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).

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 Museum 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: Museum plans to spend $2,162,619.00 for the 2022 – 23 school year. Of that amount, $1,849,921.00 is tied to actions/services in the LCAP and $312,698.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

[Respond to prompt here]

**Increased or Improved Services for High Needs Students in the LCAP for the 2022 – 23 School Year**

In 2022 – 23, Museum is projecting it will receive $86,230.00 based on the enrollment of foster youth, English learner, and low-income students. Museum must describe how it intends to increase or improve services for high needs students in the LCAP. Museum plans to spend $208,594.00 towards meeting this requirement, as described in the LCAP.
Update on Increased or Improved Services for High Needs Students in 2021 – 22

This chart compares what Museum budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Museum 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, Museum’s LCAP budgeted $81,939.00 for planned actions to increase or improve services for high needs students. Museum actually spent $89,788.00 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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum School</td>
<td>Sandy Du-Song, Executive Director</td>
<td><a href="mailto:sandy@museumschool.org">sandy@museumschool.org</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(619) 236-8712</td>
</tr>
</tbody>
</table>

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 2021–22 Local Control and Accountability Plan (LCAP).

As part of the development of the LCAP, and the numerous planning documents on the use of one-time funds, Museum School continues to engage its educational partners through various methods. Expanded Learning Opportunities Grant funds and Mega COLA funds were included in the 2021-22 LCAP.

Museum School engaged parents/families on the use of one-time funds through virtual meetings: Coffee with the Director (9/1/21, 9/8/21, 9/15/21, 10/6/21, 10/13/21, 10/20/21, 10/27/21, 11/3/21, 11/10/21, 11/17/21), Families of Museum School (12/7/21, 2/1/21) and surveys. As a small school, engagement with its staff and educators takes place regularly during staff meetings and professional development, including surveys. Educators and support staff were instrumental in the development of the Educator Effectiveness Block Grant Plan. Students were engaged during schoolwide events (assemblies/townhalls, and Spirit Week); and were surveyed.

Funds provided in the Budget Act of 2021 that were not included in the 2021-22 LCAP include:

- Educator Effectiveness Block Grant
- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds
- Additional LCFF 15% Concentration Funds (Museum School does not qualify for these funds)
Museum School serves grades TK-8 therefore does not qualify to receive A-G Improvement Grant funds.

Museum School plans to engage its educational partners during Spring 2022 (February – May) on the use of the following one-time funds and the development of these plans:
- Universal Prekindergarten Planning & Implementation Grant Program
- Expanded Learning Opportunities Plan (ELO-P) grant funds

The following plans provide details on the engagement of its educational partners and the use of these funds.

ELO-G Plan: [https://drive.google.com/file/d/1MmcFo8Li4nrIIlZKU7--YDxCHzfSAyys/view](https://drive.google.com/file/d/1MmcFo8Li4nrIIlZKU7--YDxCHzfSAyys/view) (pages 1-3)

Educator Effectiveness Block Grant Plan: [https://drive.google.com/file/d/1tKo8WPtkPSn8-jPOq0MWo1sGOT_K4J1/view](https://drive.google.com/file/d/1tKo8WPtkPSn8-jPOq0MWo1sGOT_K4J1/view) (pages 1-3)

ESSER III Expenditure Plan: [https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYrV/view](https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYrV/view) (pages 1-7)

2021-22 LCAP: [https://drive.google.com/file/d/1LtbcjEZFOgwud9u_mSzW84b8waQaxjVI/view](https://drive.google.com/file/d/1LtbcjEZFOgwud9u_mSzW84b8waQaxjVI/view) (pages 1-23)

Learning Continuity & Attendance Plan: [https://drive.google.com/file/d/1BlsszlXIs3riv1W2mmnTsgal7wddr-ZA/view](https://drive.google.com/file/d/1BlsszlXIs3riv1W2mmnTsgal7wddr-ZA/view) (pages 1-11)

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.

Museum School was not eligible to receive additional 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.

Throughout the LCAP development process, Museum School receives input from its educational partners on a variety of schoolwide programs and services provided to students. However, due to limited LCFF resources and a decline in student enrollment this school year, not all expressed needs from our educational partners can be funded and implemented.
Meaningful consultation has taken place and continues with our 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 students (ESSER I/CARES, LLMF, ESSER II/CRSSA, ESSER III/ARP, and ELO-G). The Executive Director utilizes the following formats and/or venues that include virtual meetings with parents/families and the public, Committee Meetings (Families of Museum School), and surveys. Students were consulted during assemblies, and online surveys. The Executive Director meets with classified and certificated staff on a weekly basis during staff meetings; and surveys are also administered. Additionally, the Executive Director engages the Governing Board on use of one-time federal funds as part of the budget update at each board meeting.

The following plans provide details on the engagement of its educational partners in the development of these plans and the use of these funds.

ESSER III Expenditure Plan: [https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYRV/view](https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYRV/view) (pages 1-7)

ELO-G Plan: [https://drive.google.com/file/d/1MmcFo8Li4nrlllZKU7--YDxCHzfSAYys/view](https://drive.google.com/file/d/1MmcFo8Li4nrlllZKU7--YDxCHzfSAYys/view) (pages 1-3)

2021-22 LCAP: [https://drive.google.com/file/d/1LtbcjEZFOgwud9u_mSzW84b8waQaxjVI/view](https://drive.google.com/file/d/1LtbcjEZFOgwud9u_mSzW84b8waQaxjVI/view) (pages 1-23)

Learning Continuity & Attendance Plan: [https://drive.google.com/file/d/1BlIszzlXIs3riv1W2mmnTsgal7wddr-ZA/view](https://drive.google.com/file/d/1BlIszzlXIs3riv1W2mmnTsgal7wddr-ZA/view) (pages 1-11)

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.

**Health & Safety:** Museum School prioritizes the Health & Safety of its students and entire staff. The Safe Return to In-Person Instruction and Continuity of Services Plan is updated every six months.

Museum School will neither implement or utilize ESSER III funds in the 2021-22 school year therefore we cannot identify any successes and challenges.

Museum School is conducting a needs assessment of its current programs to ensure the greatest impact on the use of these funds for future use:

ESSER III Expenditure Plan: [https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYRV/view](https://drive.google.com/file/d/1oYTEQ-2iXt9nhN__CCZOUxHEyeYdWYRV/view) (pages 1-7)

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.
Museum School considers the LCAP to be the comprehensive planning document that captures the schoolwide priorities, goals, and actions to ameliorate student outcomes. As a result, all additional funds our school receives are viewed through the lens of the LCAP to determine student needs, and how to maximize fiscal resources to effectively impact and address those needs.

Museum School has implemented numerous interventions to address the impact of lost instructional time and accelerate student learning in alignment with the Safe Return to In-Person Instruction and Continuity of Services plan. Actions funded with ESSER III funds will serve to further support student needs and supplement LCFF funds in alignment with the school’s LCAP.

Museum School has experienced a decline in student enrollment impacting the school’s budget and fiscal resources are being used to ensure continuity of services for all students.

ESSER III Expenditure Plan: https://drive.google.com/file/d/1oYTEQ-2iXt9nhN_CCZOUxHEyeYdWYRV/view (pages 1-7)

2021-22 LCAP: https://drive.google.com/file/d/1Ltb cjEZFOgwud9u_mSzW84b8waQaxjVI/view (pages 1-23)
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.

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 2021–22 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 and Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum School</td>
<td>Sandy Du-Song, Executive Director</td>
<td><a href="mailto:sandy@museumschool.org">sandy@museumschool.org</a> (619) 236-8712</td>
</tr>
</tbody>
</table>

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.

The Museum School is situated near Balboa park and since its inception has collaborated with local museums, local businesses and educational institutions. Our small school model, provides all students with learning experiences that extend beyond the classroom, through Project-based learning in combination with experiential learning opportunities and a focus on the arts.

The Museum was established is public charter school currently serving 215 students in grades K-8 with the following student demographics 47% White, 34% Hispanic, 10% 2+ Races, 3% African American, 2% Asian, 16% Students with Disabilities, 10% English Learners, and 25% Socioeconomically Disadvantaged.

Mission

The Museum School supports the academic growth and abilities of our students through experiential, project-based learning both within and beyond the classroom. Infusing the arts along with an evidence-based curriculum that is designed to meet content standards while respecting a diversity of learning styles. Museum School strives to create a safe and caring environment in which all participants are ready to learn. We are respectful, responsible, peaceful, compassionate, inclusive, anti-racist and advocates for the dignity and rights of each person. Our students are creative and collaborative learners who are critical-thinkers and real-world problem solvers. Our Educators are highly qualified instructors who are considerate of the educational, social-emotional, and physical needs of students. Our Families and Community are participating partners who are vital to the success of our students and school by providing us with resources and supports that facilitate global, 21st-century learning.

Reflections: Successes

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

The following chart reflects the Museum School’s Fall 2019 CA School Dashboard results. As a result of the COVID-19 pandemic, and the governor’s orders to suspend state testing, the CDE has not released a School Dashboard since 2019. Museum School has taken
numerous steps to address findings from dashboard data and internal assessment data. This LCAP includes goals and actions that address the identified areas for growth, 8 State Priorities, and LCAP requirements.

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<th>Student Group</th>
<th>Chronic Absenteeism</th>
<th>Suspension Rate</th>
<th>Graduation Rate</th>
<th>College/Career</th>
<th>English Language Arts</th>
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The 2021-22 school year marks the return to fully in-person instruction since the start of the pandemic in March 2020.

- implementation of i-Ready assessments: This is the first year of implementing i-Ready assessments, a transition from NWEA MAP assessments which started in Winter 2021. There was a need to identify student learning/achievement gaps, to inform instruction, identify students for intervention, and develop annual student growth outcomes. Results were used to develop strategic steps to support students with tiered intervention including after-school tutoring. i-Ready assessment was strategic and our action plan focused on the need for differentiation, which resulted in changes to the master schedule to integrate morning and afternoon intervention provided by teachers and Instructional Aides. i-Ready data was used during SST, 504 and IEP meetings. Our teachers are using i-Ready teacher toolbox of resources to provide evidence-based tier 1 and tier 2 intervention.

The CA State Board of Education (SBE) has approved Curriculum Associates i-Ready Assessments as a verified data source. I-Ready is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting Diagnostic data and Personalized Instruction, i-Ready reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student. i-Ready provides user-friendly dashboards and reports with actionable data that provides teachers with a foundational understanding of each student’s strengths and areas of need. I-Ready’s online lessons provide tailored instruction and practice for each student to accelerate growth.
i-Ready assessment findings were analyzed and presented to staff and parents; used to inform instruction, identify intervention needs; and use of supplemental instructional materials. These findings were also used in our needs assessment and consultation with our educational partners with the development of the 2022-23 LCAP. There is a significant need to strengthen and expand reading intervention to reduce achievement gaps among Unduplicated pupils.

The following charts reflect overall placement (performance) schoolwide for reading – a comparison from winter 2021 to spring 2022, and placement by domain.

The following i-Ready charts illustrate by grade level, a comparison of student performance from Winter (mid-year - MOY) - to Spring 2022 (end of year - EOY) student performance (by performance level - color) for reading.
Reading: Analysis of the percentage of students that performed at “early on grade level and “mid/above grade level” by grade:

- Kindergarten advanced from 64% MOY to 77% EOY
- Grade 1: advanced from 29% MOY to 54% EOY
- Grade 2: advanced from 72% MOY to 76% EOY
- Grade 3: remained at 80% without growth to early on-grade level or mid/above grade level
- Grade 4: declined from 63% MOY to 54% EOY
- Grade 5: declined from 72% MOY to 64% EOY
- Grade 6: declined from 22% MOY to 17% EOY
- Grade 7: advanced from 33% MOY to 39% EOY
- Grade 8: advanced from 35% MOY to 40% EOY
MATH: Analysis of the percentage of students that performed at “early on grade level and “mid/above grade level” by grade:

- Kindergarten advanced from 52% BOY to 83% EOY
- Grade 1: advanced from 40% BOY to 52% EOY
- Grade 2: advanced from 60% BOY to 64% EOY
- Grade 3: advanced from 36% BOY to 50% EOY
- Grade 4: advanced from 52% BOY to 64% EOY
- Grade 5: advanced from 62% BOY to 77% EOY
- Grade 6: remained at 35%
- Grade 7: advanced from 52% BOY to 64% EOY
- Grade 8: declined from 40% BOY to 35% EOY

The following chart reflects the EL student group performance on i-Ready Reading Assessment: Winter 2021

The following chart reflects the EL student group performance on i-Ready Reading Assessment– Spring 2022 (End of year)
English learners demonstrated an overall decline from winter 2021 to spring 2022 i-Ready assessments with significant identified needs in the following domains:

- Phonics
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text
- High Frequency Words

Additional achievements include:

- Despite the limitations due to the Covid-19 pandemic, Museum School offered a broad course of study including Physical Education, music, art, sewing and Spanish.
- Coffee with the Director took place virtually via zoom on a weekly basis to keep families informed of Covid protocols, school events and maintain home-to-school connection. By Spring 2022, with the decline in Covid rates, and lifting of the mask mandate, parents were invited on-campus to volunteer, and engage in assemblies and field trips, to further build community.

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.

Museum School has identified the following needs over the past year, with the return to in-person instruction.

- Suspension rates declined this past year to 1.4% for the 2021-22 school year. To reduce suspension rates, Museum School has increased Counseling services, implemented restorative practices, provided alternative settings to support student learning, and increased academic intervention support in the classroom to address the identified academic needs and preventing behavioral issues. In addition, our entire staff participated in professional learning on de-escalation techniques to address the increase in student misbehavior.

- Return to in-person instruction was a struggle for our students academically, social-emotionally, and behaviorally, and for our teachers with the challenges they faced this year.

- Mid-year the Counselor resigned, and 9 teachers resulting in significant staff turnover and filling positions was arduous task due to local, state and national staffing shortages of educators, support staff and counselors. The counselor position remained vacant. Support staff and paraprofessionals resigned and sought positions elsewhere that offered higher paying salaries. There was a new school leader with
extensive leadership experience this year, replacing the previous leader of over 20 years, and creating change to improve outcomes was quite the challenge.

- Museum School experienced a significant decline in student enrollment, in part due to the cost of living in San Diego, resulting in families moving out of the city, which impacted the school’s budget.
- There was a decline in attendance and a significant increase in chronic absenteeism rate further impacting the school’s budget. Attendance rates declined to 91% and chronic absenteeism surpassed 9%.
- Another challenge was identifying the degree of learning loss because Museum School had not adopted an evidence-based verified data assessment to measure student baseline data, growth and use data to information instructional decision-making. The new Director adopted i-Ready assessments and although administering the assessment was a slow start, it was launched in Winter 2021, staff were provided with training. An analysis of the data provides insight on schoolwide strengths and needs, specifically with under-served students who lacked growth including English Learners who experienced further decline in academic performance, further widening the achievement gap as measured by i-Ready assessments.
- There is a need to implement a structured and systematic multi-tiered system of supports driven by multiple types of evidence-based data including academic and social-emotional universal screeners. With MTSS, there is a need to shift toward data-driven decision-making.

**LCAP Highlights**

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

The Museum School will continue with implementing universal screeners – i-Ready reading and math assessments, and the focus on using data to inform instruction and identify students for tiered intervention. This year, the Museum School was the recipient of the MTSS SUMS grant that will provide comprehensive professional development on MTSS implementation, that includes participation of the entire staff to ensure fidelity.

MTSS is a systemic, continuous-improvement framework in which data-based problem solving and decision-making is practiced across all levels of the school’s system for supporting students. This comprehensive framework focuses on the Common Core State Standards, core instruction, differentiated learning, student-centered learning, individualized student needs and the alignment of systems necessary for all students’ academic, behavioral and social success. MTSS has a broader scope than does Response to Intervention (RtI), because MTSS includes focusing on aligning the entire system of initiatives, supports, and resources and systematically addressing support for all students, including gifted and high achievers. MTSS enables a paradigm shift for providing support and setting higher expectations for all students through intentional design and redesign of integrated services and supports, rather than selection for few components of RtI and intensive interventions. It endorses Universal Design for Learning Instructional strategies so all students have opportunities for learning through differentiated content, processes, and product. MTSS integrates instructional and intervention support so that systemic changes are sustainable and based on the Common Core State Standards aligned classroom instruction.
LCAP goals were modified to align to the school’s educational program with a focus on a “whole child approach,” alignment to the MTSS Framework, 8 state priorities and the CDE required metrics.

- Goal #1: Continue to implement a “whole child approach” by strengthening and expanding schoolwide MTSS and PBIS to address the academic, social-emotional, behavioral, and mental health needs of all students are met.

- Goal #2: Provide all students with rigorous curriculum through Project-based Learning (PBL) that provides relevant and experiential learning opportunities for all students. Continue to provide professional learning for educators, administrators, and support staff to address the diverse learning needs of our students, through evidence-based pedagogical strategies, including the use of multiple forms of data to inform instruction that impact student outcomes.

- Goal #3: Continue to implement strategies to engage parents/families in our school community, and solicit input in decision-making, that will impact student outcomes; and support a positive and welcoming school environment.

Museum School has developed its 2022-23 LCAP that will also serve as its School Plan for Student Achievement (SPSA) and meets the educational partner engagement requirements outlined in CA EC 64001(j) and has met the requirements per CA EC 52062(a) as it applies to charter schools.

- Consultation with SELPA per CA EC 5206(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2) – if applicable
- Providing written response to each of the committees regarding their comments
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.

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum School has not been identified for Comprehensive Support and Improvement (CSI).</td>
</tr>
</tbody>
</table>

**Support for Identified Schools**

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

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum School has not been identified for Comprehensive Support and Improvement (CSI).</td>
</tr>
</tbody>
</table>

**Monitoring and Evaluating Effectiveness**

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

<table>
<thead>
<tr>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Museum School has not been identified for Comprehensive Support and Improvement (CSI).</td>
</tr>
</tbody>
</table>

**Engaging Educational Partners**

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

The following is a summary of the Museum’s School’s engagement process used to involve our statutorily required educational partners in the development of the LCAP and how this engagement was considered before finalizing the LCAP. Engagement of our educational partners has been an ongoing process throughout the academic school year with the development of multiple school plans as outlined in the LCAP supplement.

- **Teachers** were consulted during weekly professional development and staff meetings that took place in-person. Discussions took place on i-Ready assessment/training & implementation, use of data to differentiate instruction, school climate, SEL student needs,
- **Principals/Administrators** – as a small school, the Administrator is the Executive Director who also serves as the Principal. The Executive Director presented at each board meeting (virtually) that took place monthly, on LCAP updates, budget updates, i-Ready assessments, staffing/resignations, use of one-time funds, and plans for approval, and the 2022-23 LCAP.

- **Other School Personnel** were consulted during weekly professional development and staff meetings that took place in-person. Discussions took place on i-Ready assessment/training & implementation, use of data to differentiate instruction, school climate, SEL student needs, use of one-time funds, MTSS Grant, supporting each other during a teacher/staff shortage, Covid protocols and development of the 2022-23 LCAP.

- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** See PAC. Families were also surveyed.

- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** were consulted via survey during the school year.

- **SELPA were consulted during monthly SELPA meetings and weekly with the SPED team (in-person/zoom).** Discussions took place in i-Ready versus MAP assessments, use of one-time funds, LCAP Goals, IEP process, survey data, Covid-19 protocols, and LCAP development. LCAP Action was shared with the SELPA for input in May/June 2022.

- **ELAC/DELAC and EL-PAC:** does not apply since Museum School had less than 21 ELs enrolled.

- **Parent Advisory Committee (PAC) including parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD):** meetings took place weekly on Wednesday evening via Zoom, and focused on i-ready assessment and implementation, LCAP mid-year report, use of one-time funds, attendance/chronic absenteeism rates, and addressing student SEL needs. Families were also surveyed.

A summary of the feedback provided by specific educational partners.

The following is a summary of the feedback provided by the Museum School’s educational partners, that emerged from an analysis of the input received in the development of the 2022-23 LCAP.

- **Teachers & Other School Personnel:** expressed concerns over the significant staff turnover/vacancies because of roles that had to be reassigned/repurposed to ensure that student needs were being met. They also requested professional development on trauma-based teaching and learning, de-escalating student behavior, deconstructing common core state standards and incorporate rigor in project-based learning.

- **Principals/Administrators** – there is a need to roll-out MTSS professional development, including continuing PD on i-Ready assessments, and UDL; provide instructional aides to provide tiered intervention and support, hire a counselor to provide SEL counseling a
- **Parents including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD):** expressed concerns with SEL needs, and would like additional academic support for students that are struggling academically including underserved populations (ex. English learners).

- **Students including Unduplicated Pupils and Students with Disabilities (SWD):** expressed they would like the return to field trips, and a larger play area for recess and lunch.

- **SELPA** expressed the need to restructure schedules to accommodate student needs during the highest area and times of need. Feedback was incorporated into Goal 1, Action 4)

- **ELAC/DELAC and EL-PAC:** not applicable

- **Parent Advisory Committee (PAC) including parents of UP and SWD:** expressed they would like additional workshops/training on how to support their child’s SEL needs at home. They also would like training on restorative practices.

---

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

The following is a description of the aspects of the Museum School’s 2022-23 LCAP that were influenced by or developed in response to specific feedback from educational partners as described in previous prompt.

- RtI Staff & Instructional Aides to provided tiered academic support and intervention: Goal 1, Action 2
- After-school academic and social enrichment; and Summer School: Goal 1, Action 2
- Counselor to provide SEL support, SEL Curriculum, and Implementation of Panorama SEL surveys: Goal 1, Action 3
- Professional Development – Rigorous PBL, trauma-informed teaching & learning, i-Ready, and UDL: Goal 2, Action 1
- Field trips: Goal 3, Action 1
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Continue to implement a “whole child approach” by strengthening and expanding schoolwide MTSS and PBIS to address the academic, social-emotional, behavioral, and mental health needs of all students are met.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

This goal was developed because as school opened for In Person Learning after two years of virtual learning, mitigation of learning loss was a challenge and to ensure that we are educating the whole students, there was a need to address the social emotional challenges as a result of returning to In-Person Learning.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>CAASPP ELA</td>
<td>2020-21: 64.03% met/exceeded standards</td>
<td>2021-22: results pending</td>
<td></td>
<td></td>
<td>70%</td>
</tr>
<tr>
<td>CAASPP Math</td>
<td>2020-21: 44.85% met/exceed standards</td>
<td>2021-22: results pending</td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td>CA Science Test: Gr 5</td>
<td>2020-21: 9.52% met/exceeded standards</td>
<td>2021-22: results pending</td>
<td></td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>CA Science Test: Gr 8</td>
<td>2018-19: 33.34% met/exceeded standards</td>
<td>2021-22: results pending</td>
<td></td>
<td></td>
<td>35%</td>
</tr>
<tr>
<td>% Of EL who made progress toward English Proficiency measured by ELPAC</td>
<td>2020-21: 45.45% Proficient</td>
<td>2021-22: results pending</td>
<td></td>
<td></td>
<td>48%</td>
</tr>
<tr>
<td>Reclassification Rate</td>
<td>2019-20: 0%</td>
<td>2020-21: 0%</td>
<td></td>
<td></td>
<td>20%</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>------------------------------------------------------------------------</td>
<td>-------------------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>------------------------------</td>
</tr>
<tr>
<td>% EL with access to CCSS &amp; ELD Standards</td>
<td>2020-21: 100%</td>
<td>2021-22: 100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Attendance Rate</td>
<td>2019-20: 96.38%</td>
<td>2020-21: 98.9%</td>
<td></td>
<td></td>
<td>&gt;96%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHRONIC ABSENTEEISM</th>
<th>2020-21</th>
<th>CHRONIC ABSENTEEISM</th>
<th>2020-21</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
<td>Rate</td>
<td>Count</td>
<td>Rate</td>
</tr>
<tr>
<td>Schoolwide</td>
<td>11</td>
<td>4.4%</td>
<td>Schoolwide</td>
</tr>
<tr>
<td>Hispanic</td>
<td>8</td>
<td>10.0%</td>
<td>Hispanic</td>
</tr>
<tr>
<td>White</td>
<td>1</td>
<td>0.8%</td>
<td>White</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>1</td>
<td>4%</td>
<td>Two or More Races</td>
</tr>
<tr>
<td>EL</td>
<td>1</td>
<td>5.9%</td>
<td>EL</td>
</tr>
<tr>
<td>SWD</td>
<td>2</td>
<td>4.1%</td>
<td>SWD</td>
</tr>
<tr>
<td>SED</td>
<td>5</td>
<td>9.1%</td>
<td>SED</td>
</tr>
</tbody>
</table>

| Middle School Dropout Rate                                           | 2019-20: 0%       | 2020-21: 0%   |                |                | 0%                           |
| Suspender Rate                                                      | 2019-20: 0%       | 2020-21: 0%   |                |                | <1%                          |
| Expulsion Rate                                                      | 2019-20: 0%       | 2020-21: 0%   |                |                | 0%                           |

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>ASSESSMENTS OF LEARNING</td>
<td>To assess learning gaps, monitor scholar progress and develop annual growth targets, it is essential to administer evidence-based standards-aligned assessments. Students will be assessed using i-Ready Reading and Math assessments (3 times/year) to provide baseline performance (fall); and develop trimester growth targets, measure, and monitor student academic progress and identify whether students require additional academic support.</td>
<td>$5,000</td>
<td>N</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>-----------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
</tbody>
</table>
| 2       | MTSS: ACADEMIC INTERVENTIONS                      | An area of concern as identified using i-Ready assessments is the achievement gap among English Learners (EL) and English Only (EO), and overall performance in Reading and Math. With the return to in-person instruction, tiered interventions have been strengthened and expanded to increase the number of students performing at grade level. The RtI Specialist will provide reading and math Tier 2 intervention through pull-out, and small group instruction. Instructional Aides will provide small group instruction for students struggling academically as evidence through i-Ready, SBAC and ELPAC results. The Museum School will offer expanded learning opportunities for our students (prioritizing Unduplicated Pupils) that will supplement ASES funding using ELO-P and will provide:  
- Summer School Program  
- Winter/Spring Interesession  
- After-school academic and social enrichment program                                                                                     | $286,594    | Y            |
<p>| 3       | MTSS: SEL, BEHAVIORAL &amp; MENTAL HEALTH NEEDS        | An area of concern expressed during engagement with our educational partners was addressing the SEL/behavioral needs of our students. The Museum School will provide professional learning opportunities for teachers on SEL, and trauma informed teaching and learning (cost identified in Goal 2, Action 2). Museum School will research and adopt an SEL (Character study) curriculum; and utilize digital tools for teachers to track and identify student behavior in and out of class. The use of communication tools would support the home-school connection related to student behavior. The School counselor will provide group counseling and                                                                 | $67,833     | N            |</p>
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>SPECIAL EDUCATION SERVICES</td>
<td>The Museum School participates in the El Dorado Charter SELPA. The Director of the Special Education Department will ensure IEP timelines and related services are addressed and communicated with parents. Information about our school’s charter, including the mission statement and announcement of inclusive opportunities for learning, is included on the homepage of the School’s web page. The SPED Team comprised of Director of SPED, Education Specialists, Paraprofessionals, Psychologist, Speech and Language Pathologist, Occupational Therapist and contracted services will provide all required services to SWD to ensure the academic, social-emotional, and mental health needs are met, and support services are provided. The Museum School will offer an Extended School Year (ESY) to address learning loss. The SPED team will participate in professional learning provided by the SELPA to improve student academic outcomes and accelerate student learning. The SPED Team will also provide training for general education teachers on strategies to support students with disabilities including but not limited to accommodations and</td>
<td>$421,566</td>
<td>N</td>
</tr>
</tbody>
</table>
modifications, and ensure accessibility to appropriate instructional materials.

The LCAP provides information regarding the professional development and training of staff to work with students with various learning needs including students receiving special education services and students who are English language learners. Some of the training that has been provided by the SELPA this year include:

- How to Design a Day of Effective Direct Instruction for Students with Significant Learning Needs
- Verbal De-escalation
- CPI Nonviolent Crisis Intervention
- Writing Compliant IEPS
- An Ounce of Prevention for Administrators Strategies for Dealing with Conflict to Prevent Escalation

This year the Museum School implemented i-Ready in an effort to support our intervention program as well as to strengthen our Child Find process to support students who may have learning disabilities.

The Museum School staff have also been trained in Restorative Justice practices such as conducting Restorative Circles and creating opportunities for reflective processing. The School also employs a full-time counselor that is trained to support students and staff with trauma-informed support strategies during times of need.

Students with disabilities are mainstream alongside their general education peers in an inclusive environment where they share the same materials and curricula required for the grade level along with supplemental aides and modified materials. Some students who benefit from assistive technology support are provided with technological devices (such as iPads or other touchscreen devices) along with the software to support them (such as speech-to-text/text-to-speech software or Apps that support communication).
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>The education specialist (along with classroom assistants or paraprofessional) and general education staff collaborate on accommodations/modifications needed to support each student with an IEP. The maximum number of students on an education specialist’s caseload generally does not exceed 25 students. As of 2022, we only have one student who has both a learning disability and is an English language learner. She is being provided with language supports in her native Spanish language by both the general education teacher and the education specialist who is her case manager.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis for 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:** Professional development offered this school year did not have a cost because it was pre-paid as part of a multi-year contract. However professional development did take place.

- **Action 4:** The Museum School does not have any foster youth students enrolled therefore the action was not implemented.

- **Action 5:** Did not have any additional cost because the testing coordinator is also the Director of Special Education with costs identified

- **Action 6:** Tutors and Instructional aides identified in this action were not contracted due to staffing shortages.

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.

- Most actions have identified material differences between Budgeted Expenditures and Estimated Actual Expenditures as noted above.

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

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.

The planned goal, desired outcome, and some actions and metrics were revised to align to the school’s shift to MTSS, feedback from educational partners, in alignment of the CDE’s 8 State priorities, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school’s program, allocation of physical, human and fiscal resources to improve 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.
## Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Provide all students with rigorous curriculum through Project-based Learning (PBL) that provides relevant and experiential learning opportunities for all students. Continue to provide professional learning for educators, administrators, and support staff to address the diverse learning needs of our students, through evidence-based pedagogical strategies, including the use of multiple forms of data to inform instruction that impact student outcomes.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The Museum School families are a key part of building the school community. As a vital part of the school, their input in the decision-making process is key to the school success. Creating a welcoming school environment is essential to educating the whole child.

## Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Of Fully credentialed &amp; Appropriately assigned Teachers</td>
<td>2020-21: 92%</td>
<td>2021-22: 100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>% Of students with access to Standards-aligned materials</td>
<td>2020-21: 100%</td>
<td>2021-22: 100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Implementation of the Academic content &amp; performance Standards – measured using Local Indicator Priority 2</td>
<td>2020-21: Not reported</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>% Of students including Unduplicated Pupils, and</td>
<td>2020-21: 100%</td>
<td>2021-22: 100%</td>
<td></td>
<td></td>
<td>100%</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
<td></td>
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<tr>
<td>----------</td>
<td>-------</td>
<td>-------------</td>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>CORE EDUCATIONAL PROGRAM: EDUCATORS</td>
<td>The Museum School will employ an Executive Director and a total of 10 appropriately credentialed classroom (ELA, Math, Science, Social Studies, &amp; Physical Education) as part of the school’s educational program. Museum School will provide its teachers with 2 days of summer professional development; an additional 2 non-instructional days during the academic year and weekly Professional Development and/or staff development during the school year.</td>
<td>$903,479</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>
| 2        | PROFESSIONAL LEARNING | All teachers will participate in professional development to improve the delivery of instruction and improve student outcomes. Areas of focus include:  
- Rigorous Project Based Learning  
- MTSS Training (SDCOE) – series of PD that aligns with specific schoolwide needs  
- Universal Design for Learning  
- Trauma-Informed teaching and learning and social-emotional support  
- Restorative Practice training  
- Social-emotional/mental health  
- i-Ready Implementation & Data Analysis – next steps | $20,722 | N |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td><strong>CORE CURRICULAR NEEDS</strong></td>
<td>The following standards aligned curriculum and consumables will be purchased:</td>
<td>$4,817</td>
<td>N</td>
</tr>
</tbody>
</table>
|         |                                 |   - Wonders curriculum  
   - Eureka Math  
   - Math manipulatives  
   - Science: FOSS Kits                                                                                                                                  |             |              |
| 4       | **CLOSING THE DIGITAL DIVIDE**  | The Museum School will ensure all students have access to a technology device to access instructional & supplemental materials; contract IT Support; and continue to utilize Zoom for virtual meetings.                        | $35,400     | N            |
| 5       | **BROAD COURSE OF STUDY**       | The Museum School will provide all students with a broad course of study beyond core subjects (ELA, Math, Science, Social Studies, & PE) that include the following:                                              | $56,000     | N            |
|         |                                 |   - Art: K-8  
   - Music (Center for World Music): K-8                                                                                                                   |             |              |

Approximately, 50% of teachers will be new to Museum in the 2022-23 school year, therefore they will participate in the following additional training that will focus on:

- What is Project-based Learning?
- How to develop a rigorous PBL incorporating standards?
- How to build a rigorous PBL program?
- Vertical Articulation

To support teacher effectiveness and credential clearance, our school will reimburse teacher induction expenses.
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><img src="" alt="Image of a table with columns for Action #, Title, Description, Total Funds, and Contributing." /></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Goal Analysis for 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:** An additional math teacher was hired for the middle school but resigned in late December 2021, and the position remained vacant due to staffing shortages.

**Action 2:** An instructional aide was hired but only part-time.

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

There are material differences between Budgeted Expenditures and Estimated Actual Expenditures due to the Math teacher vacancy and the part-time status of the Instructional Aide.

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

Since the actions weren’t fully implemented, they were not effective in making progress toward the goal.

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.

The planned goal, desired outcome, and some actions and metrics were revised to align to the school’s shift to MTSS, feedback from educational partners, in alignment of the CDE’s 8 State priorities, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school’s program, allocation of physical, human and fiscal resources to improve student achievement.
**Goal**

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Continue to implement strategies to engage parents/families in our school community, and solicit input in decision-making, that will impact student outcomes; and support a positive and welcoming school environment.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The Museum School families are a key part of building the school community. As a vital part of the school, input in the decision-making process is key to the school success. Creating a welcoming school environment is essential to educating the whole child.

**Measuring and Reporting Results**

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>Facilities in “good” repair as measured by FIT</td>
<td>2020-21: Good</td>
<td>2021-22: Good</td>
<td></td>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>Student Survey: Student Perception of School Safety &amp; Connectedness</td>
<td>2020-21: 87% Sense of safety 78.6% School connectedness</td>
<td>2021-22: 94% Sense of safety 85% School connectedness</td>
<td></td>
<td></td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Parent Survey: Sense of safety &amp; school connectedness</td>
<td>2020-21: 100% Sense of safety 94% School connectedness</td>
<td>2021-22: 67% Sense of safety 65% School connectedness</td>
<td></td>
<td></td>
<td>&gt;85%</td>
</tr>
<tr>
<td>Teacher/staff Survey: Sense of safety &amp; school connectedness</td>
<td>2020-21: 88% Sense of safety 88% School connectedness</td>
<td>2021-22: 67% Sense of safety 85% School connectedness</td>
<td></td>
<td></td>
<td>&gt;80%</td>
</tr>
<tr>
<td>Parent Input in Decision-making including UP &amp; SWD:</td>
<td>2020-21: CDE’s Self-reflection Tool (Questions 5-8) 5. 5</td>
<td>2021-22: CDE’s Self-reflection Tool (Questions 5-8) 5. 4</td>
<td></td>
<td></td>
<td>Rating of 5</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>As measured by CDE’s Priority 3: Self-reflection Tool</td>
<td>6. 4</td>
<td>6. 4</td>
<td>7. 4</td>
<td>8. 4</td>
<td></td>
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<tr>
<td>As measured by CDE’s Priority 3: Self-reflection Tool</td>
<td>CDE’s Self-reflection Tool (Questions 1-4)</td>
<td>CDE’s Self-reflection Tool (Questions 1-4)</td>
<td>1. 4</td>
<td>2. 4</td>
<td></td>
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<tr>
<td></td>
<td>1. 5</td>
<td>1. 4</td>
<td>2. 4</td>
<td>3. 4</td>
<td></td>
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<td></td>
<td>2. 4</td>
<td>2. 4</td>
<td>3. 4</td>
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<td></td>
<td>3. 5</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4. 5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
</table>
| 1        | **PROMOTING A POSITIVE SCHOOL CLIMATE/HEALTH & SAFETY** | The Museum School will provide all students with opportunities to engage in learning opportunities outside of the classroom to further enhance the learning process, deepen student engagement and motivation. The Museum School will implement Assemblies will promote a positive school climate and will be focused on building character, diversity, and celebrate culture through music. Schoolwide events will take place that promote community and student/family engagement:  
  - Art Gala  
  - Field Day  
  - Movie Nights  
  - Middle School Dance  
  - Kindness Challenge | $6,000 | N             |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td><strong>Student presentations: PLP’s</strong> Student Council will organize and lead schoolwide initiatives including Spirit Days, promote positive behavior, and community service events. The School Safety Plan will be updated, emergency drills will take place, in addition to student vision and hearing testing.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2       | PARENT INPUT IN DECISION-MAKING                 | Parent input in decision-making will take place through the following committees (that includes parents representing Unduplicated Pupils (UP) and Students with Disabilities (SWD).  
  - English Language Advisory Committee (ELAC), DELAC, EL-PAC, per CA EC 52062(a)(2) - if applicable  
  - Parent Advisory Committee (PAC) per CA EC 52062(a)(1)                                                                                                                                                                                                                       | $0          | N            |
| 3       | PARENT ENGAGEMENT & PARTICIPATION              | The Museum School will provide all parents including those of unduplicated students, and Students with Disabilities with numerous opportunities to engage as partners in their child’s education. Staff will utilize Class Dojo, weekly emails as additional methods to communicate with families. The Executive Director will host Coffee with the Director events to provide families with school updates and an opportunity to meet with families. Parents will also have access to PowerSchool Parent Portal where they can access their child’s academic progress, attendance, and communicate with teachers.  
The Museum School will host a series of parent education workshops on topics that include:  
  - Deciphering i-Ready assessment data  
  - How to support your child at home  
  - Mental health and trauma informed practices  
  - What is Project-based Learning?  
  - Universal Design for Learning                                                                                                                                                                                                                                                | $9,500      | N            |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>To promote community building, the Museum School will host a series of Parent Nights: Math Nights, Science Night, and Social-emotional focused Nights. Families will be surveyed using Panorama family SEL survey (cost identified Goal 1, Action 3)</td>
<td>$393,006</td>
<td>N</td>
<td></td>
</tr>
</tbody>
</table>

**Goal Analysis for 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: The counselor resigned mid-year and due to staffing shortages, the position remained vacant.

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 1: there were no identified expenses but the action was implemented.

Due to the counselor’s resignation and continued vacancy, there is a material difference between Budgeted Expenditures and Estimated Actual Expenditures.

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

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.

The planned goal, desired outcome, and some actions and metrics were revised to align to the school’s shift to MTSS, feedback from educational partners, in alignment of the CDE’s 8 State priorities, and identified needs from a collection and review of multiple forms of data and assessments with the return to in-person instruction. Alignment of these multiple schoolwide initiatives and plans is essential to ensure fidelity and transparency of our school’s program, allocation of physical, human and fiscal resources to improve 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.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2022-23

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$86,230</td>
<td>$0</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.74%</td>
<td>0%</td>
<td>$0</td>
<td>4.74%</td>
</tr>
</tbody>
</table>

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.

Consistent with the requirements of 5 CCR Section 15496(b), increased services that are contributing for Unduplicated Pupils (UP); and are principally directed towards and effective in meeting the academic needs of Unduplicated Pupils and are provided on a schoolwide basis which include:

- An area of concern as identified using i-Ready assessments is the achievement gap among English Learners (EL) and English only (EO), and overall performance in Reading and Math. With the return to in-person instruction, tiered interventions will be strengthened and expanded to increase the number of students performing at grade level. Instructional Aides (Goal 1, Action 2) will provide small group instruction for students struggling academically as evidence through i-Ready, SBAC and ELPAC results.

LCFF Supplemental & Concentration Funds will be used to supplement federal Title fund to address academic intervention to address achievement gaps.
A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

There are no actions provided on a “limited basis” to unduplicated pupils.

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.

Museum School is not eligible to receive additional concentration grant add-on funding.

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>This section does not apply to charter schools.</td>
<td>This section does not apply to charter schools.</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>This section does not apply to charter schools.</td>
<td>This section does not apply to charter schools.</td>
</tr>
</tbody>
</table>
## FY21-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Professional Development</td>
<td>No</td>
<td>$13,200</td>
<td>$9,060</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>Course of Study</td>
<td>No</td>
<td>$114,000</td>
<td>$247,691</td>
</tr>
<tr>
<td>1</td>
<td>3</td>
<td>Special Education Services</td>
<td>Yes</td>
<td>$260,000</td>
<td>$317,576</td>
</tr>
<tr>
<td>1</td>
<td>4</td>
<td>Foster and Homeless Youth Support</td>
<td>Yes</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>1</td>
<td>5</td>
<td>English Learner Support</td>
<td>Yes</td>
<td>$2,500</td>
<td>$14,000</td>
</tr>
<tr>
<td>1</td>
<td>6</td>
<td>Power Hour Intervention</td>
<td>No</td>
<td>$58,000</td>
<td>$12,562</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Time for Math</td>
<td>No</td>
<td>$58,903</td>
<td>$10,623</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Mathematics Instructional Support</td>
<td>No</td>
<td>$39,000</td>
<td>$10,435</td>
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<tr>
<td>3</td>
<td>1</td>
<td>Parent Engagement</td>
<td>No</td>
<td>$1,350</td>
<td>-</td>
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<tr>
<td>3</td>
<td>2</td>
<td>Community Partnerships</td>
<td>No</td>
<td>$85,000</td>
<td>$118,763</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
<td>Restorative Practices</td>
<td>Yes</td>
<td>$63,476</td>
<td>$75,788</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>School Safety</td>
<td>No</td>
<td>$35,000</td>
<td>$31,105</td>
</tr>
<tr>
<td>4</td>
<td>1</td>
<td>Supplies and Instructional Materials</td>
<td>No</td>
<td>$40,000</td>
<td>$49,680</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Facilities</td>
<td>No</td>
<td>$347,823</td>
<td>$350,288</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Technology</td>
<td>No</td>
<td>$47,000</td>
<td>$50,347</td>
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<tr>
<td>4</td>
<td>4</td>
<td>Base Staffing</td>
<td>No</td>
<td>$1,611,912</td>
<td>$1,591,554</td>
</tr>
</tbody>
</table>

| Totals:            | $2,797,664.00         | $2,889,472.00               |

<p>| Totals:            | $2,797,664.00         | $2,889,472.00               |</p>
<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Estimated Actual Percentage of Improved Services (%</th>
<th>Difference Between Planned and Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>Professional Development</td>
<td>No</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>2</td>
<td>Course of Study</td>
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<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>Special Education Services</td>
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<td>4</td>
<td>Foster and Homeless Youth Support</td>
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<td>English Learner Support</td>
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<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
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<td>6</td>
<td>Power Hour Intervention</td>
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<td>$</td>
<td>-</td>
<td>-</td>
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<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>1</td>
<td>Time for Math</td>
<td>No</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
<td>Mathematics Instructional Support</td>
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<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>1</td>
<td>Parent Engagement</td>
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<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
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<tr>
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<td>2</td>
<td>Community Partnerships</td>
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<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
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<td>3</td>
<td>Restorative Practices</td>
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<td>$</td>
<td>63,476</td>
<td>-</td>
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<td>School Safety</td>
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<td>-</td>
<td>75,788.00</td>
<td>0.00%</td>
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<tr>
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<td>1</td>
<td>Supplies and Instructional Materials</td>
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<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
<td>Facilities</td>
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<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>3</td>
<td>Technology</td>
<td>No</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>Base Staffing</td>
<td>No</td>
<td>$</td>
<td>-</td>
<td>-</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</td>
<td>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</td>
<td>LCFF Carryover — Percentage (Percentage from Prior Year)</td>
<td>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</td>
<td>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</td>
<td>8. Total Estimated Actual Percentage of Improved Services (%)</td>
<td>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</td>
<td>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</td>
<td>13. LCFF Carryover — Percentage (12 divided by 9)</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>---------------------------------------------------------------</td>
<td>-------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
<td>-----------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>$1,727,836</td>
<td>$81,939</td>
<td>0.00%</td>
<td>4.74%</td>
<td>$89,788</td>
<td>0.00%</td>
<td>5.20%</td>
<td>$0.00 - No Carryover</td>
<td>0.00% - No Carryover</td>
</tr>
</tbody>
</table>
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]).

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.
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 students
- 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/](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/](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.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2022–23</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2023–24</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2024–25</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong> or when adding a new metric.</td>
</tr>
</tbody>
</table>

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.

  o 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 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- **5. Total Planned Percentage of Improved Services**

  o 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)
  
  o 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
  
  o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

• 4. Total Planned Contributing Expenditures (LCFF Funds)
  
  o 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
  
  o 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)
  
  o 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 (%)
  
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  
  o 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).

California Department of Education
January 2022