

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
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Plan Summary [2021-22]

General Information

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

Merced Union High School District (MUHSD) proudly serves approximately 10,200 students (CBEDS 10-3-18) who reside in the communities and surrounding unincorporated areas of Merced, Atwater and Livingston in the central San Joaquin Valley of California. Our student population is racially, culturally, and linguistically diverse. Our students are 69% Latino, 4% African American, 10% Asian, 16% White and, 2% Other/ Multiple ethnicities. Our LCAP focus populations are 75% low income, 8% McKinney-Vento eligible, 8% English Learner, 9% Students with Disabilities and 1.7% Foster youth students (Census Day 2018). The district includes six comprehensive high schools, a continuation and community day school, adult school, and an independent studies program. Extended opportunities for support and activities are provided through the ASSETs program at six sites. Our community dynamics and infrastructure continues to evolve with the growth of the 10th University of California, located in Merced. UC Merced welcomed its first students in 2005, and today over 30% of the students at UC Merced are natives of the San Joaquin Valley. Partnerships with UC Merced, as well as Merced Community College, are essential to the fulfillment of our vision for MUHSD students.

The district offers robust, rigorous programs and curriculum to help students become innovators, creative critical thinkers, collaborative teammates, and effective communicators. The MUHSD vision embodies that mission, that every student will walk off the graduation stage with a diploma in one hand and Career Technical Education (CTE) certification/proficiency in the other along with college credit on their transcript. It is the mission of MUHSD that every staff member, every day, will support all students to acquire the skills necessary to develop and follow their post-secondary dreams. The district's motto, "A Relevant Education for All," speaks to our commitment to offering rigorous, robust programs and educational opportunities so that students are well-equipped with the necessary knowledge and skills for their next step in life. To that end, the overarching themes of the LCAP are opportunity and support. The district offers a 7-period day to create additional opportunities for students to explore some of the (more than) thirty different career technical education pathways available districtwide. The district is also continuing its development and implementation of multi-tiered systems of supports (MTSS) through work with Inflexion.

In the five years prior to the COVID-19 pandemic, an emphasis on innovation in teaching and learning had been building at MUHSD. Keynote speakers inspired certificated and classified staff members as they told stories of perseverance through hardship and shared strategies

related to project-based learning, trauma-informed education, growth mindset, the 4Cs and other student-centered topics, which became the focus of professional development and conversation among staff, students and administration as the district adapted to new ways of thinking about education. The instructional pedagogy and foundation for educational opportunities in the MUHSD is based on four research-based core values: 1) Believe all students can learn. This is the belief that every student in every class can learn and achieve at high levels. This belief requires that we understand the students in front of us so that we can serve their unique, individual needs and is guided by research in adolescent brain development, the impact of poverty on learning, the impact of trauma on learning, and reaching and teaching special populations. 2) Teach soft skills. This is the belief that all students benefit from soft skills instruction and application opportunities. This belief requires that we teach students not only content, but also the skills necessary for future success as well as provide them ample opportunities to build these capacities. The belief is guided by research in: The 6Cs (Collaboration + Communication + Creativity + Critical Thinking + Content = Confidence), literacy development, innovation, and career technical education. 3) Create learning experiences. This is the belief that we create authentic, relevant learning experiences for students. This belief requires that we align and design courses according to the district's instructional continuum and that we recognize students need opportunities to master content and apply their learning to real-world situations. This belief is guided by research in engagement, motivation, deeper learning, inquiry-, project-, and work-based learning models, and authentic assessments. 4) Plan for all students. This is the belief that high-quality teachers have the skills, knowledge, and ability to design rigorous, accessible lessons in which all students can achieve and succeed. This belief requires that we thoughtfully plan for learning. This belief requires that we accept responsibility for the learning that takes place in our classrooms and schools. This belief is guided by research in equity and accessibility, rigor and depth of knowledge (DOK), and teaching & learning best practices.

The culture of the district is strong and inclusive. Along with a strong core academic program, our students are highly encouraged to participate in the life of their schools outside the classroom walls. Our Principals and staff understand that athletics, band, drama, CTE, electives, student leadership, campus clubs, and community service are foundational to helping students develop character, grit, and civic responsibility. Student voice is sought and valued for everything from food quality to school improvement strategies. Flexible, customized professional learning opportunities are available to all staff through site-based instructional coaches, a district sponsored new teacher induction program, site-based teacher librarians, and asynchronously through our online professional learning platform, InnovatED.

The district leadership has worked collaboratively with the community to develop a Local Control Accountability Plan (LCAP) of which we can be proud.

Reflections: Successes

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

In reviewing the 2019 data from the California State Dashboard, many successes are noted. For example, the district's College and Career Indicator (CCI) displays a 6.9% increase with 63% of students prepared, far exceeding the state average. This is, no doubt due to the robust career technical education courses and pathways that are offered to students.

Additionally, the district's graduation rate is 94.2%, which was a 2% increase to an already excellent rate.

The district's suspension rate indicated a 1.7% decline.

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.

In reviewing 2019 data from the California State Dashboard, an area of significant concern is mathematics. There are currently five student groups (African American, English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged) in the red zone (the lowest area) indicating these students are not meeting grade-level standards on the Mathematics assessment. There are two student groups (White and Students with Disabilities) who are in the second lowest performance group (orange), and one student group (Asian) in the middle (yellow). There are no student groups in the two highest categories (blue and green). Overall, district performance shows a decline of 8.1 points and is 106 points below standard.

English-Language Arts is also an area of concern. While there are no student groups in the very lowest level (red), there are two groups in orange (English Learners and Students with Disabilities), five groups in yellow (African American, Hispanic, Homeless, Socioeconomically Disadvantaged, and White) and one in green (Asian). There are no MUHSD students in the highest level (blue).

To address needs in mathematics and English-language arts, MUHSD will continue to offer students expanded opportunities within their school day through a 7-period day structure, which allows time and space within the schedule for academic support classes and/or making up credits. Also, the district adopted new software that includes assessments to specifically target areas of low performance. A Summer Bridge Program as well as Summer School and Saturday Academies will also remain as part of the structure in place to meet diverse student needs. Additionally, the areas in need of greatest improvement will be addressed through the continued implementation of Multi-Tiered Systems of Support (MTSS), a comprehensive framework with a focus on core instruction, student-centered learning and the alignment of systems to advance academic and social emotional success for students. The district will be supported by Merced County Office of Education and Inflexion, whose mission is to "give districts and schools a new way to look at themselves — with all their complexity and culture — to find ways to create a learning community with the best systems and supports to ensure all students graduate ready for college, career, and life."

While the overall graduation rate is high, there is a gap noted with English learners falling in the orange category and all other student groups falling in the green and blue.

Another area of concern is around parent and family engagement and strengthening the connectedness for historically underrepresented groups (African American, Hispanic, Homeless, Socioeconomically disadvantaged students and students with disabilities). Families and community group members are actively involved in School Site Councils, ELAC, DELAC and LCAP meetings at MUHSD. In the fall of 2019, parents/ community members will have opportunities to visit schools during the school day, make notes during their observations and be trained on a questioning strategy that will allow them to write, analyze and prioritize their questions about policies and programs included in the LCAP. All questions will be shared with site principals, and prioritized questions will be shared at districtwide LCAP meetings. Family and

community members will be identified at LCAP meeting according to the students they advocate for, and underrepresented families will be intentionally invited to participate. The district has also developed a new, full-time position focusing on parent and family outreach.

LCAP Highlights

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

MUHSD will have five key areas of focus in the 2021-22 LCAP. The five key areas of focus (outlined below) have specific actions detailed later in this plan that are aligned with the district's four LCAP goals.

KEY AREAS OF FOCUS

1) Strengthening Student Connectedness

Research shows that school connectedness results in positive educational outcomes as well as positive health outcomes. In a publication by the CDC, six strategies were outlined as part of a framework for increasing students' connectedness to school. Each of the strategies listed below are associated with supporting action steps that the MUHSD will implement as part of this LCAP area of focus and can be viewed in greater detail here: <http://bit.ly/studentconnectedness>

The six research-based strategies that foster a greater sense of connectedness are as follows:

- i. Create decision-making processes that facilitate student, family, and community engagement; academic achievement; and staff empowerment.
- ii. Provide education and opportunities to enable families to be actively involved in their children's academic and school life.
- iii. Provide students with the academic, emotional, and social skills necessary to be actively engaged in school.
- iv. Use effective classroom management and teaching methods to foster a positive learning environment.
- v. Provide professional development and support for teachers and other school staff to enable them to meet the diverse cognitive, emotional, and social needs of children and adolescents.
- vi. Create trusting and caring relationships that promote open communication among administrators, teachers, staff, students, families, and communities.

2) Professional Learning

The MUHSD will engage staff, parents, and families in professional learning in areas that include, but are not limited, to, cultural responsive pedagogy (CRP)*, universal design for learning (UDL), project-based learning (PBL), the Nurtured Heart Approach (NHA), and strategies for serving all students, including historically underserved special populations. Professional learning opportunities will also connect to the six strategies mentioned above, as part of strengthening student connectedness.

*It should be noted that the MUHSD defines cultural responsive pedagogy as a way of interacting with students that is knowledgeable and affirming of the students as capable, respected individuals and as products of specific cultural environments and histories through student-centered strategies where students play an active role in their own learning and relate what they are learning to their own realities through

voice and choice. The district also uses CRP as synonymous with CRT (culturally responsive teaching).

3) Pupil Learning Loss

Pupil learning loss is of great concern following the 2019-20 and 2020-21 school years. The district predicts it will take several years to overcome the negative outcomes resulting from the COVID-19 pandemic. The availability of expanded learning opportunities due to sites' 7-period day schedules, the ASSETs program, Saturday Academies, CAP classes, Adult School, Summer School, and Migrant Education are some of the highlights for additional learning opportunities to help mitigate the effects of pupil learning loss. Additionally, the MUHSD schools will continue to implement MTSS, which is designed to provide strong instruction for all students and interventions as needed for struggling students.

4) Technology Connectivity

The COVID-19 highlighted the need to continue working toward a wireless solution for all students either through mifis, towers, or a combination in order to ensure equitable access. The district will also work to establish a Virtual Academy that offers individual courses as well as a complete online program.

5) Student Meals

All schools will participate in the Community Eligibility Provision (CEP) program for free nutrition services to students, and the district costs will be funded through the LCAP.

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.

Yosemite High School was identified as eligible for Comprehensive Support and Improvement.

Support for Identified Schools

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

MUHSD assisted Yosemite High School in the development of their improvement efforts by applying for and receiving Comprehensive Support and Improvement (CSI) funding in February 2019. The funding supported YHS in CSI which included analysis of student data specifically the number of credits earned and the overall graduation rate for the school. It was determined that students needed more opportunities for credit recovery to allow students to earn credits in areas needed for graduation.

The School Site Council provided input and YHS partnered with Inflexion, a non-profit organization that has been assisting other district schools with the design and implementation of a Multi-tiered Systems of Support (MTSS).

YHS is currently in year two of a three-year program. MTSS is research-based and supported by the California Department of Education. Inflexion was recommended by the Orange County Office of Education and state lead for MTSS.

The Merced County Office of Education has acted in a support role by delegating specialists to work as planning partners, providing technical assistance, and approving the LCAP, along with the CSI Prompts, for submission to the state. Inflexion consultants are working directly with Yosemite High School administrators to analyze data Integrity Assessment (IA), as part of the comprehensive needs assessment. Ongoing consultation and professional development to design systems of support will occur quarterly, with bi-monthly progress checks by phone or Zoom.

Resource inequities identified through the IA and analysis indicated a need for increased sections to expand course offerings and credit recovery opportunities to address and improve the graduation rate by giving students more opportunities to earn credits. Analysis of drop out data indicated a need to offer students a fifth-year option to successfully graduate because students lacked the credits to graduate on time. Disaggregating the Healthy Kids Survey also indicated that a number of students are not engaged in the educational process. There was also a need to combat a lack of student motivation and apathy that was determined by informal observation of the students who failed to graduate. YHS partnered with the Nurtured Heart Approach to address student motivation and apathy by embedding this social-emotional learning (SEL) system into classes offered during the day and training all staff in the approach to help build positive self-images in students. The data (CA State Dashboard/ Dataquest) that was examined was the historic graduation rate at Yosemite High School (CA State Dashboard/ Dataquest and Healthy Kids Survey).

The problem to solve was how to increase the graduation rate at Yosemite High School. In addition another issue to solve was to determine where in the school day could time be created to provide students with more opportunities to earn graduation credit.

All stakeholders were involved at some level of the creation of the CSI plan. Staff, parents and students provided feedback through an Inflexion stakeholder engagement protocol. Further considerations could have included a more comprehensive, creative plan to get more feedback from parents.

The evidenced based strategy that was identified was site-wide Nurtured Heart Approach implementation (NHA). This program's foundational premise is building students' inner wealth so that their level of efficacy rises to a level that they will persist through to graduation.

Change ideas might be to encourage more participation from the parents of students who attend Yosemite High School. More specific, more frequent parent engagement strategies is something that most certainly needs to be investigated.

The needs assessment showed us that our students suffer from low self-esteem, a tendency to give up and a general apathy towards graduation. In addition a reallocation of funds to create more time during the school day for credit remediation was necessary.

The District will pursue the Learning Communities for School Success Grant to fund the implementation of the Nurtured Heart Approach.

The LEA continues to provide support for professional development on instructional initiatives such as project based learning, universal design for learning and culturally responsive teaching. Additionally, site principals are provided with resources, talking points and other avenues to build their own knowledge of implicit bias, talking about race in schools and microaggressions.

Monitoring and Evaluating Effectiveness

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

The Comprehensive Support and Improvement (CSI) plan for Yosemite High School will be monitored in the following ways. First, the Yosemite High School Site Council and MTSS leaders, including staff members and Inflexion consultants, will be monitoring progress by grading period using the school attendance system tool Aeries Analytics as a part of the School Plan for Student Achievement (SPSA) and MTSS planning and implementation. The specific data points to be monitored quarterly by the LEA will include credits earned, days of attendance, progress on individual graduation plans and number/ types of interventions, and annual review of the graduation rate. The success indicators will be an increase in students graduating and the graduation rate increasing. Progress reports will be issued regularly to students and quarterly credit checks will be completed by the counselor to ensure progress toward individualized graduation goals.

An annual internal review conducted by the School Site Council will examine the data and report it to district leadership via the SPSA. The YHS Instructional Leadership team will also monitor achievement data semesterly to adjust the instructional focus of the school to ensure students are meeting graduation goals. During last year, a number of changes were implemented to increase the graduation rate. The staff embraced the Nurtured Heart Approach through a hired consultant, who trained the staff to focus on the positive things they saw in students. YHS also embedded social-emotional learning (SEL) strategies into a science class (Science of the Brain) and an English class (Youth Mental Health). These classes were done to help students understand themselves and to self-regulate their behavior and lead to greater academic achievement as evidenced by the increase in the YHS graduation rate. YHS also expanded course offerings by offering more Upgrade Labs, which are used for credit recovery and instituted individual learning plans, which allowed for the completion of partial credits and allowed greater efficiency with helping students recover credits and qualify for graduation. All these efforts combined led to an increase of 11% in the graduation rate.

The expected outcome of a continued focus on these efforts is continued improvement in the graduation rate. Monthly meetings will be held to discuss seniors and related topics, such as, the number of credits being earned, attendance rates, re-engagement efforts, and identifying which seniors might be candidates for a fifth year. The LEA will collect data from the following sources: empathy interview data from work with Inflexion, academic benchmark data through the EXACT Path comprehensive assessment offered through the Edmentum online platform, SHMOOP (SEL) data, and data from the California State Dashboard and Dataquest. Also, the LEA will meet with staff, students and parents to discuss and gather qualitative data on stakeholders' perceptions of how the CSI plan is progressing.

Stakeholder Engagement

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

Due to the COVID-19 pandemic, the stakeholder process included virtual meetings conducted via Zoom, as well as digital surveys distributed through the district's website and communication software, ParentSquare. Input and feedback was compiled on shared Google documents to foster a transparent process. At the conclusion of the stakeholder input period, the data was analyzed to identify common themes. The common themes were factored into the development of the district's five areas of focus for the 2021-22 LCAP.

The meetings held were as follows:

Tues. Jan. 26 (MUHSD Parents)

Thurs. Jan. 28 (CSEA)

Tues. Feb. 2 (DLAC)

Thurs. Feb. 4 (DTA)

Tues. Feb. 9 (Community)

Thurs. Feb 11 (Students)

Tues. April 20 (Community Forum* 1)

Tues. May 4 (Community Forum* 2)

*Community Forums involve all stakeholders

A summary of the feedback provided by specific stakeholder groups.

Stakeholders provided feedback around the previously identified eight area of focus associated with the 2020-21 Learning Continuity and Attendance Plan. A summary of stakeholder feedback is displayed below:

Pupil Learning Loss - Address learning loss for all students including English Learners, Homeless, Foster Youth, and Students with Disabilities. Create more intervention time in the schedule and reorganize staffing needs.

Professional Learning - Increase professional learning for staff in specific components of distance learning, including classroom management, instructional design, and feedback. Create targeted supports for English Learners, Special Education students, and other student groups in the areas of Math and English.

Social Emotional Learning Support - Increase counseling services, increase mental health support, adopt and implement a social-emotional curriculum.

Strengthening Student Connectedness - Emphasize personal relationships in virtual settings, foster greater student agency in learning activities and create more learning experiences for students with a focus on skills (4Cs) and personalization.

Long Term Distance Learning and In-Person Instruction - Families requested the option for full-year distance learning and in-person learning options. The in-person model would be a hybrid model to reduce the number of students at any one time on a school campus. A hybrid model would blend in-person instruction and additional independent instructional assignments online.

Student Meals - Choice to pick up food at closest campus, less frozen food and more hot meals, delivery of meals to remote locations using bus drivers.

Culturally Responsive Pedagogy - Offer professional development around culturally responsive teaching practices to ensure that students' culture is valued and influential (student voice and choice) in the learning environment.

Technology Connectivity - Provide technology support for students connecting to the Internet or digital curriculum. There is a need to talk to a person for help, as videos alone are not always effective.

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

Stakeholder input indicated that the eight areas of focus of the 2020-21 Learning Continuity and Attendance Plan were still relevant and important to various groups with respect to the 2021-22 school year. A reorganization of the eight areas resulted in five areas of focus moving forward. Culturally responsive pedagogy is now an area of focus with respect to professional learning. Stakeholders are concerned for our students emotional, academic, and behavioral growth having spent the past 18 months (largely) isolated through distance learning. A renewed focus on professional learning for staff to address relationship building, UDL, PBL, CRP, and NHA will help foster effective learning environments. Concerns around distance learning, hybrid learning models, and personalizing learning led to the goal of developing a Virtual Academy and wireless solution for all students, which falls under technology connectivity. Also, social-emotional curriculums have been vetted and will be piloted during 2021-22 to help address issues related to student connectedness and pupil learning loss. In addition, ensuring the district is meeting students' basic needs remains a priority and providing all student meals will remain as part of the LCAP.

Goals and Actions

Goal

Goal #	Description
1	All students will be college and career ready. All students in the MUHSD must take relevant courses that meet their academic and career technical education needs to prepare them for any endeavor they pursue after high school. The LCAP will detail actions and services that will be put into place to provide additional layers of support to ensure rigorous and relevant education.

An explanation of why the LEA has developed this goal.

It is the vision of the Merced Union High School District that students graduate with their diploma, career technical education experience and/or certifications, and college credit on their transcript. Achieving this vision helps ensure that students are well-prepared to enter college or the workforce and be successful in their next step in life. The measures listed below facilitate the monitoring and tracking of student performance at the high school level and allow the district to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of pupils "prepared" on the College/Career Indicator	63% (2019)				Percentage of pupils "prepared" on the College/Career Indicator will increase one or more performance levels (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					disadvantaged students and students with disabilities).
Students meeting grade-level standards ELA	12.8 points below standard (2019)				All student groups will increase one or more performance levels (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
Students meeting grade-level standards in Mathematics	106 points below standard (2019)				All student groups will increase one or more performance levels (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
District Assessments	Pilot year				All student groups will meet or exceed grade

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					level standards (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
CTE Enrollment	9995 (Fall 2020)				CTE enrollment will maintain or increase (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
F Rate- Percent of total pupils with one or more “F” grades	36.5% (Fall 2020)				Percentage of pupils with one or more “F” grades will decrease (with an emphasis on improving educational outcomes for African American and Hispanic students,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
Counseling - students will have a scheduled appointment with counselors quarterly.	New metric				Students will have regular appointments with counselors for academic and social-emotional support (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
CAASPP ELA Scores	49.29% (2019)				CAASPP ELA scores meeting or exceeding standards will increase (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Youth, socioeconomically disadvantaged students and students with disabilities).
CAASPP Math Scores	24.99% (2019)				CAASPP Math scores meeting or exceeding standards will increase (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).
A-G Course Completion Rate	36.12% (2019)				Percentage of pupils completing A-G requirements will increase (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					students and students with disabilities).

Actions

Action #	Title	Description	Total Funds	Contributing
1	College/Career Readiness: 7-Period Day	All students will have ample opportunities to access college and career courses during the school day due to sites' 7-period day schedules, which require additional sections per school site (master schedule) and also impact certificated salaries. As a complement to the robust 7-period day offered at school sites, students have access to a Summer Math Bridge program, AP courses, Dual Enrollment & Merced College classes, Credit Recovery opportunities, Saturday Academies, and After School Tutorials, which are all other services to help ensure college and career readiness.	\$10,938,996.00	Yes
2	District-level Supports for College/Career Readiness	Instructional programs and supports based on identified needs at the district level to ensure students are college and career ready, such as counseling and social-emotional supports, AP exam fees, dual-enrollment courses/book fees (Merced College), partnership with UC Merced (Ethnic Studies), and the development of an online Virtual Academy.	\$321,667.00	Yes
3	Site Allocations to Support College/Career Readiness	Instructional supplies and supports based on identified needs at the site level to ensure students are college and career ready (with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities).	\$212,560.00	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 in the MUHSD will have a safe environment and buildings in which to learn. Students must be consistently present, in good standing with their citizenship, and engaged in curricular and extracurricular activities.

An explanation of why the LEA has developed this goal.

It is the vision of the Merced Union High School District that students graduate with their diploma, career technical education experience and/or certifications, and college credit on their transcript. Achieving this vision helps ensure that students are well-prepared to enter college or the workforce and be successful in their next step in life. The measures listed below facilitate the monitoring of learning environments and facilities, as well as student and family engagement at the high school level and allow the district to provide the necessary supports to students across all student groups with an emphasis on improving equitable access for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of participation in extracurricular activities	42.82% (2019-20)				Percentage of participation in extracurricular activities will increase.
Percentage of students suspended	0.1% (2019-20)				Percentage of students suspended will decrease.
Percentage of students expelled	0.23% (2019-20)				Percentage of students expelled will decrease.
Graduation Rate- Percentage of 4-year cohort of students graduating	92.86% (2019-20)				Graduation rate will increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Drop-out rate- Percentage of 4-year cohort of students dropping out of school	3.14% (2019-20)				Drop-out rate will decrease.
Facility Inspection Tool (FIT) rating of campus	55% or better (2019-20)				FIT rating will increase.
Safety plan implementation as measured by completion of safety activities and training included in plan.	100% (2019-20)				Safety plan implementation will maintain at 100%.
Results of food quality student surveys measuring food freshness, flavor, and cultural appropriateness on a 5-point scale.	New metric				Student ratings will demonstrate high level of satisfaction in food freshness, flavor, and cultural appropriateness.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Nutrition Services Support: Providing Student Meals	Cafeteria staff will provide all students with free, fresh, flavorful food that is a reflection of the cultural diversity of the population. Through the Community Eligibility Provision of the state, free breakfasts and lunches will be available to all students. Students will be surveyed to rate the food quality.	\$640,000.00	Yes
2	School Climate: Safety and Services	The district will support salary commitments associated with Nurses, Health Aides, Community Liaisons, College & CTE to ensure school	\$8,940,712.00	Yes

Action #	Title	Description	Total Funds	Contributing
		climate remains safe and offers personalized services to students and families.		
3	Site Allocations to Support School Climate	Instructional supplies and supports based on identified needs at the site level to ensure safe school climate academically, behaviorally, and social-emotionally with an emphasis on improving equitable access for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.	\$212,560.00	Yes
4	Transportation: Bus & White Fleet Expansion/Upgrade	The expansion and upgrade related to district busses and white fleet is necessary in order to sustain transportation needs related to various programs and services both in-district and out of the area. No bus shall be over 15 years of age or 250,000 miles; White Fleet vans shall be replaced every 5 years; Trucks shall be no more than 10 years old. This helps ensure continuity of services for all students.	\$790,000.00	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.

Goals and Actions

Goal

Goal #	Description
3	The Merced Union High School District will provide equitable access to technology, technology connectivity, and academic, social-emotional, and extracurricular services to ensure high outcomes for all students while mitigating any barriers that correlate with any social or cultural factor.

An explanation of why the LEA has developed this goal.

It is the vision of the Merced Union High School District that students graduate with their diploma, career technical education experience and/or certifications, and college credit on their transcript. Achieving this vision helps ensure that students are well-prepared to enter college or the workforce and be successful in their next step in life. The measures listed below facilitate the monitoring of equitable access in the district and allows the district to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Educational technology devices & software	new metric				25% annual chromebook replacement; classrooms equipped with necessary equipment and software licenses, as appropriate; teacher devices replaced as appropriate
Technology infrastructure and network	new metric				Network servers and switches replaced, as appropriate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Virtual Academy for individual courses and complete online program	new metric				500 student enrollment in Virtual Academy
Student connectivity	new metric				The MUHSD will provide a solution to wireless access with MiFis, towers, or a combination
Reclassification Rate- percentage of ELD students reclassifying as Reclassified Fluent English Proficient (RFEP)	14.59% (2019-20)				Reclassification rate will increase
Percent of Foster Youth accessing counseling support	new metric				Foster Youth will have regular appointments and individualized support from counselors
Students will have access to a broad course of study as measured by analysis of the master schedules	100%				The MUHSD will maintain 100% status in offering broad course of study to all students
Percentage of EL students making progress toward English language proficiency	51.6% (performance level = low) 2019				Percentage of EL students making progress toward English language proficiency will increase

Actions

Action #	Title	Description	Total Funds	Contributing
1	Equitable Access & Career Technical Education	The district will provide support to the Child Development Center to facilitate the Education and Child Development Pathways at East Campus Educational Center and ensure equitable access for teen mothers.	\$508,317.00	Yes
2	District-level Equity Resources & Supports	Instructional programs and supports based on identified needs at the district level to ensure equitable access for all students with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students, and students with disabilities academically, technologically, culturally, social-emotionally to mitigate the effects of pupil learning loss, such as Nurtured Heart Approach implementation, technology connectivity, essential standards, the 4Cs and Deeper Learning.	\$643,333.00	Yes
3	Site Allocations to Support Equitable Access	Instructional supplies and supports based on identified needs at the site level to improve educational outcomes for all students, academically, technologically, culturally, social-emotionally with an emphasis on improving equitable access for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.	\$106,280.00	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	The Merced Union High School District will recruit and retain staff who are fully credentialed, appropriately assigned, and contribute to the overall success of academic and social-emotional outcomes for all students.

An explanation of why the LEA has developed this goal.

It is the vision of the Merced Union High School District that students graduate with their diploma, career technical education experience and/or certifications, and college credit on their transcript. Achieving this vision helps ensure that students are well-prepared to enter college or the workforce and be successful in their next step in life. The measures listed below facilitate the monitoring and support of staff in the district and allows the district to provide the necessary supports to students across all student groups with an emphasis on improving educational outcomes for African American and Hispanic students, English Learners, Homeless/Foster Youth, socioeconomically disadvantaged students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Credentialed Staff	91.62% compliant credentials- highly qualified teachers (2018-19)				The district will have 100% compliant credentials (highly qualified teachers).
Appropriateness of Assignment	83.04% of teachers appropriately assigned (2018-19)				The district will have 100% of teachers appropriately assigned.
Professional Development Participation & Training Satisfaction	New metric				Training evaluations and attendance data will demonstrate increasing attendance and high satisfaction levels.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Recruit & Retain Highly Qualified Staff	The Merced Union High School District is committed to recruiting and retaining highly qualified personnel. The district strives to attract quality candidates who will best represent and serve the diverse needs of our students and families. As a complement to our competitive recruitment practices, the district also provides quality professional development opportunities in culturally responsive pedagogy, universal design for learning, project-based learning, and Nurtured Heart Approach resulting in high levels of satisfaction and ultimate retainment in the district.	\$3,000,000.00	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
25.54%	\$27,409,266.

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.

Approximately 75% of MUHSD students are considered unduplicated students, categorized as such because their families qualify as low income, or the students are foster youth or English Learners. The actions, services, supports, and strategies included in the plan are research-based, best practices proven to be effective in meeting the social-emotional, academic, and behavioral outcomes for unduplicated student groups. Therefore, relying on research-based, best practices associated with services for foster youth, English learners, and low-income students is the process by which these groups were considered first in developing the 2021-22 LCAP.

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

Goal #1: College & Career Readiness

The 7-period day schedules allow students to take an extra course each year, and/or make up credits and/or enroll in Academic Support classes at comprehensive schools sites. The type of flexibility afforded from a 7-period day schedule will best meet the individual situations of our struggling students. The Ethnic Studies course in partnership with UC Merced will allow students district wide to explore and understand their cultures and the cultures of others, leading to stronger connections to school. Also, covering the costs associated with AP exam and dual enrollment opportunities removes the barriers for students. Further, district school sites have different cultures and needs, as well as specific instructional foci, so identifying the needs and services of our foster youth, English learners, and low-income students by site helps to foster a more personalized experience for the students in achieving their respective schools' graduate profile.

Goal #2: School Climate

All students in MUHSD, regardless of their income status will receive free meals at school as the district implements the Community Eligibility Provision program. The 3-tiered MTSS strategy identifies interventions for all students, as well as those who need some support and those who need advanced levels of assistance. Specific targets for MTSS include African American, Students with Disabilities and Foster Youth suspensions. Partnerships with the Black Parallel School Board will be in its third year and will yield data and best practices from schools inside and outside California. Also, Supporting commitments associated with Nurses, Health Aides, Community Liaisons, and College & CTE to ensure the school climate remains safe and offers personalized services to students and families is of the utmost importance to students' academic and social-emotional needs. Yosemite High School, whose student population is 95.2% low income, 17.6% English Learners and 2.6% Foster Youth will benefit from the services of the Comprehensive Support and Improvement structures including work with Inflexion, stakeholders and Merced County Office of Education. The expansion and upgrade of transportation vehicles facilitates continuity of services provided.

Goal #3: Equitable Access

The district will provide support to the Child Development Center to facilitate the Education and Child Development Pathways at East Campus Educational Center and ensure equitable access for teen mothers. Also, instructional programs and supports based on identified needs at the district level ensures equitable access for students, academically, technologically, culturally, and social-emotionally to mitigate the effects of pupil learning loss. Such programs and supports include, the Nurtured Heart Approach implementation, technology connectivity, essential standards, the 4Cs and Deeper Learning. Furthermore, instructional supplies and supports based on identified needs at the site level ensures equitable access for all students, academically, technologically, culturally, social-emotionally in a more personalized fashion in alignment with specific site cultures, instructional foci, and graduate profiles.

Goal #4: Recruit and Retain

The Merced Union High School District is committed to recruiting and retaining highly qualified personnel. The district strives to attract quality candidates who will best represent and serve the diverse needs of our students and families. As a complement to our competitive recruitment practices, the district also provides quality professional development opportunities in culturally responsive pedagogy, universal design for learning, project-based learning, and Nurtured Heart Approach resulting in high levels of satisfaction and ultimate retainment in the district. Our foster youth, English learners and low-income students will experience high levels of achievement academically, behaviorally, and social-emotionally with highly qualified staff.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$26,314,425.00				\$26,314,425.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$11,940,712.00	\$14,373,713.00

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	College/Career Readiness: 7- Period Day	\$10,938,996.00				\$10,938,996.00
1	2	English Learners Foster Youth Low Income	District-level Supports for College/Career Readiness	\$321,667.00				\$321,667.00
1	3	English Learners Foster Youth Low Income	Site Allocations to Support College/Career Readiness	\$212,560.00				\$212,560.00
2	1	English Learners Foster Youth Low Income	Nutrition Services Support: Providing Student Meals	\$640,000.00				\$640,000.00
2	2	English Learners Foster Youth Low Income	School Climate: Safety and Services	\$8,940,712.00				\$8,940,712.00
2	3	English Learners Foster Youth Low Income	Site Allocations to Support School Climate	\$212,560.00				\$212,560.00
2	4	English Learners Foster Youth Low Income	Transportation: Bus & White Fleet Expansion/Upgrade	\$790,000.00				\$790,000.00
3	1	English Learners Foster Youth Low Income	Equitable Access & Career Technical Education	\$508,317.00				\$508,317.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	District-level Equity Resources & Supports	\$643,333.00				\$643,333.00
3	3	English Learners Foster Youth Low Income	Site Allocations to Support Equitable Access	\$106,280.00				\$106,280.00
4	1	English Learners Foster Youth Low Income	Recruit & Retain Highly Qualified Staff	\$3,000,000.00				\$3,000,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$26,314,425.00	\$26,314,425.00
LEA-wide Total:	\$26,314,425.00	\$26,314,425.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	College/Career Readiness: 7-Period Day	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,938,996.00	\$10,938,996.00
1	2	District-level Supports for College/Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$321,667.00	\$321,667.00
1	3	Site Allocations to Support College/Career Readiness	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,560.00	\$212,560.00
2	1	Nutrition Services Support: Providing Student Meals	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$640,000.00	\$640,000.00
2	2	School Climate: Safety and Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,940,712.00	\$8,940,712.00
2	3	Site Allocations to Support School Climate	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$212,560.00	\$212,560.00
2	4	Transportation: Bus & White Fleet Expansion/Upgrade	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$790,000.00	\$790,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	1	Equitable Access & Career Technical Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$508,317.00	\$508,317.00
3	2	District-level Equity Resources & Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$643,333.00	\$643,333.00
3	3	Site Allocations to Support Equitable Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$106,280.00	\$106,280.00
4	1	Recruit & Retain Highly Qualified Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000,000.00	\$3,000,000.00

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

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - 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)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.