



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

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

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.

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Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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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 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 saving for 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 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.				Overall and each subgroup is expected to improve by at least 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 232	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	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%				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
	of White students completed A-G requirements.				
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	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Computer to Student Ratio of one-to-one in all academic classes by Replacing outdated and damaged chromebooks.	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.
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

Action #	Title	Description	Total Funds	Contributing
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
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	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

Action #	Title	Description	Total Funds	Contributing
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
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	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	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 238	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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.
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 out rate.
CCI Readiness for Overall and subgroups 239	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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
Williams Facilities Report	Maintain 100% compliance				year to at least \$83,929.
Campus in Good Repair as seen on Facilities Maintenance Records	Campus in good repair				Maintain 100% compliance.
Chronic Absenteeism Rate	1.2% overall; Hispanic 1.3%; White 1.1%				Maintain campus in good repair.
Semester "F" list	10% of students on the fall semester report card of 2020 had at least one "F"				Maintain chronic absentee rate

Actions

Action #	Title	Description	Total Funds	Contributing
1 240	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	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		for the design and construction of a new multipurpose facility, while working with the district to come up with a realistic plan.		
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
6 241	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-	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
8	Dance Instructor	Maintain certificated dance instructor. This allows our students to receive fine arts credit for college entrance requirements.	\$73,158.00	No
9 242	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	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	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 244	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.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
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 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 245	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

Action #	Title	Description	Total Funds	Contributing
2	Bullying Seminars	Our student leadership students will continue to provide anti-bullying and healthy lifestyle seminars for our middle school students.		No
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	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.

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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
10.97%	373,423

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 increase 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.

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.

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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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

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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					

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	All	Eight Block Schedule					
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	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

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	5	English Learners Foster Youth Low Income	Motivational and Culturally Diverse Speakers and Field Trips	\$3,000.00				\$3,000.00
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

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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

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		

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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Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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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 2021–22.	Enter information in this box when completing the LCAP for 2021–22.

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:

Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

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

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

Expenditure Tables

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

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

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

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

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

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

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

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2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Marysville Charter Academy for the Arts
CDS Code:	58-72736-5830138
LEA Contact Information:	Name: Tim Malone Position: Principal Phone: 5307496156
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$3,778,078
LCFF Supplemental & Concentration Grants	\$373,423
All Other State Funds	\$277,327
All Local Funds	\$14,000
All federal funds	\$101,648
Total Projected Revenue	\$4,171,053

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$4,026,098
Total Budgeted Expenditures in the LCAP	\$605,866
Total Budgeted Expenditures for High Needs Students in the LCAP	\$335,200
Expenditures not in the LCAP	\$3,420,232

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$709,810
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$399,710

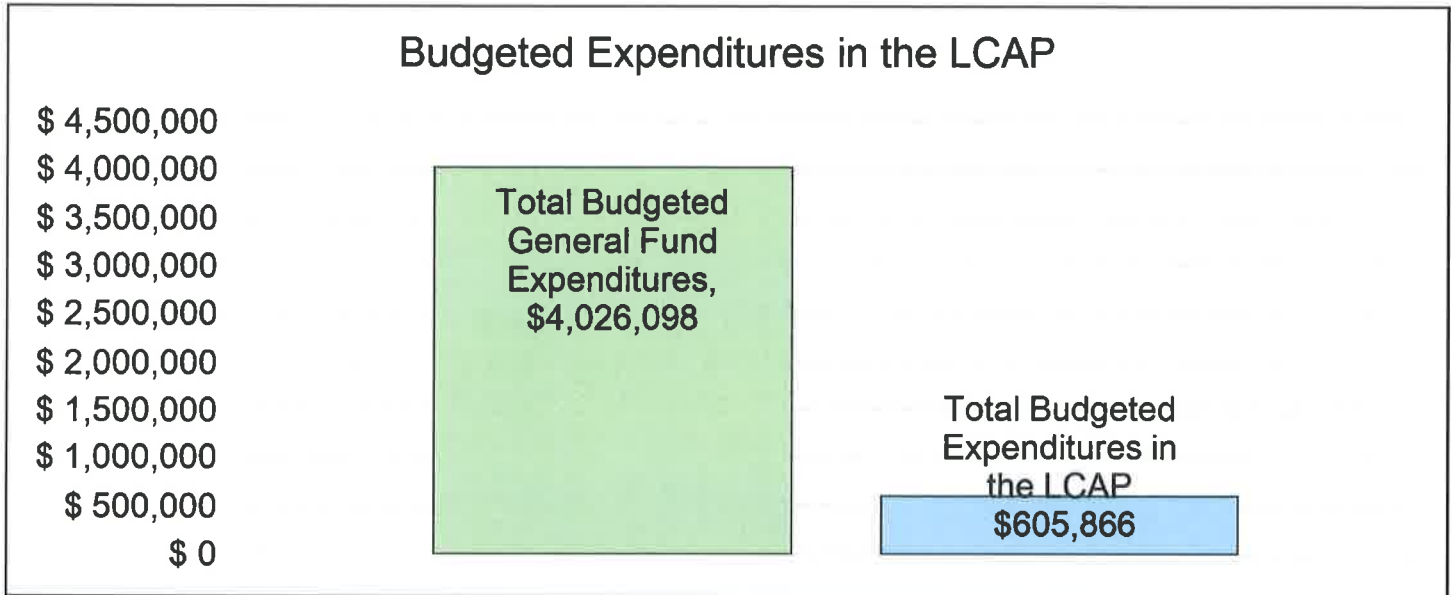
Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$-38,223
2020-21 Difference in Budgeted and Actual Expenditures	\$-310,100

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP). 273	The Learning Continuity Plan includes CARES Act funds from Corona Relief Fund (CRF) and State General Fund. Therefore, the General Fund Budget Expenditures not included in the Learning Continuity Plan are all other General Fund costs. These costs pertain to primary staffing of certificated and classified employees, standard curriculum, facilities, and maintenance-related costs. Other goal-related expenditures that were planned during the 2019-20 LCAP and were not planned to be eliminated are also not included. The plan includes the backfilled dollars and related expenditures.

The amount budgeted to increase or improve services for high needs students in the 2021-22 LCAP is less than the projected revenue of LCFF supplemental and concentration grants for 2021-22. Provide a brief description of the additional actions the LEA is taking to meet its requirement to improve services for high needs students.	The amount budgeted to increase or improve services for high needs students in the 2020-21 Learning Continuity Plan is less than the projected revenue of LCFF supplemental and concentration grants for 2020-21, but complies with the 13.79% proportionality requirement to improve services to unduplicated students. MCAA continues to honor the 2019-20 LCAP to meet its requirement to improve services for high needs students. This year, due to COVID, the need to support our unduplicated students becomes greater, as home-based learning becomes more difficult when factors of poverty, trauma, or lack of home English language communication skills are factored in. While we did not choose to label all of our expenditures as contributing, because they were occurring site or district-wide, they are still directed at the improved services of these students.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The shutdown of schools due to COVID in 2019-20 resulted in less actual expenditures than the total budgeted expenditures for planned actions and services to increase or improve services for high needs students. The difference impacted the actions and services towards students by MJUSD and other districts in similar ways, primarily related to less additional staffing costs general costs directed towards facilities-based education. The variance between actual expenditures and budgeted expenditures is assigned to transportation services, curricular programs, and additional in-person support service costs.

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Marysville Charter Academy for the Arts plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Marysville Charter Academy for the Arts plans to spend \$4,026,098 for the 2021-22 school year. Of that amount, \$605,866 is tied to actions/services in the LCAP and \$3,420,232 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The Learning Continuity Plan includes CARES Act funds from Corona Relief Fund (CRF) and State General Fund. Therefore, the General Fund Budget Expenditures not included in the Learning Continuity Plan are all other General Fund costs. These costs pertain to primary staffing of certificated and classified employees, standard curriculum, facilities, and maintenance-related costs. Other goal-related expenditures that were planned during the 2019-20 LCAP and were not planned to be eliminated are also not included. The plan includes the backfilled dollars and related expenditures.

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

In 2021-22, Marysville Charter Academy for the Arts is projecting it will receive \$373,423 based on the enrollment of foster youth, English learner, and low-income students. Marysville Charter Academy for the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Marysville Charter Academy for the Arts plans to spend \$335,200 towards meeting this requirement, as described in the LCAP.

The amount budgeted to increase or improve services for high needs students in the 2020-21 Learning Continuity Plan is less than the projected revenue of LCFF supplemental and concentration grants for 2020-21, but complies with the 13.79% proportionality requirement to improve services to unduplicated students. MCAA continues to honor the 2019-20 LCAP to meet its requirement to improve services for high needs students. This year, due to COVID, the need to support our unduplicated students becomes greater, as home-based learning becomes more difficult when factors of poverty, trauma, or lack of home

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Marysville Charter Academy for the Arts

CDS Code: 58-72736-5830138

School Year: 2021-22

LEA contact information:

Tim Malone

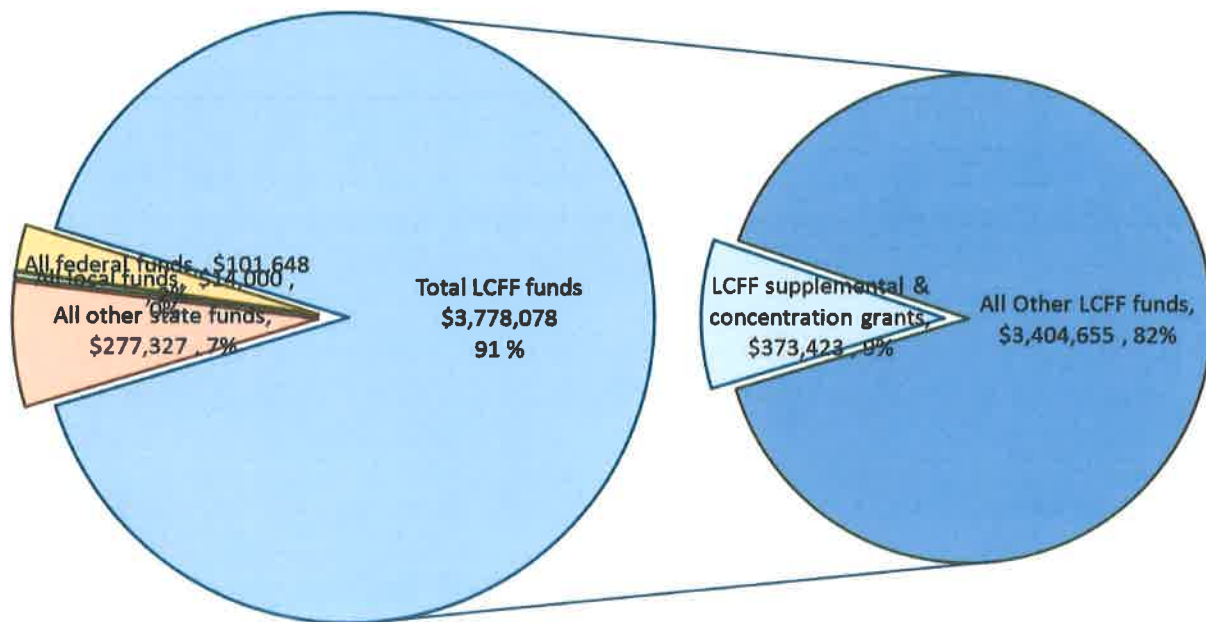
Principal

5307496156

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



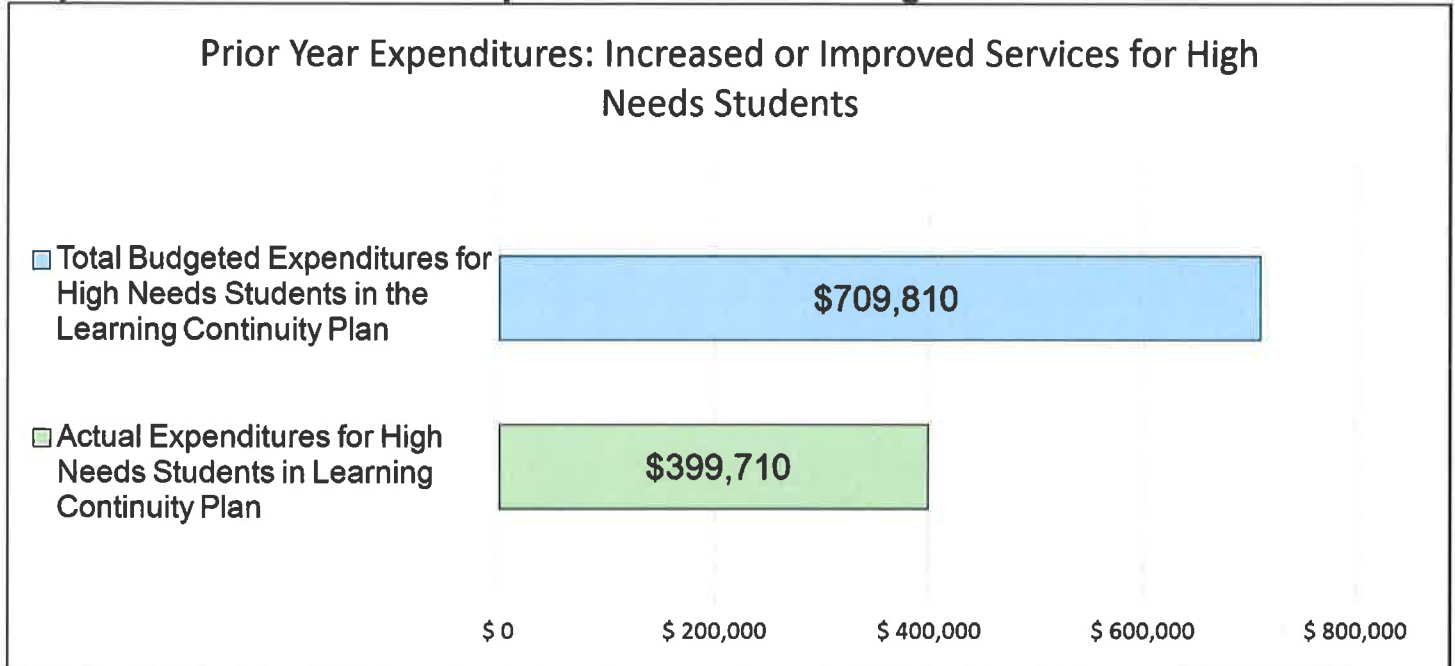
This chart shows the total general purpose revenue Marysville Charter Academy for the Arts expects to receive in the coming year from all sources.

The total revenue projected for Marysville Charter Academy for the Arts is \$4,171,053, of which \$3,778,078 is Local Control Funding Formula (LCFF), \$277,327 is other state funds, \$14,000 is local funds, and \$101,648 is federal funds. Of the \$3,778,078 in LCFF Funds, \$373,423 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

English language communication skills are factored in. While we did not choose to label all of our expenditures as contributing, because they were occurring site or district-wide, they are still directed at the improved services of these students.

LCFF Budget Overview for Parents

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



This chart compares what Marysville Charter Academy for the Arts budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Marysville Charter Academy for the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Marysville Charter Academy for the Arts's Learning Continuity Plan budgeted \$709,810 for planned actions to increase or improve services for high needs students. Marysville Charter Academy for the Arts actually spent \$399,710 for actions to increase or improve services for high needs students in 2020-21.

The shutdown of schools due to COVID in 2019-20 resulted in less actual expenditures than the total budgeted expenditures for planned actions and services to increase or improve services for high needs students. The difference impacted the actions and services towards students by MJUSD and other districts in similar ways, primarily related to less additional staffing costs general costs directed towards facilities-based education. The variance between actual expenditures and budgeted expenditures is assigned to transportation services, curricular programs, and additional in-person support service costs.