The goal of LMUSD is to increase student achievement for all students. We have identified performance gaps in various student populations that require actions and services to ensure we are meeting their needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Student Average Distance from Level 3 in English Language Arts (ELA) for all students including applicable Student Groups	Grades 3-11: Low-22.2 English Learners: Low-47.8 SED: Low-30 SWD: Very Low-67.8 Hispanic: Low-38.3 White: Low -2.6				Grades 3-11: Low-12 English Learners: Low-28 SED: Low-20 SWD: Low-50 Hispanic: Low-20 White: Low-1.0
CAASPP Student Average Distance from Level 3 in Math for all students including applicable Student Groups	Grades 3-11: Low-43.8 English Learners: Low-55.8 SED: Low-49 SWD: Very Low-102.9 Hispanic: Low-48.5 White: Low -34.1				Grades 3-11: Low-31 English Learners: Low-42 SED: Low-41 SWD: Very Low-75 Hispanic: Low-34 White: Low-24
Establish performance levels on new District-	Baseline will be determined at the end of 2021/2022				District-wide writing assessments:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
wide writing assessments					LMHS: 70% Proficiency LME: 70% Proficiency Vina: 80% Proficiency
I-Ready Assessment Results	Vina/Math: 52% growth needed to be at grade level proficiency level Vina/ELA: 60% growth needed to be at grade level proficiency LME/Math: 45% growth needed to be at grade level proficiency LME/ELA: 39% growth needed to be at grade level proficiency				Vina/Math: 25% growth needed to be at grade level proficiency level Vina/ELA: 38% growth needed to be at grade level proficiency LME/Math: 40% growth needed to be at grade level proficiency LME/ELA: 30% growth needed to be at grade level proficiency
Establish baseline performance levels on SBAC ELA and Math Block Assessments	No Data to Report due to March 18 Covid Closure				Establish baseline performance levels on SBAC ELA and Math Block Assessments
Increase proficiency on CAASPP Science Assessments	No Data to Report due to March 18 Covid Closure. Baseline will be determined once the state assessment is given				Increase proficiency on CAASPP Science Assessments:
Common Core Adoptions	2019/2020: Science LMHS: 1 LME: 1				Common Core Adoptions: LMHS: ELA: 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Vina: 1				LME: Math: 1 Vina: Math: 1
Measureable Common Assessments per grade level or subject area	2019/2020: 50%				Measureable Common Assessments per grade level or subject area: 90%
Weekly PLC aligned agenda and logs	2019/2020: 60%				Weekly PLC aligned agenda and logs: 100%
Admin weekly common core aligned classroom visits	2019/2020: 75%				Admin weekly common core aligned classroom visits: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessment Programs to determine student learning loss	Implement assessment programs to assist with the cycle of inquiry to inform instruction. Programs include; I-Ready Assessment and Intervention Program, Illuminate Data Disaggregation software, Renaissance Accelerated Reader, and CAASPP preparation. Continue to offer AP courses and increase sections as teachers become trained.	$83,882.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Curriculum and Instruction	Support implementation of Common Core State Standards. Increase proficiency on CAASPP Science Performance. Purchase textbook adoptions in grades 6-12. Increase professional development in literacy and writing standards across core subject areas.	$74,160.00	No
3	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data	Increase analysis of student achievement data using PLC format. Monitor SMART goals per site and inform instruction. Provide additional PLC training for new teachers by Fall of 2021. Implement and monitor data analysis using a data management system. LMUSD will support extra duty compensation for a designated teacher to assist in building teacher capacity, facilitate professional learning and provide support to both teachers and administrators.	$22,890.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All students will have a safe and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.

An explanation of why the LEA has developed this goal.

LMUSD strongly believes safe and positive school cultures are vital to the learning success of all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance percentage by school

Suspension rate

Expulsion rate | The current attendance rates for 2019/2020 as of April 2020:
School Attendance Rate
LME: 94.97%
Middle School: 96.45%
Vina: 96.12%
LMHS: 95.83%

The current suspension rates for 2019/2020 as of May 2020 (AERIES REPORT):

2019/2020 by School:
LME: 2.9%
Vina: 0%
LMHS: 4.9% | | | | School Attendance Rate
LME: 98%
Middle School: 98%
Vina: 98%
LMHS: 97%

The current suspension rates for 2019/2020 as of May 2020 (AERIES REPORT):

2023/2024 by School:
LME: 1%
Vina: 0%
LMHS: 1.5%

2023-2024: Expulsion rate = 0 |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
# students served by individual and/or group counseling # of referrals to outside agencies Local Indicator Survey Measures for School Climate and Parent Engagement) Chronic absenteeism rates district wide Increase Parent Engagement district wide Fully qualified and credential teachers Annual FIT results will demonstrate progress	2019-2020: Expulsion rate = 0 80 # students served by individual and/or group counseling 15 # of referrals to outside agencies Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard 2018-2019 Chronic absenteeism: 16.3%-Red Dashboard 2019-2020 Increase Parent Participation rate: 7% determined by sign-in sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council. (Limited Due to Covid) 100% of teachers are fully qualified and				As needed: Every student in need will be provided counseling. # students served by individual and/or group counseling # of referrals to outside agencies Continue reporting of state and local indicators on the 2020 Dashboard 2023-2024 Chronic absenteeism: 6%-Blue Dashboard 2023-2024Increase Parent Participation rate by: 35% determined by sign-in sheets of DELAC, ELAC, Back to School Night, College and Career Nights, and School Site Council. (Limited Due to Covid) 100% of teachers are fully qualified and appropriately credentialed. Fit Results per School: 2023/2024:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	appropriately credentialed. Fit Results per School: 2019/2020: LMHS: 97%: Good LME: 98%: Good Vina: 98% Good				LMHS: 99%: Good LME: 99%: Good Vina: 99% Good

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff supports for all students	LMUSD will ensure support for students by funding a School Counselor, Student Behavior Support Assistant, School Psychologist, Health Assistant and .3 FTE District Nurse. These positions are critical for the continued implementation of PBIS, MTSS and student health services. Additionally, there will be one two Social Work Interns to ensure support for students and families. LMUSD will continue to conduct a Student School Climate and Parent Engagement survey as part of the Local Indicator reporting measures.	$373,673.00	Yes
2	Positive School Cultures	PBIS (Positive Behavior Intervention Systems) and MTSS (Multi-Tiered Systems of Support) professional development will provided to new teachers in 2021/2022. A district level PBIS and MTSS team will continue to oversee the implementation phases of these comprehensive programs. An incentive program for students who meet PBIS standards will be maintained.	$36,540.00	Yes
3	Extracurricular activities for students	The District will provide opportunities for engagement in athletic and creative endeavors outside the school day. The District will provide stipends for extra-curricular activities.	$190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Transportation of all students	The District continues to provide home-to-school transportation for all students. This cost is above and beyond the State calculated MOE. In our rural low-socioeconomic area, transportation services are key to the instructional program, as our students would not attend school if we did not provide these services.	$145,000.00	Yes
5	Continue to fund a .4 FTE Physical Education Teacher at the High School level	The District will fund .5 FTE for a Physical Education Teacher at Los Molinos High School to support health and nutrition, physical activity and positive behavior.	$45,000.00	Yes
6	Social and Emotional Supports for all Students.	LMUSD will continue to support social skill counseling and Peer Mediator Programs at all school sites.	$6,000.00	Yes
7	Clean and safe school facilities	LMUSD will continue to maintain facilities that are safe and conducive to a positive learning environment.	$883,450.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	All students will graduate from high school ready for college and career.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
PSAT participation rates for Juniors Dual enrollment rate Students EAP ready Students completing CTE pathways AP exam results FFA State Degree rate A-G course completion ACT benchmark scores	PSAT participation rate of Juniors in 19-20: 70% ACT participation rate of Juniors in 19-20: (Due to the March 18, 2020 closure, we did not administer this exam). # Seniors earning 4 ACT benchmark scores in 19-20 (Due to the March 18, 2020 closure, we did not administer this exam).				PSAT participation rate of Juniors in 2023-24: 70% ACT participation rate of Juniors in 2023-24: 80% 35 # Seniors earning 4 ACT benchmark scores 80 # of completer's of sequential Career Pathways # students with EAP: Ready in ELA Ready in Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ACT student participation Students completing industry certifications D and F Rates Graduation Rates	# of completer's of sequential Career Pathways in 19-20: 79
# students with EAP in 19-20: Due to the March 18, 2020 closure, we did not administer this exam). Ready in ELA Ready in Math Conditional in English Conditional in Math # of scores on AP tests in 19-20 with a score of 3 or better= 10 For 19-20: 24.1% of students complete all A-G course requirements Graduation rate in 19-20= 85.7% # FFA state degrees in 19-20= 1 # of students completing industry certifications: 38				Conditional in English Conditional in Math # of scores on AP tests in with a score of 3 or better= 24 41% of students complete all A-G course requirements Graduation rate in = 95% # FFA state degrees = 12 # of students completing industry certifications: 45 D and F Rates: 200

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2019/2020: D and F Rates: 274				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Career and Technical Education Offerings for all students	LMUSD will continue offering CTE Pathways that meet the qualifications of CDE which include; student work based learning, job shadows, industry certifications, student internships, and cross curricular CTE theme instruction.	$340,000.00	Yes
2	Credit Recovery Options for High School Students	LMUSD will support the implementation of a credit recovery program at LMHS. Students at-risk of not meeting A-G and Diploma requirements will be provided this intervention as early as 10th grade. Designated teachers at LMHS will provide credit recovery facilitation during the master schedule. Summer school will be provided for students as yet another option to meet necessary requirements. Students that need A-G acceleration for post secondary will also be given this opportunity. LMUSD will support dual enrollment and articulated courses at LMHS. LMUSD will support after school tutorial assistance to students at LMHS to ensure they pass current diploma and A-G courses.	$49,800.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	All English Learners will move towards proficiency in English

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the % of EL students "At-Risk" of becoming LTEL's. Increase the % of EL Students moving one performance band in the ELPAC assessment.	The % of EL students "At-Risk" of becoming LTEL's decreased by 3.3% in 2019-2020 English learners take an annual test that assesses their progress in learning English. This test, known as the Summative ELPAC, is normally given in the spring, but the 2019-20 test was suspended when schools closed in the spring as a result of Covid-19. As a result, we do not have Summative ELPAC				Decrease the % of EL students "At-Risk" of becoming LTEL's by 5% in 2023-24 Increase the % of EL Students moving one performance band in the ELPAC assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Decrease the % of LTEL's. Increase the % of EL students making progress on the California Dashboard English Language Proficiency Indicator	data to report on our English learners for the 2019-2020 school year The % of LTEL's decreased by 1.2% In March 2020, the U.S. Department of Education approved California's request to waive statewide accountability and reporting requirements for the 2019–2020 school year. In June 2020, California approved Senate Bill (SB) 98, which prohibits the California Department of Education (CDE) from publishing state and local indicators in the 2020 Dashboard. Therefore, schools do not have data to report based on the California Dashboard				Decrease the % of LTEL's in 2023-24 by 3% Increase the % of EL students making progress on the California Dashboard English Language Proficiency Indicator

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supports for ELD Students	Ensure ELD supports are in place for students K-12. This includes ELD instruction at the high school level. Designated and Integrated ELD K-6 and ELD instruction at the Middle School grades. Purchase necessary supplemental materials to ensure students have access to core instruction and ELD instruction.	$15,000.00	Yes
2	ELD Master Plan Implementation and Professional Development	LMUSD will provide professional development in the implementation of ELD standards for new teachers in 2021-2022. To ensure all components of the new EL Master Plan are in place, LMUSD will support extra duty compensation for designated teachers to provide ELPAC testing coordination and EL reclassification for each site. Additionally, Bilingual Paraprofessionals will assist in Integrated/Designated ELD, ELPAC Testing and Reclassification process.	$68,840.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	LMUSD will support 21st Century Learning in all Schools.

An explanation of why the LEA has developed this goal.

With the demand on meeting the needs of all students through distance learning, and providing

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District wide one device brand and function application	District wide one device brand and function application: 100% Chromebooks				District wide one device brand and function application: 100% Chromebooks
Individual school 1:1 student to device ratios	Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%				Individual School 1:1 student device ratios: LMHS: 100% LME: 100% Vina: 100%
Project Based Learning PD	Project based learning PD for all schools in 2019/2020 was cancelled due to statewide closures				Project based learning PD for all schools by 2023-2024 will have all Teachers trained

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Evidence of Google Classroom and other digital platforms being used	Google classroom and other digital platforms being used in all schools: 100%				Google classroom and other digital platforms being used in all schools: 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Technology Implementation districtwide	LMUSD will continue to develop and maintain infrastructure necessary to support sufficient devices to achieve wide-spread access, with the goal of achieving 100% 1-1 computing for grades K-12. Replace, repair, and/or upgrade 20% of all student devices annually.	$60,000.00	Yes
2	Continue to expand PBL Districtwide	Provide PBL (Project Based Learning) for all sites. Continue to provide PBL professional development for the 2021/2022 school year. PBL lesson development release time will be provided at the discretion of site administration. PBL lesson kits will be purchased by grade level. Flexible Seating classroom expansion. Move towards flexible seating in all classrooms with plans to expand to all classrooms.	$90,000.00	Yes

Goal Analysis [2021-22]
An analysis of how this goal was carried out in the previous year.

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
25.86%	$1,303,535

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

Required Descriptions

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

Goal #1: All students will achieve proficiency in core subject areas as measured by CAASPP.
Response: The Professional Learning Community Model provides a consistent system of analyzing student achievement data. Through the implementation of common formative assessments and the disaggregation of that data using the Illuminate program, LMUSD is able to review subgroup data and determine changes to instruction or curriculum to better serve foster students, english learners, and low socioeconomic students.

Goal #2: All students will have a safe, and supportive school culture, climate, and learning environment that encourages physical, mental, and emotional health.
Response: By ensuring LMUSD has the appropriate staff available to meet the needs of all students, all student subgroups will have access to counseling, extracurricular activities, and transportation. In addition, the PBIS and MTSS systems ensures a case management approach to monitoring the academic achievement of foster students, EL's, and students of low socioeconomic status.

Goal #3: All students will graduate from high school ready for college and career.
Response: LMUSD promotes equal access to all CTE pathway academies regardless of a student's learning ability, language, or economic status. These career technical education pathways provide additional opportunities for all students. This training can lead to post job employment or training programs within the respected industry. The credit recovery program gives all students additional support in meeting graduation requirements as well A-G guidelines.

Goal #4: All English Learners will move towards proficiency in English.
Response: LMUSD will continue to implement all components of the district ELD Masterplan. This includes designated and integrated ELD. This will ensure EL's have the curriculum support they need. To further enhance the learning environment of these students, professional development will be provided to teachers in the area of implementation of ELD standards.

Goal #5: LMUSD will support 21st Century Learning.
Response: With the unknown development of continued Covid-19 State and National Restrictions, it becomes imperative that LMUSD continue to enhance the technology platform for students and provide additional training for teachers moving forward. This will benefit all students.

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

For each goal analysis, LMUSD reviewed student achievement data for English Learners, Foster Youth, and low socioeconomic students. This data was analyzed and used to determine actions and services for these student populations.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$2,221,223.00	$150,000.00		$113,012.00	$2,484,235.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,552,312.00	$931,923.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Assessment Programs to determine student learning loss	$61,710.00			$22,172.00	$83,882.00
1	2	All	Curriculum and Instruction	$14,160.00	$60,000.00			$74,160.00
1	3	English Learners Foster Youth Low Income	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data	$22,890.00				$22,890.00
2	1	English Learners Foster Youth Low Income	Staff supports for all students	$373,673.00				$373,673.00
2	2	English Learners Foster Youth Low Income	Positive School Cultures	$6,540.00			$30,000.00	$36,540.00
2	3	English Learners Foster Youth Low Income	Extracurricular activities for students	$190,000.00				$190,000.00
2	4	English Learners Foster Youth Low Income	Transportation of all students	$145,000.00				$145,000.00
2	5	English Learners Foster Youth Low Income	Continue to fund a .4 FTE Physical Education Teacher at the High School level	$45,000.00				$45,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	Social and Emotional Supports for all Students.	$6,000.00				$6,000.00
2	7	All	Clean and safe school facilities	$883,450.00				$883,450.00
3	1	English Learners Foster Youth Low Income	Career and Technical Education Offerings for all students	$250,000.00	$90,000.00			$340,000.00
3	2	English Learners Foster Youth Low Income	Credit Recovery Options for High School Students	$49,800.00				$49,800.00
4	1	English Learners Foster Youth Low Income	Supports for ELD Students	$15,000.00				$15,000.00
4	2	All	ELD Master Plan Implementation and Professional Development	$18,000.00			$50,840.00	$68,840.00
5	1	English Learners Foster Youth Low Income	Technology Implementation districtwide	$50,000.00			$10,000.00	$60,000.00
5	2	English Learners Foster Youth Low Income	Continue to expand PBL Districtwide	$90,000.00				$90,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,305,613.00	$1,457,785.00
LEA-wide Total:	$960,813.00	$1,022,985.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$344,800.00	$434,800.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**1**	Assessment Programs to determine student learning loss	LEA-wide	English Learners Foster Youth Low Income	All Schools	$61,710.00	$83,882.00
1	**3**	Support the "Cycle of Inquiry" by implementing common formative assessments and analyzing student achievement data	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,890.00	$22,890.00
2	**1**	Staff supports for all students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$373,673.00	$373,673.00
2	**2**	Positive School Cultures	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,540.00	$36,540.00
2	**3**	Extracurricular activities for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,000.00	$190,000.00
2	**4**	Transportation of all students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$145,000.00	$145,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Continue to fund a .4 FTE Physical Education Teacher at the High School level	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School	$45,000.00	$45,000.00
2	6	Social and Emotional Supports for all Students.	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	$6,000.00
3	1	Career and Technical Education Offerings for all students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School	$250,000.00	$340,000.00
3	2	Credit Recovery Options for High School Students	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Los Molinos High School	$49,800.00	$49,800.00
4	1	Supports for ELD Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	$15,000.00
5	1	Technology Implementation districtwide	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	$60,000.00
5	2	Continue to expand PBL Districtwide	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,000.00	$90,000.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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