



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
Mill Valley School District	Dr. Kimberly Berman Superintendent	kberman@mvschools.org 415-389-7700

Plan Summary [2021-22]

General Information

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

Our Setting:

The Mill Valley School District is located 8 miles north of San Francisco and the Golden Gate Bridge in Marin County, California. The district has five elementary schools and one middle school with an enrollment of nearly two thousand seven hundred students in grades K through 8. Four of the schools are located within the City of Mill Valley, while two are located in the adjacent unincorporated areas of Strawberry Point and Tamalpais Valley. The district also includes the unincorporated communities of Alto, Almonte, Homestead Valley, and Muir Beach.

Exceptional Learning:

Recognized and respected at both the state and national levels, the Mill Valley School District has developed a reputation for its ability to create exceptional learning programs. We develop the academic, artistic, social-emotional, and character aspects of our students. We strive for our learners to be balanced, collaborative, communicators, courageous, critical thinkers, empathetic, inquirers, knowledgeable, open-minded, perseverant, principled, and reflective. We maximize each child's potential and create learning environments where our students experience high levels of learning and thrive.

Standards-Based Teacher Developed Instruction:

In our district, we offer quality standards-based instruction in which teachers are able to creatively develop academic programs with higher-

level learning activities designed to develop the whole child. Teachers embed innovative teaching strategies in the service of grade level/content standards. They have access to high-quality resources, including technology tools, to most effectively do their work. These practices strengthen the caliber of teaching and the depth of learning that takes place in our classrooms.

Professional Development:

Our teachers are provided a well-developed, comprehensive, and differentiated professional development plan in which they have opportunities to learn from outside trainers, as well as share their expertise with each other. This plan also includes grade level/department collaboration, peer observations, classroom visits from administrators, regular collegial planning, and collaboration time. This emphasis on professional development builds capacity in the staff and gives teachers the opportunity to continually improve their practice.

Instructional Technology:

Our district has prioritized the integration of technology in our classrooms as tools that enhance teaching and learning, as well as advance 21st-century skills of communication, collaboration, creativity, and critical thinking. Students use iPads and laptops regularly. They learn how to manage their work safely online, engage in online research, use applications that support learning, and develop presentations using digital and multimedia tools. Our Instructional Technology Coach works closely with teachers to support the effective implementation of devices and a multitude of apps and digital tools in their classrooms. This has given teachers useful technology resources in their tech toolboxes to employ in their classroom programs.

In addition, we continue to focus on implementation of our District Technology Plan to ensure equity of access to devices across sites. We have achieved parity of devices at all grade levels across all sites, and each classroom at a specified grade level has access to the same device ratio.

District Vision and Mission Statements

Our Vision - Our learning community is dedicated to developing globally-minded, compassionate, resilient, and courageous students empowered to learn and lead change in their world.

Our Mission - We provide a balanced education that enables all students to achieve academic success in an environment that fosters social-emotional development, equity, and creativity. We prepare our students to be responsible, contributing members of our community, wise stewards of our natural environment, and thrive as global citizens in a rapidly changing world.

Mill Valley School District Points of Pride:

Our Points of Pride reflect what we celebrate as achievements in our district.

- A balanced educational approach that emphasizes academic excellence, social-emotional growth, physical education, and the arts
- Engaged students who are well-prepared for lifelong learning and becoming global citizens
- High-quality staff shared decision-making through distributed leadership that values collaboration and diversity of opinion
- A dynamic place to work, with highly sought after positions, fairly negotiated union contracts, and opportunities for professional growth
- Widespread community support for public education in Mill Valley, as specifically demonstrated by approval of parcel taxes and bond measures

- Strong financial support from Kiddo! (Mill Valley Schools Community Foundation) in response to critical needs of the Mill Valley School District
- Visual and performing arts, physical education, world studies/language, and technology programs offered to students through parent and community financial support of Kiddo!
- Highly efficient, collaborative, and organized PTAs that support site-level programs, and respond to essential needs of MVSD
- Educators with the flexibility to design quality curriculum and deliver instruction to deepen student understanding within the district framework
- Students achieving at high levels of learning, as demonstrated through multiple measures including standardized and authentic assessments
- Prudent financial planning that helps insulate the district from funding uncertainties. The Community Financial Advisory Commission (CFAC) regularly advises the superintendent and board with a long-term financial forecast model
- Safe, well designed, equipped, and well maintained facilities that reflect the high standards of the community
- A District that recognizes the success of students, staff, and partnerships with the Mill Valley community
- Highly regarded schools that protect property values and the investment residents and business owners make in Mill Valley. MVSD is an asset to the community, making Mill Valley a desirable place to live and work

Our Students:

Here's a look at the demographics of our students (as noted on the CA Dashboard in Fall 2019):

Total student population - 2,948

Student Group Data

- English Learners - 119 students (4% of total population)
- Foster Youth - 1 student (<.1% of total population)
- Socially-economically disadvantaged students - 177 students (6% of total population)
- Students with disabilities - 321 students (10.9% of total population)

Race/Ethnicity Data

- African American - 15 students (.5% of total population)
- American Indian - 10 students (.3% of total population)
- Asian - 145 students (4.9% of total population)
- Filipino - 9 students (.3% of total population)
- Hispanic - 247 students (8.4% of total population)
- Two or More Races - 296 students (10% of total population)
- Pacific Islander - 5 students (.2% of total population)
- White - 2,219 students (75.3% of total population)

Reflections: Successes

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

Academic Achievement – 2019 CAASPP Results For English Language Arts (ELA)

When examining our 2019 CA Assessment for Student Performance and Progress (CAASPP) state testing scores for ELA on the CA School Dashboard, there are a number of positive take-aways that can be drawn from the analysis. It should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Filipino, and Pacific Islander students.

- Overall, all students collectively demonstrated high levels of achievement on the ELA Smarter Balanced Assessment by maintaining their very high performance.
- 84% of our third through eighth-grade students who took the test met or exceeded standards in ELA, which was a 1% decrease from the prior year.

Collectively, students overall and all of our student groups scored above grade level standards on the ELA CAASPP test, including:

- Asians students: 41.8 points above standard
- English Learners: 6.2 points above standard
- Hispanic students: 45.3 points above standard
- Socio-economically disadvantaged students: 16.1 points above standard
- Students with disabilities: 11.6 points above standard
- Students with two or more races: 79.2 points above standard
- White students: 74.13points above standard
- Collectively, students overall: 70.2 points above standard

Collectively, students overall and a number of student groups had an increase in their score on the ELA CAASPP test from the prior year, including:

- Socio-economically disadvantaged students: 3.1-point increase
- Students with disabilities: 6.5-point increase
- White students: .7-point increase
- Collectively, students overall: .3 point-increase

The exceptions were the following student groups, which saw slight declines:

- Asian students: 5.3-point decrease
- English Learners: 3.8-point decrease
- Hispanic students: 1.1-point decrease
- Students with two or more races: 1.2-point decrease

The following results reflect the percent of students in each student group who met or exceeded standards on the 2019 ELA CAASPP test:

- African American students: 82% met/exceeded standards
- Asian students: 66% met/exceeded standards
- English Learners: 31% met/exceeded standards
- Reclassified English Learners: 62% met/exceeded standards
- Hispanic students: 69% met/exceeded standards
- Students with two or more races: 87% met/exceeded standards
- White students: 86% met/exceeded standards
- Socio-economically disadvantaged students: 57% met/exceeded standards
- Students with disabilities: 61% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2018 to 2019 on ELA CAASPP test:

- African American students: +29% growth
- Asian students: -10% decline
- English Learners: +22% growth
- Reclassified English Learners: -13% decline
- Hispanic students: -5% decline
- Students with two or more races: -2% decline
- White students: -1% decline
- Socio-economically disadvantaged students: -6% decline
- Students with disabilities: +2% growth

These test scores on the ELA Smarter Balanced Assessment are an indicator of our students' strong content knowledge, critical thinking skills, and ability to communicate ideas clearly in writing. We are proud of our students working at these high levels with ELA content, particularly those who saw growth, which includes African American students, English Learners, and students with disabilities.

Academic Achievement - 2019 CAASPP Results For Math

When reviewing our 2019 CAASPP state testing scores for Math on the CA School Dashboard, there are many positive results to be highlighted. Again, it should be noted that due to low numbers of students in certain student groups that do meet the threshold of 11 students, these groups were not assigned a performance level/color on the CA Dashboard, and therefore, their results are not reflected in this summary: African American, American Indian, Filipino, and Pacific Islander students.

- Overall, all students collectively demonstrated strong achievement on the Smarter Balanced Assessment in Math.
- 80% of our third through eighth-grade students who took the test met or exceeded standards in Math, which was a 1% increase from last year's scores.

All students overall and a number of our student groups scored above grade level standards on the CAASPP Math test, including:

- Asian students: 37.1 points above standard
- Hispanic students: 22.1 points above standard
- Students with two or more races: 70.6 points above standard

- White students: 59.1 points above standard
- Collectively, students overall: 55.6 points above standard

The student groups that scored below grade level standards on the CAASPP Math test include:

- Socio-economically disadvantaged students: 5.4 points below standard
- English Learners: 7.1 points below standard
- Students with disabilities: 3.9 points below standard

All students overall and a number of student groups had an increase in their score on the CAASPP Math test from the prior year, including:

- Asian students: 1-point increase
- English Learners: 7-point increase
- Hispanic students: 6-point increase
- Socio-economically disadvantaged students: .9-point increase
- Students with disabilities: 9.6-point increase
- Students with two or more races: 5.4-point increase
- Collectively, students overall: 1.4-point increase

The one student groups that saw a decline in their scores on the CAASPP Math test was White students, with .2-point decrease

The following results reflect the percent of students in each student group who met or exceeded standards on the 2019 Math CAASPP test:

- African American Students: 45% met/exceeded standards
- Asian students: 71% met/exceeded standards
- English Learners: 41% met/exceeded standards
- Reclassified English Learners: 64% met/exceeded standards
- Hispanic students: 65% met/exceeded standards
- Students with two or more races: 85% met/exceeded standards
- White students: 81% met/exceeded standards
- Socially-economically disadvantaged students: 54% met/exceeded standards
- Students with disabilities: 59% met/exceeded standards

The following results reflect change in each student group who met or exceeded standards from 2018 to 2019 on Math CAASPP test:

- African American students: -2% decline
- Asian students: +1% growth
- English Learners: +9% growth
- Reclassified English Learners: -4% decline
- Hispanic students: 0% growth
- Students with two or more races: +2% growth
- White students: -1% decline
- Socially-economically disadvantaged students: +2% growth
- Students with disabilities: +6% growth

The results we saw in our test scores on the Smarter Balanced Assessment in Math are an indicator of our students' solid content knowledge in math, strong problem solving and math reasoning skills, and their ability to clearly explain their thinking. We are proud of the academic growth experienced by many student groups, particularly those in protected student groups, which includes English Learners, socially-economically disadvantaged students, and students with disabilities.

English Learner Progress

We are proud of our English Language Development (ELD) program and its success with effectively serving our EL students. We offer a program that supports the variability in the needs of our EL students. We provide these students what they require to make steady progress with their acquisition of English and to experience success in their classrooms.

One way we accomplish this is by continuing to develop the skills and knowledge base of our ELD Specialists. We provide these teachers a multitude of opportunities to participate in professional development to build their repertoire of effective ELD instructional strategies, and ensure they have high-quality ELD materials and resources to integrate into their programs. These teachers also focus on closely monitoring the language proficiency and academic progress of their students through periodic formal and informal assessment, which allows for more targeted instruction based on assessment results.

Because of the cancellation of Summative ELPAC testing due to the COVID-19 pandemic, there will not be data to compare to the 2019 results. However, we have been able to measure progress with language acquisition by gathering information from multiple sources, which indicates our EL students continue to make steady progress with their language acquisition and reclassification as Fluent English Proficient (RFEP).

These are highlights from the 2019 CA School Dashboard related to English Learners:

- English Learners, which includes both reclassified EL students and EL students, scored 6.2 points above grade level standards and 7.1 points below grade level standards in Math on the 2019 Smarter Balanced Assessment.
- Reclassified English Learners demonstrated high levels of achievement on CAASPP testing by scoring 23.8 points above standard in ELA, and 7.8 points above standard in Math.
- Current English Learners did not have these strong results on CAASPP testing. They scored 47.9 points below standard in ELA, and 52.7 points below standard in Math.

In addition to using results on the CA Dashboard, we also referred to progress report grades, Fountas & Pinnell reading scores, and CAASPP results to determine EL student progress and for reclassification purposes.

We are proud that this high number of EL students have shown significant growth with their language proficiency and have been reclassified as Fluent English Proficient this school year. We attribute these successes in our ELD program to the targeted instruction from our ELD team, the hard work of our EL students and support of their families, and our district's focus on building the ELD program. While the results are positive and are trending well, we must maintain our focus on this student group, knowing that the acquisition of English takes a methodical, steady approach in order to ensure consistent progress is made. Further, we expect these results to vary from year to year depending on students entering our district. There is always going to be a need to intentionally support EL students.

The area of growth for our district continues to be on meeting the needs of EL students in all settings, from the ELD classroom with designated instruction to the regular classroom with integrated instruction. We would like to see the ELD team more regularly share their expertise and knowledge about effective strategies to employ with EL students with classroom teachers.

Collectively, students overall and all student groups maintained or decreased their suspension rates from 2017-18 to 2018-19:

- Asian students: 0% increase
- English Learners: 0% increase
- Students with disabilities: 4.1% decrease
- Hispanic students: 1.1% decrease
- Socially-economically disadvantaged students: .4% decrease
- Students with two or more races: 1.2% decrease
- White students: 1.3% of 2,253 students: .6% decrease
- Collectively, students overall: .6 decrease

Another success is the significant drop in our district-wide suspension rate from 2018 (1.9%) to our rate for the current year, which is .8% (as of May 8, 2019). Our district saw an uptick in our suspension rate for the previous three years (.7% in 2015-16, 1% in 2016-17, and 1.9% in 2017-2018) so it is positive to see the rate start to decline so sharply for the current year.

At the middle school, there has also been a significant decrease in the number of suspensions given to students. Specifically, the middle school's suspension rate dropped from 2.7% in 2017-2018 to 2.1% in 2018-2019, which is a .6% decrease in the number of students receiving in-school or out-of-school suspensions.

We attribute these low suspension rates to the restorative practices that have been put into place at our schools as the overarching approach to address student disciplinary issues. We have been addressing student behavioral concerns in restorative, rather than punitive ways, and incorporating other restorative practices, such as circles, to build community and make stronger connections in our schools. These efforts have positively impacted the culture at our schools, with one of the key outcomes being a reduction in the number of suspensions given to students.

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.

Mill Valley School District needs to provide diverse, equitable and inclusive learning environments for all students to be successful. Foster Youth, English Learners and Low-Income Students are disproportionately scoring lower than their peers. This is a significant area of focus for the 2021-2023 LCAP. Targeted students shall be provided grade-level standard curriculum and additional supports to help close the achievement gap. This will be accomplished by following the action steps and goals identified in the plan.

LCAP Highlights

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

The Mill Valley School District LCAP for 2021-2023 was developed to align with the District Strategic Plan. The 4 goals represent work in the areas of student academic and social-emotional support, teacher and staff development, and training for meeting the diverse needs of students, parent and family engagement, and sound financial management and facility improvement. By aligning the Strategic Plan and the LCAP the Mill Valley School District has one succinct plan that supports the Mission and Vision.

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.

Stakeholder engagement was a major factor in developing the LCAP for the Mill Valley School District. The district held 4 Parent Advisory Committee (PAC) Meetings, 2 Student LCAP Input Meetings, and 3 Classified LCAP meetings. During the ICAE (Instruction, Curriculum, Assessment, and Equity) meetings, both certificated and classified staff were able to provide input on the evaluation of the previous LCAP and the improvements needed for the next LCAP. Throughout these meetings we were able to develop and change language in our goals and action steps to provide for a more succinct LCAP for 2021-2023. More information can be found here:

<https://www.mvschools.org/domain/577>

A summary of the feedback provided by specific stakeholder groups.

A top priority that emerged from these stakeholder meetings was the need to focus on Equity and Inclusion, as well as Social-Emotional Learning for students. Parent and teacher groups both expressed a need to support students as they come out of a pandemic. Given the many changes and hardships they have faced over the past year and a half, it is important to provide them with safe spaces to talk and express themselves, as well as strategies and tools to respond to their feelings in healthy ways.

Our parent groups also expressed a desire to have a more cohesive program district wide. They expressed frustration with some of the ways that individual schools differed from one another in terms of how and what was being taught, with a particular focus on the inconsistency of elementary school report cards.

Our employee groups provided similar feedback with regard to continuity across the sites, but went further to express interest in harnessing the data that we collect throughout the year on our students, and being able to utilize that data year after year. Both Classified and Certificated employees shared that continuing to provide specific and targeted professional development for employees would help adults be more effective in their support of students throughout the district.

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

The LCAP as a whole was influenced by stakeholder input. In particular, Goal 1, Action 2 is dedicated to Social-Emotional Learning which was an identified priority area for both parents and staff alike. In this action item, the Mill Valley School District will be purchasing Social-Emotional Curriculum and training for students as part of a comprehensive approach to supporting the whole student. Additionally, Goal 2, Action 2 is dedicated to utilizing and housing data in order to support our students, by leveraging all of the different data points we have on them. In particular, this Action includes the purchase of a data and achievement system to allow staff to access information about their students year after year. Lastly, Goal 2, Action 1 incorporates training for staff members around inclusion, equity, and anti-racism. This goal was a direct result of feedback from staff indicating the need to do more work in this area.

Goals and Actions

Goal

Goal #	Description
1	Balanced Learners

An explanation of why the LEA has developed this goal.

The Balanced Learner Goal aligns with our District Strategic Plan as well as our Mission and Vision to create structures for students that allow them to grow as a person throughout their educational time in the Mill Valley School District. Each student will receive equitable, articulated, relevant, standards-based instruction and support that ensures high levels of personal and academic growth. Students learn in classrooms that foster relationships and social-emotional wellness; deepen critical thinking, inquiry, and global perspectives; and support their development as citizens and scholars. This leads to them being inquiring and contributing members to their own academic and social growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessments: Formative and Summative. Including but not limited to: F & P, i-Ready, and End-of unit assessments	80% overall are proficient F & P and i-Ready				95% proficient in proficient in CFAs and F & P, and i-Ready.
Utilization of Priority Standards	We are at the beginning stages of determining the District-Wide Priority Standards.				Every subject and grade level will have developed priority standards & aligned the report cards to these standards.
Developing of Common Formative Assessments in	No common formative assessments.				Common formative assessments will be used 100% district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
reading, writing, math, and other subject areas.					wide in identified subject areas.
Student, staff, and family surveys of program implementation as well as ongoing data regarding the social-emotional health of our students. As well as the frequency and effectiveness of the social-emotional programs that are implemented.	Currently we have no quantitative baseline data for Social-Emotional Health. K-5 Counselors teach Toolbox lessons bi-weekly. K-8 Teachers utilize the Learner Profile language in their classrooms.				All students will have a skill set to identify and regulate their emotions, tools and strategies for executive functioning, and skills for advocacy, as identified in the survey data regarding social-emotional health.
Assessment data (including but not limited to: i-Ready growth & proficiency goals, F&P, ELPAC) for targeted student populations.	Baseline Data will be determined at the end of the 2020-2021 school year. Preliminary results indicated 4% of students have scored in the Tier 3 level for both Reading and Math District Wide. With another 30-40% in Tier 2.				80% of RAMP students will increase by one grade level. 80% of ELLs will increase one or more levels on ELPAC. 80% of Ramp and/or ELLs will be on-grade level in i-Ready.
ELPAC	In the 2018-2019 school year, 14.8% of English Learners scored at level 1 and 2 on the ELPAC. 31% scored at level 3 and 54% scored at level 4.				English Learners will continue to increase their scores on the ELPAC assessment. 90% of the students will score a 3 or 4 on the ELPAC.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP	In the 2018-2019 school year, MVSD students increased their overall CAASPP score performance in ELA 10.2 points and in math they increased by 7.8 points.				All students will continue to increase their score points, resulting in a 10 point increase in both ELA and Math.
Broad Course of Study - standardization of curriculum across all areas - and the participation of all student	The district is beginning to analyze the various curriculums in use throughout the school sites.				The district will have standardized common core curriculum in the core subject areas.
Master calendar and report cards	Master calendars are being developed to maximize time spent in intervention and growth.				Curriculum and Report Cards will be standardized and aligned with common core across grade levels.
All students have access to standards aligned material - text and virtual	100%				Maintain 100%

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Levels of learning for All	Teachers collaborate weekly to prioritize standards and develop common formative assessments for each trimester to ensure all students meet or exceed standards.	\$1,042,392.00	No

Action #	Title	Description	Total Funds	Contributing
2	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	All staff will incorporate social emotional lessons, tools, and strategies into the weekly curriculum.	\$1,038,269.00	No
3	Targeted Academic Support and English Language Development	All staff will differentiate classroom lessons to ensure Tier 1 interventions and integrated ELD. Based on assessments and identified student needs, targeted students will receive Tier 2 and Tier 3 interventions to close skill gaps.	\$680,781.00	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
2	Supported Staff

An explanation of why the LEA has developed this goal.

In alignment with our District Strategic Plan, we will provide consistent, ongoing professional growth opportunities to Mill Valley School District staff.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff development opportunities in addressing racism and inequity in the classroom as well as observational data that shows staff utilizing inclusion practices in their daily interactions with students.	Small group of staff attending ARI (Anti-Racism & Inclusion) monthly meetings. School site & PTAs have DEI (Diversity, Equity, and Inclusion Groups). Site & District Leaders completed year 1 modules with Facing History and Ourselves (FHHO).				All staff members will be trained in the areas of Anti-Racism, Equity, and Inclusion. These principles will be apparent in the classrooms and throughout the hallways. Additionally, engagement and participation in DEI Groups will increase by 75%.
The frequency of the utilization of the data and assessment system as well as provided trainings in analyzing and using	Currently, no training has been conducted around data analysis and there is no data system in place to house the information.				100% of staff will be trained in the data system and staff members will have monthly data chats and meetings focused

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
data effectively for student outcomes.					on student achievement and intervention.
Meeting frequency, notes, and developed instructional practices as a result of dedicated learning community time.	Currently there is no consistent meeting time for a PLC model. Departments and grade level teams do meet monthly for collaboration and planning.				All teachers in Mill Valley Middle School will implement high functioning learning communities to ensure high levels of learning for all students and systems of support for targeted students. All K-5 grade level teams and departments will be trained on how to refine academic systems and multi-tiered systems of support.
Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.	95% of MVSD teachers are appropriately assigned.				100% of teachers will be appropriately assigned.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Anti-Racism, Equity and Inclusion	All staff will participate in four modules of training with Facing History Facing Ourselves and begin implementation of equitable school-wide practices.	\$69,600.00	No

Action #	Title	Description	Total Funds	Contributing
2	Using data metrics to inform needs and set goals for substantial student outcomes.	Staff will be trained to analyze data effectively to support learning and SEL needs, on developing a collaborative culture, on guaranteed & viable curriculum, and a balanced system of assessments.	\$43,513.00	Yes
3	Learning Communities	All staff will participate in learning communities to look at student academic and SEL data to develop targeted lessons and increase student achievement.		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	Communications & Parent/Family Engagement

An explanation of why the LEA has developed this goal.

Mill Valley School District recognizes the important of parent and family engagement in the overall success of students. In keeping in alignment with the Strategic Plan, Mill Valley School District will maintain positive student, staff, parent/guardian, and broader community support for our district and schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District and School Newsletter Open Rates.	Currently, the open rate ranges from 59%-72% with an average and median of 65% for the 2020-21 school year. The education industry average is 24.90%.				Increase open rate to a median of 75%.
Student participation and attendance rates to extra curricular events and activities.	Currently, thorough and consistent data has not been taken to track this type of engagement. A tracker is beginning to be developed.				Increase student participation rate on average, 15% from year 1 outcome levels.
Parent attendance at various district and school committees.	On average we have between 8-12 parents sit on a number of committees throughout the year.				Increase the number of parent participants by 75%. Improve the diversity of participants by 25%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Some parents sit on multiple committees.				
Suspension rates	In 2018 MVSD increased the student suspension rate by 3.9%				Decrease the MVSD suspension rate by 4%.
Expulsion rates	MVSD has not had any expulsions in the 2020-2021 school year.				Maintain expulsion rate.
Chronic Absenteeism	In 2018 MVSD had 4.1% chronic absenteeism rate.				Decrease chronic absenteeism rate by 2%.
Parent/Family Survey	MVSD consistently surveys parents for feedback about programs in MVSD.				Maintain parent/family survey rates while increasing specificity in the data.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Electronic Communication	Ensure regular two-way communication and proactively communicate (District to Home, School to Home, & Classroom to Home) by sharing information regularly and transparently.	\$11,790.00	No
2	Student Activity Engagement	Ensure all families are aware of and students are engaged in school activities, programs, and support services.		No
3	Formation of Diversity, Equity, and	Provide multiple opportunities for parents and guardians to participate in committees, meetings, and trainings around Equity, Inclusion, and Diversity.		No

Action #	Title	Description	Total Funds	Contributing
	Inclusion groups and provide training			

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	Sound Finance & Infrastructure

An explanation of why the LEA has developed this goal.

Procure sustainable sources of operating and capital funding to achieve and support the district's strategic goals.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Project completion in the Facility Master Plan	Mill Valley School District has selected a company to complete the Master Plan.				Projects identified and prioritized in the Master Plan will be in progress.
Provide annual budget assumptions and maintain reserves as a community funded district	Provide budget revisions as needed which reflect current year and multiyear projections that support student learning with sustainable funding sources.				Ensure revenues, cash flow, and reserves levels can provide sustainable funding for student programs and staff total compensation
Maintain prudent levels of reserves for long-term financial solvency.	Routinely monitor the district reserve levels during the financial interim periods, budget development, and as there are material changes in				Ensure reserves provide the necessary cash flow for financial obligations, including pensions, economic uncertainty, and ongoing maintenance and facilities needs

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	revenues and expenditures				while maintaining Aaa ratings with S&P and Moody's.
Adjust services and instructional support commensurate with enrollment changes.	Align staff needs with enrollment decline.				Staffing ratios are reconciled for certificated and classified staff as it relates to declining student enrollment.
Based on the Facility Master Plan and bonding capacity, modernize, maintain, and reconstruct facilities based on educational specifications.	Currently MVSD is evaluating bonding capacity and procuring a facility master plan.				Obtain funding to modernize, maintain, and reconstruct district facilities to provide an optimal instructional learning environment.
Excellent Facility rating	Excellent on FIT				Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Master Plan	Provide safe, properly equipped, well-maintained, updated facilities and infrastructure that support our mission, strategic plan, and educational programs.	\$124,000.00	No
2	Budget Development Planning	Ensure proactive fiscal planning strategies that provide long-term projections of key financial drivers and levers.		No
3	Bond Exploration	Issue bonds to modernize, maintain and reconstruct facilities based on educational specifications		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.

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
1.61%	379,191

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.

Goal 1 Action 1 (High Levels of Learning for All):

Goal 1 Action 2 (Social-Emotional Wellness): To provide students with social and emotional systems of supports that lead to improved academic success. These services are principally directed and are an effective use of funds, targeting our Low-Income, English Learner and Foster Students in meeting goals through counseling services for students who need additional social-emotional, behavioral, and academic learning supports.

Goal 2 Action 1 (Anti-Racism, Equity and Inclusion): Low-Income, English Learner and Foster Students benefit when anti-racism, equity and inclusion are at the forefront of everyone's mind. These students will learn in environments that are more equitable and therefore eliminate one block to achievement.

Goal 2 Action 3 (Learning Communities): To provide educators and district staff with Learning Communities training that promotes a cohesive understanding and supportive systems in conducting day-to-day practice to achieve academic and instructional success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner and Foster Students and their achievement.

Goal 3 Action 1 (Electronic Communication): To provide and maintain systems of communication that meet the needs of the school, parents, students, and the community. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students in meeting the district's goals through the continuous improvement in systems of communication with the district, community, and stakeholders.

Goal 3 Action 2 (Student Engagement): To provide students with engaging and meaningful activities that drive students to be more involved and engaged in their academic success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students through providing opportunities for students to participate in activities.

Goal 3 Action 3 (DEI Groups): To develop and foster relationships with parents that lead to active and meaningful engagement supporting student academic success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students through providing opportunities for families to be engaged with schools.

Goal 4 Action 1 (Facilities Master Plan): All students learn better when the environment is safe, welcoming and conducive to student success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students through providing safe environments for learning.

Goal 4 Action 2 (Budget Development): All students learn better when the environment is safe, welcoming and conducive to student success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students through providing safe environments for learning.

Goal 4 Action 3 (Bond Development): All students learn better when the environment is safe, welcoming and conducive to student success. These services are principally directed and are an effective use of funds, targeting Low-Income, English Learner, Foster and all students through providing safe environments for learning.

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

Services for Foster Youth, English Learners and Low-Income students are being increased through targeted intervention support. Students will receive additional targeted support through intervention provided by teachers on special assignment and RAMP intervention instructors. These additional intervention times with target gaps in reading and math for students, utilizing specific strategies and curriculum to close the achievement gap.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$875,001.00	\$1,321,363.00	\$707,233.00	\$106,748.00	\$3,010,345.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,681,802.00	\$328,543.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High Levels of learning for All		\$1,042,392.00			\$1,042,392.00
1	2	All	Social Emotional Wellness (Executive Function, Emotional Regulation, etc.)	\$191,626.00	\$79,640.00	\$707,233.00	\$59,770.00	\$1,038,269.00
1	3	English Learners	Targeted Academic Support and English Language Development	\$504,072.00	\$129,731.00		\$46,978.00	\$680,781.00
2	1	All	Anti-Racism, Equity and Inclusion		\$69,600.00			\$69,600.00
2	2	English Learners Foster Youth Low Income	Using data metrics to inform needs and set goals for substantial student outcomes.	\$43,513.00				\$43,513.00
2	3	English Learners Foster Youth Low Income	Learning Communities					
3	1	All	Electronic Communication	\$11,790.00				\$11,790.00
3	2	All	Student Activity Engagement					
3	3	All	Formation of Diversity, Equity, and Inclusion groups and provide training					
4	1	All	Facility Master Plan	\$124,000.00				\$124,000.00
4	2	All	Budget Development Planning					
4	3	All	Bond Exploration					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$547,585.00	\$724,294.00
LEA-wide Total:	\$547,585.00	\$724,294.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Targeted Academic Support and English Language Development	LEA-wide	English Learners		\$504,072.00	\$680,781.00
2	2	Using data metrics to inform needs and set goals for substantial student outcomes.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,513.00	\$43,513.00
2	3	Learning Communities	LEA-wide	English Learners Foster Youth Low Income	All Schools		

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.