

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Museum School of Success

CDS Code: 37 68338 6113211

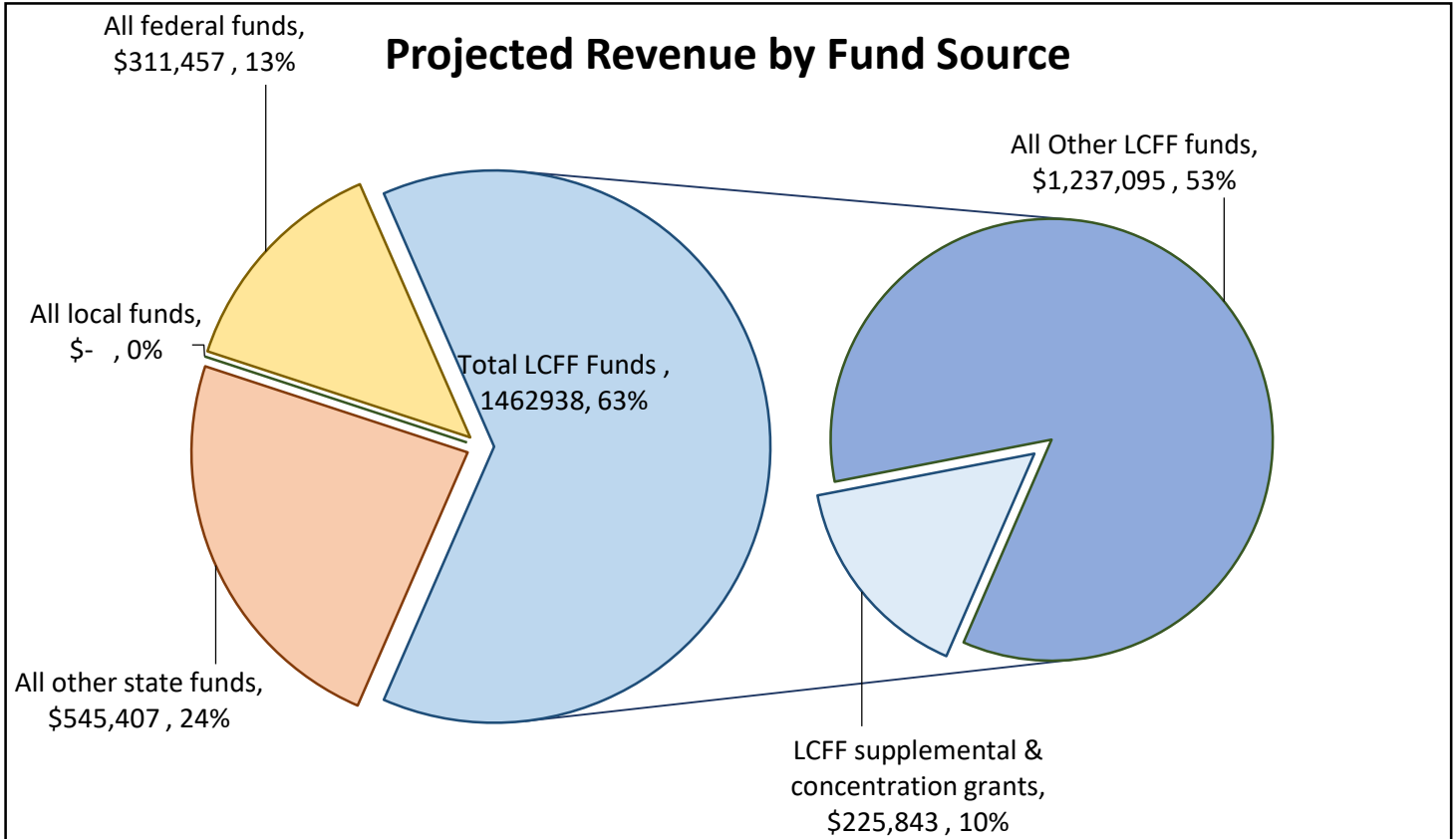
School Year: 2021 – 22

LEA contact information: Norma SandovalPrincipal(619) 629-0770nsandoval@mcgillschoolofsuccess.org

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

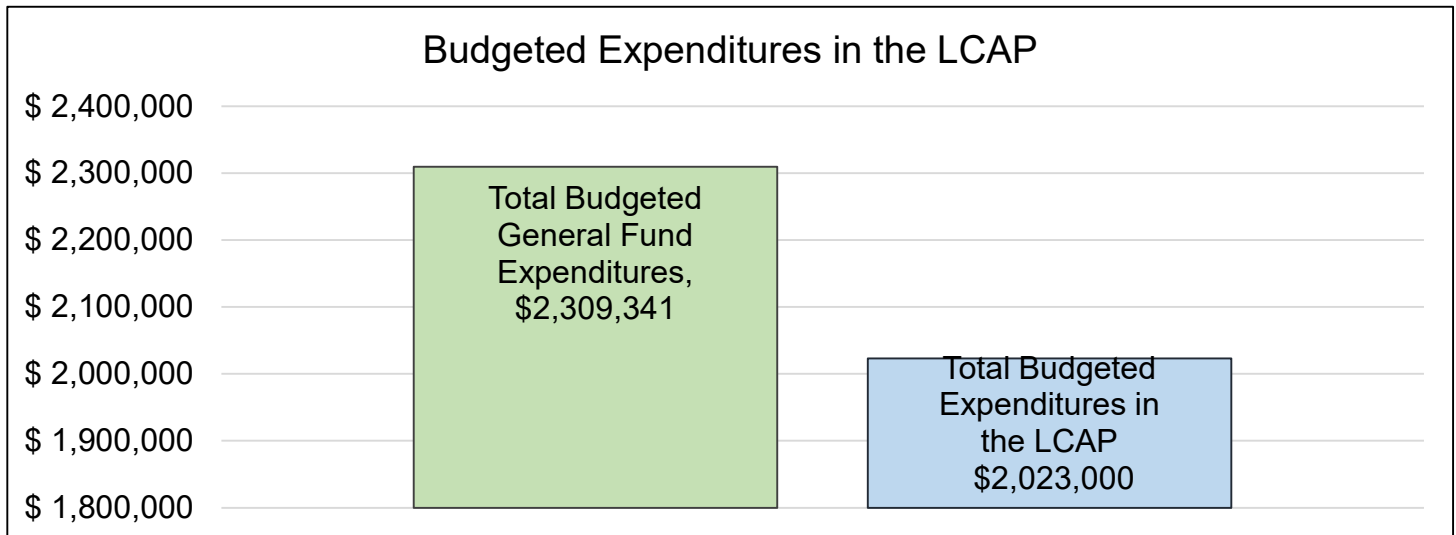


This chart shows the total general purpose revenue Museum School of Success expects to receive in the coming year from all sources.

The total revenue projected for Museum School of Success is \$2,319,802.00, of which \$1,462,938.00 is Local Control Funding Formula (LCFF), \$545,407.00 is other state funds, \$0.00 is local funds, and \$311,457.00 is federal funds. Of the \$1,462,938.00 in LCFF Funds, \$225,843.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Museum School of Success plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Museum School of Success plans to spend \$2,309,341.00 for the 2021 – 22 school year. Of that amount, \$2,023,000.00 is tied to actions/services in the LCAP and \$286,341.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

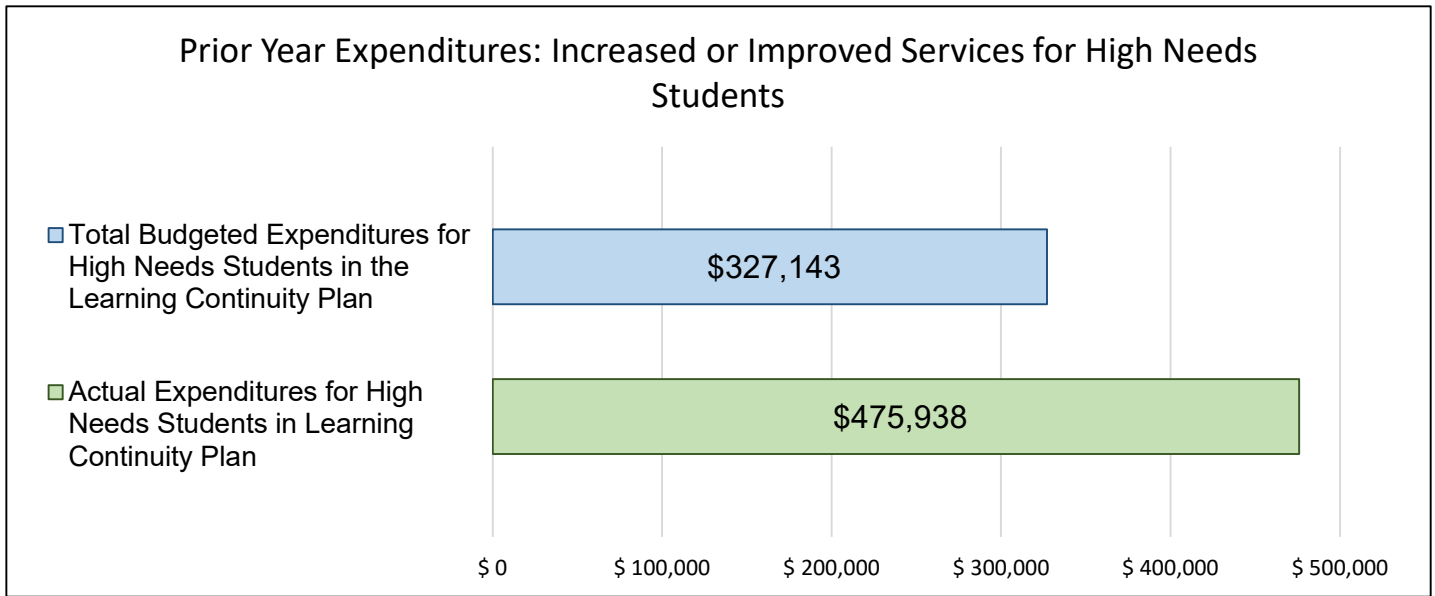
Included in the General Fund Expenditures but not included in the LCAP include, but are not limited to the following costs associated with the school's operational costs: Auxiliary and Administrative Staff Members Lease Costs District Oversight Fees Non-Instructional Consultants Staff Benefits

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

In 2021 – 22, Museum School of Success is projecting it will receive \$225,843.00 based on the enrollment of foster youth, English learner, and low-income students. Museum School of Success must describe how it intends to increase or improve services for high needs students in the LCAP. Museum School of Success plans to spend \$238,000.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Museum School of Success 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 Museum School of Success 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, Museum School of Success's Learning Continuity Plan budgeted \$327,143.00 for planned actions to increase or improve services for high needs students. Museum School of Success actually spent \$475,938.00 for actions to increase or improve services for high needs students in 2020 – 21.

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
McGill School of Success Charter	Norma Sandoval Principal/CEO	nsandoval@mcgillschoolofsuccess.org 619 629-0770

Plan Summary [2021-22]

General Information

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

McGill School of Success is a TK-5th grade San Diego Unified School District-approved charter school located at 3025 Fir Street, San Diego, CA, 92102.

Originally begun as the San Diego Innovative Preschool Project, Inc. (SDIPP) for preschoolers, McGill School of Success is a public school created by Christ United Presbyterian Church parishioners, under the leadership of Reverend George Walker Smith and community leaders. The purpose was to improve and contribute to the achievement of all students, with particular emphasis in inner-city, diverse and low-income children. The mission of McGill School of Success is to provide children with an equitable, nurturing, and effective learning environment that promote the development of 21st century skills: critical thinking, effective communication, creativity and collaboration, with a multicultural perspective and core values essential for academic and lifetime success.

In our official title, Chancellor William McGill School of Success was established in 1996 in the Golden Hill/South Park Community of San Diego. It is named in honor of UCSD Chancellor William McGill, one of the founding board members. McGill is a direct-funded, and one of the oldest California charter schools as #0095. We serve TK-5th grades with a board of directors comprised of parents and community leaders.

In the 2020-2021 school year we had 152 students enrolled and 7 fully-certificated classroom teachers, and one full-time Special Education Resource Teacher.

McGill is a Title I funded site with the following demographics:

47% English Learners 84% Free and Reduced 0% foster youth
19% Special Education services 2.6% homeless/transitional home

Ethnic Background:

88% Hispanic/Latino 8% African American
1% White .06% Asian (1 student) 2% reported two or more race categories

McGill employs 6 fully credentialed classroom teachers who implement a California State Common Core aligned curriculum in a school environment that is safe and nurturing. The English Language Arts adoption is Benchmark curriculum. As part of the college and career readiness, McGill integrates the following: music, art, cultural-responsive curriculum, dance PE, and Spanish Enrichment in order to gain a global perspective and appreciation of diversity. As a restorative practices site, we believe in teaching our children behavior modification and our Saturday Academy in lieu of suspension, and parent satisfaction are testaments of our commitment. We develop students' resilience and inner-leadership. Thanks to the After School Education and Safety State Grant and the 21st Century Federal Grants, we offer a free extended day program, which supports families with learning before school, after school, and six weeks during school breaks. This year, the Loss of Learning Grant also allows us to extend learning via summer school in the month of July 2021. Students will work on academic skills in reading, writing, and math as well as be enriched in the musical production Madagascar via theatre class. We believe in providing a curriculum that is whole-child based.

What defines McGill over other schools is our unique McGill family touch. McGill develops caring personal relationships with our families, which research proves is a KEY component in student success. We all know our students by name and our families trust us. McGill School of Success is committed to communicating with and engaging parents as partners in their child's education. Parents are provided with numerous opportunities to become involved including: Board of Directors and governance committees, ELAC, fundraising, assisting in the classroom, school-wide events, Family Fridays, feedback surveys, Local Control Accountability Plan questionnaire. In addition to Back to School Night and Open House, McGill provides parent-teacher conferences at every Trimester, with particular emphasis on struggling students. Our site keeps families informed and engaged through our monthly Parent Newsletter in English and Spanish, Coffee with the Principal, Parent Curriculum Nights, and teachers communicate via DoJo, texts, or emails. McGill is truly a small school with a BIG heart!

Reflections: Successes

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

The California Assessment of Student Performance and Progress (CASPP) test was not given to students in the 2019-2020 school year due to the COVID19 pandemic.

The 2020 data reported was only demographic: 155 students 83.9% low-income, 40% English Learners, and 0% Foster Youth

The 2019 data reported demographics and performance: 161 students, 81.4% low-income, 55.9% English Learners, and 0% Foster Youth.

While a small school, we have a high percentile of low-income students. The data shows a drop in English Learners from 2019 to 2020 because there were several students who were reclassified as English proficient and moved out of the category of "English Learners" as counted by the Dashboard.

In looking at the in-house data gathered via Renaissance STAR, McGill has noticed an upward trend in student performance in both English Language Arts and math. There have been many interventions put in place during the 2020-2021 school year (counselor, family liaison, in-person small group supports, an instructional aide per classroom, reading intervention teacher). We anxiously wait to participate in this year's CAASPP to determine whether the interventions put in place are truly support student learning as our internal data shows.

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 analyzing the state dashboard data in English and math, many stakeholders considered hiring a math coach to address the concern of the low math performance. The hope is to obtain the immediate and crucial improvement in performance as has been done for English Language Arts.

A reading intervention teacher was hired in November 2020 with the Loss of Learning funds to support our struggling readers. We have already begun to see the positive results on our internal Renaissance STAR data from this intervention and hope that the supports placed this year will help McGill improve the 2021 Dashboard indicator.

We also noticed how the suspension of one student has a direct and negative impact on the dashboard given that McGill has had a history of 0 annual suspensions. Suspending one entails a 100% change in suspensions, but it also impacts other areas that may be demographically related to the student - whether that student is an English Learner, foster, or low-income. One student impacted our achievement from one year to the next. This raises the importance of helping that ONE student extra more and thereby, helping to promote alternatives to suspension even when the parent prefers suspension.

In analyzing the data for our renewal, we also discovered that we have NOT had a special education student test proficient at McGill. This was a major concern that led us to take action to correct. Based on site-data Renaissance STAR, we anticipate an increase of students with special needs testing proficient.

The data also raised the importance of having the stability of an administrator. When there is a revolving door of principals, reporting the accuracy of dashboard data and compliance may be overlooked. This would then weight heavily on McGill. We may have met the indicator, but with no administrator reporting it, McGill's data will be erroneously reported. Having a stable administrator at McGill is essential to report accurate data and secure our renewal.

LCAP Highlights

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

LCAP Highlights

State Priority 1: Basic Services

100% of McGill's teachers are properly credentialed. We also have a music, reading intervention teacher, and two full-time substitutes supporting our Loss of Learning program. We have an instructional aide in each class (4 bilingual) to support teachers in meeting the needs of Title I students. Upon the reopening of school, McGill staff has been able to utilize the Promethean interactive boards (arrived Feb 2020) to increase instruction and engage student learners. Our 1:1 technology made it possible for our 84% Title I students to have a learning device at home and qualify for low-cost internet. Families who were unable to pay for online service were provided reimbursements for internet service via the 21st Century Equity Grant. To ensure McGill was meeting the needs of all families, McGill hired a bilingual counselor and bilingual family liaison to reach out to the families with resources and supports.

State Priority 2: Implementation of State Standards

Standards - California State Common Core and English Language Development Standards are taught through Benchmark Advanced curriculum, Expressions/Go Math curriculum, Designated and Integrated English Language Development.

Professional Development - Given challenges of COVID, professional development was focused on supporting teachers use and awareness of technology tools to make distance learning engaging. Technology applications (CUE Conference) Universal Design for Learning Model, and a 10hr series of workshops (April 5-9th) provided staff skills to work on COVID19 safety protocols, the Promethean Board, online applications, mental health, and hybrid instruction. The focus of our professional development work has been on data analysis to inform instruction and sound strategies that support all learners at their points of need. Multiple formative and summative assessments were incorporated, including: Renaissance STAR Reading & math, Writing Prompts, and practice CAASPP tests.

State Priority 3: Parent Engagement

In spite of COVID19 school closures, McGill engaged families in various ways including: the daily morning school assembly, Family Fridays, monthly newsletter, parent surveys (family needs, school reopening, LCFF), online parent conferences, online parent training (Project Inspire), online Coffee with the Principal and socially-distancing events (Muffins with Mom, Donuts with Dad, and our Summerfest). McGill has continued integrating a culturally-imbedded curriculum celebrating Heritage Months as a way to expose students to diverse global perspectives and cultural responsiveness to prepare our students to be global 21st Century citizens. For the coming 2021-2022 school year, and with California's anticipated June 15th full reopening, we hope to return to our cultural heritage family events including: Latino Heritage Night, Dia de los Muertos/Halloween Dance, Winter Showcase, Black History Celebration, Women's Museum, Arab American Museum Walk, Asian Pacific Islander Celebration and year-round cultural events to enrich children with proficiency 21st Century global citizenship.

State Priority 4: Pupil Achievement

To ensure McGill students did not suffer the impact of distance learning, McGill continued online instruction from the date our school closed in March 2020. Instructional aides continued supporting teachers by providing students tutoring and/or small-group instruction of classroom instruction. McGill's Extended Day program (ASES & 21st Century) provided on-site support for students of working families and/or with focused needs (English Learners, Special education, struggling learners, truant, and with socio-emotional needs. Recognizing that reading is essential for core academic development, McGill hired a reading intervention teacher, whom has helped our most vulnerable students stay the path to proficiency. Having a large portion of our families in Data was collected across grades and analyzed to determine next steps in closing the achievement gap of students.

State Priority 5: Pupil Engagement

McGill's motto is "A little school with a BIG heart!" This year, we worked to develop school-wide unified systems to build relationships and student leadership. Among the new steps taken include our daily welcome/pledge each morning led by students, monthly AttendANCE lunch party celebrating perfect attendance, our ice cream social to reward math proficiency, Spirit Weeks, Saturday Academy learning and suspension-prevention opportunities, Student-led assemblies, and three Student Attendance Review Team Family Meetings. In addition, McGill integrated a full-time music instructor (certificated) to teach TK-5 music classes.

State Priority 6: School Climate

As a small school, McGill has been able to maintain its motto of being "A little school with a big heart." This year, McGill was able to do this thanks to The Leader in Me and the hiring of personnel to support the socio-emotional needs of our families.

McGill adopted The Leader in Me as its socioemotional and leadership-building program. Children's perception of themselves is slowly improving with more confidence and reflection over their learning. In spite of the school closures, McGill connected to our families and students daily via our daily morning assembly that reviewed the habit of the week, and heritage focus for the month. Just over 87% of our families are Latino. The majority are first-generation and Spanish speaking. We also have over 84% of our students qualify for Free and Reduced Meals. To support our families, McGill hired a Spanish-speaking counselor and family liaison to support our student/family socio-emotional needs. The positive impact has been such that our students and families both have advocated to keep our counselor & family liaison for the coming year. Restorative practices and alternatives to suspension (detention, home room time-out, community service, Saturday Academy, restorative circles, etc.) were integrated to address student behavior issues that had gone unaddressed. Integrated incentives including: AttenDANCE, STAR Awards, Math Experts Ice Cream Party, culturally-responsive curriculum, school-wide language focused on Leadership, Spring Break and Summer school program.

State Priority 7: Course Access

Continued Designated English Language Development via online support. Online programs, including Renaissance STAR, RazKids (TK-2), Reading Plus (3-5), MobyMax (TK-2) LeverEd (3-5), and Aleks (3-5) were purchased to help students practice their skills and reach proficiency at their level. We purchased The Learning Patio to support both our Spanish Enrichment K class, as well as our struggling English speakers who need basic reading skills. Music courses were expanded to include drum, keyboarding, and guitar. Given the large percent of our students who speak Spanish, McGill 2nd-5th grade students will again participate in Renaissance Spanish literacy and the California Spanish Assessment to determine Spanish proficiency. We would like to continue issuing Pathway Seals of Biliteracy to honor student's home language.

State Priority 8: Other Student Outcomes

Trimester 2 (March 2021) Renaissance STAR literacy data has current proficiencies in Reading: 44% in Kinder, 29% in 1st, 16% in 2nd grade, 42% in 3rd Grade, 58% in 4th Grade, and 40% in 5th Grade. The increase in 3rd-5th is believed to be from the support our reading intervention teacher provided those grade levels. Math continues to be a challenge in some grades: 44% in Kinder, 29% in 1st, 33% in 2nd grade, 34% in 3rd Grade, 46% in 4th Grade, and 50% in 5th Grade.

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.

McGill has not been identified for Comprehensive Support and Improvement.

Support for Identified Schools

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

McGill has not been identified for Comprehensive Support and Improvement.

Monitoring and Evaluating Effectiveness

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

McGill has not been identified for Comprehensive Support and Improvement.

Stakeholder Engagement

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

McGill took the following steps to gather stakeholder engagement for LCAP:

School Site Council/English Learner Meeting May 4, 2021 and June 8, 2021
Staff Meeting May 5, 2021 and June 8, 2021; email reminder for all staff June 14, 2021 to provide any additional feedback
Academic & Excellence Board Committee May 5, 2021
Parent Survey (paper & online) May 7, 2021
Leader in Me Student Ambassador weekly meeting May 7 & May 14, 2021
Student Survey June 15, 2021
Coffee with the Principal May 18, 2021 and June 10, 2021
Board Meeting (Public Hearing) May 20, 2021
Board Meeting (LCAP Adoption) June 17, 2021

A summary of the feedback provided by specific stakeholder groups.

Leader in Me Academics Action Team April 28, 2021: Keep all current systems of support, add writing training, math online curriculum access, and a math coach

School Site Council/English Learner Meeting May 4, 2021: Keep instructional aides, counselor, family liaison, and training for parents

Staff Meeting May 5, 2021: Keep current supports (Leader in Me, instructional aides, reading intervention teacher, counselor, family liaison, and flexible RTI schedule), to the extent possible, keep teachers in their current grades (to fossilize expertise in grade level), get a math coach, provide writing PD starting in 2021-2022)

Academic & Excellence Board Committee May 5, 2021: Add a writers workshop class in the Extended Day Program with guest writers

Parent Survey (paper & online) May 7, 2021: Counselor, instructional aides, tutoring, and more student programs

Leader in Me Student Ambassador weekly meeting May 7 & May 14, 2021: Keep instructional aides, counselor, Dance PE, Leader in Me. Add: gaming class, gardening

Coffee with the Principal May 18, 2021: Parents requested the bilingual program be continued. McGill

Board Meeting (Public Hearing) May 20, 2021: LCAP Draft was shared with Board. No additional input was given by public.

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

Goal 1 (Basic Services): Keep current personnel (all groups). Add math coach (Staff, Academics Action Team)

Goal 2 (Common Core): Add TK-5 writing program (Academics Action Team, Staff, Academics & Excellence Board Committee), access to online math curriculum (Academics Action Team, Staff), Next Generation Science Standards via Project Lead the Way for 4th/5th grade only (Staff Meeting)

Goal 3 (Parent Engagement): Keep Family Liaison & home visits (Academics Action Team, SSC/ELAC, and Staff Meeting). Expand Parent workshops - possibly a Saturday on-site Parent Symposium (SSC/ELAC)

Goal 4 (Student Achievement): Continue with Reading Intervention Teacher and hire math coach (Academics Action Team, SSC/ELAC, and Staff Meeting)

Goal 5 (Student Engagement): Continue with Leader in Me, and counselor/parent liaison home visits to address truancies (Staff Meeting)

Goals and Actions

Goal

Goal #	Description
1	Highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good condition.

An explanation of why the LEA has developed this goal.

In accordance to State Priority 1 (Basic Services) and AB 1505, McGill must provide fully credentialed teachers to support Common Core instruction. McGill students must have access to curriculum materials and supplies, and be in a safe and secure learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers will be appropriately credentialed and assigned. Students have access to Common Core aligned ELA, Math, science & writing Curriculum. Ensure facilities are in good repair Student access to technology – student to Computer ratio: 1:1	100% of teachers are appropriately credentialed and assigned. Students have access to Common Core aligned ELA & Math Curriculum. Facilities are in good condition. Student access to technology is at a ratio of: 1:1, but we are running out of fully functional laptops.				100% of teachers will be appropriately credentialed and assigned. Students have access to Common Core aligned ELA & Math Curriculum, as well as to Next Generation Science Standards and a TK-5th grade solid writing program. Ensure facilities are in good repair Student access to technology – student to Computer ratio: 1:1

Actions

Action #	Title	Description	Total Funds	Contributing
1	Credentialed Teachers	McGill will hire six fully credentialed TK-5th grade teachers for core instruction	\$500,000.00	No
2	Certificated (Support)	Reading Intervention Teacher	\$45,000.00	Yes
3	Certificated (Support)	Music Teacher	\$50,000.00	No
4	Certificated (Support)	Substitute Teachers (2)	\$60,000.00	No
5	Facilities	Lease with Christ United Presbyterian Church	\$170,000.00	No
6	Access to Common Core materials	Benchmark Advanced, Expressions, Math, Writing program materials	\$16,000.00	No
7	Classified Staff	An instructional aide per classroom (four of which are full-time and support the extended day program with tutoring intervention).	\$320,000.00	Yes
8	Employee Benefits	Medical, Dental, Vision, Life Insurance	\$305,000.00	No
9	Technology	Replenish 60 laptops	\$15,000.00	No
10	Certificated (Support)	Math Coach	\$65,000.00	Yes
11	Administration	Principal/CEO/Admin Designee Hours	\$155,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Professional Development: Provide Professional Development on CCSS & research-based strategies that support the school's educational program

An explanation of why the LEA has developed this goal.

State Priority 2 (Implementation of State Common Core Standards)
State Priority 4 (Student Achievement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
100% of teachers receive professional development on Writing Standards 4th/5th grade Science teacher trained as master teacher on NGSS via Project Lead the Way. Will continue annual growth targets (for enrolled ELL's) to advance at least 1 Proficiency level on ELPAC per year	Teachers received one-day development on Writing program 4 years ago with no follow-up. No current NGSS science program McGill has begun to measure annual growth targets (for enrolled ELL's) to advance at least 1 Proficiency level on ELPAC per year				A fully implemented TK-5th Writing Program A fully implemented NGSS science program ELs advancing one proficiency level each year via continuous monitoring

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Writing Program & Next Generation Science Standards	\$10,000.00	No
2	EL Support Personnel	EL Coordinator & instructional Aides to assess students with ELPAC and monitor their progress	\$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.

Goals and Actions

Goal

Goal #	Description
3	Parent Engagement

An explanation of why the LEA has developed this goal.

State Priority 3 (Parent Engagement)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
At least XXX% of parent respondents will be satisfied with the school's program as measured in the annual parent survey. Host monthly Coffee with the Principal meetings to increase parent engagement & participation. Parent input in decision-making will take place in School Site Council and ELAC meetings.	Annual parent survey will be given in June 2021 Coffee with the Principal meetings held online for half the year only. School Site Council and ELAC meetings not held monthly due to COVID19 school closures.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement Personnel	Retain Family Liaison	\$9,000.00	No
2	Parent Training	Project Inspire or MiniCABE (CABE), Leader in Me (parent workshops), Parent Symposium/workshops, other Parent Conferences/conferences	\$7,000.00	Yes
3	Parent Engagement	Parent Meetings, engagement events, etc.	\$1,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Student Achievement

An explanation of why the LEA has developed this goal.

State Priority 4 (Student Achievement)
State Priority 7 (Course of Study)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric/Indicator 1. ELA- All students will be proficient to at least 50% in Renaissance literacy and 3rd-5th graders will reach 35% proficiency in CAASPP 2. Math- All students will be proficient to at least 50% in Renaissance math and 3rd-5th graders will reach 30% proficiency in CAASPP 3. 10% of ELs will be redesignated per year 4. Implement PLTW to help 5th grade	1. Renaissance STAR Reading proficiency in averages 40%. CAASPP (3rd-5th) averaged 29% in 2018-2019 (No test in 2019-2020) 2. Renaissance STAR Math proficiency averages 39%. CAASPP (3rd-5th) averaged 20% 3. Due to CAASPP due to COVID, no students were redesignated 4. No science curriculum at McGill				1. ELA- All students will be proficient to at least 60% in Renaissance literacy and 3rd-5th graders will reach 45% proficiency in CAASPP 2. Math- All students will be proficient to at least 50% in Renaissance math and 3rd-5th graders will reach 35% proficiency in CAASPP 3. ELs will be redesignated by 4th grade 4. NGSS will be taught via PLTW

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students pass the Science test with an increase of 10% from the 2018-2019 school year					schoolwide to improve 5th gr science scores by 20% from the 2021-2022 baseline.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Assessments	Assess student learning via Renaissance STAR, CAASPP, ELPAC	\$4,000.00	No
2	Extended Learning Opportunities	Tutoring, Chinese/Spanish, Music, Chess, Ballet, Dance PE, Theatre	\$30,000.00	No
3	EL Supports	English Learner Tutoring	\$10,000.00	Yes
4	Supports for Students with Disabilities	Response to Intervention Strategies, Tutoring for SpEd, Services with Providers	\$131,000.00	No
5	Kinder Readiness	One-week of School-Readiness for incoming Ks	\$9,000.00	No
6	Summer School	Daily academic support in reading, writing, and math during the month of July	\$25,000.00	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.

Goals and Actions

Goal

Goal #	Description
5	Student Engagement & School Climate

An explanation of why the LEA has developed this goal.

State Priority 1 (Basic Services) as measured by local assessments for K-2 and CAASPP for 4th & 5th
 State Priority 5 (Student Engagement) as measured by attendance
 State Priority 6 (School Climate) as measured by suspension rate and annual climate survey

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric/Indicator 1. Decrease Chronic Absenteeism rates by .05% annually. 2. Maintain expulsion rates below 1% 3. Maintain ADA at 95% 4. Maintain suspension rates below 2% 5. 65% of student respondents will identify that the school provides a safe learning environment as measured in the annual student survey 6. Students will be able to explain and	Metric/Indicator 1. Current Chronic Absenteeism 6% 2. NO expulsions 3. ADA at 91% 4. No suspensions 5. Student survey will be given late May 2021 6. Students learning about 7 Habits of The Leader in Me 7. Due to COVID, no AttenDANCES have been held in the 2021-2022 school year				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>live by 7 Habits of The Leader in me</p> <p>7. AttenDANCEs will be held each month to promote positive attendance.</p> <p>McGill School of Success serves TK-5, therefore the following measurable outcomes do NOT apply: Drop-out rate or High School Graduation</p>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance Personnel	Office Staff, counselor, family liaison to make calls, conduct visits, follow up with SART contracts, etc.		
2	Student incentives	AttenDANCEs, assemblies, certificates, etc. to promote positive reinforcement for positive attendance	\$1,000.00	No
3	Summer Enrichment	Children's musical theater production.	\$5,000.00	No
4	Pupil Services: Counseling & Mental Health Support	Counselor	\$70,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
19.84%	

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.

With over 84% of our students who turned in a Free and Reduced Meal program application qualifying as Title I, school-wide curricula and interventions were selected with the needs of low-income and English learner students in mind. Keeping in mind the high population of Spanish-speaking families, McGill took special note to hire, to the extent possible, new personnel who spoke Spanish and could support families directly.

Note: McGill currently has no foster youth. Should we have any enroll, we would prioritize them for counseling and tutoring support as we currently do for our low-income, English learners, Special Education, and struggling learners.

Goal 1: Basic Services All teachers have EL Certification to provide Designated and Integrated ELD. Staff has also received trained in trauma informed practices and The Leader in Me to support low-income students build resilience to trauma via leadership and empowerment. Also, with 127 of our 152 students being unduplicated, McGill has the majority of its students who benefit from the actions being implemented school-wide. We are expanding the services to include our bilingual reading intervention teacher, a new Math Coach and extended hours for our bilingual counselor and bilingual parent liaison to support student/family needs.

Goal 2: Common Core Instruction includes Benchmark Advanced, which has been recognized as a complete English Language Arts program that meets ELD and provide scaffolded instruction for struggling learners. Seeing the success of LeverEd in supporting the math results of our most vulnerable target groups (SpEd, English Learners, low-income) McGill will be expanding LeverEd (online Math Common Core program) to K-5th. We are also going to expand the implementation of Next Generation Science Standards in 4th/5th.

Goal 3: Parent Engagement McGill's principal, front office staff, counselor, and family liaison are all Spanish speaking and trained to work with families impacted by the trauma of poverty. Our on-site parent workshops in May/June 2021 prompt a need for continued support for families as a result of COVID; particularly for low-income and English Learner families.

Goal 4: Student Achievement - our bilingual reading specialist and resource teacher were hired to serve students who struggle academically and require special education services.

When we broke the demographics of our RTI level 3 students, we discovered many struggling readers were ELs, low-income, with attendance issues, and in Special Education. This led us to hire a bilingual reading intervention teacher to address the gaps of achievement posed by these unduplicated students. We are also hiring a math coach to support our target students for the 2021-2022 school year.

Goal 5: Student Engagement/Climate - Understanding the importance of building a whole-child with exposure to the arts, language, and leadership, McGill is committed to creating a positive school environment that engages all students to learn via various modalities. Starting in July 2021, McGill is offering a summer theatre camp for the first time thanks to a partnership with Teatro San Diego.

Due to our high percentile of Title 1 students, McGill will again be receiving the state ASES Grant, as well as the federal 21st Century grants to support academic intervention and enrichment programs during our after school program. With school reopening, we intend to revitalize and expand the course offerings, clubs, learning, and excursion opportunities for our leaders. Also, due to the success of our hourly counselor and family liaison and the demand from student and family stakeholder group meetings requesting it, we are renewing their contracts to continue supporting student & family needs, including home visits for truant students. Admin & counselor will expand staff's capacity to support Restorative Practices K-5 which will continue to foster a positive school culture aligned with leadership.

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

Reading Specialist, math coach, School Counselor & Family liaison, bilingual personnel, increased instructional aides for classroom support.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,460,000.00	\$344,000.00	\$9,000.00	\$210,000.00	\$2,023,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,600,000.00	\$423,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Credentialed Teachers	\$500,000.00				\$500,000.00
1	2	English Learners Foster Youth Low Income	Certificated (Support)		\$45,000.00			\$45,000.00
1	3	All	Certificated (Support)		\$25,000.00		\$25,000.00	\$50,000.00
1	4	All	Certificated (Support)	\$30,000.00	\$30,000.00			\$60,000.00
1	5	All	Facilities	\$170,000.00				\$170,000.00
1	6	All	Access to Common Core materials	\$12,000.00	\$4,000.00			\$16,000.00
1	7	English Learners Foster Youth Low Income	Classified Staff	\$200,000.00	\$60,000.00		\$60,000.00	\$320,000.00
1	8	All	Employee Benefits	\$300,000.00			\$5,000.00	\$305,000.00
1	9	All	Technology		\$15,000.00			\$15,000.00
1	10	English Learners Foster Youth Low Income	Certificated (Support)		\$40,000.00		\$25,000.00	\$65,000.00
1	11	All	Administration	\$140,000.00	\$15,000.00			\$155,000.00
2	1	All	Professional Development	\$6,000.00			\$4,000.00	\$10,000.00
2	2	English Learners	EL Support Personnel				\$10,000.00	\$10,000.00
3	1	All	Parent Engagement Personnel	\$9,000.00				\$9,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	2	English Learners Foster Youth Low Income	Parent Training	\$7,000.00				\$7,000.00
3	3	All	Parent Engagement				\$1,000.00	\$1,000.00
4	1	All ELPAC:ELs; CAASPP:3rd-5th	Assessments				\$4,000.00	\$4,000.00
4	2	All	Extended Learning Opportunities				\$30,000.00	\$30,000.00
4	3	English Learners	EL Supports	\$4,000.00			\$6,000.00	\$10,000.00
4	4	Students with Disabilities Students on IEP, or Referred to SST	Supports for Students with Disabilities	\$31,000.00	\$90,000.00		\$10,000.00	\$131,000.00
4	5	Kinder students	Kinder Readiness			\$9,000.00		\$9,000.00
4	6	English Learners Foster Youth Low Income	Summer School		\$20,000.00		\$5,000.00	\$25,000.00
5	1		Attendance Personnel					
5	2	All	Student incentives	\$1,000.00				\$1,000.00
5	3	All	Summer Enrichment				\$5,000.00	\$5,000.00
5	4	All	Pupil Services: Counseling & Mental Health Support	\$50,000.00			\$20,000.00	\$70,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$211,000.00	\$482,000.00
LEA-wide Total:	\$0.00	\$0.00
Limited Total:	\$204,000.00	\$475,000.00
Schoolwide Total:	\$7,000.00	\$7,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Certificated (Support)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McGill		\$45,000.00
1	7	Classified Staff	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McGill	\$200,000.00	\$320,000.00
1	10	Certificated (Support)	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			\$65,000.00
2	2	EL Support Personnel	Limited to Unduplicated Student Group(s)	English Learners			\$10,000.00
3	2	Parent Training	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McGill	\$7,000.00	\$7,000.00
4	2	Extended Learning Opportunities			Specific Schools: McGill K-5		\$30,000.00
4	3	EL Supports	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: McGill K-5	\$4,000.00	\$10,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	6	Summer School	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: McGill School of Success		\$25,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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