

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marin County Office of Education

CDS Code: 21-10215-0000000

School Year: 2021-22

LEA contact information:

Ken Lippi

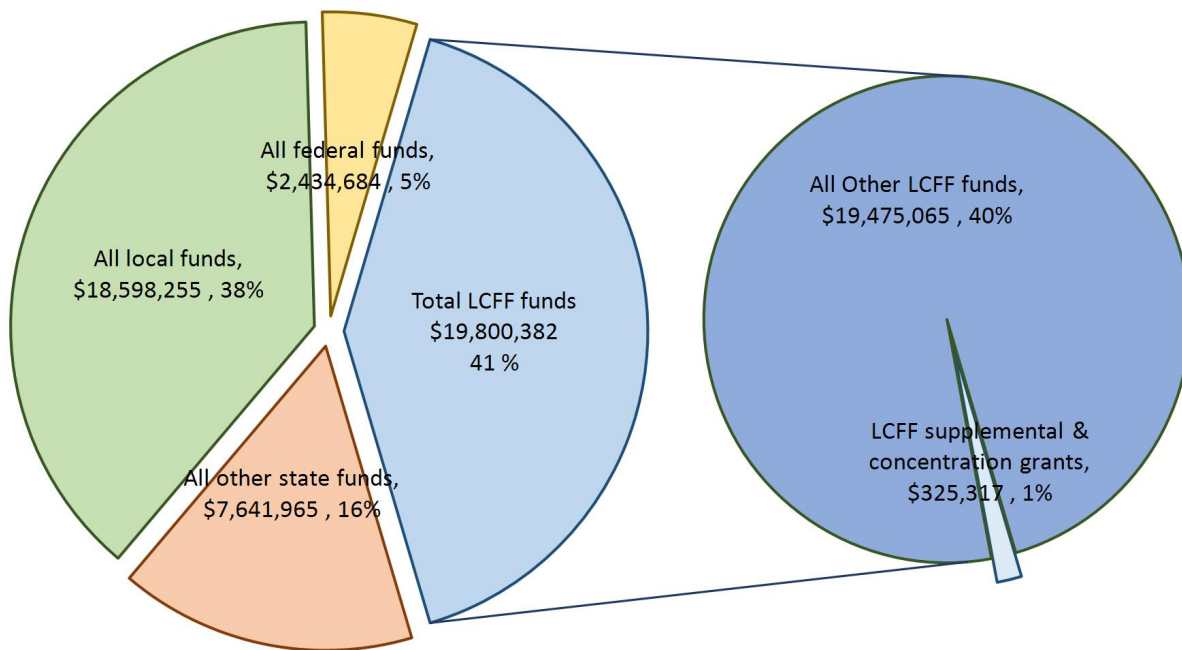
Assistant Superintendent

(415) 499-5803

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

## Budget Overview for the 2021-22 School Year

### Projected Revenue by Fund Source

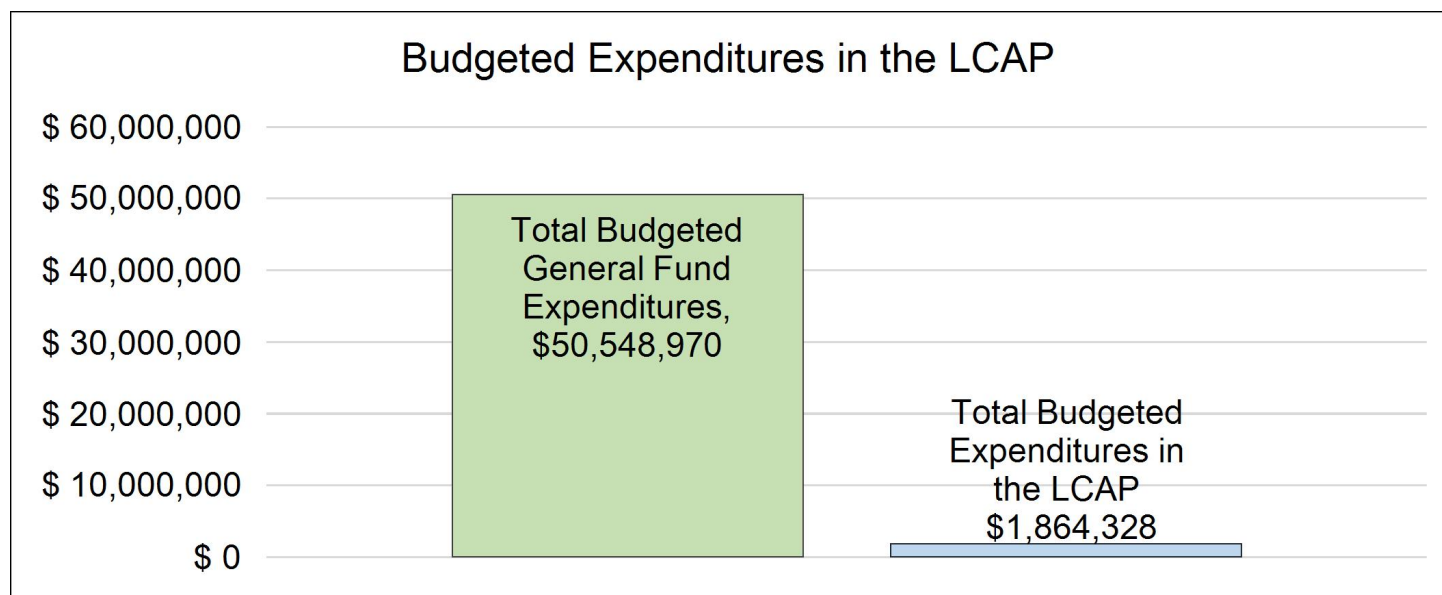


This chart shows the total general purpose revenue Marin County Office of Education expects to receive in the coming year from all sources.

The total revenue projected for Marin County Office of Education is \$48,475,286, of which \$19,800,382 is Local Control Funding Formula (LCFF), \$7,641,965 is other state funds, \$18,598,255 is local funds, and \$2,434,684 is federal funds. Of the \$19,800,382 in LCFF Funds, \$325,317 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Marin County Office of Education plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Marin County Office of Education plans to spend \$50,548,970 for the 2021-22 school year. Of that amount, \$1,864,328 is tied to actions/services in the LCAP and \$48,684,642 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The LCAP accounts for expenditure for the Alternative Education program of the Marin County Office of Education (MCOE) which is a small part of the MCOE operation. MCOE runs many local, state, and federal programs in addition to the Alternative Education programs. The budget expenditure by major categories are stated below.

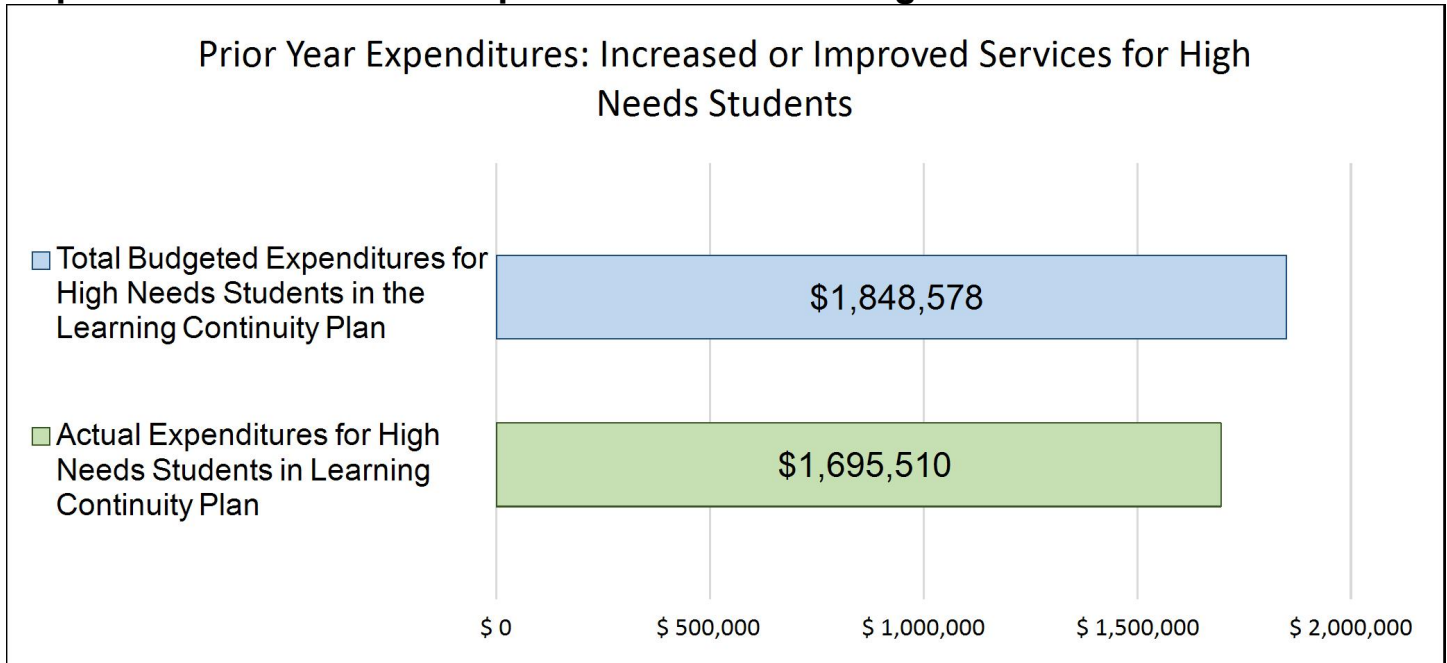
- Special Education funded from local, state and federal sources for the amount of \$24,245,214
- Regional Occupational Programs, School to Career, Career Tech Education for the amount of \$2,563,327. These programs help students acquire technical skills and prepare them to join the workforce.
- District business and technology services, educational services and early childhood programs for the amount of \$7,423,594. These include AB 1200 mandated requirements
- County Operations including general administration, internal business services, personnel services, and maintenance operation for the total amount of \$10,008,091
- Other \$4,444,416

## Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Marin County Office of Education is projecting it will receive \$325,317 based on the enrollment of foster youth, English learner, and low-income students. Marin County Office of Education must describe how it intends to increase or improve services for high needs students in the LCAP. Marin County Office of Education plans to spend \$741,538 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Marin County Office of Education budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Marin County Office of Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Marin County Office of Education's Learning Continuity Plan budgeted \$1,848,578 for planned actions to increase or improve services for high needs students. Marin County Office of Education actually spent \$1,695,510 for actions to increase or improve services for high needs students in 2020-21.

Certificated and classified salaries were less than estimated, and administrative salaries were overstated in the total budgeted funds.

Annual Update for Developing the 2021-22  
Local Control and Accountability Plan  
Annual Update for the 2019-20  
Local Control and Accountability Plan Year  
and the Annual Update for the 2020-21  
Learning Continuity and Attendance Plan

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Marin County Office of Education	Ken Lippi Assistant Superintendent	klippi@marinschools.org (415) 499-5803

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

# Goal 1

Educators will participate in high quality professional development

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 2: State Standards (Conditions of Learning)  
                              Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 1.a Growth against standards based report card – establish baseline of number of students making growth in all subject areas - basis for partially measuring implementation of Standards.  1.b Increased participation rate across all subjects (baseline not measured at this level); increase coursework completion from 64% to 75% for all students  1.c Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter  1.d Chronic Absenteeism, - maintain consistent rate below 20% per quarter  1.e Graduation rates, - internal rate – end of year, 40% of eligible students  1.f Dropout rates (middle and high), - fewer than 1% a quarter  1.g Other Local Measures (Registration in trainings – staff)	1a. STUDENT GROWTH / PROGRESS 2019-20 Quarter 1 Progress: English – 84.2% of students made progress English – 100% of EL students made progress Social Studies – 76.3% of students made progress Social Studies – 79.0% of EL students made progress Science – 65.8% of students made progress Science – 84.2% of EL students made progress Math – 97.4% of students made progress Math – 100% of EL students made progress  Quarter 2 Progress: English – 95.1% of students made progress English – 88.9% of EL students made progress Social Studies – 95.2% of students made progress Social Studies – 100% of EL students made progress Science – 73.2% of students made progress Science – 79.0% of EL students made progress Math – 90.0% of students made progress Math – 83.3% of EL students made progress  Quarter 3 Progress: English – 85.7% of students made progress

Expected	Actual
<p>1.h Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter.</p> <p>1.i Participation rates on assessments to increase from 57% to 75-80%</p> <p>1.j Highly Qualified status for all staff</p>	<p>English – 94.4% of EL students made progress  Social Studies – 68.0% of students made progress  Social Studies – 65.0% of EL students made progress  Science – 91.7% of students made progress  Science – 88.9% of EL students made progress  Math – 97.8% of students made progress  Math – 100% of EL students made progress</p> <p>Quarter 4 Progress (COVID – Distance Learning):  NA – Due to COVID19 we assigned universal basic credit</p>
<p><b>19-20</b></p> <p>1.a 80% of students will show growth in cognitive skills as measured on the SCALE cognitive skill rubric.</p> <p>1.b Metric removed</p> <p>1.c Improved School Attendance Rates (Attendance in school) across the entire year – increase to 80% average daily attendance per quarter - through our WASC process, we determined that we would also measure the growth of individual students - 65% of students will show an increase in student attendance rates.</p> <p>1.d Chronic Absenteeism, - maintain a consistent rate below 40% per quarter for long term students.</p> <p>1.e Graduation rates, - internal rate – end of year, 70% of eligible students</p> <p>1.f Dropout rates (middle and high), - fewer than 1% a quarter</p> <p>1.g Other Local Measures (Registration in trainings – staff),</p> <p>1.h Reduce the percentage of students suspended even once to no more than 30% per quarter.</p>	<p>1b. METRIC REMOVED</p> <p>1c. ATTENDANCE RATES:  Quarter 1 – 67%  Quarter 2 – 67%  Quarter 3 – 67%  Quarter 4 – N/A Due to COVID19</p> <p>1c. IMPROVED SCHOOL ATTENDANCE RATES  Due to COVID19 we were unable to capture growth between quarter 1 and quarter 4</p> <p>1d. CHRONIC ABSENTEEISM  Annual Rate – 19.38%  Quarter 1 – 26.86%  Quarter 2 – 27.57%  Quarter 3 – 23.09%  Quarter 4 – N/A Due to COVID19</p> <p>1e. GRADUATION RATES (including MCS/PA/Oracle)  Eligible Students (60 credits or less to graduate in the fall): 56.5%</p> <p>1f. QUARTERLY DROUPOUT RATES:  Quarter 1 – 0%</p>

Expected	Actual
<p>1.i Participation rates on assessments to increase from 85% to 90% for existing students – this rate will need to be adjusted for new students to the program;</p> <p>1.j Highly Qualified status for all staff</p> <p><b>Baseline</b></p> <p>1.a Growth in all subject areas: Baseline number of students First semester: 19 full time students enrolled for the entire 84 days of the semester 58% of these 19 students made growth from the 1st quarter to the 2nd quarter in all subject areas.</p> <p>1.b Increased coursework completion: Baseline First semester: 19 full time students enrolled for the entire 84 days of the semester.</p> <p>Participation rate across all subjects: 93% the 60% of students enrolled for the entire fall semester received full credit for positive participation in classwork/projects. Coursework completion: 64% of the 19 full-time students made increases in coursework completion through the first semester.</p> <p>Actions 1.c-1,f &amp; 1.h refer to Annual Update chart, page 8 of 130 for baseline detail)</p> <p>1.c Improved school attendance rates: average rate across the year - 67% - partially met</p> <p>1.d Chronic absenteeism: 9%- met</p> <p>1.e Graduation rates: 56% end of year - met</p>	<p>Quarter 2 – 2.8% Quarter 3 – 0.7% Quarter 4 – 9.4%</p> <p>1g. OTHER LOCAL MEASURES 100% of classified staff participated in a wide range of professional learning sessions</p> <p>1h. BEHAVIOR / SUSPENSION RATES Quarter 1 – 25.7% Quarter 2 – 4.8% Quarter 3 – 17.6% Quarter 4 – N/A Due to COVID19</p> <p>1i. N/A – PARTICIPATION RATES No State Testing Due to COVID19</p> <p>1j. N/A – HIGHLY QUALIFIED STAFF 100% of staff are highly qualified</p>



Expected	Actual
<p>1.f Dropout rates: 5% across 4 quarters - partially met</p> <p>1.g Registration in trainings: met - 100% of staff participated in a variety of professional development activities</p> <p>1.h Behavior documentation by: number of offenses: not met frequency: not met</p> <p>1.i Participation on assessments: MAPS - no baseline established Previous baseline for PLATO as follows: Baseline: 72% participation Progress assessment: 93% Final assessment: April-May CELDT test: 83% participation SBAC (April 17-28): Anticipate 85% participation CAST Science (April 17-28): Anticipate 85% participation</p> <p>1.j Highly qualified status: 33% staff HQT status in history, science 66% staff HQT in English 66% staff HQT in Math 100% staff Multiple Subject Teaching credential for secondary education 66% staff dual credential in general education / special education</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.01 We will continue with teacher-made curricula, building projects and collecting data with standardized rubrics - Stanford Center for	Administrative Salary and Benefits:	Administrative Salary and Benefits:

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>Assessment, Learning, and Equity - (SCALE) to measure skills and differentiate instruction.</p> <p>Continue to support staff use of the data and comfort with the curriculum through training and staff meeting time.</p> <p>1.02 Teachers and staff will be issued Dell laptops or Chromebooks and will be trained to use the Google Suite and PowerSchool Learning and other education applications.</p> <p>1.03 We will deepen the equity work with our staff and students, toward culturally relevant pedagogy using Zaretta Hammond's work as a central text and focus on professional development and coaching accordingly. New staff will participate in Beyond Diversity 1 and current staff will take part in Beyond Diversity 2 and other relevant trainings.</p> <p>1.04 Continue to build and strengthen restorative practices to include higher-level restorative justice. We will continue to investigate options for expanding the work with an outside partner, although at this time, not having a partner has not hindered our process and growth.</p> <p>1.05 We will continue to provide student expeditions throughout the year when the students will be engaged in extracurricular and co-curricular learning opportunities to provide time for the teachers to build curriculum get trained when needed. When possible, expeditions will be centered around student choice.</p> <p>1.06 Teachers will continue to have direct coaching to create and execute the new curriculum and instructional practices; as well as in practices to build the foundations for social-emotional skills development and relational/restorative practices.</p>	<p>Funding Sources: LCFF: \$255,631 State: \$8,534 Local: \$52,276 1000-1999: Certificated Personnel Salaries \$316,443</p> <p>PEA 5000-5999: Services And Other Operating Expenditures LCFF \$8,750</p> <p>0</p> <p>Chrome Books 4000-4999: Books And Supplies LCFF \$4,336</p> <p>Assistant Project Supervisor - College and Career Specialist</p> <p>Funding Sources: LCFF: \$18,140 Local: \$105,263 2000-2999: Classified Personnel Salaries \$123,403</p> <p>Powerschool 5000-5999: Services And Other Operating Expenditures LCFF \$2,474</p> <p>Sidekick 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p>	<p>Funding Sources: LCFF: \$233,353 State: \$8,884 Local: \$113,135 1000-1999: Certificated Personnel Salaries \$355,373</p> <p>Unfilled PEA</p> <p>Chrome Books 4000-4999: Books And Supplies LCFF, Supplemental \$2,842</p> <p>Assistant Project Supervisor - College and Career Specialist</p> <p>Funding Sources: Federal: \$41,975 Local: \$77,953 2000-2999: Classified Personnel Salaries \$119,927</p> <p>Powerschool 5000-5999: Services And Other Operating Expenditures LCFF \$2,750</p> <p>Sidekick 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,000</p>
Weekly Curriculum Team Collaboration time to include:	Administrative salaries and benefits cost included in Goal #1 Action #1 0000: Unrestricted	Administrative salaries and benefits cost included in Goal #1 Action #1

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>1.07 Continue to organize and collect data through the Powerschool Learning platform.</p> <p>1.08 Continue to build out project-based units and daily lesson plans focused on student achievement of specific learning outcomes such as standards-aligned cognitive skills and content knowledge. While designing units, opportunities to meet with community members and leaders to identify problems in the community that could provide the foundation for project-based units of study.</p> <p>1.09 Continuous assessment of all systems and structures to understand successes, identify failures, and make adjustments to better support students</p>	<p>Teacher Salaries and Benefits</p> <p>Funding Sources: LCFF: \$539,797 State: \$78,297 1000-1999: Certificated Personnel Salaries LCFF, Special Education \$618,094</p>	<p>Teacher Salaries and Benefits</p> <p>Funding Sources: LCFF: \$435,118 State: \$83,788 Federal: \$759 1000-1999: Certificated Personnel Salaries \$519,665</p>
<p>Implementation of academic intervention strategies:</p> <p>1.10 Analyze effectiveness of diagnostic assessment system and continue to hone our understanding of student academic needs. Build capacity to do this as we grow our student population.</p> <p>1.11 Continue to utilize and refine the intervention team to support individual students. Build partnerships to support this intervention.</p> <p>1.12 Continue to build student choice into classroom projects, including working with students to develop the projects to begin with.</p>	<p>Administrator Salary and Benefits costs included in Goal# 1 Action #1 Program Manager Assistant Project Manager 1000-1999: Certificated Personnel Salaries LCFF, Supplemental \$107,016</p> <p>Teacher Salaries and Benefits cost included in Goal #1 Action #2 1000-1999: Certificated Personnel Salaries</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefits costs included in Goal #1 Action #1 2000-2999: Classified Personnel Salaries LCFF, Supplemental</p>	<p>Administrator Salary and Benefits costs included in Goal# 1 Action #1 Program Manager Assistant Project Manager LCFF: \$110,922 Federal: \$377 State: \$26,191 Local: \$17,580 1000-1999: Certificated Personnel Salaries \$155,070</p> <p>Teacher Salaries and Benefits cost included in Goal #1 Action #2</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefits costs included in Goal #1 Action #1</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
	MAP Testing 5000-5999: Services And Other Operating Expenditures LCFF \$1,625  Donated Time - Probation BACR Marin Community Clinics Free through partnerships \$0	No MAP Testing  Donated Time - Probation BACR Marin Community Clinics Free through partnerships
Engaging homeless and foster youth in the development, implementation and evaluation of academic intervention strategies addressing the needs of homeless and foster youth such as:  1.13 Individualized instruction for particular students including homeless and foster youth  1.14 Provide meaningful assignments that can accompany students, including homeless and foster youth, working independently  1.15 Planning Culturally relevant student activities that are used regularly in class to address issues of homeless and foster youth	Administrative salaries and benefits - Foster Youth Program Manager - included in Goal #5, Action #1 1000-1999: Certificated Personnel Salaries	Administrative salaries and benefits - Foster Youth Program Manager - included in Goal #5, Action #1 1000-1999: Certificated Personnel Salaries
Leadership Coaching for co-leaders to ensure the strategic plan and implementation are aligned to the goals in the LCAP.	0420 Resource Alt Ed Donations 8,000	
1.16 Teachers will continue to be trained using the Quality Teaching for English Learners (QTEL) scaffolds and strategies to support English Learners in the classroom.	Administrator Salary and Benefits costs included in Goal# 1 Action #1 Program Manager Assistant Project Manager 1000-1999: Certificated Personnel Salaries	Administrator Salary and Benefits costs included in Goal# 1 Action #1 Program Manager Assistant Project Manager

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

When the pandemic hit, we were able to pivot very quickly to distance learning because of our consistent use of the PowerSchool platform. Subsequent coaching and staff development was focused on implementing distance and hybrid learning to best meet the needs of the students, while also implementing more opportunities for the social and emotional care that our students needed. Because our system supported such a high degree of coaching, training, and professional development time, we were able to implement strategies to support every student in this difficult time.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This year our key focus was to deepen the implementation of our academic model which includes: project-based learning, competency-based learning, and social-emotional skills development through the lens of Culturally Relevant Pedagogy. In addition, we developed supports for all students including Universal Design for learning.

We continued to devote a significant amount of time - one hour per week per teacher - for 1:1 coaching in curriculum development and support for all students. In addition, we used our expedition days for even more staff development time. In addition, expeditions and field trips, as well as paid time over the summer, led to even more development and training.

In the past, we worked with a professional expert to support our leadership elective and some of our expeditions. We decided to partner with a community organization, Youth Leadership Institute, to connect our student leaders with other students from alternative schools throughout the county. Participation in the leadership group was offered free of charge.

Through a focus on diversity, equity and inclusion, we elevated the voices of our staff who created and facilitated all-staff development to a greater degree.

Attendance and engagement were continuing to improve throughout the school year, and suspensions and referrals to the office were reduced overall for some of the quarters. All teachers utilized PowerSchool to implement project-based units, and to provide feedback to students in a competency system. All students, including English Learners, received 1:1 support through differentiated instruction and support.

We did not make changes to this goal in 19-20. As we write the new 2020-2023 LCAP, we will discontinue this goal. Professional development will be a part of all of our goals. We became accredited through WASC and now will align the WASC self-study process with the LCAP development process and ensure we include the ideas and voices of our whole community.

## Goal 2

All students will be provided with high-quality education with a broad course of study that includes in class learning as well as authentic real life learning opportunities

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                              Priority 4: Pupil Achievement (Pupil Outcomes)  
                              Priority 6: School Climate (Engagement)  
                              Priority 7: Course Access (Conditions of Learning)  
                              Priority 8: Other Pupil Outcomes (Pupil Outcomes)  
                              Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 2.a Growth against standards based reporting system – establish baseline of number of students making growth in all subject areas.  2.b Skills aligned reporting system that reflects a broad course of study to include visual arts, PE, computer literacy in addition to Mathematics, History Social Studies and English Language Arts  2.c Increased participation in standardized testing Standardized tests (Standardized Statewide Assessment data) to 50% at all tested levels – current participation rate (grade 7 @ 5%; grade 8 @ 7% and grade 11 @ 9%) - Participation impacts Pupil Achievement rates and EL assessment and Reclassification rates (EL Students)  2.d Local measure – all students are assessed upon entry to determine what intervention services are needed – NWEA - MAP test will be used	2a. STUDENT GROWTH / PROGRESS 2019-20 Quarter 1 Progress: English – 84.2% of students made progress English – 100% of EL students made progress Social Studies – 76.3% of students made progress Social Studies – 79.0% of EL students made progress Science – 65.8% of students made progress Science – 84.2% of EL students made progress Math – 97.4% of students made progress Math – 100% of EL students made progress  Quarter 2 Progress: English – 95.1% of students made progress English – 88.9% of EL students made progress Social Studies – 95.2% of students made progress Social Studies – 100% of EL students made progress Science – 73.2% of students made progress Science – 79.0% of EL students made progress Math – 90.0% of students made progress



Expected	Actual
<p>2.e Improved School Attendance Rates (Attendance in school) across the entire year – increase to 70% average daily attendance per quarter</p> <p>2.f Chronic Absenteeism, - maintain consistent rate below 20% per quarter</p> <p>2.g Graduation rates, - internal rate – end of year, 40% of eligible students</p> <p>2.h Dropout rates (middle and high), - fewer than 1% a quarter</p> <p>2.i Participation rates on assessments to increase from 57% to 80% for existing students – this rate will need to be adjusted for new students to the program;</p> <p>2.j Participation in internships and occupational programs: Increase to 75% in ROP programs and 50% in internship programs – year to year – contingent upon enrollment.</p> <p>2.k Student/staff surveys to ascertain participation of students, effectiveness of program/curriculum.</p> <p>2.l Student academic goal development – to 75% of all students in ELA and Mathematics</p> <p>2.m Rate of community college course completion – from 0 eligible students participating – The outcome measure will be dictated by the number of eligible 11th and 12th graders starting with our program each year/semester.</p> <p>2.n Identification of expelled students countywide and subsequent school placement</p>	<p>Math – 83.3% of EL students made progress</p> <p>Quarter 3 Progress:  English – 85.7% of students made progress  English – 94.4% of EL students made progress  Social Studies – 68.0% of students made progress  Social Studies – 65.0% of EL students made progress  Science – 91.7% of students made progress  Science – 88.9% of EL students made progress  Math – 97.8% of students made progress  Math – 100% of EL students made progress</p> <p>Quarter 4 Progress (COVID – Distance Learning):  NA – Due to COVID19 we assigned universal basic credit</p> <p>2b. ALIGNED SKILLS  We worked with PowerSchool learning a mix of competency and growth outcomes to report progress using the traditional systems of grades/credits so that students who return to their home schools will be prepared.</p> <p>2c. N/A – STANDARDIZED TESTS  Due to COVID19</p> <p>2d. LOCAL MEASURES  All teachers incorporate a pre-assessment for units/projects that allows students to be challenged accordingly and supported as needed. 100% of students took at least pre-assessment on grade-level content and at least one on skill. No MAP Tests were administered.</p> <p>2e. ATTENDANCE RATES:  Quarter 1 – 67%  Quarter 2 – 67%  Quarter 3 – 67.3%  Quarter 4 – NA Due to COVID19</p>

Expected	Actual
<p>2.o Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter.</p> <p>2.p Suspension rates – (this is directly tied to the behavior data just above) reduce number of suspension within each quarter to less than 24 (2015-16: q1 – 24; q2 – 34; q3 – 48)</p> <p>2.q Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program</p> <p>2.r Number / measure of students that are returned to district program – This number is contingent on student eligibility and appropriateness – 100% of students that are eligible to return, will be the ongoing goal.</p>	<p>2f. CHRONIC ABSENTEEISM Annual Rate – 19.38% Quarter 1 – 26.86% Quarter 2 – 27.57% Quarter 3 – 23.09% Quarter 4 – N/A Due to COVID19</p> <p>2g. GRADUATION RATES (including MCS/PA/Oracle) Eligible Students (60 credits or less to graduate in the fall): 56.5%</p> <p>2h. QUARTERLY DROPOUT RATES: Quarter 1 – 0% Quarter 2 – 2.8% Quarter 3 – 0.7% Quarter 4 – 9.4%</p>
<p><b>19-20</b></p> <p>2.a 80% of students will show growth in cognitive skills as measured on the SCALE cognitive skill rubric.</p> <p>2.b Maintain Skills aligned reporting system - augment as needed to reflect varying course development</p> <p>2.c Increased participation in standardized testing Standardized tests (Standardized Statewide Assessment data) to 70% at all tested levels – compared to baseline participation rate (grade 7 @ 5%; grade 8 @ 7% and grade 11 @ 9%)</p> <p>2.d Local measure – students are assessed three times per year to determine what intervention services are needed – NWEA - MAP test will be used</p>	<p>2i. N/A – PARTICIPATION RATES Due to COVID19</p> <p>2j. INTERNSHIPS &amp; OCCUPATIONAL PROGRAMS Internships – 8 students (15.4%) Job Shadows / Informational Interviews – 7 students (13.5%)</p> <p>2k. N/A – STUDENT / STAFF SURVEYS Due to COVID 19</p> <p>2l. ELA &amp; Math Academic Progress – SEE DATA FROM 1A</p> <p>2m. METRIC REMOVED</p> <p>2n. School and District staff do student intake and placement. The District has an updated countywide plan for expelled students.</p>
	<p>2o. BEHAVIOR / SUSPENSION RATES Quarter 1 – 25.7%</p>



Expected	Actual
2.e Improved School Attendance Rates (Attendance in school) across the entire year – increase to 80% average daily attendance per quarter	Quarter 2 – 4.8% Quarter 3 – 17.6% Quarter 4 – N/A Due to COVID19
2.f Chronic Absenteeism, - maintain consistent rate below 40% per quarter	2p. See above
2.g Graduation rates, - internal rate – end of year, 60% of eligible students	2q. Expulsion rates remain at 0
2.h Dropout rates (middle and high), - fewer than 1% a quarter	2r. Metric adjusted to enrollment targets; see 21-24 LCAP
2.i Participation rates on assessments of 75%	
2.j Participation in job shadows, internships, college visits, career fairs and occupational programs increase to 75% of 11th and 12th graders and 50% of 9th and 10th graders	
2.k 100% of students find curriculum 85% effective at meeting their learning needs. 100% staff find curriculum effective	
2.l Student academic goal development – to 85% of all students in ELA and Mathematics	
2.m Metric removed.	
2.n Identification of expelled students countywide and subsequent school placement	
2.o Behavior documentation for students – reduce the frequency to fewer than 10% a quarter in 1) inappropriate behavior; 2) racial slurs; 3) drug use. Reduce the number of disciplinary actions to fewer than 15 a quarter.	

Expected	Actual
<p>2.p Reduce frequency of suspensions total number of students suspended even once to no more than 30%.</p> <p>2.q Expulsion rates do not apply as our students are enrolled due to their status as expelled students from district program</p> <p>2.r All students will either return to their district or remain at MCS and earn a diploma. Enrollment target set at 75 students by June, 2019.</p> <p><b>Baseline</b></p> <p>2.a Growth in all subject areas: Baseline number of students:</p> <p>First semester: 19 full time students enrolled for the entire 84 days of the semester (60% of the students who enrolled throughout the entire fall semester). 58% of the 19 long-term students made growth from the 1st quarter to the 2nd quarter in all subject areas.</p> <p>2.b Create Skills aligned reporting system to include: Rubrics in the areas of critical thinking, collaboration, creativity and communication to be implemented throughout the 4th quarter with final rubric scores included with 4th quarter report cards across all subject areas.</p> <p>2.c Participation in standardized testing: CELDT test: 83% participation SBAC (April 17-28): Anticipate 85% participation CAST Science (April 17-28): Anticipate 85% participation Inconsistent reclassification rate for EL following CELDT assessment. Students not always present or still participating in the program - secondary to return to district and/or degree completion. Students were more willing to participate in the CELDT this year. ELPAC - 17-18 10% participation</p>	

Expected	Actual
<p>2.d Local measure – all students are assessed upon entry – determine intervention services needed: No baseline established for this</p> <p>2.e Improved School Attendance Rates: refer to chart with baseline data on page 8</p> <p>2.f Chronic absenteeism: refer to chart on page 8 for Chronic Absenteeism baseline data</p> <p>2.g Graduation rates: anticipate meeting with 56% of eligible students to graduate</p> <p>2.h Dropout rates: partially met</p> <p>2.i            CELDT test: 83% participation            SBAC (April 17-28): Anticipate 85% participation            CAST Science (April 17-28): Anticipate 85% participation            Reclassification rate for EL students varies - secondary of the more transient nature of the student population and/or shorter length of stay before return to district program or degree completion.</p> <p>2.j Participation in internships and occupational programs:             100% of students have been introduced and given options to participate in internships and occupational programs            14% of students worked with the workability liaison in short internship and apprenticeship opportunities            18% of students participated in Regional Occupational Program's Auto Mechanics course            100% of students participated in the Regional Occupational Program's Career Technical Education course            45% of students have participated in the internship program</p>	

Expected	Actual
<p>2.k Baseline will be developed for students and staff</p> <p>2.l Student academic goal development: 80% of students have developed goals in ELA and Mathematics</p> <p>2.m Rate of community college course completion: No students completed community college courses</p> <p>2.n Expelled students countywide enrolled in MCOE's Alternative Education Programs: 17% of our currently enrolled students have been expelled from their Districts</p> <p>2.o Behavior documentation: see table below</p> <p>2.p Behavior documentation by number of suspensions: see table below</p> <p>2.q NA</p> <p>2.r Number of students that are returned to district program:</p> <p>End of 15-16 school year: 6 students returned to the district programs – 75% of eligible students returned to District. Those who remained in our program selected to remain in our Phoenix Academy Charter school.</p> <p>First semester 2016-17: 4 students returned to the district programs at the end of first semester. This is 100% of students who desired to return to their district programs.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Implement individual learning and social emotional plans for students using statewide assessment data as well as local assessments and inventory tools.</p> <p>2.01 Use PowerSchool Learning to organize and support student academic and social/emotional learning. Use classroom policies and Transforming Education survey to organize and support social and emotional learning.</p> <p>2.02 Continue to build individual learning pathways for each student based on initial and ongoing assessments. Work with feeding districts, as well as local colleges and universities to ensure pathways allow students access and opportunities when they graduate or return to their home schools.</p> <p>2.03 Use student achievement data collected through the PowerSchool Learning to make adjustments to teaching and learning approaches for individuals and groups.</p> <p>2.04 Continue to Implement the NWEA English and math assessments three times per year to make adjustments to individual plans as well as to our approach to instruction. For science, we will use local assessments.</p> <p>2.05 Continue to increase the participation rate for all assessments, local and national through utilizing increased Learning Coach support in the classroom.</p> <p>2.06 Continue to maintain a holistic tracking system for individuals to ensure that their social/emotional, health, and other family needs are being met. Build partnerships to support connections for families inside and outside of school. Utilize and evaluate the effectiveness of the new position of "Parent Empowerment Specialist."</p>	<p>Chromebook cost included in Goal #1 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teacher Salaries and benefits cost included in Goal #1 Action #2</p> <p>Multicultural Center of Marin</p> <p>Funding Source: Federal: \$193,854 Local: \$80,923 \$274,777</p> <p>Multicultural Center of Marin costs included above (Goal #2 Action #1) 5000-5999: Services And Other Operating Expenditures</p> <p>Assistant Project Supervisor - Family Empowerment Specialist- salary and benefits Funding Sources: LCFF: \$56,590 Federal: \$56,591 **federal carryover funding 2000-2999: Classified Personnel Salaries LCFF \$113,181</p>	<p>Chromebook cost included in Goal #1 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teacher Salaries and benefits cost included in Goal #1 Action #2</p> <p>Multicultural Center of Marin</p> <p>Funding Source: Federal: \$195,820 Local: \$80,903 \$276,722</p> <p>Multicultural Center of Marin costs included above (Goal #2 Action #1)</p> <p>Assistant Project Supervisor - Family Empowerment Specialist- salary and benefits Funding Sources: LCFF: \$54,908 Federal: \$54,907 ***federal carryover funding 2000-2999: Classified Personnel Salaries \$109,815</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.07 Assess progress on Focus on Learning plan developed through the WASC process. Implement WASC recommendations when appropriate.</p> <p>2.08 Draft courses of study with potential pathways for University of California system approval during the 2019-2020 school year. Submit in subsequent year.</p> <p>2.09 Continue to work with partners to implement support for students to apply for college and post-secondary training as part of their individual plans.</p> <p>2.10 Continue to plan and support internships and other community opportunities for students. Continue to work to align learning goals with internship and community partner collaboration to support learning in and out of the school building.</p> <p>2.11 A new math teacher has been hired, and a coach isn't needed. Support the teacher's integration into the school and appropriate supervision and evaluation.</p> <p>2.12 Continue to hire and train learning coaches through the Multicultural Center of Marin to provide more support for students within the classroom and in additional tutoring periods. Continue to build their capacity to train and coach each other.</p> <p>2.13 Investigate ways to offer second language classes in subsequent years.</p> <p>2.14 Continue to partner with SideKick or other organization to organize projects that support mixed age and ability groups to access the content they need through engaging and relevant projects.</p>	<p>Textbook Update and replacement 4000-4999: Books And Supplies Title ID \$2000</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teachers salaries and benefits cost included in Goal #1 Action #2</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1</p> <p>Multicultural Center of Marin contract costs included in Goal #2 Action #1</p>	<p>Textbook Update and replacement 4000-4999: Books And Supplies Federal Funds \$2,000</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teachers salaries and benefits cost included in Goal #1 Action #2</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1</p> <p>Multicultural Center of Marin contract costs included in Goal #2 Action #1</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.15 Continue to investigate and purchase a standards-aligned digital curriculum that will allow students to access learning in a variety of ways, and at their own pace.		
<p>2.16 Continue to implement Next Generation Science Standards curriculum:</p> <p>Make any revisions to materials and curriculum to support the implementation of NGSS</p> <p>Review and revise what has been implemented for three dimensions of NGSS standards</p> <p>Review and revise quarterly interdisciplinary projects.</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1 Program Manager Assistant Project Manager</p> <p>Teachers salaries and benefits costs included in Goal #1 Action #2</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1 Program Manager Assistant Project Manager</p> <p>Teachers salaries and benefits costs included in Goal #1 Action #2</p>
<p>2.17 Continue to identify skills and content knowledge goals for each student. Report progress as A, B, C or not yet, based on identified skills and system.</p> <p>2.18 Continue to communicate with community and feeder districts to ensure they understand the new system and how our transcripts report learning.</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teachers salaries and benefits cost included in Goal #1 Action #2</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Teachers salaries and benefits cost included in Goal #1 Action #2</p>
<p>Provide transportation for students to ensure attendance at school:</p> <p>2.19 Continued contract with Multi-Cultural Center of Marin to provide transportation to and from school as needed</p>	<p>Associated transportation costs 5000-5999: Services And Other Operating Expenditures LCFF, Supplemental \$6,500</p>	<p>Associated transportation costs 5000-5999: Services And Other Operating Expenditures Local Funding \$5738</p> <p>Van Purchase Local Funding \$70,340</p>
<p>2.20 Contract with San Rafael City Schools to provide breakfast and lunch programs that meet federal guidelines and is appealing to students. Investigate other affordable food sources that is more appealing to students while still meeting guidelines.</p>	<p>Breakfast and Lunch Contract (\$7,000 - LCFF; Local \$3,000) 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p> <p>Snack program donated by church \$0</p>	<p>Breakfast and Lunch Contract 5000-5999: Services And Other Operating Expenditures LCFF \$17,242</p> <p>Snack program donated by church</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Enrollment in School to Career/Internship offerings to improve engagement and offer hands-on learning:</p> <p>2.21 Continue to align student interests with internship opportunities. Create and assess learning on specific goals within internships. Track data and assess success.</p> <p>2.22 Continue to implement electives and other opportunities for students to build their financial literacy and independent life skills.</p>	<p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1</p> <p>Internship scholarships: Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Assistant Project Manager 5800: Professional/Consulting Services And Operating Expenditures \$0</p>	<p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1</p> <p>Internship scholarships: Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Assistant Project Manager</p>
<p>Build partnerships and create on- and off-campus opportunities for students to engage in school through leadership, creativity and following their passions.</p> <p>2.23 Modify</p> <p>Create electives that build student voice and ownership in school. Build opportunities for student voice and choice in the curriculum and learning opportunities.</p> <p>2.24 Modify</p> <p>We will continue to provide student expeditions throughout the year when the students will be engaged in extracurricular and cocurricular learning opportunities to provide time for the teachers to build curriculum get trained when needed. When possible, expeditions will be centered around student choice.</p>	<p>Field Trip cost Local Funding \$1,500</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1 2000-2999: Classified Personnel Salaries</p> <p>PEA- cost included in Goal #1 Action #1</p>	<p>Field Trip cost</p> <p>Assistant Project Supervisor - College and Career Specialist - salary and benefit cost included in Goal #1 Action #1</p> <p>No PEA</p>
<p>2.25 English Learner services</p> <p>Through increased Professional Development and using the recommendations from the WASC and FPM process we will develop and implement a plan for more robust EL services that includes designated ELD time for students.</p>	<p>Administrative Salary and Benefits costs included in Goal #1 Action #3</p> <p>Program Manager</p> <p>Assistant Project Manager 1000-1999: Certificated</p>	<p>Administrative Salary and Benefits costs included in Goal #1 Action #3</p> <p>Program Manager</p> <p>Assistant Project Manager</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Personnel Salaries LCFF, Supplemental	

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We implemented a more robust ELD program, including a designated ELD course to augment the intensive integrated support we were already providing.

We built a robust Learning Through Interest program over the spring that will be fully implemented in the 20-21 school year and will allow students to learn by doing in the community.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We continue to build our capacity to offer a wide range of learning experiences that include student-centered learning through authentic projects and opportunities. Our teachers create standards-aligned units, offered through the PowerSchool platform, that allow for an extremely high level of differentiation including flexible time; flexible contexts; and flexible assessment formats that allow us to support student learning for all. We continue to report growth and competency so that students can celebrate their successes in many ways.

Teachers also worked with students to support individual learning through Passion Projects created around topics they were interested in but still standards-aligned. Teachers created electives based on student interests as well as what learning students needed to do to make progress toward graduation.

We are extremely adaptable, and modify our program to best serve the needs of the students. To that end, our learning contexts can be highly variable while our learning goals and outcomes remain rigorous and standards-based.

Powerschool was a highly effective tool for differentiation. We did discover, however, that parents were having trouble accessing it to look for student progress. Our Family Empowerment Specialist is working with parents individually to ensure they can access it.

Our EL students were making progress more quickly than the general population, so we are confident in the supports we were able to provide.

We will be making changes to this goal:

2.04 We discontinued the NWEA MAP assessment because the data we received was not useful in our context.

2.05 As a result of the Covid-19 Pandemic, we did not administer the statewide summative assessments.

2.08 Our courses have been written but before we submit them for UC a-g approval we will need to revise them as part of our action steps.

2.14 Sidekick is no longer operating, so for future years we will need to find other partners to support the development of mentor relationships and relevant project-based units.

## Goal 3

School Community will maintain a safe, healthy and productive school environment

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 6: School Climate (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 3.a Facilities in Good Repair (Facilities Inspection Report (FIT) – maintain Excellent rating  3.b Pupil survey- 100% participation in survey and California Healthy Kids Survey  3.c Parent survey – 75% response bi-annually - met on local indicator  3.d Community agency survey – 100% response  3.e Accident and/or emergency report  3.f Suspension rates (see Expected Outcome in goals 1 and 2) <ul style="list-style-type: none"> <li>Analysis of suspension</li> </ul> 3.g Expulsion rates (not applicable)  3.h Healthy Kids Survey - 100% participation. Data will yield information for review in subsequent LCAP action steps and/or goals.	3a. FACILITIES Excellent rating has been maintained  3b. N/A – PUPIL SURVEY Not administered due to COVID19  3c. PARENT SURVEY: FALL – 50% of parents surveyed: <ul style="list-style-type: none"> <li>93% – their child has positive relationship with an adult</li> <li>93% – their child has positive relationship with another student</li> <li>93% – their child has clear goals after graduation and is actively working towards them</li> <li>100% – their child believes that what they’re learning is relevant to their lives</li> <li>93% – their child is aware of available services for child and family</li> </ul> PARENT SURVEY: SPRING –95% of parents successfully contacted to determine families’ needs and resources available (original survey was discontinued due to Covid-19). We communicated resources and opportunities to support families during the pandemic, including access to food pantries, free lunches, emergency aid, how to access medical and mental health services and rental assistance. 21% of families received rental

Expected	Actual
<p><b>19-20</b></p> <p>3.a Facilities in Good Repair (Facilities Inspection Report (FIT) – maintain Excellent rating</p> <p>3.b Pupil survey: 100% participation in survey and California Healthy Kids Survey</p> <p>3.c Parent survey – 75% response bi-annually</p> <p>3.d Community agency survey – 100% response</p> <p>3.e Accident and/or emergency report</p> <p>3.f Suspension rates (see Expected Outcome in goals 1 and 2)</p> <ul style="list-style-type: none"> <li>• Analysis of suspension</li> </ul> <p>3.g Expulsion rates (not applicable)</p> <p>3.h Healthy Kids Survey - 100% participation. Data will yield information for review in subsequent LCAP action steps and/or goals.</p> <p><b>Baseline</b></p> <p>3.a Facilities in good repair (FIT) Report: Met the standards of being in good repair, with no identified deficiencies, resulting in an “exemplary” rating for the school campus.</p> <p>3.b Pupil survey: 100% participation on California Healthy Kids Survey anticipated</p> <p>3.c Parent survey: 56% response fall semester 80% response anticipated spring semester survey</p>	<p>assistance based on need through partner organizations, such as St. Vincent’s, the Multicultural Center of Marin, and Adopt-A-Family.</p> <p>3d. COMMUNITY AGENCY SURVEY We did not implement a partner survey this year, however we had ongoing meetings and check-ins with our major partners:</p> <ol style="list-style-type: none"> <li>1. Multicultural Center of Marin</li> <li>2. Bay Area Community Resources</li> <li>3. Marin Community Clinics</li> <li>4. Marin County Probation</li> </ol>

Expected	Actual
<p>3.d Community agency survey: 100% response for May, 2018 survey</p> <p>3.e Accident and/or emergency report: 4 student accident reports so far this school year 3 staff accident reports so far this school year</p> <p>3.f Suspension rates: Suspension rates – reduce number of suspension within each quarter to less than 24 (2015-16: q1 – 24; q2 – 34; q3 – 48)</p> <p>3.g Expulsion rates (not applicable)</p> <p>3.h Healthy Kids Survey: 100% participation on California Healthy Kids Survey anticipated Data yielded from last year has provided information for changes to appropriate action steps within Goal #3.</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.01 Ensure the smooth day to day operation of Alternative Education programs and services between MCOE, Probation, Mental Health and other community based organizations.	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Secretarial salaries and benefits</p> <p>Funding Source: LCFF \$160,573 Federal: \$14,232 State: \$11,248 Local: \$49,330 2000-2999: Classified Personnel Salaries \$235,384</p>	Administrative salaries and benefits cost included in Goal #1 Action #1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.02 We hired a Family Empowerment Specialist to provide the most effective level of parent/community involvement. We will continue to build the capacity of parent leaders to help and plan these events and others on and off campus, in addition to mentoring other parents at the school.	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Multicultural Center of Marin support costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Assistant Project Supervisor - Family Empowerment Specialist - salary and benefits costs included in Goal #2 Action #1</p>	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Multicultural Center of Marin support costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Assistant Project Supervisor - Family Empowerment Specialist - salary and benefits costs included in Goal #2 Action #1</p>
3.03 Facilities will be maintained in a clean and safe condition.	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Custodial Support 2000-2999: Classified Personnel Salaries LCFF 22,089</p>	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p> <p>Custodial Support 2000-2999: Classified Personnel Salaries LCFF \$6,210</p>
<p>3.04 Continue to build our collaboration with Youth Transforming Justice (formerly Marin Youth Court).</p> <p>3.05 Continue to develop youth voice in relational and restorative practices that build student responsibility.</p> <p>3.06 Action removed - covered in 3.04</p>	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>	<p>Multicultural Center of Marin Contract costs included in Goal #2 Action #1</p> <p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>
3.07 Continue to develop relational and restorative practices to improve culture and community, and to mitigate school disruptions.	Multicultural Center of Marin support costs included in Goal #2 Action #1	Multicultural Center of Marin support costs included in Goal #2 Action #1

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.08 Continue to help students and staff identify ways in which cultural practices can be used in places and situations outside of school, and continue to build mentor program to support this work.	Administrative salaries and benefits cost included in Goal #1 Action #1	Administrative salaries and benefits cost included in Goal #1 Action #1
3.09 Emergency preparedness trainings held for all staff quarterly in the areas of: <ul style="list-style-type: none"> <li>• Cardio Pulmonary Resuscitation for new staff</li> <li>• De-escalation strategy training: each year with new staff and a new population of students</li> <li>• Campus safety training</li> </ul> 3.10 Crisis Prevention Intervention: each year with new staff and a new population of students	Administrative salaries and benefits cost included in Goal #1 Action #1  Teacher salaries and benefits cost included in Goal #1 Action #2	Administrative salaries and benefits cost included in Goal #1 Action #1  Teacher salaries and benefits cost included in Goal #1 Action #2

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds were implemented as indicated.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The overall culture of our school has significantly improved with our efforts in diffusing gang tension and building community. Students report in surveys that they feel safe, happy and connected here. The pandemic has been a setback in building culture, but the teachers and staff are finding ways to do so even over zoom or from six feet away.

Our Family Empowerment Specialist created a Family Leadership Team to meet regularly and bring more ideas to our planning and implementation. He also is in individual contact with every family multiple times throughout the year. As we moved to distance learning during the pandemic, he was instrumental in connecting families with resources from the school and from the larger community.

We continue to look for ways to bring more student-centered ideas to the look and feel of our campus. We hope that we can build a student-created mural, and continue to hang student work in our classrooms.

We did not make changes to the goal in 19-20. As we write the new 2021-2024 LCAP, we will discontinue this goal and incorporate safety into the new goals, specifically around student engagement and resources to support learning.



## Goal 4

Increase parent - guardian involvement and awareness of programs and services

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<p><b>Metric/Indicator</b></p> <p>4.a Parent input – survey – anticipated 75% participation biannually in survey about services and needs for students.</p> <p>4.b Participation at school wide events:</p> <ul style="list-style-type: none"> <li>o Back to school Night – 50% attendance</li> <li>o Site Council meetings – 75% attendance</li> <li>o Parent education events – 60-70%</li> <li>o Open House – 70%</li> <li>o End of unit Student Showcases – data includes student attendance – new baseline needed for parent attendance</li> <li>o Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it.</li> </ul> <p>4.c Student wellness plans – maintain 100% rate of completion</p> <p>4.d Rate of return to LEA – 75% of student eligible will return</p> <p>4.e Updated Triennial plan for Expelled Youth</p> <p>4.f Ongoing Countywide Foster Youth Services</p>	<p>4a. PARENT SURVEY: FALL – 50% of parents surveyed:</p> <ul style="list-style-type: none"> <li>• 93% – their child has positive relationship with an adult</li> <li>• 93% – their child has positive relationship with another student</li> <li>• 93% – their child has clear goals after graduation and is actively working towards them</li> <li>• 100% – their child believes that what they're learning is relevant to their lives</li> <li>• 93% – their child is aware of available services for child and family</li> </ul> <p>PARENT SURVEY: SPRING –95% of parents successfully contacted to determine families' needs and resources available (original survey was discontinued due to Covid-19). We communicated resources and opportunities to support families during the pandemic, including access to food pantries, free lunches, emergency aid, how to access medical and mental health services and rental assistance. 21% of families received rental assistance based on need through partner organizations, such as St. Vincent's, the Multicultural Center of Marin, and Adopt-A-Family.</p> <p>4b. PARENT PARTICIPATION Back to School Night (9/12/19) – 59.4% Attendance</p>

Expected	Actual
<p>4.g Create Transportation Plan for districts to use as a resource</p> <p><b>19-20</b></p> <p>4.a Parent input – survey – anticipated 80% participation biannually in survey about services and needs for students.</p> <p>4.b Participation at school-wide events: Back to School Night – 50% attendance Site Council meetings – 75% attendance Student Exhibition Night (Open House)– 60- 70% Open House – 70%</p> <p>4.c Metric removed</p> <p>4.d All students will follow their preferred pathway - either return to their District or remain at MCS and earn a diploma. We will continue our enrollment for those students that elect to participate in our program as their school of choice.</p> <p>4.e Continue to implement Triennial plan for Expelled Youth 2018-2021</p> <p>4f. Ongoing Foster Youth Services (moved to Goal 5 in 17-18)</p> <p>4.g Maintain Transportation Plan</p> <p><b>Baseline</b></p> <p>4.a Parent input: 56% response on school survey for fall semester 80% response anticipated for spring semester survey</p> <p>4.b Parent input at parent education events:</p> <ul style="list-style-type: none"> <li>Quarter 1: Gang Awareness - 52% of our families attended</li> </ul>	<p>Parent / Family Night (10/19/19) – 15.6% Attendance Open House (11/18/19) – 3.1% Attendance Thanksgiving Family Celebration (11/18/19) – 34.4% Attendance Exhibition Night (12/17/19) – 50% Attendance Parent / Family Night (1/25/20) – 37.5% Exhibition Night (3/28/20) – Cancelled Due to Covid 19 Average Parent / Family Event Attendance – 33.3%</p> <p>4c. N/A – METRIC REMOVED</p> <p>4d. STUDENT PATHWAYS Our goal is to serve the needs of students whether they decide to return to Districts or remain in our school</p> <p>4e. TRIENNIAL PLAN The triennial plan for expelled youth was implemented.</p> <p>4f and 4g. were moved to Goal 5.</p>

Expected	Actual
<ul style="list-style-type: none"> <li>• Quarter 2: Mental Health and Teen Stress – 50% of our families attended</li> <li>• Quarter 3: Drug Education – 50% of our families attended</li> <li>• Quarter 4: Law Enforcement Support (April) – anticipate 55% of our families in attendance</li> <li>• Quarter 4: College / Career Access (June) – anticipate 55% of our families in attendance</li> </ul> <p>Participation at school wide events:</p> <ul style="list-style-type: none"> <li>• Back to School Night: 50% attendance</li> <li>• Site Council meetings: 75% attendance</li> <li>• Open house: 9% participation</li> <li>• End of unit student showcases: 10% baseline data for parent attendance.</li> </ul> <p>4.c Student wellness plans: 100% of students who have accessed on-site therapeutic services created a wellness plan with their providers.</p> <p>4.d Rate of return to LEA: Anticipate 75% of eligible students will return to their District schools for the 2017-18 school year</p> <p>4.e Updated Triennial plan for Expelled youth: 2015-2018</p> <p>4.f Ongoing Countywide Foster Youth Services Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it.</p> <p>4.g Marin County schools do not currently have a transportation plan in place</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.01 Quarterly parent/guardian outreach will include:</p> <ul style="list-style-type: none"> <li>• Student and staff facilitated presentations and guest speakers</li> <li>• Distribution of bilingual home-school communication with support from bilingual School Site Council member</li> <li>• Bilingual printed material created by student/staff collaboration</li> <li>• Continued combined site council meetings</li> </ul>	<p>4000-4999: Books And Supplies LCFF, Supplemental \$500</p>	<p>No material costs</p>
<p>4.02 Engage parents and guardians in multiple ways to increase student engagement.</p> <p>*Provide Parent/Guardian education series.</p> <p>*Organize community service events.</p> <p>*Organize community fun events built to also provide opportunities and engagement in the academic program.</p> <p>4.03 Maintain engagement with parents/guardians for events and the dissemination of information regarding program and community resources with food, childcare, transportation:</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #3 LCFF, Supplemental</p> <p>Teacher salaries and benefits cost included in Goal #1 Action #2 LCFF, Supplemental</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #3</p> <p>Teacher salaries and benefits cost included in Goal #1 Action #2</p>
<p>Culturally relevant materials, education events, and information sent to parents/guardians on a regular basis:</p> <p>4.04 All materials, information, and meetings will be bilingual to ensure access for all parents: students will collaborate with staff to create materials, translate information, and provide support for Spanish speaking parents at events</p> <p>4.05 Continued collaboration with Multicultural Center of Marin to create and facilitate culturally relevant events for parents/guardians.</p>	<p>Secretarial Salary and Benefits cost included in Goal #3 Action #1 LCFF, Supplemental</p> <p>Supplemental materials and supplies for parents 4000-4999: Books And Supplies LCFF, Supplemental \$1,500</p> <p>Assistant Project Supervisor - Family Empowerment Specialist-salary and benefits costs included in Goal #2 Action #1</p>	<p>Secretarial Salary and Benefits cost included in Goal #3 Action #1</p> <p>No material costs</p> <p>Assistant Project Supervisor - Family Empowerment Specialist-salary and benefits costs included in Goal #2 Action #1</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
<p>4.06 Sustain frequency of communication with parents/guardians to provide information on in-class projects and assignments. Adjust as needed to changing population.</p> <p>4.07 See above - These actions can be ultimately merged.</p> <p>4.08 Train bilingual/bi-cultural Multicultural Center of Marin support staff to lead parent/guardian communication to insure its cultural relevance</p>		
<p>4.09 Evaluate effectiveness of weekly coordination of mental health services to include more community partners in the mental health field; individual student wrap-around team meetings, including individual student's participation in creating and maintaining their plans</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>
<p>Action moved to goal 5, Action 5.10</p>	<p>Action moved to goal 5, Action 5.10 1000-1999: Certificated Personnel Salaries</p>	<p>Action moved to goal 5, Action 5.10</p>
<p>Action moved to goal 5, Action 5.11</p>	<p>Action moved to goal 5</p>	<p>Action moved to goal 5</p>
<p>Action moved to goal 5</p>	<p>Action moved to goal 5, Action 5.14</p>	<p>Action moved to goal 5, Action 5.14</p>
<p>Action moved to goal 5, Action 5.18</p>	<p>Action moved to goal 5</p>	<p>Action moved to goal 5</p>
<p>Action moved to goal 5, Action 5.20</p>	<p>Action moved to goal 5</p>	<p>Action moved to goal 5</p>
<p>Action moved to goal 5, Action 5.25</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>	<p>Administrative salaries and benefits cost included in Goal #1 Action #1</p>

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for Actions and Services were implemented as indicated in plan.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We continue to have extensive outreach to our community through our designated bilingual Family Empowerment Specialist, and the creation of a new Family Empowerment Team. In addition, we continued our partnership with the Multicultural Center of Marin to contract for bilingual learning coaches/mentors who are integral in communication as well. All of our material is in Spanish and English including all mailings, texts, and flyers. Every in-person has an interpreter as needed.

We continue to have irregular and fairly low attendance at our family and parent meetings depending on time, topic, and time of year. We started a Family Empowerment Team which was meeting regularly to define parent concerns and to make plans for more community events, but it stopped functioning when the pandemic hit.

Because of the relationships we had established, however, we were able to communicate individually with every family very quickly, first to ensure that the family was safe and stable with food and rent assistance, and then to be sure every student had what they needed to access distance learning. We continue to communicate personally with every family, to gather information, ideas, and to give support, and in this way have 100% family engagement.

We will be making changes to this goal - merging actions 4.06 and 4.07 and removing actions 5-10

## Goal 5

Support districts and facilitate transitions for Expelled and Foster Youth countywide.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)  
                              Priority 10: Foster Youth – COEs Only (Conditions of Learning)

Local Priorities:

### Annual Measurable Outcomes

Expected	Actual
<b>Metric/Indicator</b> 5.a Updated Triennial plan for Expelled Youth  5.b Ongoing Countywide Foster Youth Services  5.c Create Transportation Plan for districts to use as a resource  <b>19-20</b> 5.a Continue to implement Triennial plan for Expelled Youth 2018-2021  5.b Facilitate ongoing countywide FYSCP opportunities intended to build local LEA and agency capacity and coordinate services for foster youth. This will include: <ul style="list-style-type: none"> <li>• Attendance at informational events intended to coordinate services for foster youth students</li> <li>• Distribution of FY resources</li> <li>• Coordination of professional development and training specific to FY services</li> </ul> 5.c Maintain Transportation Plan	5a. The Marin County Triennial Plan for Expelled Youth was updated, June, 2021  5b. Foster Youth services took the form of: *Consultation with community partners, Health and Human Services on behalf of our districts and students living in Foster placement. *Quarterly Executive Advisory meetings *Quarterly Foster Youth Liaison meetings *Assistance in the coordination of services *Monitoring Foster Youth enrollment (Foster Focus) weekly *Coordination of professional development targeted to meet the needs of working with the unique challenges of our youth and their families and providers in foster care.  5c. The Marin County Schools Transportation plans were created and district-specific. There is interest in working toward the creation of a unified plan for all districts.
<b>Baseline</b>	

Expected	Actual
<p>5.a Updated Triennial plan for Expelled Youth: 2015-2018</p> <p>5.b Ongoing Countywide Foster Youth Services Attendance at informational events intended to coordinate services for foster youth students – no baseline for this data. Subsequent year data will be consistent with the population of foster youth at that time and may not have a cumulative cycle to it.</p> <p>5.c Marin County schools do not currently have a transportation plan in place</p>	

## Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.10 Foster Youth Coordinating Services Program (FYSCP) will continue to provide county-wide outreach and resources to local education agencies (LEAs) and community-based organizations (CBOs) around identification of needs and services for foster youth students (this outreach includes local child welfare)</p> <ul style="list-style-type: none"> <li>• Outreach to LEA foster youth liaisons on a monthly basis to ensure understanding of the role the countywide foster youth coordinator provides to districts around foster youth services and to maintain LEA engagement</li> <li>• Distribute FYSC resources - Discontinued</li> <li>• Maintain a collaborative partnership with the Marin Foster Care Association, including participation in sponsored events</li> </ul>	<p>Administrative Salary and benefits Foster Youth Coordinator</p> <p>Funding source - Foster Youth Program funds 1000-1999: Certificated Personnel Salaries Other \$143,535</p>	<p>Administrative Salary and benefits Foster Youth Coordinator</p> <p>Funding source - Foster Youth Program funds 1000-1999: Certificated Personnel Salaries Other \$120,054</p>
<p>5.11 Foster Youth Services Coordinating Program facilitates inter-agency agreement for county-wide data sharing between LEAs, Marin County Juvenile Court, Marin County Department of Health and Human Services, Marin County Probation Department, Marin County SELPA and Marin County School Districts</p>	<p>FYSCP budget for Foster Focus licensing 5000-5999: Services And Other Operating Expenditures Other \$5,000</p> <p>Administrative salary and benefits cost included in goal #5 action #1</p>	<p>FYSCP budget for Foster Focus licensing 5000-5999: Services And Other Operating Expenditures Other \$2,000</p> <p>Administrative salary and benefits cost included in goal #5 action #1</p>



Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>5.12 Maintain data-sharing system</p> <ul style="list-style-type: none"> <li>• Foster Focus</li> <li>• Regular upload of student data to CALPADS</li> <li>• Student Information System reporting</li> <li>• Coordinate annual data-sharing systems training for district liaisons and CFS Program Managers</li> </ul> <p>5.13 Discontinued</p>	<p>1000-1999: Certificated Personnel Salaries Other</p>	<p>1000-1999: Certificated Personnel Salaries Other</p>
<p>5.14 Engage local stakeholders, including LEA staff, CBO staff, and foster parents, by providing background on legislative updates around assembly bill AB 854</p> <p>5.15 Facilitate Foster Youth Education Executive Advisory Council Meetings</p> <p>5.16 Discontinue</p> <p>5.17 Increase collaboration among schools and child welfare agencies under the Every Student Succeeds Act related to school stability and the provision of transportation for foster youth.</p>	<p>FYSCP budget for materials to facilitate Executive Advisory Council Meetings 4000-4999: Books And Supplies Other \$800</p> <p>Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other</p>	<p>FYSCP budget for materials to facilitate Executive Advisory Council Meetings 4000-4999: Books And Supplies Other</p> <p>Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other</p>
<p>5.18 Collaborate and maintain ongoing communication with the California Department of Education's FYSCP Offices to ensure understanding of county office of education and LEA responsibility for foster youth services</p> <p>5.19 Disseminate reference document to share with the community around agency responsibility</p>	<p>Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other</p> <p>FYSCP budget - materials for creation of reference document and distribution 4000-4999: Books And Supplies Other \$100</p>	<p>Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other</p> <p>FYSCP budget - materials for creation of reference document and distribution \$589.72</p>
<p>5.20 Participate in targeted assistance sessions with districts to build local capacity around services for foster youth students, focusing on districts with less participation in FYSCP activities.</p>	<p>FYSCP budget - materials for workshops, trainings, and</p>	<p>FYSCP budget - materials for workshops, trainings, and</p>

<b>Planned Actions/Services</b>	<b>Budgeted Expenditures</b>	<b>Actual Expenditures</b>
5.21 Discontinued	resources 4000-4999: Books And Supplies Other \$800	resources 4000-4999: Books And Supplies Other
5.22 Assess the needs of the community through focus groups, surveys, or other means to determine gaps in technical assistance as outlined in AB 854	FYSCP budget - professional development costs 5000-5999: Services And Other Operating Expenditures Other \$18,305	FYSCP budget - professional development costs 5000-5999: Services And Other Operating Expenditures Other \$18,305
5.23 Attend and provide opportunities for districts to participate in various workshops including trauma-informed practices, youth leadership development, and understanding challenging behavior in troubled children	Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other	Administrative salary and benefits cost included in goal #5 action #1 1000-1999: Certificated Personnel Salaries Other
5.24 Discontinued		
5.25 The county office liaison will provide support to districts regarding the implementation of the countywide plan for expelled students encompassing the 18 school districts in the county		

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

In 2019 - 2020 the funds budgeted for services dedicated to foster youth were largely noted in staffing and professional development. The Foster Youth Program Manager closely monitors the needs of our districts - bringing them together to collaborate, share learning both from each other, as well as targeted professional development with experts that offer great understanding for youth in foster care. Much of this training centers around bias and trauma - two areas that are integral to effectively working with youth in foster care. These training opportunities have traditionally been extended to families and other providers. In 2020-2021, this was an integral part of the plan to effectively meet the needs of our students.

All professional development training - outside of those that took place during Executive Advisory Committee meetings - was also provided to foster families and community providers. The pandemic onset in March 2020 put a hard stop in plans to offer a larger scale professional development series - in person. Funding that would have been allocated to fund this was realigned to both

increase the tutoring services, as well as the establishment of learning hubs and targeted trauma training for foster youth, their host families, and associated service providers (Health and Human Services, Court Appointed Special Advocates - CASA, etc.).

The pandemic also brought out the immediate need for more direct services to our students in foster care. Placement families noted that they were noticing a disconnect from education when distance learning began. To mitigate this withdrawal and reaction to the online classroom we instituted zoom tutoring. This acted to supplement the student's learning time and also provided connectivity albeit virtual with a caring adult that could keep them engaged and successful in learning.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

An ongoing resounding success continues to be the relationship and collaboration that occurs between and among districts, as well as that with Health and Human Services and Child Welfare. The challenges as indicated above were really specific to the isolative effect that the students were experiencing secondary to distance learning and the impact on their social-emotional well-being as well as their ability to stay engaged in learning. The addition and extension of tutoring was a resounding success and will be a part of the 2021-2024 plan. Additionally, because of the demand on our districts, the ability for people to engage in meetings regularly was inconsistent.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Our in-person learning model will open with small, contained cohorts, each coming to campus one or two days per week. As Public Health mandates allow, we will expand the cohorts so that they have more access to in-person learning. The teachers, paraeducator and Learning Coaches will support one cohort in person in two ways:</p> <ul style="list-style-type: none"><li>*They will support the student in subject-specific learning.</li><li>*They will support the students to learn and engage with the subjects they will be accessing online.</li></ul> <p>We have two vans, and as Public Health allows we will provide transportation to school for students who need it.</p> <p>Curriculum and courses will be designed to be accessed in person, in a hybrid model, or fully distant</p> <ul style="list-style-type: none"><li>*Teacher salaries</li><li>*Paraeducator</li></ul>	\$667,401	\$624,574	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and/or budgeted expenditures for in-person instruction. Our in-person offerings adapted over time as we responded to COVID infection rates and evolving guidance from Marin County Public Health.

Beginning May 18, 2020, we offered in-person learning for students with small cohorts. In the fall of 2020, we had 4 cohorts of 16 people each on campus 1-2 times per week per public health guidelines. There was one teacher and one learning coach in each

cohort to support students' social, emotional, and academic needs in person. In addition, our paraeducator and special education teacher provided in-person support throughout the cohorts as needed. The cohort teacher taught their subject area courses and one elective in person, then supported students in-person while other teachers "Zoomed-In" to synchronously lead their discipline's instruction.

In mid-January, 2021, our staff had the opportunity to receive COVID vaccinations, helping guide the way to having more students return to campus. While Public Health guidelines permitted more students on campus earlier, it took time for administrators and teachers to co-develop a memorandum of understanding with the Marin County Educators Association, which would allow more students on campus while following ever-evolving safety guidance from Public Health. Beginning April 12, 2021, we doubled the number of students and staff on campus and lengthened the school days for students. When transportation guidelines were issued by Public Health we began offering transportation again from San Rafael and Novato using our school vans. Beginning June 14, 2021, we will have one group of students that meets every day on campus for summer school.

## Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

### Safety

Marin County Office of Education led the way throughout Marin County, the state of California, and even at a National level. The Learning Policy Institute recently published a white paper that outlined the steps Marin County took to get students back to school as quickly as possible. On April 30, 2021, the United States Department of Education issued a press release that highlighted the Rethinking Schools website and Marin County Office of Education's approach to getting students back to school safely. Our Alternative Education program was one of the first to have students return to school in the San Francisco Bay Area on May 18, 2020. Throughout the year, our school was one of the few public middle and high schools open to in-person instruction.

Even as Covid spread throughout our community, we have kept our students and staff safe. Our cohort model allowed us to be adaptive to the Covid situation as it evolved. We closed cohorts 3 times this year to prevent the spread of Covid with students who had been exposed outside of the school. As of May 11, 2021, we have had no transmission of Covid on campus. While staff and students have been infected, the screening protocols and safety measures we have in place through our School Site Specific Protection Plan have been effective at keeping our community members safe.

### New Learning Through Interest Program

Our school collaborated with leaders through Big Picture Learning to expand our "Learning Through Interest (LTI) Program." Our LTI program is designed to support students' identity development and build their social networks as they pursue their individual goals. All of our students are enrolled in a College and Career elective where they are exposed to a wide variety of interests and opportunities to pursue through our Virtual Job Shadow Program. As students have interests that they like to pursue, we find mentors in our networks to connect with students through informational interviews, weekly meetings, work experience and in person internships when

available. In February, 2019, our board approved our participation in California's Work Experience Education Program and approved two new courses of study (General Work Experience and Exploratory Work Experience). Our participation in this program allows our students to earn elective credit as they explore their interests in the community. Through Q3 of the 2020-2021 school year, 60% of students have participated in the Learning Through Interest program. Many students have shared that they appreciate the opportunity to explore their passions while also making progress towards graduation.

#### Growing Relationship with College of Marin

In addition to our Learning Through Interest Program, we are building our relationship with the College of Marin to support dual enrollment during high school. In the spring of 2021, we had 5 students co-enrolled in the College of Marin. Students are taking courses such as art, history of Latin American women, and a virtual reality automotive class. Students are developing confidence in themselves as college students and they are serving as models for younger students who may take part in the program next year. At the same time, we are learning that we need to provide additional supports for our students while they are co-enrolled so that they can feel successful as they take on new academic challenges.

#### Student Leadership

This summer, our staff listened to our student's interests and needs and created a financial literacy elective. Their leadership also helped guide teachers' selection of instructional units, and passion projects. Often, these projects are grounded in local social justice issues. One of our teachers started using Youth Participatory Action Research to understand students' needs and make plans to address issues. His students created podcasts to share their perspectives. As a result of this work, students will be guiding a committee to plan after-school activities beginning this summer and fall. Our team will continue to use this model as an authentic way to solicit students' voices to guide change. These changes are reflected in our 2021-2024 LCAP.

#### Community Building

Our students were really struggling as schools were closed and had a sense of relief when we could welcome students' back. As a county alternative school, many students have been referred to our school due to attendance issues. For this year, students and families have had the option to participate remotely and/or in person. This shift has led to a situation where overwhelmingly students are opting to come to school instead of coming to school because it is their only option. This shift has reinforced students' appreciation of our school community and has led to a sense of belonging. Our students take pride in our school and wear school gear, evidence of the positive shift in our identity as our school as a whole. Where students used to feel shame in attending the school because the school had been used as a threat or punishment, students now share how much they appreciate our school and staff with their friends and family.

#### Cohorts and Students Groups

Each student is part of a cohort with a dedicated teacher and learning coach that they check in each day to support their social, emotional, and academic needs. This structure has been extremely helpful in supporting communication and directing resources and support to students and families. Our Family Empowerment Specialist has been pivotal in connecting families with food resources, mental and physical supports, and other identified needs. Our partner, Multicultural Center of Marin, has also led social and emotional

circles to support many of English learners' social and emotional needs too. The relationships that have been developed through both the cohorts and small groups are developing trust and connection throughout the school.

#### Adaptive Staff

Over the last year, our team has developed and implemented five different school schedules to accommodate our students' needs and evolving health conditions. We are constantly "at the drawing board" listening to students' and stakeholders' needs and adapting our approach as necessary to maximize our team's effectiveness and support students' wide range of needs.

#### Challenges

##### 2020-2021: Global Covid-19 Pandemic and Racial Violence Throughout the United States

It's difficult to convey the level of trauma many of our students, staff, and members of our community have experienced over the past year. Prior to the pandemic, our community already faced significant marginalization in our community as a result of systemic racism. Families have been terrorized by immigration policies that have been designed to intimidate and exclude individuals from our community. In addition to the day-to-day interpersonal racism individuals encounter, this was experienced through threats of deportation, challenges finding affordable housing, food insecurity, difficulty finding employment with a living wage, and at times domestic violence or challenging encounters with law enforcement or immigration officials.

##### Wildfires, Power Outages, 2020 Election, and Capital Riots

In addition to the pandemic and racial justice movement, our team also navigated wildfires and power outages in the summer and fall of 2020. Some of our team members needed to evacuate their homes, many people lost electricity (and thus internet access), and our skies were covered in thick toxic smoke that made it difficult to even go outside. As a team, we needed to consider the safety of the air inside the classroom (to mitigate the spread of Covid-19) and the health concerns related to particulate matter from the fires. We installed air filters in the classes to support cleaner air, but the combination of events was anxiety-provoking for our community.



# Distance Learning Program

## Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Our distance learning model will involve the same level of staffing as our in-person instruction model.</p> <p>*They will support the student in subject-specific learning</p> <p>*They will support the students to learn and engage with the subjects they will be accessing online</p> <p>Curriculum and courses will be designed to be accessed in person, in a hybrid model, or fully distant</p> <p>*Teacher salaries</p> <p>*Paraeducator</p> <p>Costs are included under actions related to In Person Instruction offering. No additional costs. Please refer to page 4 of this document.</p>			Yes
<p>All students will have access to an iPad for use at home, a chromebook to use on campus, and an Internet hot spot (if needed)</p> <p>*Apple iPads + 15 donated by the State of California</p> <p>*Hotspots x 15 + 15 donated by the State of California</p>	\$13,363	\$37,587	No
<p>Create a tiered attendance intervention system to support learning and engagement</p> <p>*Secretary salaries</p> <p>*Administrative assistant</p> <p>*Admin Salary</p>	\$197,526	\$175,144	Yes
<p>Teacher Professional Development for best practices in distance learning, including multiple points of entry for all students</p>		\$2,281	Yes



Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Additional time will be allocated to parent learning, onboarding and assistance with technology.</p> <p>a. teacher extra hire</p> <p>b. teacher salaries</p> <p>Costs are included under actions related to In Person Instruction offering. No additional costs. Please refer to page 4 of this document.</p>			

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Our distance program was designed to work seamlessly with our in-person learning program. All Assignments are located on our learning management system, PowerSchool. In general, we implemented our distance learning program according to the plan with a few exceptions.

One shift in the planned actions and budgeted expenditures is technology. Many more students needed hotspots to support the level of online learning we were using. This reflects an increase in our hotspot budget. Additionally, due to limitations in the functionality of the iPads offered in our program, we elected to purchase Chromebooks. Many of our students need to travel through transit stations and walk to school. There were concerns with safety which necessitated the purchase of an additional set of Chromebooks to support on-campus learning and a notable increase in the original budget.

## Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction:

Successes

All of our teachers' assignments and work are located on our learning management system called PowerSchool. This supports synchronous and asynchronous instruction both on and off-campus so that students can move at their own pace and work on the assignments that are tailored to their needs. In addition, because teachers are all supporting one another's work, most staff members can support students with whatever students are working on. In addition, our teachers and learning coaches have been increasing the

strategies they are using to support English learners--including providing materials and instructions both in English and Spanish, providing targeted scaffolds to support English Language Development and content understanding, and 1:1 support.

### Challenges

Some students had a difficult time engaging with online instruction and asked for assignments in paper form. While our teachers prepared materials in this form, very few students followed up with assignments in this form. It also took a significant amount of prep work for teachers.

### Access to Devices and Connectivity:

#### Successes

We provided all of our students with Chromebooks and Hotspots who needed them. At the start of the year, and every time we changed the schedule we dedicated time to onboarding students so that they would understand the technology and the structures of school. We also bookmarked students' schedules, Zoom links, and links to curriculum materials for them on their Chromebooks to remove barriers to student engagement. Throughout the year, as students' devices needed to be fixed, our team was able to trade out the devices quickly and get the old devices serviced by our IT department.

#### Challenges

We set up Zoom to have simultaneous translation for parents during community meetings. Unfortunately, we learned that Chromebooks do not support this feature on Zoom, so we ended up doing bilingual meetings instead, which takes additional time.

### Pupil Participation and Progress

Teachers tracked attendance and engagement through our student information system called Aeries. We worked with our business and information technology department to set up alternative attendance codes during the pandemic to account for in-person learning, virtual participation, and asynchronous engagement. Our competency based system was helpful for this situation because in our instructional model, time is the variable and learning is the constant. Teachers aligned instruction and assessments with our standards-based curriculum and reported students' progress in skills and content. While the vast majority of students made more academic progress in person, the flexibility that was provided this year in terms of attendance benefited some students to learn when and where they needed to. Even when the in-person classes were available, some students and families chose to participate online for safety reasons or because it removed barriers such as transportation and/or social anxiety.

### Distance Learning Professional Development

#### Strengths

In addition to four days of summer professional development and planning time for our team, our staff participated in a wide variety of professional learning experiences throughout the year. Interestingly, professional development and conferences became more cost-effective because we did not need to pay for the cost of travel. Our staff participated in a wide range of professional development activities:

\*100% of our teachers participated in weekly coaching and professional development from a combination of administrators, induction mentors, or university coaches. Coaching included universal design for learning, supporting English Learners, project-based learning, competency-based learning, and blended learning in a hybrid learning environment.

\*Two administrators participated in the Leader of Leaders diversity, equity, and inclusion training led by Dr. Lori Watson.

\*Three staff members participated in a Latinx Conference led by Pacific Education Group

\*Four staff members participated in Transcend Education's Liberating Structures leadership series

\*Three staff members participated in nXu's Purpose Seminars\*

\*One staff member participated in a series of trainings by National Equity Project

\*Two administrators participated in Big Picture Learning's leadership and coaching series

\*Two staff members participated in training related to Domestic Violence

\*Five staff members participated in sessions led by Abolitionist Teaching Network

\*One administrator presented at Aeries Con around competency learning

\*Two administrators participated in New Schools Venture Fund's Annual Summit

\*Five staff members participated in Marin County Office of Education's Racial Equity Committee

\*One administrator participated in the County-Wide Education Equity/Instructional Leadership Team

\*Three staff members participated in Aeries training

\*Three staff members participated in Marin County Business Procedures meetings.

\*One staff member participated in Project Wayfinder Purpose in Action for High Schoolers

## Challenges

While we loved the variety of professional development that we were able to participate in, we missed the serendipitous learnings and relationships that are formed through in-person conferences.

## Staff Roles and Responsibilities

### Strengths and Challenges

For the most part, our roles and responsibilities remained the same. However, how teachers and learning coaches implemented learning experiences required a significant shift to toggle between in-person and distance learning. Teachers found new ways to engage students online, but often found communication online challenging because so few students feel comfortable turning their videos on a regular basis. We also made some changes to our attendance accounting system to accommodate for in-person, hybrid, and distance learning.

## Support for Pupils with Unique Needs

## English Learners

### Strengths

Our teachers incorporated strategies to serve English Learners in an integrated system through Universal Design for Learning strategies. For example, all of our students have the Google Translate extension embedded in their Chrome browser, so most things can be seen side by side in their primary language and English. Our bilingual learning coaches provided 1:1 and small group sessions

both online and in-person to support their English Language Development. We also provided an English Language Development course to support designated English Language Development.

#### Challenges

Many of our students who are English learners experienced significant hardships throughout the year due to the pandemic, economic hardships, and other challenges. Throughout the year, our team supported students socially, emotionally, and academically, which was incredibly challenging due to the levels of trauma students were experiencing.

#### Students with Exceptional Needs:

##### Strengths and Challenges

Our resource teacher and paraeducator worked with our content teachers to incorporate Universal Design for Learning Strategies and ensure students' learning needs are addressed. Our resource teacher and paraeducator also provided 1:1 check-ins, small group specialized academic instruction, and home visits when appropriate to support students in meeting their IEP goals. Because students needed to learn in a hybrid setting, our staff worked to support students' digital literacy and executive functioning skills. In addition, our staff made flipped videos to explain concepts and assignments which allowed teachers to give instructions in multiple ways during distance learning.

#### Challenges

Many students have suffered from anxiety and depression during the pandemic. Our Family Empowerment Specialist connected students with mental health resources when students and their families were interested. Nonetheless, mental health challenges impacted attendance and engagement for many students.

#### Youth in Foster Care and Experiencing Homelessness

##### Strengths and Challenges

Students received coaching in the classroom and after-school mentoring through the Multicultural Center of Marin. Our staff uses trauma-informed practices such as restorative practices instead of punitive practices. Students who were precariously housed received financial assistance through a variety of community foundations to support rental costs as families experienced unemployment or underemployment.

# Pupil Learning Loss

## Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>Designated learning supports for English Learners - Contract with Next Steps Liaison Project</p> <p>Teacher salary is included under Actions related to In-person Instruction Offerings.</p> <p>Organization of our new courses and curriculum to further support our competency model which allows teachers to identify where students are in their learning, and to support them to move forward at an accelerated pace.</p> <p>*Admin salary</p>	\$573,108	463,890	Yes
<p>Work with students and families to develop individual road maps for success that include goals for each quarter, and build out schedules to support students in achieving those goals.</p> <p>*Admin salaries</p>	\$128,015	132,720	Yes
<p>Resource Teacher</p> <p>Costs included in Actions related to In-Person Instructional Offering</p>			No
<p>Maintain contract with Multicultural Center of Marin to provide:</p> <p>*Transportation</p> <p>*Learning coach</p> <p>*Tutoring -</p> <p>*Social and Emotional support</p>	\$282,528	296,901	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The only substantive difference between the planned actions and the budgeted expenditures for addressing pupil learning loss has to do with our summer school program. We will offer a five day per week summer program with the support of AB86 funding beginning June 14, 2021.

## **Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

### **Strengths**

Our competency based learning system allowed us to be extremely flexible in both our distance and in-person programs. We were able to use our standards-based rubrics to assess where students were in the learning process and direct curriculum and instructional resources to students based on their needs. Our staff was attentive to our students' social, emotional, and academic needs. Through our cohort structures, weekly meetings, and regular communication, we were able to direct resources and opportunities to families as needed. We provided 1:1 meetings with the support of our teachers and learning coaches both through Zoom and on-campus. The strong relationships that they forged helped keep many students engaged with school who were having a difficult time. During the 2020-2021 school year, we also decided to issue "CR" as opposed to letter grades.

We will be offering a 5-day per week, full time summer school to all of our students this summer, to help students make more academic progress. We are planning additional credit-recovery options as part of our 2021-2024 LCAP.

### **Challenges**

As we described earlier in the "In-Person" challenges section, our community has been hit hard by the COVID-19 pandemic, economic crisis, housing crisis, issues with immigration, racism, wildfires, and other trauma. These issues have led to an increase in mental health issues including anxiety and depression which have had an impact on students' attendance and academic progress. Our teachers are trained in culturally relevant pedagogy and understand when it is appropriate to push further and when students need more support. Many students' social and emotional needs have been the priority this year, and while they continue to engage, they have made less academic progress.

## Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

### Challenges

The shelter-in-place exacerbated financial hardships for families who were already marginalized. Many people lost their jobs and were not able to apply for unemployment benefits due to their immigration status. This created situations where families needed rental assistance, support with food donations, and financial assistance in addition to needing physical and mental health support. Some families that had been living in multigenerational housing or with other families needed to find new places to live. At the same time, COVID-19 was being spread at disproportionate levels and significantly impacting our Latinx community. Some families had everyone in the household infected as it is difficult to quarantine when people live in close quarters. Some students needed to support their families financially by getting jobs and others had new responsibilities to care for younger siblings whose schools had closed.

### Successes

The cohort system was effective in making sure every student had at least two adults (a teacher and a learning coach) who were responsible for monitoring their day-to-day social, emotional, and academic needs. Each cohorts' leaders met with students on a daily basis during a designated "check-in" time to determine how students were doing and what their individual needs were. Teachers and learning coaches supported students in 1:1 meetings too as needed both in-person and online to follow up. If there was an urgent need, teachers and learning coaches would communicate with the students' families and administrators as appropriate. Our student support team, including our Family Empowerment Specialist, would follow up with students and their families to connect them with mental health resources, connect with local clinics, food, clothing, rental assistance, or shelter services as needed.

## Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

### Successes and Challenges

The first tier of intervention for families is through texts and phone calls. Our teachers report absences and our administrative assistant calls and/or texts families to notify them of the absences and determine the reason for absence. Our second tier is the learning coach and teachers assigned to each cohort. They will reach out to the student and the family to determine what their social, emotional and academic needs are. The third tier is our Family Empowerment Specialist who connects families with resources and opportunities they may need so that students can engage in their education.

For family meetings, using Zoom removed some barriers such as transportation and child care. Some families even met while they continued to work because they were not able to leave a job at that moment. This year, we recorded several of our family meetings and posted them on Facebook. This allowed families to view the videos and participate asynchronously too. We used a variety of methods to communicate with families including text messaging, Remind 101, personal phone calls, email, mail, social media

(Instagram and Facebook), and when necessary, home visits. Many of our families respond best to text messaging and personal phone calls. Most of our families do not regularly use email, so that is the least effective mode of communication.

Our families appreciate the services they receive from our school and our partner agencies. They especially appreciate the positive phone calls we make and that when there is a concern, we follow up to let them know the next steps.

#### Challenges

As we have been in hybrid learning, parents have needed more support in navigating the technology to support their students at home. In response to this need, we have extended our onboarding meetings with students and parents to understand the online systems for learning and our Family and Empowerment Specialist has provided 1:1 support for parents to use our learning management system. Another challenge is that the Parent Project, a parenting class offered by the San Rafael Police, has been discontinued during the pandemic. This was a fantastic service that we referred to our families to develop parenting skills, boundaries, and routines with their children. We look forward to this service becoming available again soon.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Students and their families were able to access nutrition services in Novato through Lynwood Elementary's Food and Nutrition Services hub and in San Rafael through Bahia Vista Elementary. Marin Community Clinics has also operated a food pantry on Wednesdays and Fridays where families can pick up fresh produce and groceries free of charge. Several of our students volunteered at the Food Pantry throughout the last year. When students are on campus, we provide them Breakfast and Lunch each day through our contract with San Rafael City Schools. As their kitchen was not operating at full capacity, unfortunately, we noticed a significant decline in the quality of the food that they provided.



## Additional Actions and Plan Requirements

### Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
N/A		N/A		

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

N/A

### Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Throughout the 2020-2021 school year we have gone through the Western Association of Schools and Colleges Self-Study Process in addition to the LCAP process. The process has helped us identify our strengths and relative areas of need in the categories of our organization, curriculum, instruction, assessment, and school culture. The following reflections helped inform our development of our LCAP:

- \* One area of need included revising our curriculum and courses of study to be more anti-racist. Over the last year, the pandemic has magnified disparities that previously existed in our community. Our team recognizes that we need to do more to center the voices and identities of our students of color in both what and how they learn.
- \* Leaning into our strengths, we anticipate supporting more students as they co-enroll in local community colleges and/or pursue their interests through our Learning Through Interest program. Hybrid learning highlighted the potential for learning to happen both in school and in the community.
- \* In addition, we would like to continue to create more authentic opportunities for students and their families to take more leadership and engage with our school community. We anticipate using youth participatory action leadership and finding projects that parent committees can take ownership of at our school.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Our teachers will continue to use competency-based learning and standards-aligned skills rubrics such as the SCALE skills rubrics to assess students' relative areas of strength and needs. Based on students' proficiency, teachers will differentiate and scaffold assignments for each student. Through our competency-based system, students can accelerate their learning by demonstrating their learning through in-class assignments, and individualized assignments tailored to students' interests and credit needs such as passion projects.

We monitor students' academic progress and plans to meet their post-secondary goals through our "Road Map" process. Students meet with our College and Career Specialist each quarter to review their progress and make plans to meet their individual goals.

In addition, we will offer an extended summer school program over the next two years for students to make progress towards learning goals and recover academic credit.

We continue to invest in professional development for teachers through coaching and workshops to address the needs of English learners through instructional strategies that support their linguistic needs. In addition, we will continue to work with the Multicultural Center of Marin to have Learning Coaches on campus who provide additional social, emotional, and academic support for students, and in particular, English Learners.

Our resource specialist and paraeducator will continue to support teachers in differentiating for the needs of students with disabilities. In addition, our resource teacher and paraeducator will continue to provide 1:1 check-ins, small group specialized academic instruction, and home visits when appropriate to support students in meeting their IEP goals.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There were no substantive differences between the planned actions and what was implemented in terms of services identified as contributing towards meeting the increased or improved services requirement.

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As we analyzed and reflected on student outcomes in the 2019-2020 LCAP update, this 2020-2021 Learning Continuity and Attendance Plan, and conducted our self study for the Western Association of Schools and Colleges, we identified the following areas of need:

## Organization:

- \* We need to expand opportunities for students to take more leadership at the school and in their community.
- \*We need to continue to find resources and partner organizations that support case management and mental health care.
- \*The organization should develop organization-wide definitions for diversity, equity, inclusion, and anti-racism.
- \*Personnel policies, practices, and materials should be revised to recruit, hire and retain more staff of color.

## Curriculum:

- \*We need to align our courses of study to our updated profile of a graduate (ex. anti-racist curriculum, expanding perspectives, social justice) and determine if getting courses approved by UC \*A-G is aligned with our updated profile of a graduate .
- \*Need to better track our graduates' pathways after they leave us.
- \*We need to create more learning experiences connected to the community and that integrate multiple disciplines. We need more ACTION/problem solving, through civic engagement, creativity, and/or engineering/design.

## Instruction:

- \*Strengthen support of English Learners
- \*We enroll students with a wide variety of educational backgrounds and experiences, and who span ages of 13-19. This requires an amazing amount of complex differentiation that needs additional support.
- \*We need to support students with higher level thinking and problem solving skills within a variety of instructional settings.

## Assessment:

- \*We need to align student progress on skills across courses.
- \*We need a more comprehensive diagnostic assessment system for new students.

## Culture:

- \*Increase opportunities for positive student-to-student interactions, including: collaborative assignments at school, field trips, student groups (on/off campus), and student ambassador program.

\*Expand our College and Career Readiness program, including: supporting transitions to COM or SRJC and broadening awareness of certificate programs and vocational schools.

\*Increase/add enrichment programs for students on and off campus, including: after school programs.

Please refer to our 2021-2024 LCAP for review of the goals and actions that we have established through extensive and ongoing stakeholder engagement.

## Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*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](mailto:lcff@cde.ca.gov).*

## Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

### Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

#### Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.





# Annual Update for the 2019–20 Local Control and Accountability Plan Year

## Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	2,027,112.00	1,785,642.72
	950,007.00	1,537,161.72
Alt Ed Donations	8,000.00	0.00
Federal Funds	0.00	3,000.00
LCFF	163,455.00	26,202.00
LCFF, Special Education	618,094.00	0.00
LCFF, Supplemental	115,516.00	2,842.00
Local Funding	1,500.00	76,078.00
Other	168,540.00	140,359.00
Title ID	2,000.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	2,027,112.00	1,785,642.72
	284,277.00	347,651.72
1000-1999: Certificated Personnel Salaries	1,185,088.00	1,150,162.00
2000-2999: Classified Personnel Salaries	494,057.00	235,952.00
4000-4999: Books And Supplies	10,036.00	4,842.00
5000-5999: Services And Other Operating Expenditures	53,654.00	47,035.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	2,027,112.00	1,785,642.72
		274,777.00	277,311.72
	Alt Ed Donations	8,000.00	0.00
	Local Funding	1,500.00	70,340.00
1000-1999: Certificated Personnel Salaries		316,443.00	1,030,108.00
1000-1999: Certificated Personnel Salaries	LCFF, Special Education	618,094.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF, Supplemental	107,016.00	0.00
1000-1999: Certificated Personnel Salaries	Other	143,535.00	120,054.00
2000-2999: Classified Personnel Salaries		358,787.00	229,742.00
2000-2999: Classified Personnel Salaries	LCFF	135,270.00	6,210.00
4000-4999: Books And Supplies	Federal Funds	0.00	2,000.00
4000-4999: Books And Supplies	LCFF	4,336.00	0.00
4000-4999: Books And Supplies	LCFF, Supplemental	2,000.00	2,842.00
4000-4999: Books And Supplies	Other	1,700.00	0.00
4000-4999: Books And Supplies	Title ID	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	1,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	23,849.00	19,992.00
5000-5999: Services And Other Operating Expenditures	LCFF, Supplemental	6,500.00	0.00
5000-5999: Services And Other Operating Expenditures	Local Funding	0.00	5,738.00
5000-5999: Services And Other Operating Expenditures	Other	23,305.00	20,305.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	1,191,141.00	1,156,627.00
Goal 2	407,958.00	481,857.00
Goal 3	257,473.00	6,210.00
Goal 4	2,000.00	0.00
Goal 5	168,540.00	140,948.72

\* Totals based on expenditure amounts in goal and annual update sections.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$667,401.00	\$624,574.00
Distance Learning Program	\$210,889.00	\$215,012.00
Pupil Learning Loss	\$983,651.00	\$893,511.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,861,941.00	\$1,733,097.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$13,363.00	\$37,587.00
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$13,363.00	\$37,587.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$667,401.00	\$624,574.00
Distance Learning Program	\$197,526.00	\$177,425.00
Pupil Learning Loss	\$983,651.00	\$893,511.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$1,848,578.00	\$1,695,510.00

# Local Control and Accountability Plan 2021-2022

# 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
Marin County Office of Education	Ken Lippi Assistant Superintendent	klippi@marinschools.org (415) 499-5803

## Plan Summary [2021-22]

### General Information

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

Marin County Office of Education operates four alternative education programs including Marin's Community School, Oracle Independent Study, Phoenix Academy Charter School and Loma Alta Juvenile Hall in San Rafael, California. Marin's Community School and Phoenix Academy Charter operate in tandem with one another and serve students in grades 7-12. This LCAP represents all four of Marin County Office of Education's Alternative Education programs.

#### Mission and Vision

We began a redesign of our academic program in the 2018-2019 school year. With our stakeholders' input, we revised our mission, vision and academic model. We have shifted our school culture and policies and now take an assets-based approach. Our mission is to empower each other to follow our passions and lead purposeful lives. Our vision is to prepare all students with the knowledge, skills, and habits needed for success in college, career, and life. By deeply engaging each student through personalized learning experiences, our students will master rigorous academic content and develop skills for the modern workplace. Our students will become conscientious global citizens as they solve real-world problems and strengthen their connections to other people and the environment. Through our collaborative, supportive, and inclusive environment, our students will develop their social and emotional skills and find individual pathways to achieve their goals.

#### Who We Serve

Marin County's population is approximately 261,000 and has a combination of suburban and rural regions. San Rafael is the economic center and the most densely populated region of Marin. As county-wide alternative programs, we serve students from throughout the county, but most of our students live in Novato and San Rafael. Marin's Community School currently serves 50 students, Phoenix Academy Charter school serves 26 students, Oracle Independent Study serves 19 students and Loma Alta/Juvenile Hall serves 3 students. Some of our students stay for a short time and others decide they appreciate our small and personalized approach to education and stay much longer. Our students are mostly from underserved communities and need additional resources and support to achieve their goals. Students are referred to Marin's Community School by local districts through the School Attendance Review Board process, expulsion process, juvenile



probation, or because families have opted to join our school. Phoenix Academy Charter School enrolls students whose families have chosen to attend our school. Oracle Independent Study is available for students who have been referred to Marin's Community School by a local district and who have agreed to receive their education through independent study. Loma Alta Juvenile Hall serves students who have been arrested by law enforcement.

While approximately 80% of the residents of Marin County are white, our schools serve a disproportionate number of students of color. Currently, approximately 72% of students identify as Latinx, 5% identify as Asian, 7% identify as Black or African American, and 14% identify as white. English Learners make up 34% of our students and 13% of our students qualify for special education. In addition, 87% of our students qualify for free and reduced lunch. Many of our students' families are also recent immigrants to the United States and work multiple jobs to support their families. The racial disparities in our programs reflect racial disparities that exist throughout our county with respect to income, housing, transportation, and education.

Our community is actively working to interrupt systemic racism in our education system by hiring a talented and diverse staff that reflect the languages and cultures of our students, by disrupting policies and language that perpetuate racist outcomes, by revising our curriculum, instruction, and assessment to center the voices and perspectives of our students, and by working with our district partners to address issues surrounding educational equity collaboratively. Over the last year, we have updated our Profile of a Graduate to clarify our student outcomes and support our mission. Our highly flexible academic model incorporates project-based learning, competency-based learning, blended instruction, and social and emotional learning. This LCAP reflects our community's shared mission and vision and outlines the goals and actions we will take to support all of our students in achieving their goals.

## Reflections: Successes

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

Based on a review of performance on the state and local performance indicators, progress towards LCAP goals, self-assessment tools, and stakeholder input, these are a summary of our successes.

### Culture and Climate Improving

Since 2018, we have moved from a more punitive system for discipline towards relational and restorative practices to prevent and repair harm. As a result, we have seen a decrease in our suspension rates on campus (from 41% of students suspended in the spring of 2018, to 17.6% in the spring of 2020 (pre-pandemic), to 0% during the 2020-2021 school year). Our climate and culture surveys have shown improvement too. 100% of students reported feeling seen, heard, and included at our school. 97% of students reported that they feel supported by our staff to meet their goals. 100% of our staff reported that they would recommend our school to a friend looking for a job.

### Academics

Since 2018, we have moved from a positive participation model for credits to a competency-based grading system that focuses on the skills and knowledge students have learned. In the spring of 2020, before the pandemic, students were making more academic progress. We were

also closing the gaps between our English speakers and English learners. Since the pandemic, both attendance and academic progress have declined in the 2020-2021 school year. We look forward to having students back full-time beginning in the summer of 2021.

#### New Learning Through Interest Program

Our school collaborated with leaders through Big Picture Learning to expand our “Learning Through Interest (LTI) Program.” Our LTI program is designed to support students’ identity development and build their social networks as they pursue their individual goals. All of our students are enrolled in a College and Career elective where they are exposed to a wide variety of interests and opportunities to pursue through our Virtual Job Shadow Program. As students have interests that they like to pursue, we find mentors in our networks to connect with students through informational interviews, weekly meetings, work experience and in-person internships when available. In February 2019, our board approved our participation in California’s Work Experience Education Program and approved two new courses of study (General Work Experience and Exploratory Work Experience). Our participation in this program allows our students to earn elective credit as they explore their interests in the community. Through Q3 of the 2020-2021 school year, 60% of students have participated in the Learning Through Interest program. Many students have shared that they appreciate the opportunity to explore their passions while also making progress towards graduation.

#### Growing Relationship with College of Marin

In addition to our Learning Through Interest Program, we are building our relationship with the College of Marin to support dual enrollment during high school. In the spring of 2021, we had 5 students co-enrolled in the College of Marin. Students are taking courses such as art, the history of Latin American women, and a virtual reality automotive class. Students are developing confidence in themselves as college students and they are serving as models for younger students who may take part in the program next year. At the same time, we are learning that we need to provide additional support to our students while they are co-enrolled so that they can complete courses and feel successful as they take on new academic challenges.

#### Student Leadership

Over the last few years, we have created a variety of opportunities for students to guide our work as a school and in the classroom. Since the 2018-2019 school year, our students have participated in a county-wide Youth Leadership group with other students from alternative schools to share what is and is not working. The group is led by members from Youth Leadership Institute, a local non-profit organization. We have also had a student leadership elective which led events such as school-wide community-building events, and events to celebrate and honor individuals’ contributions. As a result of student leadership, we changed our dress code to allow red and blue to be worn. This change represented a significant shift in our school culture as students took on more responsibility for their community and our staff built more trust with students. We did not have an escalation of incidents on campus and the results of this shift have been overwhelmingly positive. Students also guided our decision to offer financial literacy and social justice electives. On a day-to-day basis, students inform teachers’ instructional decisions as they select the content and contexts that they provide for student learning. Students have also contributed to our self-study process and the development of this LCAP. Students also helped select our school’s new mascot, the wolves (AHOOOOOOO!), and our new school logo sweatshirts. You can see our students proudly wearing their school swag on our school’s Instagram page. To see students taking pride in their school and wearing school gear is a positive shift in the identity of our school as a whole. Where students used to feel shame in attending the school because the school had been used as a threat or punishment, students now share how much they appreciate our school and staff with their friends and family.

### Transportation

In the spring of 2020, we purchased two new vans, using funding from our AB1913 grant through Marin County Probation. These vans help us provide transportation to and from school from both Novato and San Rafael. In addition, these vans are used for field trips and to support students participating in our Learning Through Interest program.

### Renewal of Phoenix Academy Charter School

In June, 2020, we revised our Phoenix Academy Charter to reflect our revised instructional program. The Charter School was unanimously approved by the Marin County Board of Education. With the revision of the charter, we were able to codify our instructional program, clarify our admissions processes, and demonstrate to the general public that we have an innovative school model designed to support our students' wide variety of needs and interests.

### WASC Accreditation Process

Marin's Community School and Phoenix Academy Charter school were awarded 3-year full accreditation through the Western Association of Schools and Colleges. During the 2020-2021 school year, our team has conducted a self-study process in preparation for an accreditation visit in the Fall of 2021.

The goals, actions, and metrics outlined in this LCAP will build on our successes. We will continue to partner with community organizations such as Multicultural Center of Marin to provide additional academic, social, and emotional support for students, especially students who are English learners, low-income, and/or foster youth. We will continue to grow our Learning Through Interest program and support students as they co-enroll in local community colleges. We will also continue to support academic growth and engagement by developing and implementing culturally relevant curriculum grounded in students' interests

## 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.

Most of our indicators on the California Dashboard do not have colors because of the small numbers of students that we serve and the low number of students who completed all of the state tests. One of our needs is to increase participation rates on standardized assessments such as CAASPP.

### Suspension Data-Orange

From 2018-2019, our school moved from the red to the orange level for suspensions. We will continue to implement more restorative and relational practices along with bolstering our after school and enrichment opportunities for students to develop a sense of belonging at our school to continue to bring down suspensions.

### Additional Needs

Throughout the 2020-2021 school year we have gone through the Western Association of Schools and Colleges Self-Study Process in addition to the LCAP process. The process has helped us identify our relative areas of need in the categories of our organization, curriculum, instruction, assessment, and school culture. The following reflections helped inform our development of our LCAP. Our needs:

#### Organization:

- \*Expand opportunities for students to take more leadership at the school and in their community.
- \*Continue to find resources and partner organizations that support case management and mental health care.
- \*Develop organization-wide definitions for diversity, equity, inclusion, and anti-racism.

#### Curriculum:

- \*Align our courses of study to our updated profile of a graduate (ex. anti-racist curriculum, expanding perspectives, social justice) and determine if getting courses approved by UC A-G is aligned with our updated profile of a graduate.
- \*Better track our graduates' pathways after they leave us to better understand how we are helping them prepare for post-secondary options.
- \*Create more learning experiences connected to the community and that integrate multiple disciplines. We need more problem solving, civic engagement, creativity, and opportunities for engineering/design.

#### Instruction:

- \*Strengthen support of English Learners in all courses.
- \*Strengthen our differentiation. We enroll students with a wide variety of educational backgrounds and experiences, and who span ages of 13-19. This requires an amazing amount of complex differentiation that needs additional professional development and support.
- \*Support students with higher-level thinking and problem-solving skills within a variety of instructional settings.

#### Assessment:

- \*Align student progress on standards-based skills across courses.
- \*Develop a more comprehensive diagnostic assessment system for new students.

#### Culture:

- \*Increase opportunities for more positive student-to-student interactions including collaborative assignments at school, field trips, student groups (on/off campus), and a student ambassador program.
- \*Expand our College and Career Readiness Program, including supporting transitions to College of Marin or Santa Rosa Junior College and broadening awareness of certificate programs and vocational schools.
- \*Increase enrichment programs for students on and off-campus, including after-school programs.

# LCAP Highlights

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

The self-study process through the Western Association of Schools and Colleges helped us identify our strengths and areas of need to develop the goals and actions for this three-year LCAP.

The Covid-19 pandemic magnified inequities that previously existed in our community. As our team has been working to dismantle systemic racism in the education system, we have identified curriculum as an area of need. Throughout this school year, our stakeholders clarified our student outcomes through a new Profile of a Graduate that aligns with our school mission to empower each other to follow our passions and lead purposeful lives. Our Profile of a Graduate identifies key outcomes for students including: increasing self-awareness, developing relationships, taking action/problem solving, and expanding perspectives, skills and knowledge. The Profile of a Graduate combines standards-aligned knowledge and skills along with local priorities such as social and emotional skills. Based on this Profile of a Graduate and the needs identified above, we have developed the following goals to drive our work for the next three years:

## Goal 1 Description

All students engage in a broad, rigorous, and culturally relevant course of study that:

- Is grounded in anti-racist practices and expands students' perspectives.
- Promotes self-awareness and students' identity development.
- Empowers students to build relationships, solve problems, and take action.

## Goal 2 Description

All students engage in learning experiences that strengthen their sense of belonging and future orientation.

## Goal 3 Description

Families are an integral part of the school community:

- Families bring ideas and guide the planning of the school
- Families connect with resources and opportunities in the community

## Goal 4 Description

Continue to provide support to our students in foster care through relevant professional development, intervention programs and targeted support to districts

- Increase opportunities for direct intervention in the form of tutoring to mitigate academic slide
- Increase support to host families, district staff and relevant agencies in the areas of trauma, social-emotional wellbeing and equity and bias

# Comprehensive Support and Improvement

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

## Schools Identified

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

N/A

## Support for Identified Schools

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

N/A

## Monitoring and Evaluating Effectiveness

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

N/A

# Stakeholder Engagement

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

Marin's Community School and Phoenix Academy Charter School operate in tandem with one another and share the same staff and location. Our staff was highly involved in the Western Association of Schools and Colleges (WASC) self-study process from October of 2020-May of 2021 as we completed this LCAP and the WASC report. We met as a team to analyze achievement data, revise our profile of a graduate, select and analyze evidence, and develop our goals, actions, and metrics, and budget to address major learner needs. We met with our students to solicit their feedback throughout the process in small groups on campus and conducted whole school surveys and individual interviews to hear their needs. Parents were involved at each step of the process through evening parent events, our joint School Site Council (SSC) and English Learner Advisory Committee (ELAC) meeting, parent surveys and interviews.

Leaders of our bargaining units including the Marin County Educators Association (MCEA) and the California School Employee Association (CSEA) were invited to participate in the process. CSEA representatives were also consulted and contributed to the process of aligning action steps with our goals. We also engaged the Marin County SELPA to get their feedback on our goals and actions included in our LCAP.

Community partners including the Multicultural Center of Marin, Marin County Probation, Bay Area Community Resources, and Marin Community Clinics were consulted as it pertained to the development of actions to meet our goals.

Our co-principals also met weekly with our Assistant Superintendent, Ken Lippi to advise him of ongoing programmatic progress and needs, and to get advice and support. They also met as needed with County Superintendent of Schools, Mary Jane Burke.

Relevant Stakeholder Meeting Dates Include:

\*School Site Council/English Learner Advisory Council (SSC/ELAC) Meeting Dates: 08/11/20, 10/6/20, 11/03/20, 12/01/20, 02/02/21, 03/02/21, 03/13/21, 05/03/21

\*Parent Meetings Dates: 09/22/20, 11/10/20, 12/08/20, 04/22/21

\*WASC Team Meetings: 11/18/21, 01/13/21, 01/27/21, 02/03/21, 02/26/21, 03/10/21, 03/24/21, 03/31/21, 04/21/21

\*Back to School Nights/and Exhibition Nights: 08/10/2020, 8/18/20, 09/03/20, 12/08/20, 02/09/21, 02/25/21, 5/20/21

We presented this LCAP's goals, actions, and budget with our Parent Community at a meeting on 4/22/21 to receive their feedback. The bargaining units were invited to participate and a CSEA representative participated in our team meeting on 4/21/21. Marin County SELPA provided feedback on the LCAP on 5/10/21. The plan was shared with the SSC/ELAC on 6/1/21.

A summary of the feedback provided by specific stakeholder groups.

Students: Based on survey data, conversations with students, and their work through youth participatory action research projects, students shared that they are interested in many more after school opportunities. They need a place to go in the afternoons to be connected and make good decisions. They are interested in sports, the arts, and music. Students also want more opportunities to develop financial literacy skills, to learn to cook, and to learn to drive. Students appreciate the opportunities to learn more about social justice issues, take action in their



communities, and learn more about the histories of people who share their ethnic and racial backgrounds. Students appreciate the social, emotional, and academic support that our staff provides them each day and in general. Students are interested in connecting with additional mental and physical health resources too and would like more support in this area. Students also appreciate the opportunity to do mentorships and internships in the community as well as co-enroll in local community colleges. At the same time, they feel they need more support to be successful while taking college-level courses.

**Staff:** The staff appreciates the social-emotional and professional support they receive from school leaders and each other. Many staff shared how much they appreciate how decisions are made inclusively and that we have a healthy staff culture overall. We are aligned in our mission and vision and are constantly learning together how to best support our students and their families. In particular, there is alignment around dismantling racism within our education system. Our team acknowledges that there is a lot of work to do in this area, and appreciates being on a team where diversity, equity, and inclusion are central to all that we do.

Areas of growth our staff identified include finding more resources and partners to support students' mental health care and support case management. They shared that we could do more within the curriculum and after-school activities for students to take more of a leadership role in the school and in the community. In terms of the curriculum, there is a consensus that we need to update the courses of study to align with our new Profile of a Graduate in order to have a more anti-racist curriculum where students take action on social justice issues. Staff agree we need to continue to provide more support for our English learners, including continuing to partner with organizations like Multicultural Center of Marin, and providing more professional development opportunities to support English learners socially, emotionally, and academically. In terms of assessments, our teachers recommended that we develop a stronger system to track students' progress towards standards-aligned skills. Staff also would like more opportunities for student-student interaction such as more collaborative assignments in classes, after-school activities, and field trips. There is also a desire to continue to build relationships and develop restorative practices.

**Parents/Families:** Based on the survey data, meetings with parents, and 1:1 conversations with parents, we gathered the following feedback. Parents feel supported by the school and appreciate the opportunities their students have here. In general, parents feel their students have positive relationships with staff and have the support they need to meet their goals. They appreciate the positive phone calls we send home and feel their voices are heard. To increase parent involvement, they recommended providing more communication to parents around what the schools' needs are. Then, parents can step up to participate and take leadership in areas where they have aligned experience or skills. Parents would also like more support finding funding and navigating scholarship processes as they support their students after graduation. They would like more student activities after school and more collaborative assignments. With respect to navigating the pandemic, parents want more in-person time on campus and want more support to help their students with the hybrid learning environment (ex. technology support for parents). Parents would also like us to continue and deepen our work with students about discussing race and dismantling racist systems.

**Community Partners:** Marin County Juvenile Probation provides the AB1913 grant to our school to support our students through our after-school mentorship program, our Learning Coaches on campus, our Learning Through Interest Program, and additional college and career support. The Juvenile Justice Coordinating Committee approved this work to continue for at least the next year. Four Multicultural Center of Marin Employees serve as learning coaches and after-school mentors on our campus. Their feedback is included in our staff feedback



section. The leaders of Multicultural Center of Marin appreciate our partnership and would like to continue to support students and their families through their Learning Coaches/after-school mentors.

**Bargaining Units:** The president of the Classified School Employee Association, Chapter 327 participated in our meeting on April 21 and appreciated our goals and actions that related to diversity, equity, inclusion, and anti-racism. We invited representatives from the Marin County Educators Association to participate in meetings and provide feedback on our draft local control and accountability plan.

**Marin County SELPA:** We shared a draft of our goals and actions with Marin County SELPA leaders. They shared feedback on the specific language of our broad goals wondering if it would be appropriate to specifically name students with disabilities in the goal (we specifically named English Learners in an earlier version of the goal).

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

**Goal #1:** Stakeholders who influenced this goal include: staff, students, parents, community partners, and Marin County SELPA.

**\*Staff Feedback:** We developed and included this goal in order to align our courses of study with our updated Profile of a Graduate. As a staff, we all want to ensure our courses of study are grounded in anti-racist curriculum and instructional practices. We also want more opportunities for students to solve problems and take action in our school and the community. Staff feedback influenced the sequence and inclusion of actions such as developing schoolwide definitions for diversity, equity, and inclusion, creating criteria for courses of study, and developing units, and revising our courses of study that align with the Profile of a Graduate. The staff also considered how we could include growth and progress in our metrics for this goal.

**\*Student Feedback:** Student feedback influenced the decision to continue to partner with community organizations such as the Multicultural Center of Marin to provide additional social, emotional, and academic support both on-campus and after school. It also led to the inclusion of action 1.06 and 1.09 around student leadership and electives aligned with our Profile of a Graduate.

**\*Parent Feedback:** Parent feedback influenced the decision to continue to revise our courses of study to be grounded in anti-racist curriculum and practices. They also supported the inclusion of the actions to support professional development that supports more collaboration and student leadership.

**\*Community Partner Feedback:** Our community partners continue to value the additional social, emotional, and academic support we provide through our learning coaches and after-school mentors. They influenced the inclusion of actions 1.06 and 1.07.

**\*Marin County SELPA:** The feedback we received led to the inclusion of “students with disabilities” to our local priorities and metrics for this goal.

**Goal #2:** Stakeholders who influenced this goal include: staff, students, parents, and community partners.

**\*Staff Feedback:** Our staff feedback led to the inclusion of this goal to work towards our mission, vision, and Profile of a Graduate. We want to build on the success we have had with our Learning Through Interest Program and co-enrollment at local community colleges. Staff also appreciate opportunities to develop relationships through off-campus learning experiences such as field trips, so this led to the inclusion of action 2.04.

**\*Student Feedback:** Through a youth participatory action research project, students identified that they would like more after-school activities. This led to the inclusion of action 2.07 as well as influenced how we would allocate Title 1D expenditures to support this action.

\*Parent Feedback: Parents were supportive of the inclusion of action 2.11 and would like support for conversations about race and racism with their students.

\*Community Partners: Marin County Probation provided grant AB1913 which will provide resources to support expenditures for actions 2.01, 2.02, 2.03, and 2.04.

Goal #3: Stakeholders who influenced this goal include: staff, students, parents, and community partners.

\*Staff Feedback: Staff gave feedback on how to write this goal so that it includes more actions related to parent leadership. They also provided feedback on how we could collect data on this goal and led to the inclusion of metric 3e. In addition, to support our data collection and communication systems, staff feedback led to action 3.02 and the inclusion of associated expenditures.

\*Student Feedback: Student feedback supported the inclusion of actions 3.06 and 3.10.

\*Parent Feedback: Parent feedback led to the inclusion of actions 3.05, 3.06, 3.07, 3.09, and 3.10.

\*Community Partners: Learning coaches from the Multicultural Center of Marin supported the inclusion of action 3.04.

Goal #4:

This year more than ever the voices of students influenced this goal as well as the direction we took to ensure their needs were met across 2020-2021. We increased the amount of direct support to students via learning hubs as well as tutoring. This direct support, by report, made a profound impact on students. It also allowed for a clear understanding of the isolative nature or conditions that students in foster care tend to experience. This linkage of support will be seen in the actions and has also been included in the Marin County Office of Education Foster Youth Plan. We will continue to provide relevant and targeted professional development to district staff and applicable agencies but will also continue to offer the training to our host families and students as appropriate.

# Goals and Actions

## Goal

Goal #	Description
1	<p>All students engage in a broad, rigorous, and culturally relevant course of study that:</p> <ul style="list-style-type: none"> <li>• Is grounded in anti-racist practices and expands students' perspectives.</li> <li>• Promotes self-awareness and students' identity development.</li> <li>• Empowers students to build relationships, solve problems, and take action.</li> </ul> <p>State priorities</p> <ol style="list-style-type: none"> <li>1. Basic (conditions of learning)</li> <li>2. State Standards (conditions of learning)</li> <li>4. Pupil Achievement (pupil outcomes)</li> <li>5. Pupil engagement (engagement)</li> <li>6. School Climate (engagement)</li> <li>7. Course Access (conditions of learning)</li> <li>8. Other Pupil Outcome (Pupil outcomes)</li> </ol> <p>WASC Critical Areas for follow up</p> <ol style="list-style-type: none"> <li>3. Courses of study should be updated to reflect the new standards and academic program.</li> <li>4. The school should continue to develop systemic linguistic supports throughout the academic program to support English Language learners</li> <li>5. The school should continue developing stronger orientation systems to support students as they transition into the school</li> <li>6. There should be a focus on participation rates on many assessments including CAASPP, ELPAC, CHKS and MAP tests</li> <li>7. Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance</li> </ol> <p>Local Priorities</p> <p>Rigorous and relevant anti-racist curriculum, elevating student voice, differentiating curriculum and instruction for all learners and especially English learners and students with disabilities.</p>

An explanation of why the LEA has developed this goal.

Centering the voices of people of color in our curriculum is essential to dismantling systemic racism in our education system. Over this past year, our staff has clarified student outcomes through a revised Profile of a Graduate. To be empowered and lead purposeful lives, our

students need a broad, rigorous, and culturally relevant course of study that supports them in developing self-awareness, relationships with others, expanding their perspectives, knowledge, and skills, and encourages them to become problem solvers and take action in their communities. Because many of our students come to us behind in earning credits towards graduation, it is imperative that our core curriculum, to which all students have access, supports students in meeting our mission.

This broad goal and its related metrics and actions will allow us to address state priorities 1,2,4,5,6,7, and 8 as well as the WASC Critical Areas for Follow Up listed above. It will also give us the direction we need to focus on our local priorities of anti-racism and supporting English learners and students with disabilities. The metrics related to earning credits directly connect with learning standardized knowledge and skills because we use a competency-based system. We plan to disaggregate data from students who are English Learners and students with disabilities in metric 1a. to see where there are gaps in achievement. In terms of actions, actions 1.01-1.03 occur in sequential years. We plan to do action 1.01 first to develop a set of criteria for our instructional units to align with our Profile of a Graduate and begin aligning units. Then we will do action 1.02 to revise entire courses of study, then determine our next steps for the UC A-G process. Actions 1.04-1.09 will support learning and the effectiveness of our curriculum and instruction.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>The percent of students in each subject that make progress towards standards-based learning goals as measured by earning 2.5 credits or more per quarter.</p> <p>Goal: Increase overall percent in each subject area and subgroup by at least 5 percentage points year and/or achieve 80% of students making progress</p>	<p>Baseline will be established in 2021-2022. Previous metrics reviewed progress overall, not by a specific number of students or disaggregated by English Learners and students with disabilities.</p> <p>Quarter 1 Example: ELA Overall: EL: SPED: Math Overall: EL: SPED:</p>				<p>Increase overall achievement in each subject area and subgroup by at least 10 percentage points from 2022-2024 and/or achieve 80% or more of students making progress toward learning goals.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
toward learning goals each quarter	Science Overall: EL: SPED: History/social science Overall: EL: SPED:				
<p>The percent of students that make progress towards standards-based learning goals in all subject areas combined as measured by:</p> <p>Earning 12.5 credits or more per quarter (to meet graduation requirements at MCOE)</p> <p>Earning 15 credits or more per quarter (to meet graduation requirements at local districts)</p> <p>Meeting their personal credit goal (varies by student, graduation track, and personal post-secondary goals)</p> <p>Goal: Increase overall percent in each category by at least 5</p>	<p>Baseline will be established in 2021-2022. Previous metrics reviewed progress overall, not by a specific number of students or disaggregated by English Learners and students with disabilities.</p> <p>Percent of high school students earning 12.5 or more credits each quarter.</p> <p>Overall: EL: SPED:</p> <p>Percent of high school students earning 15 or more credits each quarter.</p> <p>Overall: EL: SPED:</p>				<p>Increase overall achievement in each category by at least 10 percentage points from 2022-2024 and/or achieve 80% or more of students making progress toward learning goals.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage points year and/or achieve 80% of students making progress toward learning goals.	Percent of high school students meeting their personal credit goals each quarter. Overall: EL: SPED:				
<p>Increase graduation rates - internal rate - end-of-year, percent of eligible students. (We define eligible as students who enter their 12th grade at the start of the year needing 60 credits or fewer to graduate.)</p> <p>Goal: Increase graduation rate by at least 5 percentage points a year.</p>	Baseline 2019-2020: 56%				Increase graduation rate to 71% or more by 2024
Dropout rates fewer than 10% per year.	Baseline will be determined in the summer of 2020-2021. This was previously reported by quarter and we will be moving to yearly reporting. Goal may				Fewer than 10% dropout rate per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	be modified based on new baseline data.				
<p>Participation rates in CAASPP and ELPAC tests.</p> <p>CAASPP performance baseline established in 21-22.</p> <p>ELPAC - Reclassification rates vary from year to year depending on the number of returning English Learners.</p>	<p>Baseline, 2018-2019</p> <p>Percent of students participating in the CAASPP ELA: 21%</p> <p>Percent of students participating in the CAASPP Math: 21%</p> <p>ELPAC Participation for EL students: 85%</p>				<p>Increase participation in CAASPP Math and ELA to 31% by 2024. Maintain ELPAC Participation at 85% or more.</p>
<p>Chronic absentee rate across the year. Percent of students with 20% or more absences is below 40% per quarter.</p>	<p>New baseline will be established in 2021-2022. This was previously reported by quarter and we will be moving to yearly reporting.</p>				<p>Goal may be modified based on new baseline data.</p>
<p>Percent of students who maintained 80% or greater attendance and/or showed an improvement of 5 percentage points from the previous quarter.</p>	<p>New baseline will be established in 2021-2022.</p> <p>Q1-Q2:</p> <p>Q2-Q3:</p> <p>Q3-Q4:</p>				<p>80% or more of students have 80% or greater attendance and/or show an improvement of 5 percentage points per quarter by 2024</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase school enrollment by 100 over the next three years for Marin's Community School and Phoenix Academy Charter School combined.	2020-2021: 76 Enrolled in MCS and PA combined.				176 Enrolled in 2024 in MCS and PA combined.
Highly qualified status for all teachers.	2020-2021: 100% of staff are highly qualified.				100% of staff are highly qualified.
All facilities are in good repair as determined by the SARC/FIT report	2020-2021: All facilities are in good repair. Overall rating of Excellent				Maintain overall Excellent rating.
All students have access to instructional materials as determined by the SARC and informal assessment	All students have access to instructional materials				All students have access to instructional materials needed digitally or in paperform.
Access to Broad Course of Study	Master schedules reflect that all students have access to field trips, all courses including PE and community based learning.				Maintain 100% access for all students to the broad course of study offered. Master schedule and report cards continue to demonstrate access across three years.



# Actions

Action #	Title	Description	Total Funds	Contributing
1	Anti-racist Curriculum Step 1	<p>Develop school wide definitions for diversity, equity, inclusion, and anti-racism.</p> <p>Create a unit template and course evaluation tool to ensure alignment between the Profile of a Graduate and curriculum.</p> <p>Teachers develop units of study aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p>	\$562,476.00	No
2	Anti-Racist Curriculum Step 2	<p>Action will not begin until 2022-2023</p> <p>Work with teachers to refine courses of study so that they allow for our flexible model based on student interest while also providing teachers with guidelines.</p> <p>Teachers continue to develop units aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p> <p>Costs reflected in Goal 1 Action 1</p>		No
3	Anti-Racist Curriculum Step 3	<p>Action will not begin until 2023-2024</p> <p>If appropriate, submit courses of study for UC a-g approval.</p> <p>Teachers continue to develop units aligned with the Profile of a Graduate that are grounded in anti-racist practices and expand students' perspectives.</p> <p>Costs reflected in Goal 1 Action 1</p>		No

Action #	Title	Description	Total Funds	Contributing
4	Professional Development	Continue the process of continuous improvement to refine the educational model and provide ongoing professional development and coaching to all teachers and learning coaches in response to identified needs. Emphasize culturally relevant pedagogy, anti-racist practices, EL Supports, self-efficacy and higher order thinking.	\$98,774.00	Yes
5	Social and Emotional Skill Data	Use data from social and emotional and culture and climate surveys to inform our schoolwide and classroom focus on social and emotional skills development.  Costs reflected in Goal 1 Action 1		No
6	Student Leadership	Staff develops routines within classrooms and schoolwide for students to drive change at the school and in the broader community.  Costs reflected in Goal 1 Action 1		No
7	Learning Coaches	Engage and provide training for community-based Learning Coaches to support student academic and social/emotional development inside and beyond the classroom. Learning coaches will also support the English Language Development for English learners.	\$178,167.00	Yes
8	Common Reporting Systems	Teachers will develop common reporting systems to frequently communicate students' progress towards shared learning goals with students, parents, and each other.  Costs reflected in Goal 1 Action 1		No

Action #	Title	Description	Total Funds	Contributing
<b>9</b>	Electives Aligned with Profile of a Graduate	Teachers will develop curricula for elective courses that are based in student voice and connect with core skills and the Profile of a Graduate.  Costs reflected in Goal 1 Action 1		No
<b>10</b>	Trauma Sensitive Supports	Continue to develop and strengthen our practices of trauma sensitive supports for our students.  Costs reflected in Goal 1 Action 1		No
<b>11</b>	Oracle Independent Study	In 2022-2023 Develop a plan with Oracle Teachers to more strongly align curriculum with Marin's Community School and Phoenix Academy.	\$134,406.00	No
<b>12</b>	Credit Recovery	In 2021-2022 Support students negatively impacted by distance learning during the Covid-19 pandemic through credit recovery actions such as summer school and extended learning opportunities after school or in the community. Explore options to provide reduced credit requirement options in alignment with CA State Minimum requirements and Marin County Office of Education Board Policies and Procedures.	\$184,691.00	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	<p>All students engage in learning experiences that strengthen their sense of belonging and future orientation.</p> <p>State priorities                      5. Pupil engagement (engagement)                      6. School Climate (engagement)</p> <p>WASC Critical Areas for Follow up                      Data measures need to be more clearly and consistently analyzed and interpreted to better understand student performance.</p> <p>Local Priorities                      Expanded learning opportunities off campus to build community and foster a sense of belonging and a future orientation.</p>

### An explanation of why the LEA has developed this goal.

The mission of our school is to empower each other to follow our passions and lead purposeful lives. Goal #2 directly supports our student empowerment through providing opportunities to develop relationships and have experiences that support their identity development and sense of purpose. Fostering a sense of belonging is important for the social, emotional, and academic development of our students. As our school continues to go through the redesign process and move towards building asset-based mindsets in our community members, cultivating a sense of belonging is critical. As students and our broader community see our school as a valued resource and opportunity, our students see their own power and potential too.

This broad goal and its related metrics and actions will allow us to address state priorities 5 and 6 as well as the WASC Critical Area for Follow Up listed above. The metric for 2a will help us understand how many students are participating in experiences that build their professional networks. The metric for 2b will help us see how many students are taking advantage of co-enrollment opportunities. Metrics 2c-f will help us understand how well students feel a sense of belonging and if they have a clear post-secondary goal identified. Actions 2.01-2.07 and 2.10 will support students in participating in activities that will support their identity development and sense of purpose. Action 2.08 will help us continue to develop our relationships with local districts to support our identity as a school as a place of opportunity. Action 2.09 will support our continual improvement as a school. Action 2.11 will support students in feeling a sense of belonging by helping us build a more inclusive environment.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Increase the percentage of students participating in job shadows, informational interviews, internships, and/or work experience by 10% per year.	Baseline 2020-2021: 60%				90% of students participate in job shadows, informational interviews, internships, and/or work experience
Increase the number of students co-enrolled in community colleges and the percent of students that complete the community college courses to at least 50% or more in 2021-2022, then 10% increase each year.	Baseline 2020-2021: 5 students co-enrolled at College of Marin, 0% students completed courses				20 students enrolled and 70% or more completing courses.
Percent of students who have identified a post-secondary goal and know their next steps as measured by student surveys.	Baseline to be determined in 2021-2022				90% or more of students
Percent of students that feel a sense of belonging at school as measured by student surveys.	Students report having positive student to student relationships: 82%				90% or more students report having positive relationships and feeling a sense of belonging.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students reporting feeling included, seen, and heard: 100%				
Percent of students that report having at least one trusting relationship with an adult on campus as reported by student surveys	Students report having positive staff to student relationships: 92%				90% or more students report having positive relationships with adults on campus
Percent of students participating in at least one enrichment activity including Learning Through Interest, Co-enrollment at local community colleges, after school mentorships, and/or after school activities such as sports, art or music	Baseline will be determined in 2021-2022.				Increase by 10% per year up to 90% or more of students
Reduce the percent of students suspended once or more by quarter to less than 6%.	Baseline from 2019-2020  Quarter 1 – 25.7% Quarter 2 – 4.8% Quarter 3 – 17.6% Quarter 4 – N/A Due to COVID19				Suspensions are less than 6% per quarter.
Expulsion rates	Baseline - 0 Expelled				Maintain 0 expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism					
Attendance rates					

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Learning Through Interest Program	Continue to build the Learning Through Interest program by developing business and individual partners to act as mentors in job shadows, career exploration, and internships.	\$59,182.00	No
2	Co-Enrollment at Community Colleges	<p>Increase co-enrollment in community college and provide additional support systems for students who are co-enrolled.</p> <p>Connect students with relevant scholarships.</p> <p>Costs reflected in Goal 1 Action 4</p>		No
3	Road Maps	<p>Work with individual students and their families to help them develop Road Maps for success in completing secondary coursework, as well as planning and preparation for post-secondary success.</p> <p>Include systems to regularly measure progress.</p> <p>Costs reflected in Goal 2 Action 1</p>		No



Action #	Title	Description	Total Funds	Contributing
4	Off-Campus Learning	Plan and implement off-campus learning experiences to give students opportunities and experiences that may broaden their interests and solidify their post-secondary goals.	\$138,092.00	No
5	Authentic Learning	Plan and implement authentic, project-based learning units and individual passion projects that allow students to take action while learning in the context of local, regional, national or international events and situations.  Costs reflected in Goal 1 Action 1		No
6	After-school mentoring	Provide after-school mentoring for students so that they can participate in healthy activities after school hours including partnering with community organizations to build local connections.	\$41,696.00	Yes
7	Extra-curricular activities	Investigate and implement a wider variety of extra-curricular activities for students including in the arts and athletics.	\$103,388.00	Yes
8	Relationships with Local Districts	Continue to cultivate relationships with local school districts so that our programs are seen as a viable option for students before they fall too far behind.  Costs reflected in Goal 1 Action 1		No
9	Entrance and exit surveys	Develop entrance and exit surveys for parents and students so we can learn more about what worked for them and what did not.  Costs reflected in Goal 1 Action 1 and Goal 2 Action 4		No

Action #	Title	Description	Total Funds	Contributing
10	Transportation	Maintain a van that will allow us to support student attendance and learning experiences in the community.	\$20,000.00	Yes
11	Racial Equity Work	Provide students, parents, and staff space and tools for authentic discussions surrounding race in order to disrupt internal, relational, structural, and systemic racism  Costs reflected in Goal 1 Action 1		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
3	<p>Families are an integral part of the school community:</p> <ul style="list-style-type: none"> <li>Families bring ideas and guide the planning of the school</li> <li>Families connect with resources and opportunities in the community</li> </ul> <p>State priorities 3. Parent Involvement (engagement) 6. School Climate (engagement)</p> <p>WASC Critical Areas for Follow up 1. MCS needs to develop and implement a strategic plan to communicate with feeder districts and the community at large about who they serve and encourage earlier referrals. 2. The school needs to continue to increase their capacity to address students' mental, physical, and personal needs</p> <p>Local Priorities Authentic parent and family leadership, guidance to access resources and opportunities.</p>

### An explanation of why the LEA has developed this goal.

Families are integral to our mission and vision as parents are key stakeholders in their students' success. Goal #3 supports students by increasing parent and family involvement and leadership at school. In the past, this goal focused more on connecting our families with resources and opportunities in the community. This new goal reflects our intention to draw on our parents' wisdom and leadership to further guide our school.

This broad goal and its related metrics and actions will allow us to address state priorities 3 and 6 as well as the WASC Critical Areas for Follow Up listed above. Metrics 3a and 3e will help us gauge the level of parent involvement and leadership at our school. We will use metrics 3b and 3c to help us gauge how well we are communicating the resources and opportunities that are available in the community and the extent to which parents are taking advantage of those resources and opportunities. All of the actions listed in this section will support communication and relationship building so that parents can take leadership at our school and families can access the resources and opportunities they need to support their students in meeting their social, emotional, and academic goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Metrics/Indicators</p> <p>3a. Increase percent of parents/guardians attending:</p> <p>BTSN</p> <p>Fall and Spring Exhibition Nights</p> <p>Family Empowerment Events</p> <p>Parent Leadership Group meetings</p>	Baseline will be set in 2021-2022. We previously reported this as raw numbers and will move to percent of students' families represented.				30% or more families participate in events
3b. Increase percent of parents who are familiar with the resources available to them at the school as measured by surveys.	Baseline will be set in 2021-2022.				Improve by 10 percentage points per year up to 90% or more.
3c. Percent of students who are referred to community services that are identified as needing services by the student support team.	Baseline will be set in 2021-2022.				100% of students are referred to services they need.
3d. Develop a metric around "Ladder of Parent Involvement" that describes the level of leadership/ownership parents have with the school.	To be determined in 2021-2022 (baseline in the spring)				Desired outcome to be determined in 2021-2022

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Empowerment Specialist	Family Empowerment Specialist supports family involvement at all levels of the school.	\$22,000.00	Yes
2	Data Collection Platform	Select a data collection platform and refine systems for data analysis to increase family engagement and families' access to resources and opportunities	\$3,000.00	No
3	Student Success Team	Continue to convene a student success team to identify students who need more support and to identify action steps.  Costs reflected in Goal 1 Action 1 and Goal 2 Action 4		No
4	Two-way Communication and Outreach	Work with a community partner, ex. Multicultural Center of Marin, to support communication with families and increased family involvement.  Costs reflected in Goal 1 Action 7		No
5	Authentic Family Leadership	Grow and convene the Family Leadership Team, School Site Council/ELAC, and provide more authentic opportunities for family leadership.  Costs reflected in Goal 1 Action 1 and Goal 2 Action 4		No

Action #	Title	Description	Total Funds	Contributing
<b>6</b>	Resources and Opportunities	Work with families individually and in groups to assess needs and connect them with existing community resources to support physical and mental health.	\$58,148.00	Yes
<b>7</b>	Family Networks	Implement more opportunities for families to network and support each other without a formal structure (such as culturally relevant social events).  Costs reflected in Goal 1 Action 1 and Goal 2 Action 4		No
<b>8</b>	School Communication	Work with the Family Leadership Team to develop more robust strategies for communicating with families and keeping them informed about what is going on at school  Costs reflected Goal 2 Action 4	\$2.00	No
<b>9</b>	Adult Education	Investigate courses and training for parents and families including English, and job-skills.	\$23,174.00	Yes
<b>10</b>	Mental Health Supports	Continue to investigate resources and support to provide more mental health and therapeutic care.  Costs reflected in Goal 1 Action 1		No

## Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

# Goals and Actions

## Goal

Goal #	Description
4	Support for youth in foster care and expelled youth countywide

An explanation of why the LEA has developed this goal.

The continued need for access to school and community support for youth in foster care and their families. Students benefit from school and learning settings that are welcoming and understanding in order to be in a place where learning can occur optimally. Considerable education to our host families, students, district representatives, and agencies working with students in foster care continues to be a need as measured by the Foster Youth survey. Districts have also indicated that they are committed to the more intensive needs that some of our students in foster care need both academically and social and emotionally. Additionally, ongoing training and support for district staff on the aspects of being a youth in foster care in an effort to minimize changes in school placements and the transfer of records, provision of education-related information to child welfare agencies to assist in the delivery of services to our students.

Continue to provide up-to-date information on the work districts are doing to ensure they have systems in place to address school climate specific to the expulsion of students.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expelled Youth Plan	Existing plan from 2018-2021 Reduced number of Triennial Countywide Expelled Youth across the three-year period.				2021-2024 Countywide Triennial Expelled Youth plan in place. Continued reduction in numbers of expelled youth across districts. With increase in the number of restorative justice programs in place.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Ongoing Countywide Foster Youth Services	Ongoing countywide foster youth services attendance at informational events intended to coordinate services for foster youth. Quarterly Executive Advisory meeting Targeted assistance for districts - baseline is as needed and contingent upon placement.				Smooth and uninterrupted transfer of student records and placement secondary to a complete and thorough understanding of laws, procedures and understanding of the unique needs of youth in foster care by district and school staff.
Targeted learning - students and families specific to trauma and social emotional well being	Ongoing professional development specific to race, trauma and social emotional well being to districts and child welfare				Targeted support to districts and families and child welfare that will increase agency and student voice in learning and placement.

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Foster Youth Coordination	Provision of countywide support, outreach and resources to districts and schools as well as community based organizations around identification of needs and services for youth in foster care. Outreach to districts, distribution of resources - FYSC, participate as the educational liaison on various committees relevant to students in foster care.	\$183,632.00	No

Action #	Title	Description	Total Funds	Contributing
2	Data and student tracking	Maintain Foster Focus data sharing system - contract with Sacramento County Office of Education - and the regular upload of information into CALPADS.	\$2,000.00	No
3	Professional Development	Targeted professional learning in the areas of bias, race/racism, social emotional well being and trauma informed practices	\$11,500.00	Yes
4	Intervention support for students	Provision of direct services in the form of 1:1 or small group tutoring to supplement academic learning in foster students in an effort to mitigate learning loss secondary to interruption in schooling as well as the impact that social emotional wellness.	\$15,000.00	No
5	Countywide Triennial Expelled Youth Plan	Continue to coordinate the countywide plan for expelled students across the 18 school districts in Marin County to monitor number of expelled youth and practices to update the plan in 2024.	\$25,000.00	No

## Goal Analysis [2021-22]

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

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

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
29.59%	\$325,317

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.

During 2020-21, the Marin County Office of Education will receive approximately \$325,317 in supplemental and concentration grant funding based on over 75% of the total school population being identified as an English learner, Foster Youth, or low income.

Our program has continued to evolve across the years in keeping with the needs of our student's needs. Across the 2021-2022 school we will continue to provide on a limited or targeted basis to our English learners who need additional language support to make adequate progress in their core classes and electives. Our base program for all students provides considerable depth with a flexible curriculum and instructional methods and employs the use of Learning Coaches on campus as part of the total program. Goal 1 action 1.04 provides additional professional development support for our teachers and learning coaches through coaching and conferences to support English learners. The instructional strategies applied will benefit and support the achievement of English learners. This is an increase in services from our base program and is an effective use of funds as it will allow for even more depth to the educational program for those students that are learning English on top of all academic subjects.

Many of our low-income students and foster youth have experienced or are experiencing high levels of trauma in their lives. While people from all socioeconomic backgrounds experience trauma, the burden of trauma in our observation of our students and their families representing low socioeconomic backgrounds has had a disproportionate effect. Our staff takes a trauma-informed approach and recognizes when students need to emotionally regulate themselves and take a break or go for a walk before moving on with an instructional activity. Goal 1 action 1.07, provides additional social, emotional, and linguistic support through additional Learning Coaches in class. While this action is provided to all our students, students who need the most social, emotional, and academic support receive the greatest benefit from the learning coaches.

The pandemic magnified many of the challenges our students were previously facing and exacerbated mental health issues as well. In order to support students who were negatively impacted by distance learning during the pandemic, we will offer additional credit recovery options including summer school, and extended learning opportunities in the community. This increased service is directed toward our English learners, low socioeconomically challenged, and foster youth students. This additional support is reflected in Goal 1 action 1.12 in the form of additional staffing.

#### Goal 2

Many of our students who are from low-income families or who are foster youth do not have access to after-school activities that help them connect with other students and make healthy decisions. We plan to provide a wider variety of extra-curricular activities for students in the arts and athletics. These opportunities will be available to all of our students but are principally directed at meeting the needs of those students who do not have access.

#### Goal 3

Many of our students who are recent immigrants, learning English, or are from low-income families need additional communication, connection, and support to navigate the education system and connect with resources and opportunities in the community. Our Family Empowerment Specialist is bilingual in English and Spanish and has a background in both local non-profits and parent education. He welcomes families to our community, is one of the primary points of contact for parents, and provides opportunities for both parent leadership as well as case management support to connect students with resources in the community (such as mental health services). It has been our observation that our English learners and families with low socioeconomic background that we are targeting this additional programming. This is reflected in Goal 3, Action 3.01, 3.06, and 3.09.

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

Our base program for Marin's Community School is unique and rich in intervention and individualized learning. Because of the students we get to work with and watch grow, we have augmented our staffing to increase the adult-to-student ratio. This increased ratio allows us to develop and carry out the rich programming and professional learning specific to our students that need more to get the same specifically our foster youth, English learners, low-income students. We have increased the administrative staffing to address the home to school connection and added learning coaches to offset the base program to support the depth of our program. We have 2 additional administrators and 3 learning coaches which equals an over 50% increase in services. This increase in staffing allows for academic, social-emotional, and increase professional learning support. This additional support also includes the following:

#### Goal 2

Most of our students who are from low-income families or who are foster youth do not have access to after-school activities that promote a sense of belonging and/or help them develop skills that they are interested in. We plan to continue our after-school mentorship program

through the Multicultural Center of Marin to connect students with mentors who have the greatest need for pro-social activities. This is provided for in Goal 2, Action 2.06.

Many of our students from low-income families have a difficult time getting to school because our school is not located in their neighborhoods and public transportation is limited. We have two school vans and work with our Learning Coaches through the Multicultural Center of Marin to provide transportation from Novato and San Rafael neighborhoods to our school. This supports our students from low-income families in improving attendance and increasing their academic achievement. This is provided for in Goal 2, Action 2.10.

### Goal 3

Many of our students' parents from low-income families or who speak languages other than English need additional support finding employment in the community and/or accessing adult education. Our Family Empowerment Specialist will investigate courses and training for parents and families including English and job-related skills. This is reflected in Goal 3, Action 3.09.

## Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,122,217.00	\$105,667.00	\$169,983.00	\$466,461.00	\$1,864,328.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,619,661.00	\$244,667.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Anti-racist Curriculum Step 1	\$517,713.00		\$11,627.00	\$33,136.00	\$562,476.00
1	2	All	Anti-Racist Curriculum Step 2					
1	3	All	Anti-Racist Curriculum Step 3					
1	4	English Learners	Professional Development	\$59,175.00		\$22,628.00	\$16,971.00	\$98,774.00
1	5	All	Social and Emotional Skill Data					
1	6	All	Student Leadership					
1	7	English Learners	Learning Coaches	\$20,000.00	\$102,667.00		\$55,500.00	\$178,167.00
1	8	All	Common Reporting Systems					
1	9	All	Electives Aligned with Profile of a Graduate					
1	10	All	Trauma Sensitive Supports					
1	11	All	Oracle Independent Study	\$134,406.00				\$134,406.00
1	12	English Learners Foster Youth Low Income	Credit Recovery	\$129,141.00			\$55,550.00	\$184,691.00
2	1	All	Learning Through Interest Program			\$59,182.00		\$59,182.00
2	2	All	Co-Enrollment at Community Colleges					
2	3	All	Road Maps					
2	4	All	Off-Campus Learning			\$76,546.00	\$61,546.00	\$138,092.00
2	5	All	Authentic Learning					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	6	English Learners Foster Youth Low Income	After-school mentoring	\$8,070.00			\$33,626.00	\$41,696.00
2	7	English Learners Foster Youth Low Income	Extra-curricular activities	\$103,388.00				\$103,388.00
2	8	All	Relationships with Local Districts					
2	9	All	Entrance and exit surveys					
2	10	English Learners Foster Youth Low Income	Transportation	\$20,000.00				\$20,000.00
2	11	All	Racial Equity Work					
3	1	English Learners Foster Youth Low Income	Family Empowerment Specialist	\$22,000.00				\$22,000.00
3	2	All	Data Collection Platform		\$3,000.00			\$3,000.00
3	3	All	Student Success Team					
3	4	All	Two-way Communication and Outreach					
3	5	All	Authentic Family Leadership					
3	6	English Learners	Resources and Opportunities	\$58,148.00				\$58,148.00
3	7	All	Family Networks					
3	8	All	School Communication	\$2.00				\$2.00
3	9	English Learners Foster Youth Low Income	Adult Education	\$23,174.00				\$23,174.00
3	10	All	Mental Health Supports					
4	1	All	Foster Youth Coordination				\$183,632.00	\$183,632.00
4	2	All	Data and student tracking				\$2,000.00	\$2,000.00
4	3	Foster Youth	Professional Development	\$2,000.00			\$9,500.00	\$11,500.00
4	4	All	Intervention support for students				\$15,000.00	\$15,000.00



Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	5	All	Countywide Triennial Expelled Youth Plan	\$25,000.00				\$25,000.00

## Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$445,096.00	\$741,538.00
<b>LEA-wide Total:</b>	\$445,096.00	\$741,538.00
<b>Limited Total:</b>	\$0.00	\$0.00
<b>Schoolwide Total:</b>	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Professional Development	LEA-wide	English Learners	All Schools	\$59,175.00	\$98,774.00
1	7	Learning Coaches	LEA-wide	English Learners	All Schools	\$20,000.00	\$178,167.00
1	12	Credit Recovery	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$129,141.00	\$184,691.00
2	6	After-school mentoring	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,070.00	\$41,696.00
2	7	Extra-curricular activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$103,388.00	\$103,388.00
2	10	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
3	1	Family Empowerment Specialist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,000.00	\$22,000.00
3	6	Resources and Opportunities	LEA-wide	English Learners	All Schools	\$58,148.00	\$58,148.00
3	9	Adult Education	LEA-wide	English Learners Foster Youth	All Schools	\$23,174.00	\$23,174.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	3	Professional Development	LEA-wide	Foster Youth		\$2,000.00	\$11,500.00

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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> .

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.