Expanded Learning Opportunities Grant Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marysville Charter Academy for the Arts	Tim Malone Principal	tmalone@mjusd.k12.ca.us 5307496156

The following is the local educational agency's (LEA's) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Surveys asking for stakeholder input on most important goals and actions for expenditures for the 2021-22 school year were distributed to parents, staff, and students. There were also School Site Council meetings, Leadership Team meetings and a Student Council meeting regarding the expenditures for next school year. An EL parent meeting was also held where parents determined their top needs and possible expenditures for the 21-22 school year.

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A description of how students will be identified and the needs of students will be assessed.

Students needing learning recovery will be identified by the school counselor and teachers by reviewing the fall and spring 20-21 semester grades and through teacher recommendations. MCAA academic teachers will also pretest students before teaching each unit and then frequently assess students' progress both formally and informally. Using department level collaboration, teachers will determine appropriate pacing, most important standards, and applicable interventions for students. Teachers will use common formative assessments as well as assess students progress frequently. These assessments will provide data for individualized and small group, targeted interventions for our students.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

The MCAA school counselor, the counseling secretary, and classroom teachers will all make personal contact with students and the parents of these students informing them of the opportunities for supplemental instruction and support. The Aeries Communication program, Google Classroom, the school website, and social media will also be used to notify parents and students. It is felt that a personal explanation of why these supports and supplements are so important is necessary for parents to more fully understand the need and bearing on their child's future.

A description of the LEA's plan to provide supplemental instruction and support.

MCAA plans to identify low income, English learners, disengaged students, students who are below grade level, and other at-risk students needing supplemental instruction and support, as described above and provide remediation and student support through two summer school programs and a year long credit recovery program. In order to support these programs, MCAA will hire paraprofessionals and tutors to help students close learning gaps. Edmentum online learning will be used as a learning recovery program to accelerate student academic proficiency and/or English language proficiency. In addition, MCAA will hire a full-time temporary counselor to assist in supporting students and staff in addressing trauma and social emotional learning and referrals for support for student and family needs. MCAA's remediation programs will aid credit deficient students in completing graduation or grade promotion requirements as well as improve students college eligibility. Additional time will be given for PLC collaboration among teachers to improve diagnostic practices for purposes of remediation, progress monitoring, and assessment of student learning. Professional development and training for school staff will be provided on strategies to engage students and families in addressing students social emotional health and academic needs.

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Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	83,090	

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	81,951	
Integrated student supports to address other barriers to learning	34,400	
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports		
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	12,000	
Additional academic services for students	34,400	
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	16,245	
Total Funds to implement the Strategies	262,086	

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A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

MCAA did not receive ESSER II funds.

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Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code* (*EC*) Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact *ELOGrants@cde.ca.gov.* mailto:lcff@cde.ca.gov

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

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- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- "Supplemental instruction" means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- "Support" means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students' needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.
- "Students at risk of abuse, neglect, or exploitation" means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
    a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
    b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
    c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.

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3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students' social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.

- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]). 415

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

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

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

LEA Name	Contact Name and Title	Email and Phone
Marysville Charter Academy for the Arts	Tim Malone Principal	tmalone@mjusd.k12.ca.us 5307496156

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

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Goal 1

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted population.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

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Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Williams Report Teacher Compliance **19-20** Maintain **Baseline** 100% of teachers are Williams Report Teacher Compliant	95.5% Williams Report Teacher Compliance in 2019-20.
Metric/Indicator State assessments in math **19-20** 51% of math students at met or advanced **Baseline** 43% of math students are at met or advanced in 2016 state testing	49% met or exceeded the standard in mathematics using local data. Comparable state data is not available.
Metric/Indicator All math classes will be Williams compliant by having a CCSS math book for all students. **19-20**	Maintained compliance by all students in mathematics classes having a CCSS math textbook in 2019-20.

Expected	Actual
Maintain **Baseline** CCSS math book for all math students but those in Integrated 3.	
Metric/Indicator All English classes will be Williams compliant by having a CCSS English book for all students. **19-20** Maintain **Baseline** $50,145 saved for English textbook adoption No CCSS English books as of 2016/17 school year.	Maintained compliance by all students in English classes having a CCSS English textbook in 2019-20.
Metric/Indicator A-G requirements **19-20** 56% of seniors meet the A-G requirements **Baseline** 48% of seniors met the A-G requirements	68% of MCAA seniors met the A-G requirements in 2019-20.
Metric/Indicator Graduation rate **19-20** Maintain **Baseline** Graduation rate of 100%	98.1% graduation rate in 2019-20.
Metric/Indicator More funding for the arts **19-20** Maintain or increase **Baseline** $70,421 spent on the arts in Goal 1 in 2016/17.	MCAA maintained funding for the arts with expenditures of $72,502.

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Expected	Actual
Metric/Indicator AP exam passage rate **19-20** increase AP passage rate by 3% **Baseline** AP exam passage rate of 50% in 2015/16	45% of all AP exams taken passed with a score of 3 or better for the 2019-20 school year. Contributing factors to MCAA not meeting this goal include: all exams were digital for the first time and administered during distance learning in 2019-20.
Metric/Indicator EAP passage rate **19-20** EAP passage rate of 49% in ELA and 35% in math **Baseline** EAP passage rate of 41% in ELA and 27% in math in 2015/16.	61.82% in ELA and 40% in math passed the EAP in 2018-19 (most recent available data).
Metric/Indicator Attendance rate **19-20** Maintain **Baseline** Attendance rate of 97.5% in 2015/16.	MCAA maintained our attendance at 97.9% for the 2019-20 school year.
Metric/Indicator State assessments in English **19-20** 77% will meet or exceed the standard **Baseline** In 2015/16, 71% met or exceeded the standard	52% of MCAA students exceeded or met the English standard using local data in 2019-20. Comparable state data is not available.
Metric/Indicator State assessments in science **19-20** Raise 2% **Baseline**	36.3% of 11th and 12th graders met or exceed the standard in science in 2019-20 using local data. Comparable state data is not available.

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Expected	Actual
In 2015/16, 97% of 8th graders and 91% of 10th graders were proficient or advanced	
Metric/Indicator Professional development records(Secretary maintains records) **19-20** Maintain **Baseline** Baseline in 2017/18 (all professional development taken) was $50,000.	Maintained professional development levels with $55,000 expended in 2019-20.
Metric/Indicator All History classes will be Williams compliant by purchasing new History books for all students. **19-20** Maintain books **Baseline** No money saved in budget for history book purchase.	Completed the purchase all new social science textbooks in 2019-20.
Metric/Indicator All Science classes will be Williams Compliant by having CCSS Science books for all students. **19-20** Save $45,000. for CCSS Science books **Baseline** No CCSS Science books. No money saved for new purchase.	Saved $45,000 for new science curriculum in 2019-20.
Metric/Indicator Up-to-date computer to student ratio of one to one in all academic classes **19-20** Maintain **Baseline**	Maintained a computer to student ratio of one to one in all academic classes in 2019-20.

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Expected	Actual
Currently do have up-to-date computers for each student in every academic classroom. (Currently no money saved for replacement)	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to support the implementation of Common Core instruction through materials and professional development opportunities.	Cost of science book purchase and Common Core professional development for teachers. $45,000 + $5,000 = $50,000 4000-4999: Books And Supplies LCFF 50,000	$50,000 saved for book purchase and training in 2020-21. 4000-4999: Books And Supplies LCFF $50,000
Professional development for teachers in order to deepen educator knowledge of effective instructional strategies, PBL instruction, and PLC training. 422	Cost of professional development days and other professional development. 1000-1999: Certificated Personnel Salaries LCFF 25,000 Cost of PLC Training with Maria Nielsen 5800: Professional/Consulting Services And Operating Expenditures LCFF 35,000	Cost of professional development days and other professional development. 1000-1999: Certificated Personnel Salaries LCFF $25,000 Cost of PLC Training with Maria Nielsen 5800: Professional/Consulting Services And Operating Expenditures LCFF 35,000 Solution Tree and Aeries Training 5000-5999: Services And Other Operating Expenditures LCFF 11,619
Cost of a music 60% teacher added to the master schedule. This teacher, previously teaching 2 classes is now teaching 4, including an AP Music Theory class.	Cost of paying a teacher to instruct 4 music classes. Teacher is 60% FTE and includes benefits. 1000-1999: Certificated Personnel Salaries LCFF 60,000	Cost of paying a teacher to instruct 4 music classes. Teacher is 60% FTE and includes benefits. 1000-1999: Certificated Personnel Salaries LCFF $60,000
Funding of musical instrument repair, maintenance, tuning, purchase, etc.	Cost of repairing, maintaining, tuning, purchasing,etc. musical	Cost of repairing, maintaining, tuning, purchasing,etc. musical

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	instruments 5000-5999: Services And Other Operating Expenditures LCFF 4,000	instruments 5000-5999: Services And Other Operating Expenditures LCFF $1,940
Continue to provide tutoring to students struggling in math. This tutoring is during the normal school day. This year we are adding more tutoring time.	Cost of employing a retired math teacher to tutor our struggling math students for 4 hours per day twice per week. 5800: Professional/Consulting Services And Operating Expenditures LCFF 8,960	Cost of employing a retired math teacher to tutor our struggling math students for 4 hours per day twice per week. 5800: Professional/Consulting Services And Operating Expenditures LCFF $8,176
Addition of a part time dance instructor.	Cost of paying a part time dance instructor to teach 3 classes. 5800: Professional/Consulting Services And Operating Expenditures LCFF 11,250	Cost of paying a part time dance instructor to teach 3 classes. 5800: Professional/Consulting Services And Operating Expenditures LCFF $11,250
Continue saving in order to purchase outdated computers in Grahic Arts classes in a few years.	Cost of saving for refurbished MAC computers (future purchase) 4000-4999: Books And Supplies LCFF 2,000	Cost of saving for refurbished MAC computers (future purchase) 4000-4999: Books And Supplies LCFF $2000
Continue saving in order to replace outdated or damaged chromebooks.	Save for purchase of chromebooks and mobile carts. 4000-4999: Books And Supplies LCFF 10,000.	Save for purchase of chromebooks and mobile carts 4000-4999: Books And Supplies LCFF $10,000
Provide after school tutoring for math, English, and science	Pay for after school tutoring for 4 hours per week. 1000-1999: Certificated Personnel Salaries LCFF 8,400	Cost of after school tutoring for 4 hours per week. 1000-1999: Certificated Personnel Salaries LCFF $8000
Hired a part-time teacher to take over the piano classes. 423	Hired a part-time teacher to take over the piano classes. 5800: Professional/Consulting Services And Operating Expenditures LCFF 41,500	Hired a part-time teacher to take over the piano classes. 5800: Professional/Consulting Services And Operating Expenditures LCFF $41,500

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide extra tutoring help for struggling students in math including foster youth, EL learners, Redesignated RFEP, and low income students.	Our SWAT (Students Who Are There) and student leadership students will tutor these students. Not Applicable Not Applicable 0	Our SWAT (Students Who Are There) and student leadership students will tutor these students. Not Applicable Not Applicable 0
The counselor will monitor RFEP students to help ensure academic success in meeting the CCSS.	The counselor will monitor RFEP students to help ensure academic success in meeting the CCSS. Not Applicable Not Applicable 0	Counselor will monitor RFEP students to help ensure academic success in meeting the CCSS. Not Applicable Not Applicable 0
Provide foster youth with a mentor who will mentor them throughout the year.	Provide foster youth with a mentor who will mentor them throughout the year. Not Applicable Not Applicable 0	Provided foster youth with a mentor who will mentor them throughout the year. Not Applicable Not Applicable 0
Maintain the full time teacher hired to replace a long term substitue teacher so that we can maintain the number of Study Skills classes offered. This has allowed us to increase the number of arts classes offered.	Cost of one additional full time teacher. 1000-1999: Certificated Personnel Salaries LCFF 72,051	Cost of one additional full time teacher. 1000-1999: Certificated Personnel Salaries LCFF $72,051
Save for replacement purchase (future) of Video Editing and Photography equipment.	Save for replacement of Video class and photography equipment. 4000-4999: Books And Supplies LCFF 5,000	Saved for replacement of Video class and photography equipment. 4000-4999: Books And Supplies LCFF $5,000
Save for replacement of desktop computers and printers. 424	Save for replacement of desktop computers and classroom printers 4000-4999: Books And Supplies LCFF 5,000	Saved for replacement of desktop computers and classroom printers 4000-4999: Books And Supplies LCFF $5,000

Goal Analysis

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

Funds budgeted for actions/services that were not expended in full were used to support teachers and other staff with additional professional development.

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

It is unfortunate that the MCAA math PLC team was unable to administer the state math exam this year. Last year the math team improved 15 points or more on the mathematics indicator for socioeconomically disadvantaged students, Hispanic students, and all students.We feel that the 2020 state math exam would have shown that our students would have continued to improve, possibly even more than the 15 points from the previous year. This year MCAA was awarded the California Distinguished School Award. One of the most effective actions continues to be providing teachers with professional development. This year we increased PLC professional development by having Maria Nielson come out to work with our PLC teams 5 times, as well as having teachers attend PLC conferences. We had planned a 6th visit by Maria but it was prevented due to the coronavirus. We continue to believe that this action, effective collaboration, is the most effective way to help students continuously improve in achieving the academic standards.

The various action items concerning the arts are important because they give our students a reason to come to school other than to learn only the traditional academic courses. Our students love the arts and when they have even more reasons to come to school, they do better academically. In addition to the California Distinguished School Award, MCAA was recognized in 2021 as a California Exemplary Arts program.

The many tutoring opportunities our students have helps them to improve their grades, which helps them to learn the standards and become prepared for college.

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Goal 2

Goal 2: Enhance the current learning environment to ensure that our school provides a physically and emotionally safe environment that is culturally responsive to all students.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 4: Pupil Achievement (Pupil Outcomes) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning)
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Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Campus in good repair as seen on facilities maintenance records. **19-20** Maintain campus in good repair. **Baseline** Campus in good repair other than auditorium	The MCAA campus has been maintained in good repair as indicated in the facilities maintenance records.
Metric/Indicator Suspension rate **19-20** Maintain **Baseline** Suspension rate in 2014/15 was 2.6	MCAA had 0.78% suspension rate for 2019-20, down from 1.5% in 2018-19.
Metric/Indicator Expulsion rate **19-20** Maintain **Baseline** Expulsion rate in 2014/15 was 0.0	MCAA once again maintained a 0% expulsion rate for the 2019-20 school year.

Expected	Actual
Metric/Indicator Student attendance rate **19-20** Maintain **Baseline** 97.5% in 2015/16	MCAA maintained our attendance at 97.9% for the 2019-20 school year.
Metric/Indicator High school dropout rate **19-20** Maintain **Baseline** 100% in 2015/16	MCAA has a 0% high school dropout rate for the 2018-19 school year, which is the latest available data.
Metric/Indicator Graduation rate **19-20** Maintain **Baseline** 100%	The graduation rate for MCAA in 2019-20 was 98.1%.
Metric/Indicator Healthy Kids Survey: Safe School **19-20** Increase 3% **Baseline** 62% safe or very safe in 2014/15 Survey	Students rated MCAA 67% safe or very safe in the 2018-19 Healthy Kids Survey. The survey will once again be administered in the 2020-21 school year.
Metric/Indicator Secondary Healthy Kids Survey: Caring Adult Relationships **19-20** Increase 3% **Baseline**	42% of MCAA students scored the school in the high range for caring adults at school (school environment) in the 2018-19 Healthy Kids Survey. The survey will once again be administered in the 2020-21 school year.

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Expected	Actual
29% of students scored in (High) range for caring adults at school (School environment)	
Metric/Indicator Williams Facilities Report **19-20** Maintain **Baseline** 100%	MCAA maintained100% on the Williams Facilities Report.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement a plan to either renovate the Marysville Auditorium or build a new one.	Implement a plan to either renovate the Marysville Auditorium or build a new one. Not Applicable Not Applicable 0	Implement a plan to either renovate the Marysville Auditorium or build a new one. Not Applicable Not Applicable 0
Continue to provide bullying seminars led by our leadership students for our middle school students. They will also visit classrooms in order to discuss the topic.	No funds needed. Not Applicable Not Applicable 0	No funds needed. Not Applicable Not Applicable 0
Continue support for extracurricular activities such as sporting events, drama productions, art shows, etc. 428	Cost of continued support for extracurricular activities such as sporting events, drama productions, art shows, etc. 4000-4999: Books And Supplies LCFF 3,000	Cost of continued support for extracurricular activities such as sporting events, drama productions, art shows, etc. 4000-4999: Books And Supplies LCFF 2,009
Increased cost of productions due to losing the theater.	Cost of productions due to losing the theater. 4000-4999: Books And Supplies LCFF 15,655	Cost of productions due to losing the theater. 4000-4999: Books And Supplies LCFF 2,217
We will save to eventually purchase a modular classroom. This classroom will be used to teach math classes, including support classes.	Saving or possibly purchase a 4th modular classroom. 6000-6999: Capital Outlay LCFF $225,000	Saved for the purchase of a 4th modular classroom. 6000-6999: Capital Outlay LCFF 238,000

Goal Analysis

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

Due to the coronavirus, the spring outdoor musical, our outdoor graduation, and our awards ceremony did not take place. This resulted in much less money needing to be used for productions and events due to the loss of the Marysville Auditorium. The money saved from this as well as the small savings from the loss of extra curricular activities, was put towards the savings for the 4th modular classroom.

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

The loss of in person instruction and activities beginning in March 2020 dealt a major setback to our normal spring student performances and productions. We adapted to this challenge by putting the savings towards the purchase of a 4th modular classroom that allows for smaller class sizes and improved academic instruction.

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Goal 3

Goal 3: Increase parent, family, and community involvement in the education of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator PTSA and Site Council sign-in sheets and meeting minutes. All events have Chaperones and/or parent volunteers 430 **19-20** Maintain **Baseline** Fully staffed PTSA and Site Council as seen on the minutes and sign-in sheets. Monthly newsletter published and translated into Spanish. All events staffed with parent chaperones and volunteers.	MCAA maintained an active and fully staffed School Site Council and PTSA as documented in minutes and sign in sheets. All events were staffed with parent chaperones and volunteers and a monthly newsletter was published and translated into Spanish.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Communicate important meetings and events with all parents using the school messenger calling system and the school newsletter. The newsletter will continue to be translated into Spanish for Spanish speaking parents.	Funding Source: LCFF Cost of school messenger system. $2,800. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,800.	Cost of Aeries Communication program. 5800: Professional/Consulting Services And Operating Expenditures LCFF 2,800

Goal Analysis

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

The school messenger system was utilized as stated.

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

The school messenger system, along with the Aeries Communication system have been effective in communicating with parents.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MCAA needs to maintain a 1:1 ratio for Chromebooks for students. New Chromebooks need to be purchased to replace older models.	9,100	9,100	Yes
Replace outdated computers and software in Graphic Arts classes.	21,000	22,435	No
Fund musical instrument repair, maintenance, tuning, and purchase.	5,000	5,000	Yes
Continue to support the implementation of the science curriculum by purchasing adopted materials and online support.	63,069	61,790	No
Maintain a portion of the full time mathematics teacher hired to reduce class sizes and serve socio-economically disadvantaged students.	16,000	13,321	Yes
Purchase replacement classroom desktop computers and printers.	8,700	9,279	No

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

Budgeted expenditures for the planned actions were not substantially different than the actual budgeted funds. The total cost for our full time math teacher was less than what was estimated by our personnel department.

Analysis of In-Person Instructional Offerings

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

The purchase of additional musical instruments allowed students to continue their practice at home and prepare for in-person instruction. Replacing older chromebooks allowed students to utilize the most updated digital programs while at home and in-person. Replacing outdated computers in graphic arts and classroom desktop computers and printers has facilitated more success for students in in-person instruction. The full time math teacher has allowed us to reduce class sizes and better serve disadvantaged students. Purchasing the adopted materials and online support for the new science curriculum has significantly benefited both distance and in-person instruction.

The biggest challenge of implementing in-person instruction has been to ensure the healthy and safety of our students and staff. Another challenge has been to effectively train staff to use new equipment and programs for in-person learning.

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Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase document scanners so that teachers can enhance distance learning presentations.	1,275	1,362	Yes
Purchase laptop computers for teachers.	6,290	6,233	Yes
Provide extra tutoring help for struggling students in math including foster youth, EL learners, Redesignated Fully English Proficient, and low income students.	4,000	4,000	Yes
MCAA needs to maintain a 1:1 ratio for Chromebooks for students. New Chromebooks need to be purchased to replace older models.	9,100	10,230	Yes
Spanish 3 and 4 online license.	1,181	1,090	Yes
AP Environmental Science online license.	3,348	3,366	Yes

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

All budgeted funds were spent as planned.

Analysis of the Distance Learning Program

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

Continuity of instruction: By purchasing online licenses in Spanish and AP environmental science we were successful in having most students continue their progress in a distance learning environment. In some cases, the loss of direct person contact with teachers and peers, proved to be a significant challenge in distance learning.

Access to devices and connectivity: We were very successful in providing students with internet connected devices, hot spots, and internet connected computers for teachers. After providing these device, there were very few remaining connectivity issues, even for our most remote students.

Pupil participation and progress and support for pupils with unique needs: Extra tutoring help for struggling students in math, did provide needed support for targeted students. Math instructors and the school counselor identified the struggling students. A challenge for us was that we could have used more than one tutor in order to support more of the struggling students. More money should have been budgeted for this action.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide professional development for teachers in order to deepen educator knowledge of effective instructional strategies and PLC training.	3,500	3435	Yes
Continue to support the implementation of Common Core instruction through materials and equipment	10,000	8,637	Yes
Master Schedule with dedicated learning loss intervention time each afternoon.	0	0	Yes
ILIT(Internet based Literacy program) to improve ELD intervention	1,000	700	Yes
Illuminate for grouping students for intervention and support.	0	0	Yes
Provide additional musical instruments for home use and arts supplies.	20,000	19,272	Yes
Purchase more cameras and associated equipment for student use at home.	12,000	13,143	Yes
Provide extra tutoring help for students in math for EL, foster youth, and low income students.	4,000	4,000	Yes

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

Budgeted expenditures for the planned actions were not substantially different than the actual budgeted funds.

Analysis of Pupil Learning Loss

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

Professional development provided for teachers has been successful in helping teachers to collaborate effectively. The distribution of additional instructional materials, equipment, and supplies to students for home use was challenging at first but much appreciated and effective in helping our students to be more successful with distance learning. Extra tutoring help in all subjects for struggling students would have possibly helped reduce pupil learning loss.

An analysis of local data from the first semester of the 2020/2021 school year indicates significant learning loss across all grade levels. Efforts to address pupil loss, including professional development for teachers, master schedule with intervention time, ILIT for EL intervention, and additional instructional materials and equipment all reduced the amount of pupil learning loss in the second semester of the 2020/2021 school year. Local data indicating effectiveness of the effort to address pupil learning loss will be more complete later in the semester.

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Analysis of Mental Health and Social and Emotional Well-Being

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

MCAA was successful in monitoring and supporting mental health and social emotional well being in the 2020/2021 school year through the efforts of the school counselor, school psychologist, resource teacher, and a counseling intern. Actions to support mental health and social emotional well being included: online support groups, club meetings, parent information and communication nights, home visits, and schoolwide events like a college and career faire.

There were challenges connecting with students on a personal level and keeping them motivated due to the lack of actual in-person contact.

Analysis of Pupil and Family Engagement and Outreach

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

Using a combination of Aeries communication, direct phone calls from counselors and our attendance personnel, virtual parent meetings, surveys in both English and Spanish, social media and the school web site we were for the most part generally successful in communicating with and engaging pupils and families.

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The biggest challenge has been keeping students motivated and engaged over long periods of time without actual in-person contact with teachers and peers.

Analysis of School Nutrition

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

By working with the MJUSD nutritional services department, our students were provided at numerous community locations with 3 meals and a snack for the entirety of the distance learning period. This has continued with in-person learning at the school site as well as community locations.

The challenge has been with the district's nutritional services department having enough personnel to make and distribute the meals at all locations.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
In-Person Instructional Offerings	Provide PPE in the form of masks, face shields, plexiglass partitions, isolation/health room, thermometers, posters	500	500	No
In-Person Instructional Offerings	Sanitization chemicals, staffing, and materials	0	0	No
Distance Learning Program (Continuity of Instruction)	Professional Development for teachers related to distance learning (teachers)	11,261	14,455	No
Distance Learning Program	Ongoing Professional Development Series for teachers and paraeducators.	0	0	No
Pupil Learning Loss	Counselor will provide social emotional support, academic, and mentoring services for foster youth, low income, and English learners.	10,000	9,111	Yes

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

All budgeted funds were spent as planned.

Overall Analysis

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

We have learned that distance learning, limited in-person learning and the resulting limited contact with teachers and other students have negatively affected the academic outcomes of many of our students. This will be one factor we will account for in the 2021 - 24 LCAP plan by increasing both the academic and the social emotional support provided at school for our students and their families. Professional development has been crucial in aiding teachers in utilizing the latest technology and programs in order to support both distance and in-person learning. Professional development will continue to be an important action in the 2021-24 LCAP.

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

Pupil learning loss especially pupils with unique needs, will be addressed by PLC department teams and the school's guiding coalition. Each PLC team will develop and implement a plan to determine each student's learning loss, and then when determining their pacing guides and lesson plans, plan to provide scaffolding and build in time to reteach standards not achieved at proficiency. The PLC teams will share students and use the master schedule intervention period to further help students.The administration will continue to provide and expand both after school and in-school school tutoring and provide other opportunities for remediation. Staff and student mentoring will be utilized. Social emotional learning will be expanded. The counselor, psychologist, and resource teacher will utilize the IEP, 504, and SST process to address the needs of pupils with unique needs.

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

Budgeted expenditures for the planned actions were not substantially different than the actual budgeted funds

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

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

Many of our students did have learning loss over the course of the 2019-20 and 2020-21 school years. Many have also lost their connection to the school and to their peers. Using local data, we can see that overall student achievement in math, English, and science has declined when comparing data from the 2019-20 fall semester (pre pandemic) to the 2020-21 fall semester. EL students and socioeconomically disadvantaged students have both suffered the same kinds of learning loss and loss of connection to the school that students have overall, but in many cases even more acute. In the 21-24 LCAP it makes most sense to address pupil learning loss through our PLC department teams and the school's guiding coalition. By utilizing our PLC teams to develop and implement plans to determine each student's learning loss and then determine pacing guides and lesson plans, provide scaffolding, and build in time to reteach standards not achieved at proficiency. It also follows that administration should continue to expand and provide after school tutoring, and provide other opportunities for remediation. In addition, it is imperative that we add social-emotional learning supports to reestablish all students' connection with the school. We anticipate the 2021-24 LCAP will require an entire MCAA community team effort to reengage students and overcome the learning lost over the previous years. MCAA will hire additional staff to expand our ability to return to our high academic and artistic standards.

MCAA was very fortunate to be recognized as a California Distinguished School and a California Exemplary Arts Program in the 2021 school year. These recognitions indicate the hard work and dedication of our staff and the entire MCAA community. The 21-24 LCAP will be designed to maintain this high level of achievement.

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Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

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

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
    - Continuity of Instruction,
    - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

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

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- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
    - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

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- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources		
	584,616.00	591,562.00
	0.00	0.00
	0.00	0.00

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

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Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types		
	165,451.00	165,051.00
	90,655.00	76,226.00
	4,000.00	13,559.00
	99,510.00	98,726.00
	225,000.00	238,000.00
	0.00	0.00
	0.00	0.00

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

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Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources		
		165,451.00	165,051.00
		90,655.00	76,226.00
		4,000.00	13,559.00
		99,510.00	98,726.00
		225,000.00	238,000.00
		0.00	0.00
		0.00	0.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	338,161.00	346,536.00
Goal 2	243,655.00	242,226.00
Goal 3	2,800.00	2,800.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$122,869.00	$120,925.00
Distance Learning Program	$25,194.00	$26,281.00
Pupil Learning Loss	$50,500.00	$49,187.00
Additional Actions and Plan Requirements	$21,761.00	$24,066.00
All Expenditures in Learning Continuity and Attendance Plan	$220,324.00	$220,459.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$92,769.00	$93,504.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	$11,761.00	$14,955.00
All Expenditures in Learning Continuity and Attendance Plan	$104,530.00	$108,459.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	**2020-21 Budgeted**	**2020-21 Actual**
In-Person Instructional Offerings	$30,100.00	$27,421.00
Distance Learning Program	$25,194.00	$26,281.00
Pupil Learning Loss	$50,500.00	$49,187.00
Additional Actions and Plan Requirements	$10,000.00	$9,111.00
All Expenditures in Learning Continuity and Attendance Plan	$115,794.00	$112,000.00

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Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Marysville Charter Academy for the Arts	Tim Malone Principal	tmalone@mjusd.k12.ca.us 5307496156

Plan Summary [2021-22]

General Information

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

The Marysville Charter Academy for the Arts (MCAA) is a dependent charter school within the Marysville Joint Unified School District. MCAA is a seventh through twelfth grade, site based school currently in its twenty-first year of operation.

The Marysville Charter Academy for the Arts is located in downtown Marysville, a rural, northern California borough of just over 10,000 inhabitants. The Academy serves students living in Marysville, Yuba City, and throughout the Yuba, Sutter, and Colusa counties. MCAA has established a strong record of high academic standards, distinction in college-preparatory education, and excellence in artistic performance.

MCAA is a school of choice and is open to all students who go through the application and orientation process. The students, parents, and staff form a community of individuals identified primarily by their common goals of intellectual advancement and development of artistic and creative talents. It is the belief of the school that small class sizes and the overall small school size allow students greater opportunities to achieve their academic and artistic goals within a supportive community.

Reflections: Successes

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

We are very proud that Marysville Charter Academy for the Arts (MCAA) was recognized as a California Distinguished School under the 2021 California Distinguished Schools Program. MCAA in 2019 improved 15 points or more on the mathematics indicator for socioeconomically disadvantaged students, Hispanic students, and all students, according to data on the California Dashboard. This year, MCAA was also recognized as a California Exemplary Arts Award winner by the California Department of Education for 2021.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In the most recent full dashboard data, MCAA had no overall and no significant subgroups in the red or orange performance areas. A review of 2020 dashboard and local data indicates that math, English, and science are all academic areas in which students are performing lower than in the pre pandemic time period. Our significant student subgroups, which are Hispanic, socioeconomically disadvantaged, and white students, have similar lower performance achievement data as our overall student population. The data indicates there are no significant performance gaps among our significant subgroups and our overall group. Our 2021-24 LCAP will include steps and actions to address learning loss and lower student achievement in all academic areas, including increased tutoring and social emotional support, professional development, and PLC collaboration leading to targeted instruction and interventions.

LCAP Highlights

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

Key features of the 21-24 LCAP include thoroughly, through the PLC process, assessing students, determining remediation and intervention strategies, and evaluating the effectiveness of those actions. The development of an extensive emotional support network as well as our continued support for visual and performing arts will be additional key elements of the 21-24 LCAP. Continued professional development expenditures will provide our teachers with the strategies and time needed to effectively address our students' learning loss. The hiring of additional support staff will be critical in providing instructional support for our students with unique needs. Also, additional funds will be saved to help address an anticipated loss of an essential classroom facility.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

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Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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Stakeholder Engagement

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

Administration began holding meetings with stakeholder groups in February of 2021 in order to determine potential goals and actions for the 21-24 LCAP (staff meeting February, 2021; School Site Council on March 4, 2021; Leadership Team meeting on February 19, 2021; Student Leadership Team on April, 28, 2021). Surveys asking for stakeholder input on most important goals and actions for expenditures in the 21-24 LCAP were distributed to parents, staff, and students in March of 2021. Follow up meetings were held with the School Site Council and the Leadership Team to discuss stakeholder responses and preliminary actions and goals in May of 2021. At the May meeting the School Site Council approved the draft of the LCAP.

A summary of the feedback provided by specific stakeholder groups.

General responses (staff, parents, and students) from stakeholders prioritized funding and saving for a multipurpose building, and support for CTE and visual and performing arts classes. Parents of English Learners responses prioritized increased opportunities for individual and small group tutoring, as well as additional CTE classes. Parents of Economically Disadvantaged students prioritized continuing support for visual and performing arts classes, as well as increased opportunities for tutoring and a new multipurpose building.

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

Parents of English Learners and Economically Disadvantaged students emphasized that small group and individual tutoring should be targeted toward their children. General Responses and parents of economically disadvantaged students indicated a strong desire to save for a multipurpose building and continue strong support for visual and performing arts classes. Other strong stakeholder priorities were technology and curriculum purchases and professional development for teachers and staff, and finally support for credit recovery.

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Goals and Actions

Goal

Goal #	Description
1	Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations.

An explanation of why the LEA has developed this goal.

Educating all of our students and ensuring high academic achievement is MCAA's prime responsibility. According to the latest state testing data in math, data from the 2019 California Dashboard, MCAA students improved by 15 points or more on the mathematics indicator for socio-economically disadvantaged students, Hispanic students, and all students. As a result of this data, In 2021, MCAA was recognized as a California Distinguished School. However, we know we need to achieve more.

In the fall of 2020, 49% of MCAA students met or exceeded the standard in mathematics using local data. Again, comparable state data is not available but the most recent state data, which is from 2019, shows that 44% of our students met or exceeded the standard. This data does show growth but 49% is still not acceptable. However, the comparison of local data to state data may not be as good a gauge of student achievement as state data to state data from year to year. Our math teachers know that many of our students have suffered learning loss due to the pandemic and virtual learning.

In the fall of 2020, 52% of MCAA students exceeded or met the English standard using local data. Comparable state data is not available but the most recent state data from 2019 showed that 64% of MCAA students met or exceeded the standard. This data shows a 12% learning loss. It is believed this learning loss is due to the coronavirus pandemic.

In order to recover learning loss, ensure high academic achievement and college and career readiness for our students, MCAA will provide needed scaffolding, professional development for teachers, purchase needed equipment and technology, and provide a master schedule that will help our students receive the interventions they need. MCAA will continue to provide PLC time so that its teachers can continue to collaborate and learn from each other, create common formative assessments, share student data results, and share students when providing interventions for them.

Measuring and Reporting Results

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Assessments in Math for Overall as well as subgroups	2019 dashboard data shows students overall were 18.1				Overall and each subgroup is expected to improve by at least

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	points below the standard; Hispanic students were 36.3 points below standard; Socio-economic students were 27.8 points below standard; White students were 1.3 points above standard.				10 points on the California Dashboard. This assumes an average 3.3 point improvement each year.
State Assessments in ELA for Overall as well as Subgroups	2019 dashboard data shows students overall: 32.1 above standard; Hispanic:12.4 above; SED:16.6 above; White:49.3 above				Overall and each subgroup is expected to improve by at least 5 points on the California Dashboard. This assumes an average 1.7 point improvement each year.
Williams Report Teacher Compliance	100% compliant				100% compliance maintained
A-G Completion Rate for Overall as well as subgroups 457	2020 Dashboard data showed overall 67.9% A-G completed; 90.5% of Hispanic students completed A-G requirements. 71.4% of Socio-economically Disadvantaged student completed A-G requirements; 52% of White students completed A-G requirements.				Overall A-G completion Rate will improve to 75%. The White subgroup will improve by at least 8%. Hispanic and socio-economically disadvantaged students will maintain their high levels of completion.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate for Overall as well as subgroups	2020 Dashboard data shows an overall graduation rate of 98.1%; Hispanic 100%; Socio-econ 100%; White 96%				Graduation rate overall and for all subgroups will be 100%.
Overall AP Exam Passage Rate (score of 3 or higher)	2020 Dashboard data shows a 45% AP passage rate with a score of 3 or higher.				Overall AP passage rate with a score of 3 or higher will increase to 55%.
State Testing in Science for Overall as well as subgroups 458	The baseline will be the 2019 state CAST testing results. Overall: 43.1% met or exceeded standard; Hispanic: 28.17% met or exceeded the standard; White: 55.84% met or exceeded the standard: Socio-economically disadvantaged students: 37.37% met or exceeded the standard.				Overall and each subgroup meeting or exceeding the standard is expected to improve at least 10 percent on the CAST. This assumes an average 3.3 percent improvement each year.
Professional Development Records (secretary maintains records)	$55,000 was spent on professional development in 2019/20.				Maintain professional development spending at $55,000 per year.
Maintain Computer to Student Ratio of one-to-one in all academic classes by Replacing outdated and	Maintained one-to-one student to computer ratio and replaced outdated and damaged chromebooks.				Maintain one-to-one student to computer ratio and replace outdated and damaged chromebooks.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
damaged chromebooks.					
Replace Damaged or Outdated Desktop Computers and Printers in each Classroom.	Every classroom has an updated classroom desktop computer and printer.				Maintain the objective of every classroom having an updated classroom desktop computer and printer.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Classroom Supplies and Equipment	Support engaging classroom instruction and rigorous curriculum through the purchase of classroom materials and equipment.	$20,000.00	No
2	Professional Development for Teachers	In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard. PLC training with a focus on interventions for low income students, EL students, and foster youth will close these achievements gaps.	$30,000.00	Yes
3	After School Tutoring	Provide after school tutoring for our students. This action was driven by survey responses and meetings with our EL parents. After school tutoring will provide individual and small group personalized support to increase academic achievement and improve grades.	$9,000.00	Yes
4	Credit Recovery Teacher	Teacher will help students with credit recovery and college eligibility using the Edmentum program. (Paid by ELO and IPI Grant funds).	$80,000.00	No

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Action #	Title	Description	Total Funds	Contributing
5	Staff Mentoring Program	Staff will mentor our low-income, EL, foster, and other at-risk and low-performing students. The mentoring program will help support our EL and low-income students and their parents desire for more academic support at school.		Yes
6	Data Collaborative Period	Provide a collaborative period for the English and Math Department Chairs so that they collect and analyze data to help determine learning loss. Working with their PLC teams, devise and monitor a plan to restore academic levels beyond the pre-pandemic period, especially for our EL, low-income, and foster youth. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard.		Yes
7 460	Professional Learning Community Collaborative Time	Continue to provide PLC time for all of our teachers. PLC teams will collect and analyze data and then devise and monitor plans to restore academic levels beyond the pre-pandemic period, especially for our EL, low-income, and foster youth. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard.		Yes
8	Intervention Period	Provide a 30 minute intervention period (4 times/week) for our students in order to target those needing more support and also to provide enrichment in the arts. This action was driven by low-income and EL parents asking for more support for students while at school. The intervention period will provide individual and small group support to increase academic achievement and improve grades.		Yes

Action #	Title	Description	Total Funds	Contributing
9	Student Mentoring Program	Initiate and maintain a program where older students mentor and tutor younger students during study skills, study hall, and intervention periods. This program will be facilitated by our new counselor and will support our students SEL and academic needs. The mentoring program will help support our EL and low-income students and their parents desire for more academic support at school.		Yes
10	Eight Block Schedule	Continue our eight block master schedule, which allows for more support, study hall, and arts elective classes.		No
11	One to one student to computer ratio	Replace outdated or damaged chromebooks.	$11,000.00	No
12 461	EL Support	Continue ILit program for EL students and provide a period exclusively for EL student support using ILit and EL specific support. The ILit program will help support our EL students and their parents desire for more academic support at school. It should help raise ELA CAASPP scores for these students.	$2,208.20	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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Goals and Actions

Goal

Goal #	Description
2	Continue to support the visual and performing arts in order to engage students, expand artistic and academic opportunities, and develop career related skills.

An explanation of why the LEA has developed this goal.

Marysville Charter Academy for the Arts (MCAA) is a dependent charter school with an arts focus. Supporting the arts and providing our students with the opportunity to take as many as 4 elective classes, including CTE Pathways, energizes our students and motivates them to go to school, engage with the school community, enjoy their classes, and achieve more in their academic learning. We believe this will also improve College and Career Readiness for all of our students but in particular our low income students. According to the 2020 California School Dashboard College and Career Readiness indicator, our low income students were 7.2% lower than our students overall. Both low income and EL parents ranked CTE classes and CTE Pathways as their second highest priority for their students. MCAA parents of low-income students ranked support for the performing and visual arts as their highest priority. In 2021, MCAA was a recipient of the California Exemplary Arts Award and will be a demonstration site for our region in the 2021-22 school year..

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey: Safe School 463	Students rated MCAA as 67% safe or very safe in the 2018/19 Healthy Kids Survey.				Maintain or improve rating of 67% safe or very safe on the most recent Healthy Kids Survey.
Healthy Kids Survey: Caring Adult Relationships	42% of MCAA students scored the school in the high range for caring adults (school environment) in the 2018/19 Healthy Kids Survey.				Maintain or improve rating of 42% of students scoring the school in the high range for caring adults on the most recent Healthy Kids Survey.
Suspension Rate for Overall as well as Subgroups	Suspension rate overall was 1.0%;				Maintain or improve overall and subgroups

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Hispanic was 1.4%; White was 1.1%				suspension rate at 1.0% or lower.
Expulsion Rate for Overall as well as Subgroups	Expulsion rate was 0.0% overall and for all subgroups.				Maintain expulsion rate at 0.0% overall and for all subgroups.
Student Attendance Rate Overall	97.9% was the overall attendance rate for MCAA students.				Maintain overall attendance percentage rate at 97.9%
High School Drop out Rate overall	0% drop out rate for the 2018/19 school year (latest available data)				Maintain a 0% drop our rate.
CCI Readiness for Overall and subgroups 464	According to 2020 California Dashboard data overall 67.9% of our students were prepared. 71.4% of Hispanic students were prepared. 68.0% of White students were prepared. 60.7% of socio-economically disadvantaged students were prepared.				Improve CCI Readiness overall and for all subgroups to 75% prepared.
Graduation Rate	2019/20 was 98.1%.				Maintain or improve graduation rate of 98.1%.
Maintain or Increase Funding for the Arts	In 2019/20, $72,502 was spent in support of the arts.				Increase spending for the arts by 5% each year to at least $83,929.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facilities Report	Maintain 100% compliance				Maintain 100% compliance.
Campus in Good Repair as seen on Facilities Maintenance Records	Campus in good repair				Maintain campus in good repair.
Chronic Absenteeism Rate	1.2% overall; Hispanic 1.3%; White 1.1%				Maintain chronic absentee rate
Semester "F" list	10% of students on the fall semester report card of 2020 had at least one "F"				

Actions

Action #	Title	Description	Total Funds	Contributing
1 465	Maintain Study Skills and Arts Classes	Maintain the full time teacher hired in a previous year, which will allow us to continue offering study skills and more arts classes. These study skills classes will help our low income, EL, and foster students to get extra help and have more time to complete assignments during the school day. It will also allow us to offer more arts classes so that these same students are more engaged with school.	$80,000.00	Yes
2	Video Editing, Photography and Painting and Drawing Equipment and Supplies.	Purchase or save for Video Editing, Photography, and Painting and Drawing equipment and supplies. These courses encourage our students to attend school and enjoy it.	$20,000.00	No
3	Multipurpose Arts Building	MCAA anticipates losing its current physical education and dance leased facility in the near future. Due to this, we need to save money for the design and construction of a new multipurpose facility, while working with the district to come up with a realistic plan.	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Music Teacher	Continue funding of a 0.6 FTE music teacher for additional music classes. Our low income parents identified support for the arts as the top priority for their students. The arts engages these students and gives them another reason to come to school and enjoy it.	$48,000.00	Yes
5	Musical Instrument Repair, Maintenance, and Purchase	Continue support for our music classes. Our low income parents identified support for the arts as a priority for their students. It provides them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes.	$4,000.00	Yes
6 466	California Exemplary Arts Demonstration Site	MCAA became a California Exemplary Arts Award winner this year (2021) and will be a demonstration site for the region next year. Being an award winner and a demonstration site excites both our students and staff. Approximately $18,500 will be awarded to MCAA for being a demonstration site. The money will be used to train students and staff and to implement our duties as a demonstration site. Our low income parents identified support for the arts as a need for their students. The arts classes provides them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard.	$18,500.00	Yes
7	CTE and Career Pathways	MCAA will continue to support the CTE and Career Pathways programs. These courses particularly engage and energize our socio-economically disadvantaged students. Our low income parents identified support for the arts and career education as a priority for their students. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes. In the 2019 CAASPP math	$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard.		
8	Dance Instructor	Maintain certificated dance instructor. This allows our students to receive fine arts credit for college entrance requirements.	$73,158.00	No
9	Productions and Events	MCAA pays an increased cost for productions and events due to the loss of the Marysville Auditorium. Chair rentals, security officers for overnight protection, rentals for lights and sound, bleachers for graduation, the rental cost of a temporary fence for drama productions, etc.	$15,000.00	No
10 467	Dance and Martial Arts programs	MCAA socio-economically disadvantaged parents identified support for the arts as one of their priority areas of need. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes.	$5,000.00	Yes
11	Drama and Creative Writing Programs	MCAA socio-economically disadvantaged parents identified support for the arts as one of their priority areas of need. These programs excite these students and give them a reason to come to school, excel, and engage with the school community.	$10,000.00	Yes

Goal Analysis [2021-22]

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

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

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

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

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Goals and Actions

Goal

Goal #	Description
3	Support students' health and well-being through social/emotional curriculum, personnel, and other actions.

An explanation of why the LEA has developed this goal.

Due to the COVID-19 pandemic, the end of the 2019-20 school year and the entire 2020-21 school year have been very challenging for our students, parents, and staff. The students affected most, were, in many cases, our most needy, including our low-income, EL, and foster youth. The separation from normal human contact, the stress distance learning has caused, and the learning loss resulting from this situation has elevated the need for SEL and support.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Healthy Kids Survey: Safe School 469	Students rated MCAA as 67% safe or very safe in the 2018/19 Healthy Kids Survey.				Maintain or improve rating of 67% safe or very safe on the most recent Healthy Kids Survey.
Healthy Kids Survey: Caring Adult Relationships	42% of MCAA students scored the school in the high range for caring adults (school environment) in the 2018/19 Healthy Kids Survey.				Maintain or improve rating of 42% of students scoring the school in the high range for caring adults on the most recent Healthy Kids Survey.
Suspension Rate for Overall as well as Subgroups	Suspension rate overall was 1.0%; Hispanic was 1.4%; White was 1.1%				Maintain or improve overall and subgroups suspension rate at 1.0% or lower.
Expulsion Rate for Overall as well as Subgroups	Expulsion rate was 0.0% overall and for all subgroups.				Maintain expulsion rate at 0.0% overall and for all subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Attendance Rate for Overall	97.9% was the overall attendance rate for MCAA students.				Maintain overall attendance percentage rate at 97.9%
High School Drop Out Rate Overall	0% drop out rate for the 2018/19 school year (latest available data)				Maintain a 0% drop out rate.
Graduation Rate	2019/20 was 98.1%.				Maintain 98.1% graduation rate.
Professional Development Records	$55,000 was spent on professional development in 2019/20.				Maintain professional development spending at $55,000 per year.
Semester "F" lists 470	10% percent of students on the Fall semester report card of 2020 had at least one "F."				The total percent of students with at least one "F" will be maintained at 10% or better.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Full-Time Counselor	A full time, temporary counselor will focus primarily on our low-income, EL, and foster youth students by providing both social-emotional and academic support for these students through direct contact, small group meetings, and referrals to appropriate community agencies. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.	$80,000.00	Yes
2	Bullying Seminars	Our student leadership students will continue to provide ant-bullying and healthy lifestyle seminars for our middle school students.		No

Action #	Title	Description	Total Funds	Contributing
3	SEL Professional Development	Provide professional development specifically to support both our students and staff with good mental health and healthy lifestyle information and practices. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.	$5,000.00	Yes
4	SEL Support Curriculum	We will participate in a curriculum program that promotes both a healthy mental state and a healthy lifestyle. This new curriculum will be taught in PE, Health, or Study Skills classes. The new counselor will facilitate the program identification implementation. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.	$5,000.00	Yes
5 47/	Motivational and Culturally Diverse Speakers and Field Trips	By providing our students, specifically our unduplicated students, with motivational and culturally diverse speakers and field trips, we will improve students self-esteem and expand their academic and artistic experiences. This action will help students achieve a higher level of intrinsic motivation towards their education.	$3,000.00	Yes
6	Provide Support for School Clubs and ASB Activities	Purchase supplies and equipment to support student clubs and student council activities that connect them to the school environment. This will provide a more nurturing and inclusive school community for all of our students but especially our unduplicated students. This activity is meant to primarily increase our unduplicated students participation in school activities and events.	$2,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.06%	375,663

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

Required Descriptions

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

MCAA underwent strategic analysis to determine what gaps existed in support for our unduplicated students. With over 60% of our students in the unduplicated count numbers, many of our services are offered schoolwide but are focused on the achievement of our unduplicated student groups.Below are a list of these services and how they are effective in meeting the needs of our unduplicated students.

Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems which meet the needs of targeted populations.

Action 2: Professional Development for Teachers. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard in math while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard. PLC training with a focus on data and interventions for low income students, EL students, and foster youth will help close these achievements gaps.

Action 3: After School Tutoring. Provide after school tutoring for our students. This action was driven by survey responses and meetings with our EL parents. After school tutoring will provide individual and small group personalized support to iincrease academic achievement and improve grades.

Action 5: Staff Mentoring Program. Staff will mentor our low-income, EL, foster, and other at-risk and low-performing students. The mentoring program will help support our EL and low-income students and their parents desire for more academic support at school.

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Action 6: Data Collaborative Period. Provide a collaborative period for the English and Math Department Chairs so that they collect and analyze data to help determine learning loss. Working with their PLC teams, devise and monitor a plan to restore academic levels beyond the pre-pandemic period, especially for our EL, low-income, and foster youth. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard.

Action 7: Professional Learning Community Collaborative Time. Continue to provide PLC time for all of our teachers. PLC teams will collect and analyze data and then devise and monitor plans to restore academic levels beyond the pre-pandemic period, especially for our EL, low-income, and foster youth. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard. In 2019 CAST science results, overall 43.1% met or exceeded the standard while only 37.37% of low income students met or exceeded the standard.

Action 8: Intervention Period. Provide a 30 minute intervention period (4 times/week) for our students in order to target those needing more support and also to provide enrichment in the arts. This action was driven by low-income and EL parents asking for more support for students while at school. The intervention period will provide individual and small group support to increase academic achievement and improve grades.

Action 9: Student Mentoring Program: Initiate and maintain a program where older students mentor and tutor younger students during study skills, study hall, and intervention periods. This program will be facilitated by our new counselor and will support our students SEL and academic needs. The mentoring program will help support our EL and low-income students and their parents desire for more academic support at school.

Action 12: EL Support: Continue ILit program for EL students and provide a period exclusively for EL student support using ILit and EL specific support. The ILit program will help support our EL students and their parents desire for more academic support at school. It should help raise ELA CAASPP scores for these students.

Goal 2: Continue to support the visual and performing arts in order to engage students, expand artistic and academic opportunities, and develop career related skills.

Action 1: Maintain Study Skills and Arts Classes. Maintain the full time teacher hired in a previous year, which will allow us to continue offering study skills and more arts classes. These study skills classes will help our low income, EL, and foster students get extra help and have more time to complete assignments during the school day. It will also allow us to offer more arts classes so that these same students are more engaged with school.

Action 4: Music Teacher. Continue funding of a 0.6 FTE music teacher for additional music classes. Our low income parents identified support for the arts as the top priority for their students. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes.

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Action 5: Musical Instrument Repair, Maintenance, and Purchase. Continue support for our music classes. Our low income parents identified support for the arts as a priority for their students. It provides them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes.

Action 6: California Arts Demonstration Site. MCAA became a California Exemplary Arts Award winner this year (2021) and will be a demonstration site for the region next year. Being an award winner and a demonstration site excites both our students and staff. Approximately $18,500 will be awarded to MCAA for being a demonstration site. The money will be used to train students and staff and to implement our duties as a demonstration site. Our low income parents identified support for the arts as a need for their students. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard.

Action 7: CTE and Career Pathways. MCAA will continue to support the CTE and Career Pathways programs. These courses particularly engage and energize our socio- economically disadvantaged students. Our low income parents identified support for the arts and career education as a priority for their students. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes. In the 2019 CAASPP math scores, students overall were 18.1 points below the standard while low income students were 27.8 points below standard. In 2019 CAASPP ELA scores, overall students were 32.1 above standard but our low income students were only 16.6 above standard.

Action 10: Dance and Martial Arts. MCAA socio-economically disadvantaged parents identified support for the arts as one of their priority areas of need. The arts classes provide them with another reason to come to school, be connected, and builds confidence so they are able to achieve more in their academic classes.

Action 11: Drama and Creative Writing Programs. MCAA socio-economically disadvantaged parents identified support for the arts as one of their priority areas of need. These programs excite these students and give them a reason to come to school, excel, and engage with the school community.

Goal 3: Support students' health and well-being through social/emotional curriculum, personnel, and other actions.

Action 1: Full Time Counselor. A full time, temporary counselor will focus primarily on our low-income, EL, and foster youth students by providing both social-emotional and academic support for these students through direct contact, small group meetings, and referrals to appropriate community agencies. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.

Action 3: SEL Professional Development. Provide professional development specifically to support both our students and staff with good mental health and healthy lifestyle information and practices. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.

Action 4: SEL Support Curriculum. We will participate in a curriculum program that promotes both a healthy mental state and a healthy lifestyle. This new curriculum will be taught in PE, Health, or Study Skills classes. The new counselor will facilitate the program identification implementation. EL and low-income stakeholder responses indicated their students needed more SEL and academic support.

Action 5: Motivational and Culturally Diverse Speakers and Field Trips. By providing our students, specifically our unduplicated students, with motivational and culturally diverse speakers and field trips, we will improve students self-esteem and expand their academic and artistic experiences. This action will help students achieve a higher level of intrinsic motivation towards their education.

Action 6: Provide Support for School Clubs and ASB Activities. Purchase supplies and equipment to support student clubs and student council activities that connect them to the school environment. This will provide a more nurturing and inclusive school community for all of our students but especially our unduplicated students. This activity is meant to primarily increase our unduplicated students participation in school activities and events.

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

42% of our actions in Goal 1 will improve services for our unduplicated students. 25% of our actions in Goal 1 will increase services to our unduplicated students. Both of these percentages exceed the 11.06% required by statute. Most importantly in Goal 1 actions 2, 6 and 7 will provide data to create and monitor academic intervention plans specifically designed for our unduplicated students. Actions 5 and 9 will be new programs that will increase services for our unduplicated students.

In Goal 2, 45% of our actions improve services for our unduplicated students. Most notable, would be our efforts to maintain the number and improve the quality of our arts classes through actions 1, 4, 5, 7, 10 ,and 11. In addition, action 6, becoming a California Arts Demonstration Site will increase our arts and CTE classes and services specifically for our unduplicated students, as indicated in increased college and career readiness.

Finally in Goal 3, 67% of our actions increase services for our unduplicated students. Most importantly our full time counselor, SEL professional development, and SEL support curriculum are services directly requested by the parents of our unduplicated students. Action 5, motivational and culturally diverse speakers and field trips will target our unduplicated students with expected results of improved academic achievement and overall improved school engagement.

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Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

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

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

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

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

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

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

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

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Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

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

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

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- **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.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

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

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

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

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

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

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

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

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

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

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

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

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Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$425,858.00	$178,500.00		$1,508.20	$605,866.20

Totals:	Total Personnel	Total Non-personnel
Totals:	$215,158.00	$390,708.20

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Classroom Supplies and Equipment	$20,000.00				$20,000.00
1	2	English Learners Foster Youth Low Income	Professional Development for Teachers	$30,000.00				$30,000.00
1	3	English Learners Foster Youth Low Income	After School Tutoring	$9,000.00				$9,000.00
1	4	All	Credit Recovery Teacher		$80,000.00			$80,000.00
1	5	English Learners Foster Youth Low Income	Staff Mentoring Program					
1	6	English Learners Foster Youth Low Income	Data Collaborative Period					
1	7	English Learners Foster Youth Low Income	Professional Learning Community Collaborative Time					
1	8	English Learners Foster Youth Low Income	Intervention Period					
1	9	English Learners Foster Youth Low Income	Student Mentoring Program					
1	10	All	Eight Block Schedule					

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	All	One to one student to computer ratio	$11,000.00				$11,000.00
1	12	English Learners	EL Support	$700.00			$1,508.20	$2,208.20
2	1	English Learners Foster Youth Low Income	Maintain Study Skills and Arts Classes	$80,000.00				$80,000.00
2	2	All	Video Editing, Photography and Painting and Drawing Equipment and Supplies.	$20,000.00				$20,000.00
2	3	All	Multipurpose Arts Building	$50,000.00				$50,000.00
2	4	Low Income	Music Teacher	$48,000.00				$48,000.00
2	5	Low Income	Musical Instrument Repair, Maintenance, and Purchase	$4,000.00				$4,000.00
2	6	Low Income	California Exemplary Arts Demonstration Site		$18,500.00			$18,500.00
2	7	Low Income	CTE and Career Pathways	$35,000.00				$35,000.00
2	8	All	Dance Instructor	$73,158.00				$73,158.00
2	9	All	Productions and Events	$15,000.00				$15,000.00
2	10	Low Income	Dance and Martial Arts programs	$5,000.00				$5,000.00
2	11	Low Income	Drama and Creative Writing Programs	$10,000.00				$10,000.00
3 492	1	English Learners Foster Youth Low Income	Full-Time Counselor		$80,000.00			$80,000.00
3	2	All	Bullying Seminars					
3	3	English Learners Foster Youth Low Income	SEL Professional Development	$5,000.00				$5,000.00
3	4	English Learners Foster Youth Low Income	SEL Support Curriculum	$5,000.00				$5,000.00
3	5	English Learners Foster Youth Low Income	Motivational and Culturally Diverse Speakers and Field Trips	$3,000.00				$3,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	English Learners Foster Youth Low Income	Provide Support for School Clubs and ASB Activities	$2,000.00				$2,000.00

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Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$236,700.00	$336,708.20
LEA-wide Total:	$0.00	$0.00
Limited Total:	$700.00	$2,208.20
Schoolwide Total:	$236,000.00	$334,500.00

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Professional Development for Teachers	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MCAA 7-12	$30,000.00	$30,000.00
1	3	After School Tutoring	Schoolwide	English Learners Foster Youth Low Income		$9,000.00	$9,000.00
1	5	Staff Mentoring Program	Schoolwide	English Learners Foster Youth Low Income			
1	6	Data Collaborative Period	Schoolwide	English Learners Foster Youth Low Income			
1	7	Professional Learning Community Collaborative Time	Schoolwide	English Learners Foster Youth Low Income			
1	8	Intervention Period	Schoolwide	English Learners Foster Youth Low Income			
1	9	Student Mentoring Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MCAA 7-12		

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Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	12	EL Support	Limited to Unduplicated Student Group(s)	English Learners		$700.00	$2,208.20
2	1	Maintain Study Skills and Arts Classes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: MCAA 7-12	$80,000.00	$80,000.00
2	4	Music Teacher	Schoolwide	Low Income		$48,000.00	$48,000.00
2	5	Musical Instrument Repair, Maintenance, and Purchase	Schoolwide	Low Income	Specific Schools: MCAA 7-12	$4,000.00	$4,000.00
2	6	California Exemplary Arts Demonstration Site	Schoolwide	Low Income	Specific Schools: MCAA 7-12		$18,500.00
2	7	CTE and Career Pathways	Schoolwide	Low Income	Specific Schools: MCAA 7-12	$35,000.00	$35,000.00
2	10	Dance and Martial Arts programs	Schoolwide	Low Income	Specific Schools: MCAA 7-12	$5,000.00	$5,000.00
2	11	Drama and Creative Writing Programs	Schoolwide	Low Income	Specific Schools: MCAA 7-12	$10,000.00	$10,000.00
3	1	Full-Time Counselor	Schoolwide	English Learners Foster Youth Low Income			$80,000.00
3	3	SEL Professional Development	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	$5,000.00
3	4	SEL Support Curriculum	Schoolwide	English Learners Foster Youth Low Income		$5,000.00	$5,000.00
3	5	Motivational and Culturally Diverse Speakers and Field Trips	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	$3,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	**6**	Provide Support for School Clubs and ASB Activities	Schoolwide	English Learners Foster Youth Low Income		$2,000.00	$2,000.00

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Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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