



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 Miller Creek School District is a high performing K-8 district whose mission is to promote academic excellence, nurture learning as a lifelong process, and to support all students as they become an informed, productive, contributing member of society. The Miller Creek School District, located approximately fifteen miles north of San Francisco, serves the northern San Rafael community of Terra Linda, Marinwood, Lucas Valley, and a portion of Contempo Marin. It was founded in 1864, making it one of the oldest school districts in Marin County. Miller Creek School District includes three elementary schools serving kindergarten through 5th grades: Lucas Valley School, Vallecito School, and Mary E. Silveira School, and Miller Creek Middle School which serves students in grades sixth through eighth. District

enrollment is approximately 1,818. Miller Creek School District is within the San Rafael High School District and most Miller Creek graduates attend Terra Linda High School.

Students in the Miller Creek School District receive a broad academic foundation, develop an appreciation of the arts, and will cultivate an appreciation of individual and cultural differences. Rigorous coursework is rooted in the Common Core State Standards (CCSS) and includes several well-rounded programs including instrumental music, performing and fine arts, physical education, leadership, wellness, and garden. The average per-pupil sending is approximately \$12,680. The Miller Creek school district employees 231 dedicated personnel who are collaborative and passionate of which 113 serve as classified employees and 118 as certificated employees. The staff is dedicated to the education of all students, value on-going professional growth, and work to foster a love of community and learning.

School Enrollment

Miller Creek Middle School Enrollment: 677

Lucas Valley Elementary School Enrollment: 320

Vallecito Elementary School Enrollment: 381

Mary E. Silveira Elementary School Enrollment: 425 (Includes Virtual Academy Enrollment for 2020-21)

The Miller Creek School District believes diversity is an asset, values every student, and is committed to building communities where students thrive. Miller Creek School District serves the following groups of students:

Ethnicity / Race

African American: 1.2%

American Indian: 0.2%

Asian: 10.4%

Filipino: 1.7%

Hispanic: 20.7%

White: 58.7%

Two or More Races: 6.1%

Language Fluency

English Learners: 11%

Socioeconomic Status

Socioeconomically Disadvantaged: 14.9%

Programs

Students with Disabilities: 12.2%

Homeless: 2.1%
Foster Youth: 0.4%

Miller Creek School District has strong support from its families and broader community. The Can Do! Educational Foundation contributes funds that support K-8 student wellness, K-5 physical education, K-5 art education, music education, technology, student leadership, and more. Thriving Home and School Clubs work to fundraise and coordinate community events. A community voted Parcel Tax was passed in 2018 and generates funds that support school libraries, robust elective classes at the middle school, counseling, health services, and more.

Miller Creek School district worked to navigate the COVID-19 pandemic which impacted every system within the organization. Students engaged in remote instruction starting in March 2020. On October 5th the initial phase to return students to in-person instruction commenced. By January 2021 all students, except those electing to enroll in a virtual academy, returned to a hybrid model of instruction and by May 10th all hybrid students in grades kindergarten through eighth returned for an extended day of instruction.

Reflections: Successes

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

The 2020-21 school year has proved to be challenging. The Miller Creek staff, leading with students in mind, found creative ways to navigate the COVID-19 pandemic. Miller Creek implemented three learning models and worked tirelessly in each model to optimize student learning while supporting their social and emotional needs.

Prior to the pandemic we were celebrating the strong academic achievement of students. According to the 2019 California School Dashboard, the Miller Creek School District maintained very high performance in the area of English Language Arts, with all four schools either maintaining high performance or increasing performance school-wide. Students that identify as asian, white, and English learning maintained performance; students identified as belonging to two or more races, socioeconomically disadvantaged, and hispanic increased performance; and students identified as homeless or those with disabilities increased their performance in English Language Arts significantly.

According to the 2019 California School Dashboard, the Miller Creek School District maintained high performance in the area of mathematics, with Vallecito Elementary and Mary E. Silveira Elementary increasing performance from the previous year. Students identified as belonging to two or more races, student with disabilities, and homeless students increased their performance in mathematics.

Local Star data indicates that as of May 2021, 78.5% of second through eighth graders are at/above the benchmark in reading and that 80.6% of third through eighth graders are at/above the benchmark in math. We look forward to the 2021-22 next school year, welcoming all students back to a full day of in-person instruction and supporting all students in meeting benchmark.

According to a DELAC family survey, 100% of families indicated that they either felt neutral or agreed that despite COVID restrictions their child's school felt welcoming. No family reported that they felt unwelcome.

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.

According to the 2019 California School Dashboard, although districtwide performance remained high, the overall performance of students identified as English learning and Hispanic declined in the area of Mathematics. For the 2021-22 school year, the Miller Creek School District will offer professional development in the area of mathematics and will introduce an elementary intervention program. Actions to support improvement in math achievement can be found in Goal 2, Actions 2 and 10.

According to the 2019 California School Dashboard significant reduction in suspension is needed with the District maintaining medium performance on the dashboard and with students identified as foster youth, students with disabilities, African American, socioeconomically disadvantaged, and students belonging to two or more races having an increase in suspensions from the previous year. Students identified as English learning and hispanic experienced a decline in suspensions. The District has engaged in professional development to support staff in strengthening use of restorative practices and is working to raise equity consciousness of staff, students, and parents, so that we examine biases and eliminate inequitable practices through partnerships with Racework and Facing History. These partnerships will continue into the 2021-22 school year. Actions to support the decrease in suspensions can be found in Goal 3, Actions 2,3,7,14,15,16, and 18.

According to the 2019 California School Dashboard significant improvement with chronic absenteeism is needed. The following student groups had either increased or significantly increased chronic absenteeism: two or more races, socioeconomically disadvantaged, students with disabilities, foster youth, homeless, hispanic, white, and English learners. Chronic absenteeism is defined as missing more than 10% of school days for any reason. Attendance tracking and reporting proved to be difficult for the 2020-21 school year given the varied models of instruction utilized throughout the pandemic. For the 2021-22 school year, student attendance will be carefully monitored, communication with parents will increase, and the District's response to chronic absenteeism will be improved through new School Attendance Team procedures. Actions to support the decrease in chronic absenteeism can be found in Goal 3, Action 17.

LCAP Highlights

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

Miller Creek School District LCAP has three broad goals: Goal 1: To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students; Goal 2: To increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English learners, students receiving special education, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of supports; Goal 3: To

increase connectedness for students through social emotional learning, campus inclusion, and wellness. The actions and services wherein work to provide a robust, comprehensive experience for all students while committing resources to serve the most vulnerable.

The Miller Creek School District LCAP supports the State's priorities, local Board goals, interests of stakeholder groups, and responds to student needs based on data.

The LCAP works to highlight and secure resources for exciting curricular initiatives such as becoming a Writer's Workshop district, the adoption of a new History Social Science curriculum for grades six through eight, and the adoption of new science curriculum for grades kindergarten through fifth. Additionally, this year's LCAP reflects an expansion of Miller Creek's Multi-Tiered Systems of Supports (MTSS) by increasing mental health services and strengthening intervention services. The District will continue to partner with Bay Area Community Resources (BACR) to provide direct counseling services to students. The District will increase wellness support with the addition of a full-time elementary counselor who will work to strengthen and align the student wellness program at the elementary schools using a comprehension Social Emotional Learning Framework. The Wellness Program at the middle school will expand to include a Wellness Center, a welcoming and safe place for all students. Miller Creek Middle School will offer students in seventh and eighth grade a robust sexual health and suicide prevention curriculum as part of their social emotional learning program. Miller Creek School District has invested in additional suicide prevention software tools to help keep students safe by constantly filtering web searches for unsafe behavior.

All students will continue to have access to meaningful core instruction with access to a broad course of study that includes the arts, physical education, social emotional learning, and music. Miller Creek School District is expanding its Multi-Tiered Systems of Support on the academic side by investing in researched based elementary intervention programs for language arts and mathematics and by significantly increasing the human resources needed to implement the programs including credentialed intervention teachers and classified personnel. At the middle school level we have expanded services for English learners, offering a designated English Language Development section for novice speakers and have expanded the use of software applications to support literacy intervention.

Our Multi-Tiered System of Support is also expanding to include increased support for foster youth. This position will support foster youth by managing transitions into the district, improving communication and partnership with foster agencies, and by providing increased personalization for each youth.

The Middle School elective offerings, which already include technology, performing and fine arts, world languages, and music have expanded to include Leadership and applied science/engineering.

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

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

The Miller Creek School District strategic planning process worked to align Board goals, the state's priorities, stakeholder input, and needs of students based on data. The District created and implemented a Stakeholder Engagement plan that engaged stakeholders using a variety of tools and communication structures including survey, committees, and focus groups.

Engagement Tool: Survey

A variety of surveys were administered January through May that engaged staff and families. The surveys gathered information on a variety of topics including mental health needs, experiences with diversity and inclusion, instructional technology needs, English Language Development program needs, and academic intervention services. Aggregate data from the surveys were reviewed by various stakeholder teams who identified key findings and brainstormed possible actions and services.

January 2021- Family Survey

January 2021- Certificated and Classified Staff Survey

January 2021- Middle School Student Survey

March 2021- Families of Language Learners (via DELAC)

March 2021- Certificated Staff on English Learner programs and services

May 2021- Family Equity & Inclusion Survey

May 2021- California Health Kids Survey (Students in grades 5 & 7)

Engagement Structure: LCAP Advisory Council (LAC)

The District convened an LCAP Advisory Council (LAC) comprised of parents, staff, union leadership, site administrators, and district administrators to increase understanding of Miller Creek School District's budget including the sources of revenue, an expenditure overview, and consideration of fiscal challenges as well as an introduction to student demographics. The LAC provided input on the development of the LCAP goals, actions and services and corresponding fiscal resources. Direct parent input was also brought in through Home and School Clubs, School Site Councils, and the District's Coordinating Council which is comprised of community members, parent leaders, site administrators, and Board trustees.

Engagement Structure: District English Learner Advisory Council (DELAC)

The District English Learner Advisory Council (DELAC) comprised of parents of English learners, teachers, site administrators, and district administrators provided input on the LCAP through creation and review of a family and teacher survey engaging stakeholders in feedback specific to programs and services related to English Learning students.

Engagement Structure: Staff Input Sessions

The District utilized existing leadership structures including Miller Creek Middle School's Site Leadership Team and Elementary Curriculum Council to engage certificated stakeholders in reviewing survey data and the corresponding actions and services that emerged. The Elementary Curriculum Council reviewed teacher survey data and identified key findings. Based on the needs related to the key findings, the Curriculum Council suggested possible actions and services to support the needs. Drafted actions and services were shared with the Curriculum Council and feedback was gathered. Similarly, emerging actions and services in support of needs identified at the middle school were shared with the middle school's Site Leadership team and feedback was gathered.

Engagement Structure: Community Forum

The District hosted an LCAP Community Forum open to all families and staff, including labor partners. Participants were able to join Zoom breakout rooms by topic of choice and provide feedback on emerging actions and services.

Engagement Structure: Equity Working Group

The Equity Working Group, comprised of parents, teachers, site administrators, and district administrators, was asked to review emerging actions and services and provide feedback using questions that were derived from the District's Equity Tool: 1) Who will be affected by the service/action listed? 2) What considerations do we need to be mindful of when implementing this action/service?

Engagement Structure: Administrative Leadership Team

The District's Administrative Leadership Team reviewed community input gathered at the LCAP Community Forum and by the Equity Working Group and identified key findings and implications for the LCAP. The Administrative Leadership Team was a conduit for site based stakeholder engagement and input including Site Leadership Teams and School Site Councils.

Special Education Leadership Team

Miller Creek School District established a Special Education Leadership Team and stakeholder group to gather feedback specific to special education services when writing the CCEIS plan. These teams included administrators, representatives from the SELPA, regular education teachers, and special education teachers. Parent focus groups comprised of parents of students who have identified disabilities were convened to gather input related to special education programs and services.

Trustees reviewed progress on the LCAP development at regularly scheduled Board meetings including drafts of the broad goals and emerging actions and services.

A summary of the feedback provided by specific stakeholder groups.

LCAP Advisory Council (LAC)

The LAC prioritized the hiring of appropriately credentialed teachers and retain qualified staff. They also noted a desire to offer a well-rounded education that included garden, music, and appropriate social and emotional support.

District English Learner Advisory Council (DELAC)

The DELAC reviewed survey data and noted a desire to host districtwide multilingual family gatherings, provide an increase in translation services, provide students with increased homework support, and support families understanding the school-based systems that support language development.

Staff Input Session

The K-5 Curriculum Council identified two key findings from reviewing results of staff survey: an increased need for mental health support for all students, but specifically foster youth, and academic intervention. K-5 Curriculum Council also identified having outdated science and social studies curriculum. The Middle School SLT identified a need for increased academic intervention including English Language Development support and mental health services.

Community Forum

Input from the Community Forum captured a desire for parent education specifically supporting anti-racist schools and understanding the impacts of technology use on young people. Participants expressed wanting increased transparency on ways in which students access both academic and mental health interventions and services, data supporting intervention success, and increased mental health services to support a comprehensive approach to Social Emotional Learning.

Equity Working Group

The Equity Working Group wanted to prioritize the hiring of diverse staff, strengthening methods of communication with multilingual families, providing anti-racist training to students and staff, and provide 1:1 technology for students so that students have access to technology tools at home.

Administrative Leadership Team

The District's Administrative Leadership Team reviewed community input gathered at the LCAP Community Forum, the Equity Working Group, School Site Councils, School Leadership Teams, and Home and School Clubs. The administrative team identified a need for improved translation services, the hiring of diverse staff, improved intervention systems, increased mental health support, broadening electives at the middle school to include leadership and social justice and to define a comprehensive Multi-Tiered System of Support (MTSS).

CCEIS Plan Teams & Focus Groups

Actions in the CCEIS plan include staff equity training and strengthen early academic intervention services in the area of reading.

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

The following actions and services are included in the LCAP and reflect the priorities of the stakeholder group:

LCAP Advisory Council (LAC): broad course of study, increase in mental health support

District English Learner Advisory Council (DELAC): increased translation support, bilingual front office staff, after school tutorials at every school site, increased mental health support, parent education

Staff Input Session: increased mental health support K-8, increased support for foster youth, increased personnel to provide academic intervention support K-8, curricular adoptions for K-5 science, curricular adoption for K-8 history social science, 6-8 academic workshop, 6-8 ELD section

Community Forum: parent education on technology and anti-racist schools, increased mental health support and plan to develop comprehensive social emotional learning curriculum, targeted academic interventions

Equity Working Group: included an explicit action of hiring diverse staff, anti-racist training for students and staff, provide 1:1 technology for students in grades 4-8

Administrative Leadership Team: improved translation services and bilingual front office staff, explicit action to hire diverse staff, improved and increased academic interventions, additional middle school electives (leadership and applied science), increased mental health support, working to define and implement a comprehensive Multi-Tiered System of Support for academic and social / emotional needs

Goals and Actions

Goal

Goal #	Description
1	To build the necessary infrastructure that supports access to programs for all students, especially our most vulnerable students.

An explanation of why the LEA has developed this goal.

This goal was developed to reflect the fundamental needs of a school system including facilities, staffing, and standards aligned curriculum.

This goal supports the following state priorities:

- 1- Basic services including appropriately assigned and fully credentialed teachers, sufficient access to standards-aligned materials, and school facilities in good repair.
- 2- Implementation of State Standards
- 7- Access to a broad course of study

This goal supports the following Miller Creek School District Board goals:

- 2- Rigorous student learning.
- 3- Attract, retain, and support an outstanding diverse staff.
- 4- Sustain fiscal solvency and essential infrastructure.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT)	Positive Facilities Inspection Results				Positive Facilities Inspection Results
Credential Monitoring Report	100% Appropriately Credentialed Teachers				100% Appropriately Credentialed Teachers
Multi-Year Curricular Plan (internal)	No multi-year plan				3 Year Multi-Year Plan updated annually that guarantees

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					access to standards align curriculum
Master Schedule	Broad Courses of Study				All students have access to broad courses of study
Williams Report	All students have access to standards aligned materials				All students have access to standards aligned materials
School Attendance Review Card	Reflects adequate staffing, facilities, and learning materials				Produce a public facing tool that reflects adequate staffing, facilities, and learning materials
Standards Aligned Report Card					All K-5 students have access to standards aligned instruction

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated Staffing	Hire and retain diverse, highly qualified certificated staff, including special education staff. Staff salaries and benefits.	\$11,292,247.00	No
2	Classified Staffing	Hire and retain highly qualified classified staff to support clerical, and business operations. Staff salaries and benefits.	\$1,440,171.00	No
3	Instructional Classified Support	Hire and retain highly qualified paraprofessionals to support the needs of regular and special education, including EL students, foster youth, and students requiring academic intervention.	\$1,511,881.00	No

Action #	Title	Description	Total Funds	Contributing
4	Expanding Basic Course of Study	Offer a broad course of study including PE, music, visual & fine arts, technology, world language. Provide music education programs.	\$2,032,175.00	No
5	Library Services	Provide library services for all students.	\$324,669.00	No
6	107- Technology Hardware	Maintain district technology infrastructure and hardware.	\$396,608.00	No
7	108- Technology Software	Support technology software and web-based curricular platforms.	\$35,500.00	No
8	109- Teacher Support	Continue the Beginning Teacher Induction program to support teachers new to the profession.	\$13,000.00	
9	110- Home to School Transportation	Provide home to school transportation services, including for students identified as foster/homeless youth.	\$392,776.00	No
10	111- Facilities	Maintain and update facilities. Provide adequate maintenance and custodial staff. Safety equipment.	\$1,552,930.00	No
11	112- Testing Coordination	Coordinate testing services including ELPAC, CAASPP, and Healthy Kids Survey.	\$20,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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	To increase academic achievement in mathematics and English language arts for all students with a focus on narrowing the achievement gap for English learners, students receiving special education, Hispanic/Latinx, and socioeconomically disadvantaged through best-practices in personalized learning and a multi-tiered system of supports.

An explanation of why the LEA has developed this goal.

This goal was developed to reflect a principle responsibility of schools which is to provide equitable access to rigorous academic programming, including utilizing systems of support when necessary, and to ensure appropriate progress monitoring and achievement for all students.

This goal supports the following state priorities:

4- Pupil Achievement

This goal supports the following Miller Creek School District Board goals:

2- Rigorous student learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	2019 Student Performance for All Students met the blue or very high performance level; English Learners maintained the orange performance level; socioeconomically disadvantaged students increased to the yellow preference level; students with				All students remain in the very high performance band and for all student groups to experience an increase.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	disabilities increased significantly to the yellow performance level; Hispanic students increased and are in the yellow performance band.				
CAASPP Math	2019 Student Performance for All Students met the green or high performance level; English Learners declined significantly and are in the orange performance level; socioeconomically disadvantaged students maintained in the orange preference level; students with disabilities increased significantly to the yellow performance level; Hispanic students declined and are in the orange performance band.				All students move to the very high performance band and for all student groups to experience an increase.
RFEP Rates / Student English Language Acquisition Results	2019 46.4% of EL students progressed at least one ELPI level				75% of English Learners progress at least one ELPI level.
Star Math	80.6% of students who took Star Math are at/above benchmark.				Increased achievement in all student groups, accelerating students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					who are below benchmark.
Star Reading	78.5% of students who took Star Reading are at/above benchmark.				Increased achievement in all student groups, accelerating students who are below benchmark.
Benchmark Reading Assessments	Winter, Grade 1 66.7% meeting benchmark, Grade 2 83.% meeting benchmark				Increased achievement in all student groups, accelerating students who are below benchmark.
ELPAC	Summative ELPAC Administered Spring 2021				ELPAC results will provide reliable annual progress in reading, writing, listening, and speaking.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	Provide ongoing professional development for credentialed and classified staff on curriculum adoptions and initiatives as defined in the Curricular Multi Year Plan	\$50,000.00	No
2	Instructional Coach	Provide a district instructional coach to support professional development, curricular adoptions and initiatives.	\$122,834.00	No

Action #	Title	Description	Total Funds	Contributing
3	Standards Aligned Curriculum	Provide curricular resources, including new curricular adoptions that are aligned with the California standards and are culturally responsive, as defined in the Curricular Multi Year Plan.	\$242,000.00	No
4	Assessment	Provide materials and release time to administer standards based assessments as defined in the Multi Year Curricular Plan.	\$23,000.00	No
5	Certificated Intervention Teacher	Provide a credentialed intervention teacher at each elementary school, FTE determined by student need, and including EL students, to provide literacy intervention, math intervention, and to facilitate implementation of academic Multi Tiered Systems of Support.	\$346,640.00	Yes
6	EL Services	<p>Provide designated services to support multilingual students including:</p> <p>Designated English Language Development section at Miller Creek Middle School.</p> <p>Imagine Language and Literacy for K-6 EL students.</p> <p>Literacy intervention, if needed, according to benchmark assessments.</p> <p>Lexia Power up as a middle school intervention tool.</p> <p>Case management and data tracking of ELs by an instructional assistant that is part of the Intervention Team.</p>	\$32,241.00	Yes
7	6-8 Academic Support	Designated Academic Workshop Class for 6-8 Students	\$14,453.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	6-8 Math Acceleration	Provide equitable acceleration opportunity in mathematics by offering concurrent enrollment in Math 7 and Math 8.	\$39,500.00	Yes
9	Reading Intervention	Implement reading intervention, including for English Learners, for students in grades K-8 using researched based tools such as Leveled Literacy Intervention, Sonday, and Lexia.	\$65,866.00	Yes
10	Math Intervention	Implement math intervention, including for English Learners, using researched based tools.	\$50,000.00	Yes
11	Extended School Year Program	Provide an Extended School Year program for eligible students that have a disability.	\$64,599.00	No
12	Afterschool Tutorial	Provide a tutorial homework club at each school site, funding determined by student need, to support struggling students, low-income pupils, English language learners, and foster/homeless youth.	\$60,000.00	Yes
13	Academic Summer Program	Provide a targeted summer K-5 intervention program for English Learners and students not meeting benchmark.	\$40,000.00	Yes
14	Data Matters	Provide a data dashboard to easily monitor student progress over time.	\$2,500.00	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
3	To increase connectedness for students through social emotional learning, campus inclusion, and wellness.

An explanation of why the LEA has developed this goal.

This goal was developed to highlight the social and emotional needs of students and to illustrate the various ways that schools support those needs.

This goal supports the following state priorities:

- 3- Parent Involvement
- 5- Pupil Engagement
- 6- School Climate
- 7- Course Study

This goal supports the following Miller Creek School District Board goals:

- 1- Strengthen Student Connectedness
- 5- Cultivate Community Engagement to Advance and Enrich Student Learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Administer California Health Kids Survey	Current administration under way				Obtain current and relevant social emotional data to support meeting the needs of students.
Attendance Data	2019 6.8% Chronic Absenteeism Rate				Decrease rate of chronic absenteeism in all student groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspension Rates	2019 2.0% Suspension Rate				Decrease rate of suspension in all student groups.
Expulsion Rates	Maintain 0% expulsion rate				Maintain 0% Expulsion Rate
Administer Local Surveys	Administered parent, staff, and student surveys, including DELAC program survey and equity inclusion survey.				Obtain current and relevant data to support meeting the needs of students.
Middle School Drop Out Rate	0% Middle School Drop Out Rate				Maintain 0% Student Drop Out Rate

Actions

Action #	Title	Description	Total Funds	Contributing
1	Mental Health	Provide a viable and guaranteed counseling program at all schools, increasing mental health support K-8.	\$659,132.00	No
2	Multi-Tiered System of Support (MTSS)	Implement an integrated MTSS framework that provides positive behavioral supports, mental health supports, and academic intervention to students. Costs associated with this action are in staffing costs associated with certificated staff, intervention teachers, district coach, and counseling program.		No
3	6-8 Wellness Center	Establish a Wellness Center at Miller Creek Middle School.	\$61,000.00	No

Action #	Title	Description	Total Funds	Contributing
4	Health Staff	Provide health staff at each school site, including one district nurse and three health specialists.	\$251,838.00	No
5	Sexual Health Education	Deliver Sexual Health Education to students in grades 7-8 that aligns with California's Healthy Youth Act	\$7,000.00	No
6	Suicide Prevention	Implement a suicide prevention curriculum and adopt a tool that provides alerts in response to web searches.	\$16,000.00	No
7	Restorative Practices	Strengthen use of Restorative Practices including alternatives to suspension and talking circles, to reduce student suspensions. Provide professional development to administrative staff.	\$2,000.00	No
8	Communication	Utilize communication systems that are easy to access and have translation features include School Loop and School Messenger. Explore the use of Parent Square to streamline and increase access to communication.	\$9,000.00	No
9	Parent/Family Education	Provide parent/family education responsive to family needs including but not limited to keeping students safe with technology and creating anti-racist schools.	\$2,000.00	No
10	Local Partnerships	Collaborate with Home and School Clubs and CanDo! To provide excellent programs and clubs to increase connectedness.	\$30,000.00	No

Action #	Title	Description	Total Funds	Contributing
11	Lunchtime Activities	Provide lunch-time activities and clubs in increase student connectedness and belonging.	\$24,000.00	No
12	Bilingual Office Support	Provide bilingual front office staff at every school site.		Yes
13	Translation	Provide translation services at parent events and student meetings.	\$10,000.00	Yes
14	Anti-Racist Training	Provide anti-racist education to staff, students, and parents to promote student leadership, use of culturally responsive pedagogy, and belonging.	\$21,000.00	No
15	6-8 Social Emotional Learning	Provide classroom-based lessons on drug/alcohol/nicotine education, suicide awareness and prevention, conflict resolution and self regulation in grades 6-8.	\$2,000.00	No
16	K-5 Social Emotional Learning	Provide classroom-based lessons on self regulation, mindfulness, and conflict regulation in grades K-5.	\$3,000.00	No
17	School Attendance Review Team	Raise awareness of effects of chronic absenteeism and truancy with staff, students, and families and identify and intervene when students display chronic absenteeism. Establish School Attendance Review	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Teams (SART) at each school to monitor student attendance and provide student and family supports. Provide attendance incentives.		
18	Foster Youth Support	Hire personnel to provide designated foster youth support including transitional support, academic support, and to provide improved communication between schools and other systems of support.	\$42,610.00	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.

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
3.94%	\$683,785

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.

The Miller Creek School District, in consultation with stakeholders, worked to identify actions and services that will increase or improve services for unduplicated students. School and community connectedness are critical elements in the achievement of English Learning students, foster youth, and low income. The District has worked to increase access to the website by moving to a site that is easy to navigate, mobile friendly, and translates into several languages. This wide action, along with providing Spanish/English bilingual front office support staff, will benefit students beyond those identified in the unduplicated counts, but serves multilingual students and their families in an improved way by creating additional access to information and personnel.

Academic and mental health intervention services is a wide action that will principally serve English learners, foster youth, and low-income youth by providing a Multi-Tiered System of Support. When an unduplicated student needs additional academic instruction beyond the Tier 1 classroom instruction, comprehensive systems of support are available. Academic intervention and counseling services are principally directed towards, and are effective in, meeting the District's goals for its unduplicated students in that progress of these students will be carefully monitored by staff, using standard aligned assessments, and access to the needed services will be prioritized. Academic services and counseling support will be offered during the school day to increase access as well as opportunities to extend the school day.

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

During fiscal year 2021-22 Miller Creek School District will receive approximately \$683,785 supplemental funding based on the number counts/percentage of unduplicated pupils. These funds will be specifically dedicated and principally directed toward students who are

learning English, students who are from economically disadvantaged circumstances, and foster youth. CAASPP and local assessment data have revealed an achievement gap between these subgroups and overall students. This gap has been persistent and more intensive intervention is warranted.

In 2021-22 we will provide two sections in the master schedule at Miller Creek Middle School that will be principally directed to English Learners and will include an academic support class as well as a targeted English Language Development class (Goal 3, Action 6 and 7). Additionally, students in the middle school will have access to adaptive English Language Development software programs and will be provided a device to access the programs both at school and home (Goal 2, Action 6).

The greatest change in expenditure will be to create an intervention team that includes a credentialed intervention teacher and classified staff at each elementary school who will coordinate and provide literacy intervention for English Learners, foster youth, and socioeconomically disadvantaged youth who need it based on authentic reading assessments. These actions are directed towards meeting the District's goals in narrowing achievement gap for unduplicated students. EL students benefit from second-tier, small-group interventions including the use of evidence-based direct instruction in reading that explicitly targets skills such as phonological/phonemic awareness, letter-sound recognition, alphabetic decoding, fluency building and comprehension skills. The supplemental funds received by the district are principally directed towards meeting the District's goals for unduplicated pupils by providing small group targeted instruction, case management, summer programming, and academic support tutorials using both certificated and classified staff. EL students enrolled in the elementary grades will have access to adaptive English Language Development software programs and will be provided a device to access the program. (Goal 2, Action 6) (Goal 2, Action 5) (Goal 1, Action 3)

Miller Creek School District will operate a Home to School transportation program which will provide transportation to economically disadvantaged youth. (Goal 1, Action 6)

Translation services will be available for family meetings, front office support, conferences, and other needed events. (Goal 3, Action 13)

A foster youth liaison position will support the foster youth that reside in the Miller Creek School District by creating systems of communication between the school and the place where the student resides, supporting transitions into the classroom, provided academic tutoring, and case management. (Goal 3, Action 18)

All students will be assessed three times a year given local measures/benchmark assessments in reading/language arts and math. These assessments will be disaggregated by ELL and SED populations. Specific services will be given to students who are not proficient. These services will be monitored by the principal or designee.

Students who are not academically proficient will receive first-tier interventions in classrooms. Second-tier interventions including intervention specialist support and/or before or after-school tutorials provided 2-3 times per week. These interventions will be in addition to core instruction.

The Miller Creek School District provides a significant additional level of services compared to the supplemental funding allocated.



Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$13,613,616.00	\$4,052,234.00	\$3,323,623.00	\$318,697.00	\$21,308,170.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$20,623,499.00	\$684,671.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated Staffing	\$9,368,552.00	\$1,923,695.00			\$11,292,247.00
1	2	All	Classified Staffing	\$1,440,171.00				\$1,440,171.00
1	3	All Students with Disabilities	Instructional Classified Support	\$529,825.00	\$862,005.00		\$120,051.00	\$1,511,881.00
1	4	All	Expanding Basic Course of Study			\$2,032,175.00		\$2,032,175.00
1	5	All	Library Services			\$324,669.00		\$324,669.00
1	6	All	107- Technology Hardware	\$187,453.00	\$51,375.00	\$157,780.00		\$396,608.00
1	7	All	108- Technology Software	\$25,500.00			\$10,000.00	\$35,500.00
1	8		109- Teacher Support				\$13,000.00	\$13,000.00
1	9	All	110- Home to School Transportation	\$392,776.00				\$392,776.00
1	10	All	111- Facilities	\$1,552,930.00				\$1,552,930.00
1	11	All	112- Testing Coordination	\$20,000.00				\$20,000.00
2	1	All	Professional Development		\$50,000.00			\$50,000.00
2	2	All	Instructional Coach			\$122,834.00		\$122,834.00
2	3	All	Standards Aligned Curriculum		\$242,000.00			\$242,000.00
2	4	All	Assessment		\$8,000.00		\$15,000.00	\$23,000.00
2	5	English Learners Foster Youth Low Income	Certificated Intervention Teacher		\$346,640.00			\$346,640.00
2	6	English Learners	EL Services	\$7,500.00			\$24,741.00	\$32,241.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	7	English Learners Foster Youth Low Income	6-8 Academic Support				\$14,453.00	\$14,453.00
2	8		6-8 Math Acceleration				\$39,500.00	\$39,500.00
2	9	English Learners Foster Youth Low Income	Reading Intervention	\$35,000.00			\$30,866.00	\$65,866.00
2	10	English Learners Foster Youth Low Income	Math Intervention		\$50,000.00			\$50,000.00
2	11	Students with Disabilities	Extended School Year Program	\$17,385.00	\$47,214.00			\$64,599.00
2	12	English Learners Foster Youth Low Income	Afterschool Tutorial		\$60,000.00			\$60,000.00
2	13	English Learners Foster Youth Low Income	Academic Summer Program		\$40,000.00			\$40,000.00
2	14	All	Data Matters		\$2,500.00			\$2,500.00
3	1	All	Mental Health		\$349,805.00	\$309,327.00		\$659,132.00
3	2	All	Multi-Tiered System of Support (MTSS)					
3	3	All	6-8 Wellness Center			\$61,000.00		\$61,000.00
3	4	All	Health Staff			\$251,838.00		\$251,838.00
3	5	All	Sexual Health Education	\$7,000.00				\$7,000.00
3	6	All	Suicide Prevention		\$16,000.00			\$16,000.00
3	7	All	Restorative Practices				\$2,000.00	\$2,000.00
3	8	All	Communication	\$9,000.00				\$9,000.00
3	9	All	Parent/Family Education				\$2,000.00	\$2,000.00
3	10	All	Local Partnerships			\$30,000.00		\$30,000.00
3	11	All	Lunchtime Activities			\$24,000.00		\$24,000.00
3	12	English Learners	Bilingual Office Support					
3	13	English Learners	Translation	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	14	All	Anti-Racist Training			\$10,000.00	\$11,000.00	\$21,000.00
3	15	All	6-8 Social Emotional Learning	\$2,000.00				\$2,000.00
3	16	All	K-5 Social Emotional Learning		\$3,000.00			\$3,000.00
3	17	All	School Attendance Review Team				\$2,000.00	\$2,000.00
3	18	Foster Youth	Foster Youth Support	\$8,524.00			\$34,086.00	\$42,610.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$61,024.00	\$701,310.00
LEA-wide Total:	\$61,024.00	\$647,357.00
Limited Total:	\$16,024.00	\$149,304.00
Schoolwide Total:	\$0.00	\$53,953.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	5	Certificated Intervention Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$346,640.00
2	6	EL Services	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$7,500.00	\$32,241.00
2	7	6-8 Academic Support	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Miller Creek Middle School		\$14,453.00
2	8	6-8 Math Acceleration	Schoolwide		Specific Schools: Miller Creek Middle School		\$39,500.00
2	9	Reading Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$65,866.00
2	10	Math Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$50,000.00
2	12	Afterschool Tutorial	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$60,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	13	Academic Summer Program	LEA-wide	English Learners Foster Youth Low Income	All Schools K-5		\$40,000.00
3	12	Bilingual Office Support	LEA-wide	English Learners	All Schools		
3	13	Translation	LEA-wide	English Learners	All Schools	\$10,000.00	\$10,000.00
3	18	Foster Youth Support	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$8,524.00	\$42,610.00

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.