



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mill Valley School District

CDS Code: 21653910000000

School Year: 2022-23

LEA contact information:

Dr. Kimberly Berman

Superintendent

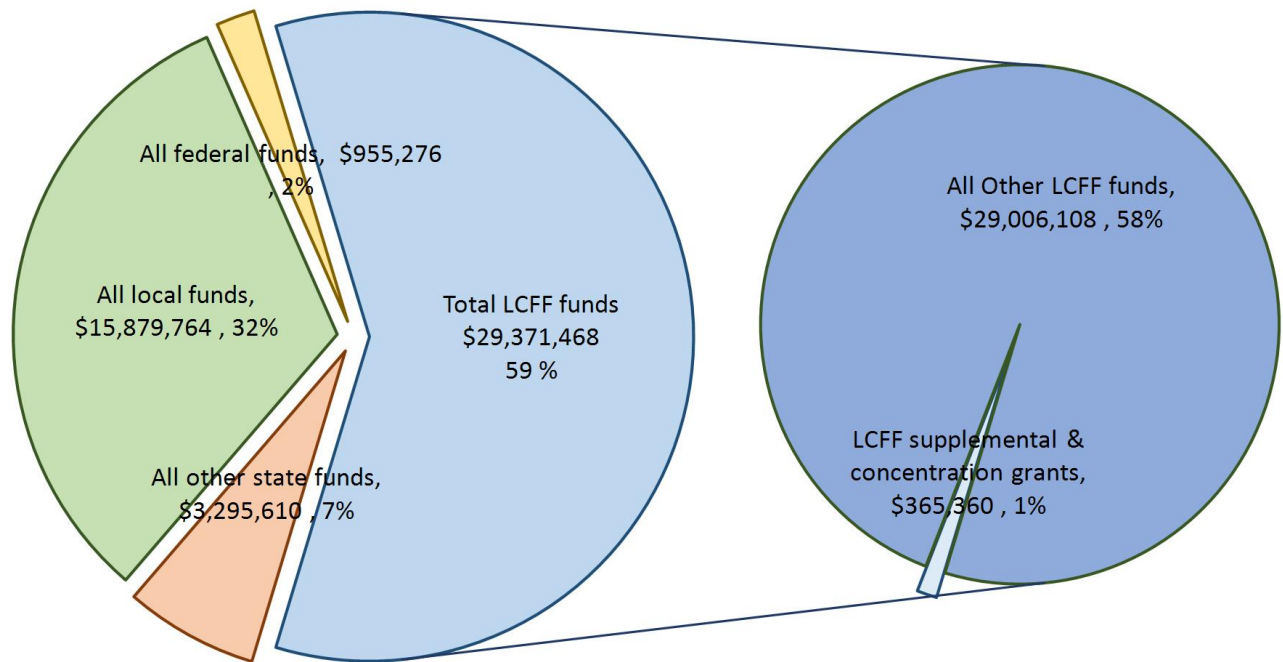
kberman@mvschools.org

415-389-7700

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 2022-23 School Year

## Projected Revenue by Fund Source

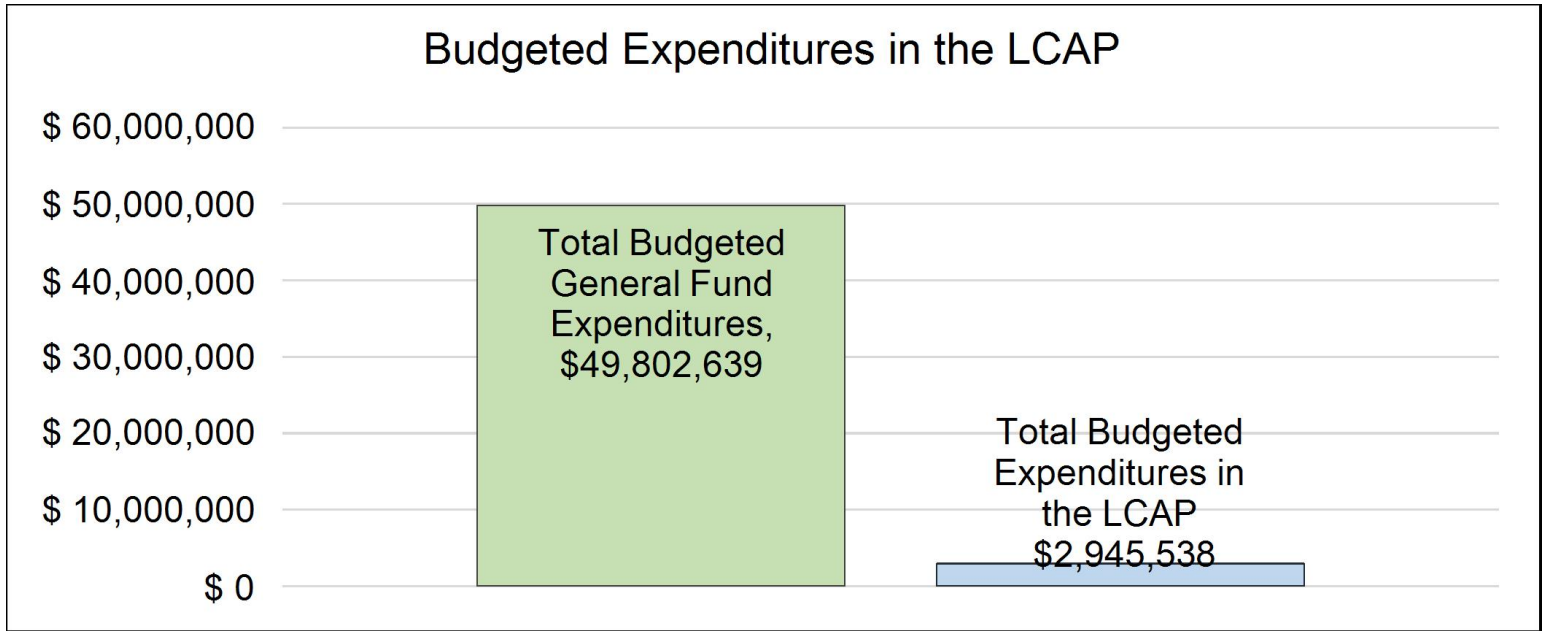


This chart shows the total general purpose revenue Mill Valley School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mill Valley School District is \$49,502,118, of which \$29,371,468 is Local Control Funding Formula (LCFF), \$3,295,610 is other state funds, \$15,879,764 is local funds, and \$955,276 is federal funds. Of the \$29,371,468 in LCFF Funds, \$365,360 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 Mill Valley School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mill Valley School District plans to spend \$49,802,639 for the 2022-23 school year. Of that amount, \$2,945,538 is tied to actions/services in the LCAP and \$46,857,101 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

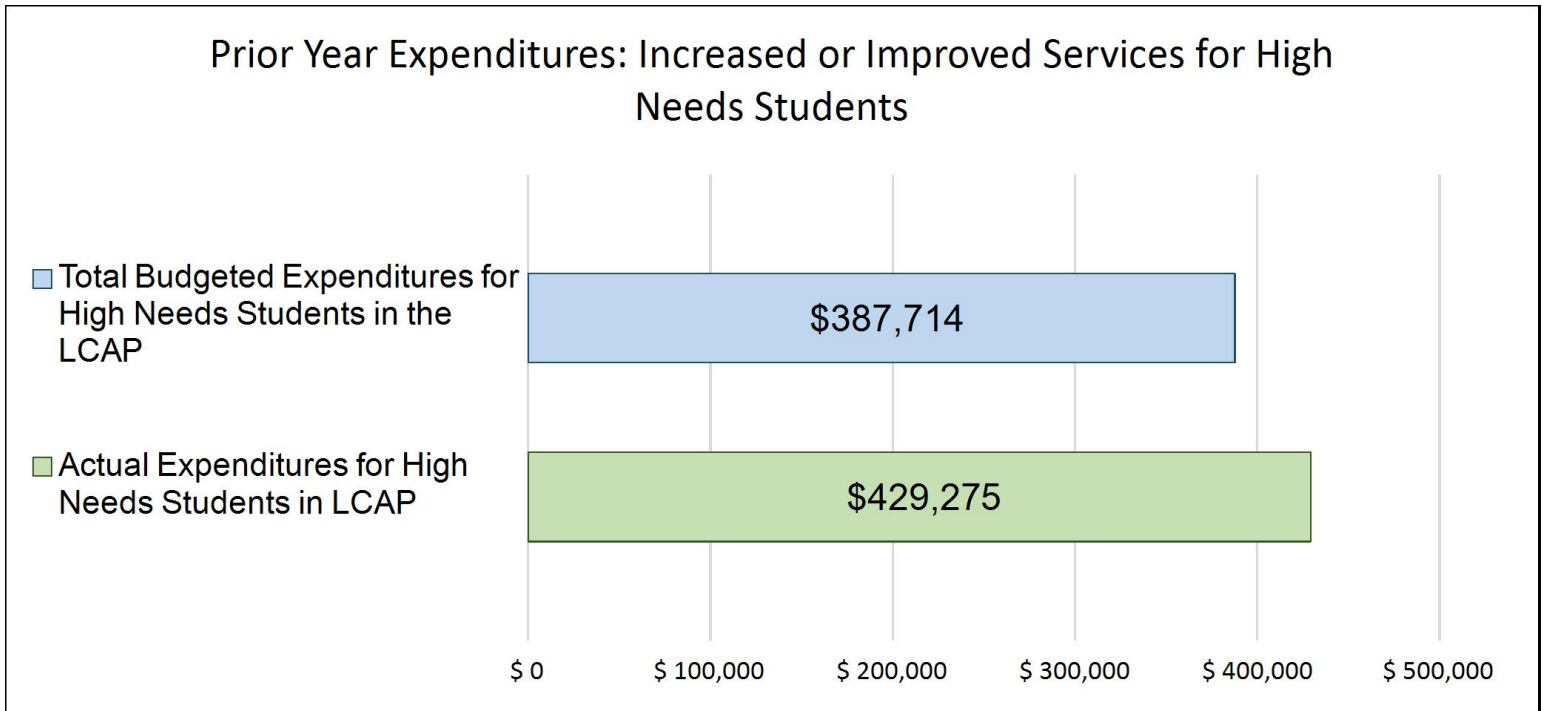
All revenues and expenses are from 2022-23 Adopted Budget

## Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Mill Valley School District is projecting it will receive \$365,360 based on the enrollment of foster youth, English learner, and low-income students. Mill Valley School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mill Valley School District plans to spend \$748,731 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 2021-22



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

The text description of the above chart is as follows: In 2021-22, Mill Valley School District's LCAP budgeted \$387,714 for planned actions to increase or improve services for high needs students. Mill Valley School District actually spent \$429,275 for actions to increase or improve services for high needs students in 2021-22.



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mill Valley School District	Dr. Kimberly Berman, Superintendent	kberman@mvschools.org 415-389-7700

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Mill Valley School District included the funds received in the Budget Act of 2021 in the District LCAP document that was approved in May 2021. Educational partners were engaged in the planning through surveys, LCAP meetings, and curriculum and instruction meetings. We ensure regular monitoring of the goals and expenditures through bi-monthly LCAP working team meetings and quarterly LCAP Parent meetings.

### LCAP Parent Advisory Team -

Tuesday October 19, 2021: Review Approved LCAP and Goals; Tuesday February 8th 2022: Update on LCAP Goal Progress; Tuesday April 26th 2022: Final Suggestions for Annual Update

### Staff Working Team -

Tuesday September 28, 2021: Overview of Approved LCAP; Tuesday November 9, 2021: Update on Goal 1; Tuesday January 25, 2022: Update on Goal 2; Tuesday March 8, 2022: Update on Goals 3 & 4; Tuesday May 10, 2022: Finalizing Annual Update

Student Advisory

Wednesday November 10, 2021; Wednesday March 16, 2022; Tuesday, April 27, 2022

DELAC Advisory

April 28, 2022

Bargaining Units Advisory

May 10, 2022

PTA Exec Council Advisory

May 16, 2022

CFAC

May 17, 2022

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Mill Valley Elementary School District does not receive the concentration grant add-on funding.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Families, teachers, and school staff have had multiple opportunities to participate in our planning meetings including, but not limited to, the LCAP, ICAE (Instruction, Curriculum, Assessment, and Equity) committees, staff meeting updates, and newsletter seeking feedback and through surveys. 111 families responded to the survey. 109 staff members responded to the survey. An additional 13 community members responded. Students were also provided a survey. The survey was posted for all middle school students, and we received 850 responses. The survey was provided to all elementary teachers. 132 elementary students (90 fifth graders, 41 fourth graders, and 1 third grader) responded individually. We ensure regular monitoring of the goals and expenditures through bi-monthly LCAP working team meetings and quarterly LCAP Parent meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Mill Valley School District has allocated ESSER III funds into two categories of expenditures: technology, and social emotional health. Currently, we are in the process of upgrading the district infrastructure to improve the reliability of network services on campus for students and staff. Additionally, student iPads have been purchased for the 5th graders in order to support student learning in the classroom. We have been fortunate enough to have received the devices and been able to distribute them to students during December 2021. Some of the technology needed for the infrastructure upgrade has been delayed due to supply chain issues, which has unfortunately delayed the project completion. This has certainly been a challenge as we are eager for these upgrades to be complete.

In terms of social emotional support, the elementary schools have continued to use Tool Box with the students. The work around these strategies has been highlighted at School Board Meetings, with students sharing the ways in which they use the tools to de-escalate situations and regulate their own emotional responses. At the Middle School, Wayfinder has been implemented in the classroom to support students with feelings of belonging, opportunities to build relationships, and a safe space to find support. Our counselors have been supporting this work at all sites.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

All of the fiscal resources that Mill Valley Elementary has received for the 2021-2022 school year have been allocated to align with our LCAP. Focusing on student outcomes, social-emotional learning, providing targeted support to students, a focus on diversity, equity and inclusion as well as strengthening our communication with all stakeholders. Funds received have been used to hire additional staff to work with targeted learning, improve the collection and analysis of data and focus on training for staff around diversity, equity and inclusion. By connecting all funds to the Mill Valley School District’s LCAP, the district is better able to meet the goals set forth in the document.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and



must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page

(<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



# 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
Mill Valley School District	Dr. Kimberly Berman Superintendent	kberman@mvschools.org 415-389-7700

## Plan Summary [2022-23]

### General Information

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

#### Our Setting:

The Mill Valley School District is located 8 miles north of San Francisco and the Golden Gate Bridge in Marin County, California. The district has five elementary schools and one middle school with an enrollment of just over two thousand four hundred students in grades K through 8. Four of the schools are located within the City of Mill Valley, while two are located in the adjacent unincorporated areas of Strawberry Point and Tamalpais Valley. The district also includes the unincorporated communities of Alto, Almonte, Homestead Valley, and Muir Beach.

#### Exceptional Learning:

Recognized and respected at both the state and national levels, the Mill Valley School District has developed a reputation for its ability to create exceptional learning programs. We develop the academic, artistic, social-emotional, and character aspects of our students. We strive for our learners to be balanced, collaborative, communicators, courageous, critical thinkers, empathetic, inquirers, knowledgeable, open-minded, perseverant, principled, and reflective. We maximize each child’s potential and create learning environments where our students experience high levels of learning and thrive.

#### Standards-Based Teacher Developed Instruction:

In our district, we offer quality standards-based instruction in which teachers are able to creatively develop academic programs with higher-level learning activities designed to develop the whole child. Teachers embed innovative teaching strategies in the service of grade level/content standards. They have access to high-quality resources to support the diverse needs of students, including those with disabilities, including technology tools, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms.

#### Professional Development:

Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers, as well as share their expertise with each other. This plan also includes grade level/department collaboration, peer observations, classroom visits from administrators, regular collegial planning, and collaboration time. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice.

#### Instructional Technology:

Our district has prioritized the integration of technology in our classrooms as tools that enhance teaching and learning, as well as advance 21st-century skills of communication, collaboration, creativity, and critical thinking. Students use iPads and laptops regularly. They learn how to manage their work safely online, engage in online research, use applications that support learning, and develop presentations using digital and multimedia tools. Our Instructional Technology Coach works closely with teachers to support the effective implementation of devices and a multitude of apps and digital tools in their classrooms. This has given teachers useful technology resources in their tech toolboxes to employ in their classroom programs.

In addition, we continue to focus on implementation of our District Technology Plan to ensure equity of access to devices across sites. We have achieved parity of devices at all grade levels across all sites, and each classroom at a specified grade level has access to the same device ratio.

#### District Vision and Mission Statements

Our Vision - Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

Our Mission - We provide a balanced education that enables all students to achieve academic success in an environment that fosters social-emotional development, equity, and creativity. We prepare our students to be responsible, contributing members of our community, wise stewards of our natural environment, and thrive as global citizens in a rapidly changing world.

#### Mill Valley School District Points of Pride:

Our Points of Pride reflect what we celebrate as achievements in our district.

- A balanced educational approach that emphasizes academic excellence, social-emotional growth, physical education, and the arts
- Engaged students who are well-prepared for lifelong learning and becoming global citizens
- High-quality staff shared decision-making through distributed leadership that values collaboration and diversity of opinion

- A dynamic place to work, with highly sought after positions, fairly negotiated union contracts, and opportunities for professional growth
- Widespread community support for public education in Mill Valley, as specifically demonstrated by approval of parcel taxes and bond measures
- Strong financial support from Kiddo! (Mill Valley Schools Community Foundation) in response to critical needs of the Mill Valley School District
- Visual and performing arts, physical education, world studies/language, and technology programs offered to students through parent and community financial support of Kiddo!
- Highly efficient, collaborative, and organized PTAs, including It Takes a Village (ITAV), that support site-level programs, and respond to essential needs of MVSD
- Educators with the flexibility to design quality curriculum and deliver instruction to deepen student understanding within the district framework
- Students achieving at high levels of learning, as demonstrated through multiple measures including standardized and authentic assessments
- Prudent financial planning that helps insulate the district from funding uncertainties. The Community Financial Advisory Commission (CFAC) regularly advises the superintendent and board with a long-term financial forecast model
- Safe, well designed, equipped, and well maintained facilities that reflect the high standards of the community
- A District that recognizes the success of students, staff, and partnerships with the Mill Valley community
- Highly regarded schools that protect property values and the investment residents and business owners make in Mill Valley. MVSD is an asset to the community, making Mill Valley a desirable place to live and work

#### Our Students:

Here's a look at the demographics of our students (as noted in Dataquest 2021-22):

Total student population - 2,415

#### Student Group Data

- English Learners - 96 students (4% of total population)
- Foster Youth - 1 student (<.1% of total population)
- Socially-economically disadvantaged students - 137 students (6% of total population)
- Students with disabilities - 252 students (10.4% of total population)

#### Race/Ethnicity Data

- African American - 13 students (.5% of total population)
- American Indian - 8 students (.3% of total population)
- Asian - 104 students (4.3% of total population)
- Filipino - 9 students (.3% of total population)
- Hispanic - 206 students (8.5% of total population)
- Two or More Races - 254 students (10.5% of total population)

- Pacific Islander - 2 students (.08% of total population)
- White - 1,800 students (74.5% of total population)

## Reflections: Successes

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

Students were not tested using the CAASPP during the 2020-21 school year. The information below displays Local Assessment test results in ELA and Math by student group for students grades three through eight. This information has been provided using iReady.

English Language - Percent at or above grade level

Asian Students - 79.04%

English Language Learners - 66.14%

Hispanic Students - 76.11%

Socioeconomically Disadvantaged - 65.27%

Students with Disabilities - 60.17%

Students with two or more races - 79.27%

White Students - 84.78%

Collectively, all students - 84.70%

Math - Percent at or above grade level

Asian Students - 85.25%

English Language Learners - 60.40%

Hispanic Students - 72.92%

Socioeconomically Disadvantaged - 67%

Students with Disabilities - 56.47%

Students with two or more races - 80.62%

White Students - 81.23%

Collectively, all students - 80.43%

Additional iReady testing will continue to be administered through June 2022 but results have not been fully processed so increase or decrease in test scores are not currently available.

The following data reflects CAASPP data from the last reported date that Mill Valley School District participated in CAASPP testing. The District did not participate in 2020 or 2021 however, the district participated in 2022 so when new data is provided, the following information will be updated to reflect the growth during that period. As allowed by the State of California, the district administered local testing through

iReady which is seen above.

### Academic Achievement – 2019 CAASPP Results For English Language Arts (ELA)

When examining our 2019 CA Assessment for Student Performance and Progress (CAASPP) state testing scores for ELA on the CA School Dashboard, there are a number of positive take-aways that can be drawn from the analysis. It should be noted that due to low numbers of students in certain student groups that do not meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Filipino, and Pacific Islander students.

- Overall, all students collectively demonstrated high levels of achievement on the ELA Smarter Balanced Assessment by maintaining their very high performance.
- 84% of our third through eighth-grade students who took the test met or exceeded standards in ELA, which was a 1% decrease from the prior year.

Collectively, students overall and all of our student groups scored above grade level standards on the ELA CAASPP test, including:

- Asians students: 41.8 points above standard
- English Learners: 6.2 points above standard
- Hispanic students: 45.3 points above standard
- Socio-economically disadvantaged students: 16.1 points above standard
- Students with disabilities: 11.6 points above standard
- Students with two or more races: 79.2 points above standard
- White students: 74.13 points above standard
- Collectively, students overall: 70.2 points above standard

Collectively, students overall and a number of student groups had an increase in their score on the ELA CAASPP test from the prior year, including:

- Socio-economically disadvantaged students: 3.1-point increase
- Students with disabilities: 6.5-point increase
- White students: .7-point increase
- Collectively, students overall: .3 point-increase

The exceptions were the following student groups, which saw slight declines:

- Asian students: 5.3-point decrease
- English Learners: 3.8-point decrease
- Hispanic students: 1.1-point decrease
- Students with two or more races: 1.2-point decrease

The following results reflect the percent of students in each student group who met or exceeded standards on the 2019 ELA CAASPP test:

- African American students: 82% met/exceeded standards
- Asian students: 66% met/exceeded standards
- English Learners: 31% met/exceeded standards
- Reclassified English Learners: 62% met/exceeded standards
- Hispanic students: 69% met/exceeded standards
- Students with two or more races: 87% met/exceeded standards
- White students: 86% met/exceeded standards
- Socio-economically disadvantaged students: 57% met/exceeded standards
- Students with disabilities: 61% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2018 to 2019 on ELA CAASPP test:

- African American students: +29% growth
- Asian students: -10% decline
- English Learners: +22% growth
- Reclassified English Learners: -13% decline
- Hispanic students: -5% decline
- Students with two or more races: -2% decline
- White students: -1% decline
- Socio-economically disadvantaged students: -6% decline
- Students with disabilities: +2% growth

These test scores on the ELA Smarter Balanced Assessment are an indicator of our students' strong content knowledge, critical thinking skills, and ability to communicate ideas clearly in writing. We are proud of our students working at these high levels with ELA content, particularly those who saw growth, which includes African American students, English Learners, and students with disabilities.

#### Academic Achievement - 2019 CAASPP Results For Math

When reviewing our 2019 CAASPP state testing scores for Math on the CA School Dashboard, there are many positive results to be highlighted. Again, it should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Filipino, and Pacific Islander students.

- Overall, all students collectively demonstrated strong achievement on the Smarter Balanced Assessment in Math.
- 80% of our third through eighth-grade students who took the test met or exceeded standards in Math, which was a 1% increase from last year's scores.

All students overall and a number of our student groups scored above grade level standards on the CAASPP Math test, including:

- Asian students: 37.1 points above standard
- Hispanic students: 22.1 points above standard



- Students with two or more races: 70.6 points above standard
- White students: 59.1 points above standard
- Collectively, students overall: 55.6 points above standard

The student groups that scored below grade level standards on the CAASPP Math test include:

- Socio-economically disadvantaged students: 5.4 points below standard
- English Learners: 7.1 points below standard
- Students with disabilities: 3.9 points below standard

All students overall and a number of student groups had an increase in their score on the CAASPP Math test from the prior year, including:

- Asian students: 1-point increase
- English Learners: 7-point increase
- Hispanic students: 6-point increase
- Socio-economically disadvantaged students: .9-point increase
- Students with disabilities: 9.6-point increase
- Students with two or more races: 5.4-point increase
- Collectively, students overall: 1.4-point increase

The one student groups that saw a decline in their scores on the CAASPP Math test was White students, with .2-point decrease

The following results reflect the percent of students in each student group who met or exceeded standards on the 2019 Math CAASPP test:

- African American Students: 45% met/exceeded standards
- Asian students: 71% met/exceeded standards
- English Learners: 41% met/exceeded standards
- Reclassified English Learners: 64% met/exceeded standards
- Hispanic students: 65% met/exceeded standards
- Students with two or more races: 85% met/exceeded standards
- White students: 81% met/exceeded standards
- Socially-economically disadvantaged students: 54% met/exceeded standards
- Students with disabilities: 59% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2018 to 2019 on Math CAASPP test:

- African American students: -2% decline
- Asian students: +1% growth
- English Learners: +9% growth
- Reclassified English Learners: -4% decline
- Hispanic students: 0% growth
- Students with two or more races: +2% growth
- White students: -1% decline

- Socially-economically disadvantaged students: +2% growth
- Students with disabilities: +6% growth

The results we saw in our test scores on the Smarter Balanced Assessment in Math are an indicator of our students' solid content knowledge in math, strong problem solving and math reasoning skills, and their ability to clearly explain their thinking. We are proud of the academic growth experienced by many student groups, particularly those in protected student groups, which includes English Learners, socially-economically disadvantaged students, and students with disabilities.

### English Learner Progress

We are proud of our English Language Development (ELD) program and its success with effectively serving our EL students. We offer a program that supports the variability in the needs of our EL students. We provide these students what they require to make steady progress with their acquisition of English and to experience success in their classrooms.

One way we accomplish this is by continuing to develop the skills and knowledge base of our ELD Specialists. We provide these teachers a multitude of opportunities to participate in professional development to build their repertoire of effective ELD instructional strategies, and ensure they have high-quality ELD materials and resources to integrate into their programs. These teachers also focus on closely monitoring the language proficiency and academic progress of their students through periodic formal and informal assessment, which allows for more targeted instruction based on assessment results.

Because of the cancellation of Summative ELPAC testing due to the COVID-19 pandemic, there will not be data to compare to the 2019 results. However, we have been able to measure progress with language acquisition by gathering information from multiple sources, which indicates our EL students continue to make steady progress with their language acquisition and reclassification as Fluent English Proficient (RFEP).

These are highlights from the 2019 CA School Dashboard related to English Learners:

- English Learners, which includes both reclassified EL students and EL students, scored 6.2 points above grade level standards and 7.1 points below grade level standards in Math on the 2019 Smarter Balanced Assessment.
- Reclassified English Learners demonstrated high levels of achievement on CAASPP testing by scoring 23.8 points above standard in ELA, and 7.8 points above standard in Math.
- Current English Learners did not have these strong results on CAASPP testing. They scored 47.9 points below standard in ELA, and 52.7 points below standard in Math.

In addition to using results on the CA Dashboard, we also referred to progress report grades, Fountas & Pinnell reading scores, and CAASPP results to determine EL student progress and for reclassification purposes.

We are proud that this high number of EL students have shown significant growth with their language proficiency and have been reclassified as Fluent English Proficient this school year. We attribute these successes in our ELD program to the targeted instruction from our ELD team, the hard work of our EL students and support of their families, and our district's focus on building the ELD program. While the results

are positive and are trending well, we must maintain our focus on this student group, knowing that the acquisition of English takes a methodical, steady approach in order to ensure consistent progress is made. Further, we expect these results to vary from year to year depending on students entering our district. There is always going to be a need to intentionally support EL students.

The area of growth for our district continues to be on meeting the needs of EL students in all settings, from the ELD classroom with designated instruction to the regular classroom with integrated instruction. We would like to see the ELD team more regularly share their expertise and knowledge about effective strategies to employ with EL students with classroom teachers.

Collectively, students overall and all student groups maintained or decreased their suspension rates from 2017-18 to 2018-19:

- Asian students: 0% increase
- English Learners: 0% increase
- Students with disabilities: 4.1% decrease
- Hispanic students: 1.1% decrease
- Socially-economically disadvantaged students: .4% decrease
- Students with two or more races: 1.2% decrease
- White students: 1.3% of 2,253 students: .6% decrease
- Collectively, students overall: .6 decrease

Another success is the significant drop in our district-wide suspension rate from 2018 (1.9%) to our rate for the current year, which is .8% (as of May 8, 2019). Our district saw an uptick in our suspension rate for the previous three years (.7% in 2015-16, 1% in 2016-17, and 1.9% in 2017-2018) so it is positive to see the rate start to decline so sharply for the current year.

At the middle school, there has also been a significant decrease in the number of suspensions given to students. Specifically, the middle school's suspension rate dropped from 2.7% in 2017-2018 to 2.1% in 2018-2019, which is a .6% decrease in the number of students receiving in-school or out-of-school suspensions.

We attribute these low suspension rates to the restorative practices that have been put into place at our schools as the overarching approach to address student disciplinary issues. We have been addressing student behavioral concerns in restorative, rather than punitive ways, and incorporating other restorative practices, such as circles, to build community and make stronger connections in our schools. These efforts have positively impacted the culture at our schools, with one of the key outcomes being a reduction in the number of suspensions given to students.

# 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.

Mill Valley School District needs to provide diverse, equitable and inclusive learning environments for all students to be successful. Foster Youth, English Learners and Low-Income Students are disproportionately scoring lower than their peers. This is a significant area of focus for the 2021-2023 LCAP. The data above was carefully analyzed and it was determined that our Foster Youth, English Learners and Low-Income students needed additional targeted support to be successful. It was due to this analysis that targeted learning was developed. The primary reason for this program was to target their learning needs and improve student outcomes for these groups. Targeted students shall be provided grade-level standard curriculum and additional supports to help close the achievement gap. This will be accomplished by following the action steps and goals identified in the plan.

# LCAP Highlights

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

The Mill Valley School District LCAP for 2021-2023 was developed to align with the District Strategic Plan. The 4 goals represent work in the areas of student academic and social-emotional support, teacher and staff development, and training for meeting the diverse needs of students, parent and family engagement, and sound financial management and facility improvement. By aligning the Strategic Plan and the LCAP the Mill Valley School District has one succinct plan that supports the Mission and Vision.

# 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.

## ***Support for Identified Schools***

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

## ***Monitoring and Evaluating Effectiveness***

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



# Engaging Educational Partners

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

Stakeholder engagement was a major factor in developing the LCAP for the Mill Valley School District. The district held 4 Parent Advisory Committee (PAC) Meetings, 2 Student LCAP Input Meetings, and 3 Classified LCAP meetings. During the ICAE (Instruction, Curriculum, Assessment, and Equity) meetings, both certificated and classified staff were able to provide input on the evaluation of the previous LCAP and the improvements needed for the next LCAP. Throughout these meetings we were able to develop and change language in our goals and action steps to provide for a more succinct LCAP for 2021-2023. More information can be found here:

<https://www.mvschools.org/domain/577>

Stakeholder engagement continues in 2021-22:

LCAP Parent Advisory Team -

Tuesday October 19, 2021: Review Approved LCAP and Goals

Tuesday February 8th 2022: Update on LCAP Goal Progress

Tuesday April 26th 2022: Final Suggestions for Annual Update

Staff Working Team -

Tuesday September 28, 2021: Overview of Approved LCAP

Tuesday November 9, 2021: Update on Goal 1

Tuesday January 25, 2022: Update on Goal 2

Tuesday March 8, 2022: Update on Goals 3 & 4

Tuesday May 10, 2022: Finalizing Annual Update

Student Advisory

Wednesday November 10, 2021

Wednesday March 16, 2022

Tuesday, April 27, 2022

DELAC Advisory April 28, 2022

Bargaining Units Advisory May 10, 2022

PTA Exec Council Advisory May 16, 2022

CFAC May 17, 2022

SELPA June 3, 2022

A summary of the feedback provided by specific educational partners.

A top priority that emerged from these stakeholder meetings was the need to focus on Equity and Inclusion, as well as Social-Emotional Learning for students. Parent and teacher groups both expressed a need to support students as they come out of a pandemic. Given the many changes and hardships they have faced over the past year and a half, it is important to provide them with safe spaces to talk and express themselves, as well as strategies and tools to respond to their feelings in healthy ways.

Our parent groups also expressed a desire to have a more cohesive program district wide. They expressed frustration with some of the ways that individual schools differed from one another in terms of how and what was being taught, with a particular focus on the inconsistency of elementary school report cards.

Our employee groups provided similar feedback with regard to continuity across the sites, but went further to express interest in harnessing the data that we collect throughout the year on our students, and being able to utilize that data year after year. Both Classified and Certificated employees shared that continuing to provide specific and targeted professional development for employees would help adults be more effective in their support of students throughout the district.

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

The LCAP as a whole was influenced by stakeholder input. In particular, Goal 1, Action 2 is dedicated to Social-Emotional Learning which was an identified priority area for both parents and staff alike. In this action item, the Mill Valley School District will be purchasing Social-Emotional Curriculum and training for students as part of a comprehensive approach to supporting the whole student. Additionally, Goal 2, Action 2 is dedicated to utilizing and housing data in order to support our students, by leveraging all of the different data points we have on them. In particular, this Action includes the purchase of a data and achievement system to allow staff to access information about their students year after year. Lastly, Goal 2, Action 1 incorporates training for staff members around inclusion, equity, and anti-racism. This goal was a direct result of feedback from staff indicating the need to do more work in this area.

# Goals and Actions

## Goal

Goal #	Description
1	Balanced Learners

An explanation of why the LEA has developed this goal.

The Balanced Learner Goal aligns with our District Strategic Plan as well as our Mission and Vision to create structures for students that allow them to grow as a person throughout their educational time in the Mill Valley School District. Each student will receive equitable, articulated, relevant, standards-based instruction and support that ensures high levels of personal and academic growth. Students learn in classrooms that foster relationships and social-emotional wellness; deepen critical thinking, inquiry, and global perspectives; and support their development as citizens and scholars. This leads to them being inquiring and contributing members to their own academic and social growth.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments: Formative and Summative. Including but not limited to: F & P, i-Ready, and End-of unit assessments	80% overall are proficient F & P and i-Ready	Throughout the year we have given a variety formative and summative assessments in our schools. Our i-Ready results are: iReady Reading: 79% iReady Math: 59%			95% proficient in proficient in CFAs and F & P, and i-Ready.
Utilization of Priority Standards	We are at the beginning stages of determining the District-Wide Priority Standards.	Elementary TLL and Math committees have reviewed Achieve the Core resources to identify priority standards. An			Every subject and grade level will have developed priority standards & aligned the report cards to these standards.



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		opportunity for 2 days of Professional Development around standards alignment has been provided to staff. An opportunity to become a grade level lead has been posted for all staff.			
Developing of Common Formative Assessments in reading, writing, math, and other subject areas.	A variety of formative assessments exist.	Collaborations have started around curricular alignment across schools and grade levels. A math committee was formed and has met monthly throughout the school year.			Common formative assessments will be used 100% district wide in identified subject areas.
Student, staff, and family surveys of program implementation as well as ongoing data regarding the social-emotional health of our students. As well as the frequency and effectiveness of the social-emotional programs that are implemented.	Currently we have no quantitative baseline data for Social-Emotional Health. K-5 Counselors teach Toolbox lessons bi-weekly. K-8 Teachers utilize the Learner Profile language in their classrooms.	SEL curriculum and strategies are being taught to students through Toolbox and Wayfinder. One pre-assessment has been administered to middle school students. Elementary school students have completed 12 of 12 toolbox lessons. The Healthy Kids Survey was administered in May to Mill Valley students.			All students will have a skill set to identify and regulate their emotions, tools and strategies for executive functioning, and skills for advocacy, as identified in the survey data regarding social-emotional health.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment data (including but not limited to: i-Ready growth & proficiency goals, F&P, ELPAC) for targeted student populations.	Baseline Data will be determined at the end of the 2020-2021 school year. Preliminary results indicated 4% of students have scored in the Tier 3 level for both Reading and Math District Wide. With another 30-40% in Tier 2.	Elementary schools have implemented targeted learning labs designed to support students with Tier 1, 2 and 3 interventions. Middle School students are currently receiving interventions in Math and ELA Workshops as well as ELD courses. 93% of Elementary students have progressed in reported F&P data.			80% of RAMP students will increase by one grade level. 80% of ELLs will increase one or more levels on ELPAC. 80% of Ramp and/or ELLs will be on-grade level in i-Ready.
ELPAC	In the 2018-2019 school year, 14.8% of English Learners scored at level 1 and 2 on the ELPAC. 31% scored at level 3 and 54% scored at level 4.	ELPAC administered. Final results to be reported once received.			English Learners will continue to increase their scores on the ELPAC assessment. 90% of the students will score a 3 or 4 on the ELPAC.
CAASPP	In the 2018-2019 school year, MVSD students increased their overall CAASPP score performance in ELA 10.2 points and in math they increased by 7.8 points.	CAASPP administered. Final results to be reported once received.			All students will continue to increase their score points, resulting in a 10 point increase in both ELA and Math.
Broad Course of Study - standardization of	The district is beginning to analyze the various	All school schedules reflect the courses offered at the middle			The district will have standardized common

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
curriculum across all areas - and the participation of all student	curriculums in use throughout the school sites.	school. All elementary school schedules include full course of study.			core curriculum in the core subject areas.
Master calendar and report cards	Master calendars are being developed to maximize time spent in intervention and growth.	Targeted Learning Lab is integrated into every elementary school schedule			Curriculum and Report Cards will be standardized and aligned with common core across grade levels.
All students have access to standards aligned material - text and virtual	100%	All students have access to standards aligned material through text and virtually.			Maintain 100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High Levels of learning for All	Teachers collaborate weekly to prioritize standards and develop common formative assessments for each trimester to ensure all students meet or exceed standards. Teachers are providing targeting learning for EL students and these services are targeted to improve direct instruction for these students.	\$686,928.00	No
1.2	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	All staff will incorporate social emotional lessons, tools, and strategies into the weekly curriculum.	\$1,197,550.00	No
1.3	Targeted Academic Support and English	All staff will differentiate classroom lessons to ensure Tier 1 interventions and integrated ELD. Based on assessments and	\$831,623.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Language Development	identified student needs, targeted students will receive Tier 2 and Tier 3 interventions to close skill gaps.		

## 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.

Action 1.1 related to high levels of learning for all students. Our teachers collaborated weekly to prioritize standards and develop common formative assessments for each trimester to ensure all students meet or exceed standards. To reach this action step, the district measured metrics related to the assessments in our district, utilizing priority standards, and developing common formative assessments. Teachers are identifying student needs through formative assessments and providing targeting learning for unduplicated students and these services are targeted to improve direct instruction for these students.

Action 1.2 related to social emotional wellness including executive function and emotional regulation. All staff incorporated social emotional lessons, tools and strategies into the weekly curriculum.

Action 1.3 was targeted academic support and English language development. Our RAMP paraprofessionals focused on differentiating classroom lessons to ensure Tier 1 interventions and integrated ELD. Based on assessments and identified student needs, targeted students received Tier 2 and Tier 3 interventions to close skill gaps. These salaries are multi-funded through the general fund and LCFF. The actions increased the service provided to English Language students and was the basis for determining the need of this service.

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

For action 1.1, the district initially budgeted \$1,042,392 and the district spent \$694,189. The difference was \$348,203. The district initially projected that the district would hire 7 Teachers on Special Assignment (TOSAs) to reach this action step. In the end, the district hired 5 TOSAs (one for each elementary school).

For action 1.2, the district initially budgeted \$1,049,438 and the district spent \$1,094,648. The difference was \$45,210. The district initially projected that the District would spend money on Toolbox, Wayfinder, Gaggie, Calm kits, additional counselors so the District would have one counselor for each elementary and one for each grade level at the middle school. The District expended these funds in full. In addition to that, the district also purchased Ozobot robots for STEM learning with a focus on SEL at each school. Additionally, the actual cost for

counselors came in above what the district originally budgeted. The district also added additional paraprofessional support for counseling that was not originally projected.

For action 1.3, the district initially budgeted \$680,781 and the district spent \$948,496. The difference was \$267,688. The district initially projected the district would spend money on our English Language Learner specialist and teacher. Moreover, the district budgeted for paraprofessional support for our Targeted Learning. This support was an increase in the hours of service intended for our English Learners and determined by need related to iReady data seen above.

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

For action 1.1 the plan has been effective in targeting learning for our students in grades K-5. The district have established a new Targeted Learning Lab approach to provide inclusive, push-in services at every grade level to determine students' current level of achievement and specialized targeted instruction to ensure one years' growth for each student, regardless of their initial achievement level. The effectiveness of this goal can be seen in the increase of students from the lower levels of achievement to higher levels:

In September 67% of students were on or above grade level. In February, 78% were on or above grade level. This is an increase of 11%.  
In September 23% of students were one grade level below. In February, 16% were one grade level below. This is an increase of 7%.  
In September, 9% of students were two or more grade levels below. In February, 6% were two or more grade levels below. This is an increase of 3%.  
In all levels, students' achievement increased.

For action 1.2, this plan has been effective as our level of counseling per school site has increased by having designated counselors. The district have also increased from the start of the year the number of lessons completed within the programs of Wayfinder and Toolbox. Students have a skill set to identify and regulate their emotions, tools and strategies for executive functioning, and skills for advocacy, as identified by presentation and recognition of students at each of our school board meetings.

For action 1.3 this action was effective in providing EL support and targeted learning for all students. Our Targeted Learning data can be seen above. Our EL data is as follows:

Districtwide  
English Language - Percent at or above grade level  
English Language Learners 68.59%  
Math - Percent at or above grade level  
English Language Learners 61.14%

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.

For action 1.1 the District will continue to focus on this goal in the upcoming year by maintaining our TOSA support at every school. In addition to the newly added TOSAs, our RAMP (Reading and Math Program) specialists will continue to support targeted learning. This team of TOSAs and RAMP staff meet weekly with school site teams, and collectively, to reflect on data, what is working well, and approaches to learning. The district have determined to continue with the current structure.

For action 1.2, the district have determined to continue with the current structure of one counselor per elementary school and one per grade level at the middle school, bringing our ratio of student to counselor to 300:1, which is far below the Californian average of 527:1. The district will continue to ensure weekly incorporation of social emotional lessons, tools and strategies.

For action 1.3, the district have determined to continue staffing our English Learner teacher and specialist, as is. In RAMP, the additional hours were necessary this year in order to establish the new program. The district does not anticipate needing the additional hours in the upcoming school year. This goal focused on the individual growth of all students. This was effective as seen in our overall data, and specific student data on Foster students, English Language Learners and Low Income.

Edna Maguire Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 80%

Socioeconomically Disadvantaged 61.9%

Edna Maguire Elementary - Math - Percent at or above grade level

Foster Youth N/A

English Language Learners 100%

Socioeconomically Disadvantaged 76.19%

Mill Valley Middle School - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 18.18%

Socioeconomically Disadvantaged 48.14%

Mill Valley Middle School Math - Percent at or above grade level

Foster Youth N/A

English Language Learners 9.09%

Socioeconomically Disadvantaged 45.28%

Old Mill Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 80%  
Socioeconomically Disadvantaged 61.9%

Old Mill Elementary - Math - Percent at or above grade level

Foster Youth N/A

English Language Learners 50%  
Socioeconomically Disadvantaged 70%

Park Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 100%  
Socioeconomically Disadvantaged 100%

Park Elementary Math - Percent at or above grade level

Foster Youth N/A

English Language Learners 100%  
Socioeconomically Disadvantaged 87.5%

Strawberry Point Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 33.33%  
Socioeconomically Disadvantaged 42.85%

Strawberry Point Elementary - Math - Percent at or above grade level

Foster Youth N/A

English Language Learners 58.3%  
Socioeconomically Disadvantaged 64.28%

Tam Valley Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 100%  
Socioeconomically Disadvantaged 68.75%

Tam Valley Elementary - English Language - Percent at or above grade level

Foster Youth N/A

English Language Learners 50%  
Socioeconomically Disadvantaged 68.75%



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



# Goals and Actions

## Goal

Goal #	Description
2	Supported Staff

An explanation of why the LEA has developed this goal.

In alignment with our District Strategic Plan, we will provide consistent, ongoing professional growth opportunities to Mill Valley School District staff.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff development opportunities in addressing racism and inequity in the classroom as well as observational data that shows staff utilizing inclusion practices in their daily interactions with students.	Small group of staff attending ARI (Anti-Racism & Inclusion) monthly meetings. School site & PTAs have DEI (Diversity, Equity, and Inclusion Groups). Site & District Leaders completed year 1 modules with Facing History and Ourselves (FHHO).	Staff have been attending regular trainings with Facing History Facing Ourselves throughout the school year and have completed all 6 modules. Next, we are in planning stages for the next phase of DEI as we evaluate systems and structures for equity through our staff implementation of inclusive learning practices.			All staff members will be trained in the areas of Anti-Racism, Equity, and Inclusion. These principles will be apparent in the classrooms and throughout the hallways. Additionally, engagement and participation in DEI Groups will increase by 75%.
The frequency of the utilization of the data and assessment	Currently, no training has been conducted around data analysis	Administrative staff have been trained in the iReady Data and			100% of staff will be trained in the data system and staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
system as well as provided trainings in analyzing and using data effectively for student outcomes.	and there is no data system in place to house the information.	Assessment System to run reports, and build assessments.			members will have monthly data chats and meetings focused on student achievement and intervention.
Meeting frequency, notes, and developed instructional practices as a result of dedicated learning community time.	Currently there is no consistent meeting time for a PLC model. Departments and grade level teams do meet monthly for collaboration and planning.	Bi-weekly collaboration meetings are taking place for Targeted Learning at the Elementary Schools. Instructional practices included four targeted lessons per week. Elementary common preparation are available daily for collaboration. Middle School has monthly department collaboration time and daily common preparation times to work together.			All teachers in Mill Valley Middle School will implement high functioning learning communities to ensure high levels of learning for all students and systems of support for targeted students. All K-5 grade level teams and departments will be trained on how to refine academic systems and multi-tiered systems of support.
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	95% of MVSD teachers are appropriately assigned.	This information for the 2021-22 year will not be calculated or available until October 2022.			100% of teachers will be appropriately assigned.

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Anti-Racism, Equity and Inclusion	All staff will participate in four modules of training with Facing History Facing Ourselves and begin implementation of equitable school-wide practices.	\$70,000.00	No
2.2	Using data metrics to inform needs and set goals for substantial student outcomes.	Staff will be trained to analyze data effectively to support learning and SEL needs, on developing a collaborative culture, on guaranteed & viable curriculum, and a balanced system of assessments.	\$99,000.00	Yes
2.3	Learning Communities	All staff will participate in learning communities to look at student academic and SEL data to develop targeted lessons and increase student achievement.	\$36,800.00	Yes

## Goal Analysis [2021-22]

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

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

Action 2.1 is related to Anti-racism, equity and inclusion, including recognizing students with disabilities and neurodiversity. Our intent was for all staff to participate in four modules of training with Facing History, Facing Ourselves and begin implementation of equitable school wide practices. To reach this goal, the district offered 6 sessions throughout the school year with our entire staff. Staff attended and completed all 6 modules.

Action 2.2 This action was related to using data metrics to inform needs and set goals for substantial student outcomes. Staff were trained to analyze data effectively to support learning and SEL needs, on developing a collaborative culture, on guaranteed and viable curriculum and a balanced system of assessments.

Action 2.3 is related to Learning Communities. Our staff participated in learning communities to look at student academic and SEL data to develop targeted lessons and increase student achievement. Our staff participated in grade level and school collaboration. Additionally, we established the math learning community to determine collective response to the changing math framework. This team examined how we

teach math, how and what to assess, and how to use that data to inform instruction. We partnered with Marilyn Burns and Lynne Zolli at Listening to Learn to assess students by listening to how they reason numerically, rather than asking for an answer. We developed lessons in response to students' math reasoning. Funding for this was ascertained through educator effectiveness funds.

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

For action 2.1, the district initially budgeted \$70,000 and the district spent \$149,624. The difference was \$79,624. The district initially projected the cost related to in person sessions, and the modules were transitioned to online due to COVID restrictions. Additionally, the board requested data to be collected and analyzed for pre- and post- surveys related to staff training.

For action 2.2, the district initially budgeted \$43,513 and the district spent \$99,000. The difference was \$55,487. The district initially projected the cost related to Illuminate Education. Additionally, we added contracted support through Glean.

For action 2.3, the district initially budgeted \$18,400 and the district spent \$36,800. The difference was \$18,400. The district initially projected the cost related to Glean. We carried out this goal in full and also added funding by connecting it to Action 2.2.

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

For action 2.1, the district was effective in providing a common understanding of a culture of equity, inclusion and civic responsibility. During these sessions, Facing History staff modeled effective strategies and used several print and audio-visual resources to challenge deficit model pedagogical practices that hinder student engagement by reinforcing cultural boundaries. Participants were invited to explore what is possible when expectations are high and cultural boundaries are deconstructed. By completing this learning series, participants have foundational knowledge necessary for sustaining ongoing equity efforts with both Facing History and additional organizations.

The Teaching for Equity and Justice learning series comprised of 6 learning modules that were each 90 minutes in duration.

- Module 1: Creating a Reflective Space for an Adult Learning Journey
- Module 2: Developing Critical Consciousness for Equity - Based Work
- Module 3: Understanding the History of Race, Racism, and Educational Inequity
- Module 4: Understanding and Mitigating Bias in Educational Settings
- Module 5: Disrupting Single Narratives and Shifting Mindsets
- Module 6: Building Educator Efficacy for Equity

For action 2.2, the administration has been trained on Illuminate. However, staff are not currently using or inputting information into this platform. Staff have had access to Glean support. There are two components to the engagement between Glean Education and the district - School Leader Consulting and TOSA training. The primary objective was to build school leaders' understanding of research-based best practices with regard to the three themes for district literacy success: core instruction, assessment, and intervention school systems, and help them implement practices at their school sites that drive student literacy progress. Support TOSAs with the training of research-based instructional practices focused on the Science of Reading/Structured Literacy and support their capacity for literacy instruction coaching and observation. Glean delivered bi-monthly consulting sessions for school leaders (October, December, February, April, & June) and offered optional one-on-one consulting follow-ups. Glean delivered monthly training sessions for TOSAs and tracked and reported on qualitative data through end-of-training as well as knowledge surveys and quantitative metrics related to engagement.

For Action 2.3 the district found this action was effective in grounding the Targeted Learning Lab team with a common focus. The district built school leaders' understanding of research-based best practices with regard to the three themes for district literacy success: core instruction, assessment, and intervention school systems, and helped them implement practices at school sites that drove student literacy progress. The support for TOSAs with the training of research-based instructional practices focused on the Science of Reading/Structured Literacy and supports their capacity for literacy instruction coaching and observation.

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.

For action 2.1, the pre- and post- survey data identified 3 areas for implication of focus for next year. The first item was to prioritize learning opportunities that focus on equipping educators with shifting educator practices; the second area was to focus on more Mill Valley specific connections, revise the structure of discussion groups and consider changes to the professional learning schedule to maximize engagement; and the third was to continue partnering with organizations that offer high quality learning opportunities to our educators.

For action 2.2, the district will continue to partner with Glean to ensure data metrics inform learning and develop a collaborative culture and will continue to implement the use of Illuminate to collect, share and analyze data.

For action 2.3 the district found based on the effectiveness of this partnership, we district will continue to partner with Glean to ensure a common understanding of literacy and to positively impact student achievement.

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

# Goals and Actions

## Goal

Goal #	Description
3	Communications & Parent/Family Engagement

An explanation of why the LEA has developed this goal.

Mill Valley School District recognizes the importance of parent and family engagement in the overall success of students. In keeping in alignment with the Strategic Plan, Mill Valley School District will maintain positive student, staff, parent/guardian, and broader community support for our district and schools.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District and School Newsletter Open Rates.	Currently, the open rate ranges from 59%-72% with an average and median of 65% for the 2020-21 school year. The education industry average is 24.90%.	The District and School sites continue to communicate through Newsletters. Staff open rate: 85% Family open rate: 94% The Middle School implemented a weekly newsletter in December 2021. All elementary sites distribute weekly newsletters. In February 2022, the District created the Friday Feature Newsletter, highlighting academic achievements			Increase open rate to a median of 75%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		throughout the District.			
Student participation and attendance rates to extra curricular events and activities.	Currently, thorough and consistent data has not been taken to track this type of engagement. A tracker is beginning to be developed.	Due to Covid restrictions many extra curricular activities were canceled in the beginning of the year. During the Spring we were able to bring some of these events back. The Middle School was able to host 6th, 7th and 8th grade dances which have averaged 95% attendance. PTAs have re-established annual celebrations and activities.			Increase student participation rate on average, 15% from year 1 outcome levels.
Parent attendance at various district and school committees.	On average we have between 8-12 parents sit on a number of committees throughout the year. Some parents sit on multiple committees.	Meetings are in progress. A district wide DEI committee has been formed. Monthly meetings were held. 55 community members attended our first community session. 65 community members attended			Increase the number of parent participants by 75%. Improve the diversity of participants by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		our second community session. 26 community members attended our third event. 55 community members attended our last event.			
Suspension rates	In 2018 MVSD increased the student suspension rate by 3.9%	Suspension rate for the District in 2020-21 was recorded at 0.18%.			Decrease the MVSD suspension rate by 4%.
Expulsion rates	MVSD has not had any expulsions in the 2020-2021 school year.	MVSD has not had any expulsions.			Maintain expulsion rate.
Chronic Absenteeism	In 2018 MVSD had 4.1% chronic absenteeism rate.	Chronic Absenteeism was reported at 2.52% in 2020-21. This is decrease of 1.58% since 2018 and closer to the goal of 2%.			Decrease chronic absenteeism rate by 2% to focus on state priority 5 to decrease drop out rates and monitor attendance.
Parent/Family Survey	MVSD consistently surveys parents for feedback about programs in MVSD.	TK and K parents were surveyed to provide input on new time expansion.			Maintain parent/family survey rates while increasing specificity in the data.

## Actions



Action #	Title	Description	Total Funds	Contributing
3.1	Electronic Communication	Ensure regular two-way communication and proactively communicate (District to Home, School to Home, & Classroom to Home) by sharing information regularly and transparently.	\$11,790.00	No
3.2	Student Activity Engagement	Ensure all families are aware of and students are engaged in school activities, programs, and support services. *No costs involved in this item.		No
3.3	Formation of Diversity, Equity, and Inclusion groups and provide training	Provide multiple opportunities for parents and guardians to participate in committees, meetings, and training around Equity, Inclusion, and Diversity. *No costs involved in this item.		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.

Action 3.1-3 is electronic communication. We ensured regular two-way communication and proactively communicated from district to home, school to home, and classroom to home by sharing information regularly and transparently. This was implemented in full by weekly communications. Additionally, we ensured all families were aware of and students engaged in school activities, programs and support services through ongoing meetings and committees. We provided multiple opportunities for parents and guardians to participate in committees, meetings and trainings around Equity, Inclusion and Diversity.

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

Action 3.1-3, the district initially budgeted \$11,790 and the district spent \$11,790. The difference was \$0. The district initially projected the cost related to implement ParentSquare. We carried out this goal in full.

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

#### Districtwide

Weekly Staff newsletter on Mondays: Open rate - 85%  
Weekly Family newsletter on Wednesdays: Open rate - 94%,  
Weekly Extra, Extra! on Fridays: Open rate - 95%,  
Monthly Board Highlights following each board meeting: Open rate - 95%

#### Schools

Weekly Middle School Newsletter (December 2021): Open rate - 96%,  
Weekly Elementary Schools newsletter: Open rate range: 92-95%  
A districtwide DEI committee was formed. Monthly meetings were held and our community sessions were attended. The DEI committee further defined goals for the membership to include the following.  
Goal 1: Increase representation of a variety of identities, increase understanding & interaction, and elevate voices through community events and support of DEI-related curriculum & activities.  
Goal 2: Educate our school community. Increase exposure and awareness of equity and inclusion issues, including but not limited to anti-racism. Work toward embedding a DEI framework into all planning and decision-making and model using a DEI lens to evaluate events and activities.  
Goal 3: Increase the number and diversity of voices in DEI Committees and PTA in general to ensure we are tackling the high priority issues.  
Goal 4: Tackle areas of inequity and lack of inclusion - formulate list of areas based on actions in Goals 1-3, and involve stakeholders from each area to formulate and implement actions.

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.

Action 3.1-3 This goal was carried out and remains to be a strength in the district for the frequency of communicating. The district has added monthly board highlight recordings and narrative as well as our Friday Extra edition this year. The district will continue forward with both. In addition to these electronic communications, families may stay informed and involved by joining the following committees: Local Control Accountability Plan (LCAP), District English Learner Advisory Committee (DELAC), Community Financial Advisory Committee (CFAC), Kiddo! (Foundation), It Takes a Village, which is a parent group to support students with disabilities (ITAV), Parent Teacher Association (PTA), Diversity, Equity and Inclusion (DEI), School Site Council (SSC), or attending the following meetings: board meetings, facility planning meetings, Facing History and Ourselves community sessions, site PTA, coffee and site gatherings, state of the students, Open Houses, back to school nights. The district will continue to offer a variety of ways to stay involved.

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

# Goals and Actions

## Goal

Goal #	Description
4	Sound Finance & Infrastructure

An explanation of why the LEA has developed this goal.

Procure sustainable sources of operating and capital funding to achieve and support the district’s strategic goals.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Project completion in the Facility Master Plan	Mill Valley School District has selected a company to complete the Master Plan.	The Facility Master Plan (FMP) has been completed, presented, and adopted in a Board Workshop on February 2, 2022. The costs to date \$106,062.			Projects identified and prioritized in the Master Plan will be in progress.
Provide annual budget assumptions and maintain reserves as a community funded district	Provide budget revisions as needed which reflect current year and multiyear projections that support student learning with sustainable funding sources.	2nd Interim budget assumptions and reserves: The district will remain and is projected to be a community funded/basic aid district for the multiyear projections. As a community funded/basic aid district, the district’s reserves exceed the			Ensure revenues, cash flow, and reserves levels can provide sustainable funding for student programs and staff total compensation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		State minimum mandated 3% for economic uncertainty. The district's enrollment continues to decline and the district's assessed valuation is projected to be 3.66%.			
Maintain prudent levels of reserves for long-term financial solvency.	Routinely monitor the district reserve levels during the financial interim periods, budget development, and as there are material changes in revenues and expenditures	Reserve expenditures: Designated Reserve-State 3% \$1,589,706; Designated Reserve-Board Pension/STRS \$2,314,885; Designated Reserve-Supplemental Parcel Tax Expiring \$1,157,443; Designated Reserve-Board Economic Uncertainty \$16,934,392.			Ensure reserves provide the necessary cash flow for financial obligations, including pensions, economic uncertainty, and ongoing maintenance and facilities needs while maintaining Aaa ratings with S&P and Moody's.
Adjust services and instructional support commensurate with enrollment changes.	Align staff needs with enrollment decline.	Enrollment change to date: The district enrollment has declined by 436 students over the past 2 fiscal years. Staffing needs will be evaluated based on fall 2022 enrolment with the additional			Staffing ratios are reconciled for certificated and classified staff as it relates to declining student enrollment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		universal kindergarten staffing needs based on registrations.			
Based on the Facility Master Plan and bonding capacity, modernize, maintain, and reconstruct facilities based on educational specifications.	Currently MVSD is evaluating bonding capacity and procuring a facility master plan.	The School Board received polling data on January 13, 2022 and approved a resolution for a Bond Measure at the February 10, 2022 meeting. Measure G is on the ballot measure for the June 7, 2022 election.			Obtain funding to modernize, maintain, and reconstruct district facilities to provide an optimal instructional learning environment.
Excellent Facility rating	Excellent on FIT	Continuation of facility maintenance.			Maintain

## Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Facility Master Plan	Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs. No funding associated with this item.		No
4.2	Budget Development Planning	Ensure proactive fiscal planning strategies that provide long-term projections of key financial drivers and levers. No funding involved in this item.		No
4.3	Bond Exploration	Issue bonds to modernize, maintain and reconstruct facilities based on educational specifications. No funding involved in this item.		No

Action #	Title	Description	Total Funds	Contributing

## 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.

Action 4.1 and 4.3 is related to the Facility Master Plan. Our goal was to provide safe, properly equipped, well-maintained, updated facilities and infrastructure that supports our mission, strategic plan, and educational program. The district partnered with a consultant to complete this goal. 4.2 was related to budget development planning. We ensured proactive fiscal planning strategies to provide long-term projections of key financial drivers and levers this year. Updates for the previous year were provided in the unaudited actuals September 13, 2021. Next was our update on the current years' budget on December 13, 2021. The second interim was reviewed on March 10, 2022. The budget workshop was carried out on May 25, 2022.

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

Action 4.1 - 4.3 There was no budgeted cost. This goal remains important and will be carried out in the same way for the upcoming year.

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

Action 4.1 and 4.3 The Facility Master Plan (FMP) was completed, presented, and adopted in a Board Workshop on February 2, 2022. The board used this information in conjunction with the polling data presented on January 13, 2022 and approved a resolution for a Bond Measure at the February 10, 2022 meeting. Measure G is on the ballot measure for the June 7, 2022 election.

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.

Action 4.1 and 4.3 The results of the facility master plan will be used to carry out school improvements as categorized in priorities of 1-4 to complete projects at each school. If bond funds are approved, the projects will begin in the fall of 2022. There has been no cost related to issuing bonds yet.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
365360	

## Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
1.72%	0.00%	\$0.00	1.72%

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

## Required Descriptions

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

Our data reflects that our unduplicated students are underperforming academically. We have noted a recent decrease in suspension in these same students that we would like to sustain. We are maintaining an intervention program that encompasses data analysis, differentiation of instruction, and a professional learning community to address student needs. We have identified the following actions that we anticipate will result in increased student performance and well-being:

1.3 – (Differentiated instruction) - All staff will differentiate classroom lessons to ensure Tier 1 interventions and integrated ELD. Based on assessments and identified student needs, targeted students received Tier 2 and Tier 3 interventions to close skill gaps.

2.2 – (Supported Staff) Data analysis training for all staff to target learning; acting to ensure that staff is able to maintain connectivity in real-time to the performance of their underperforming students in real-time. Using data metrics to inform needs and set goals for substantial student outcomes. Staff training will focus on how to analyze data effectively to support learning and SEL needs, on developing a collaborative culture, on guaranteed and viable curriculum, and a balanced system of assessments. Additionally, the district added contracted support through Glean.



2.3 – (Learning Communities) All staff will participate in learning communities to look at student academic and SEL data to develop targeted lessons and increase student achievement to promote a cohesive understanding and supportive systems in conducting day-to-day practice to achieve academic and instructional success.

We anticipate that these interventions/actions will act as a benefit to all students but most especially those who need more to get the same - our unduplicated students. As such, we are doing this on an LEA-wide basis. We believe this system of approaches to be the most effective use of funds to address the needs of our unduplicated students based upon our experience and review of research specific to interventions. Staying connected to the progress of academic development and needs is key to ensuring that students get the learning they need to feel successful and connected to the school.

We anticipate seeing the growth that will be measured in our metrics in Goal 1 and Goal 2 - specifically those metrics for students that address the development of common assessments, iReady data for student performance, CAASPP, and EL reclassification rates. We will also anticipate seeing staff training schedules and documentation of learning communities.

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

Services for Foster Youth, English Learners, and Low-Income students are being increased through systematic intervention support. The intervention provided this year is equal to an 8.3% increase in hours with students; this is equated by the additional staff time provided/ RAMP hours/services increased from 6.0 hours/day to 6.5 hours/day which is an additional +8.3% of services. We are providing this service for our English Learners, Foster Youth, and Low-income learners daily in the targeted learning time in the classrooms which will act to increase the generalization of skill development and provide our educators the in-the-moment data to adjust for student learning. This direct instruction will increase student achievement and ensure the closure of our achievement gap. Students will receive additional targeted support through intervention provided by teachers on special assignments and RAMP intervention instructors. These additional intervention times with target gaps in reading and math for students, utilizing specific strategies and curricula to close the achievement gap.

The services for our unduplicated students outlined in our plan exceeds the 1.7% identified. We fully anticipate that our students will be receiving the necessary support to increase academic and social emotional success in our district. It is our experience that this will result in positive growth.

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

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

## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,574,531.00	\$117,244.00	\$810,625.00	\$431,291.00	\$2,933,691.00	\$2,702,671.00	\$231,020.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	High Levels of learning for All	All	\$343,464.00			\$343,464.00	\$686,928.00
1	1.2	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	All	\$401,461.00		\$709,177.00	\$86,912.00	\$1,197,550.00
1	1.3	Targeted Academic Support and English Language Development	English Learners	\$612,931.00	\$117,244.00	\$101,448.00		\$831,623.00
2	2.1	Anti-Racism, Equity and Inclusion	All	\$69,085.00			\$915.00	\$70,000.00
2	2.2	Using data metrics to inform needs and set goals for substantial student outcomes.	English Learners Foster Youth Low Income	\$99,000.00				\$99,000.00
2	2.3	Learning Communities	English Learners Foster Youth Low Income	\$36,800.00				\$36,800.00
3	3.1	Electronic Communication	All	\$11,790.00				\$11,790.00
3	3.2	Student Activity Engagement	All					
3	3.3	Formation of Diversity, Equity, and Inclusion groups and provide training	All					
4	4.1	Facility Master Plan	All					
4	4.2	Budget Development Planning	All					
4	4.3	Bond Exploration	All					

## 2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
21241879	365360	1.72%	0.00%	1.72%	\$748,731.00	0.00%	3.52 %	<b>Total:</b>	\$748,731.00
								<b>LEA-wide Total:</b>	\$748,731.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Targeted Academic Support and English Language Development	Yes	LEA-wide	English Learners		\$612,931.00	
2	2.2	Using data metrics to inform needs and set goals for substantial student outcomes.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$99,000.00	
2	2.3	Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$36,800.00	

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$3,010,345.00	\$3,020,851.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High Levels of learning for All	No	\$1,042,392.00	638130
1	1.2	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	No	\$1,038,269.00	1108781
1	1.3	Targeted Academic Support and English Language Development	Yes	\$680,781.00	922301
2	2.1	Anti-Racism, Equity and Inclusion	No	\$69,600.00	149624
2	2.2	Using data metrics to inform needs and set goals for substantial student outcomes.	Yes	\$43,513.00	61913
2	2.3	Learning Communities	Yes		18400
3	3.1	Electronic Communication	No	\$11,790.00	11790
3	3.2	Student Activity Engagement	No		
3	3.3	Formation of Diversity, Equity, and Inclusion groups and provide training	No		
4	4.1	Facility Master Plan	No	\$124,000.00	109912

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	4.2	Budget Development Planning	No		
4	4.3	Bond Exploration	No		

**2021-22 Contributing Actions Annual Update Table**

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
381134	\$547,585.00	\$484,077.00	\$63,508.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Targeted Academic Support and English Language Development	Yes	\$504,072.00	484077	contributing limited unfunded actions	
2	2.2	Using data metrics to inform needs and set goals for substantial student outcomes.	Yes	\$43,513.00			
2	2.3	Learning Communities	Yes				

**2021-22 LCFF Carryover Table**

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
23585090	381134	0	1.62%	\$484,077.00	0.00%	2.05%	\$0.00	0.00%



# Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

## Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

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

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

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

### **Measuring and Reporting Results:**

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



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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

**Goal Analysis:**

Enter the LCAP Year.

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

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

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

### Purpose

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

### Requirements and Instructions

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

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

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

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

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

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

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

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

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

## **For School Districts Only:**

### **Actions Provided on an LEA-Wide Basis:**

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

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

### **Actions Provided on a Schoolwide Basis:**

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

## Action Tables

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

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

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

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

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

## Data Entry Table

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

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

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

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



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

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

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

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

## LCFF Carryover Table

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

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

## Calculations in the Action Tables

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

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

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

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

**LCFF Carryover Table**

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

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

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

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