

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mesa Union School District

CDS Code: 56-72470

School Year: 2022-23

LEA contact information:

Dr. Raul Ramirez

Superintendent

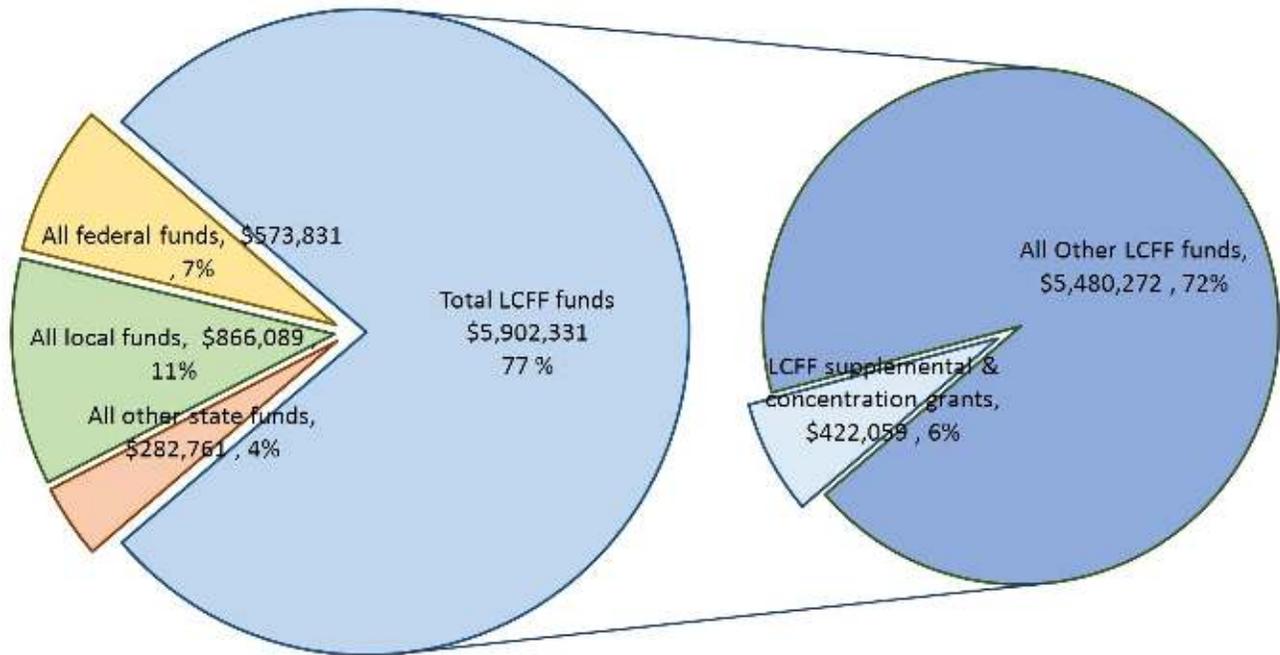
ramirez@mesaschool.org, 805-485-1411

(805) 485--1411

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



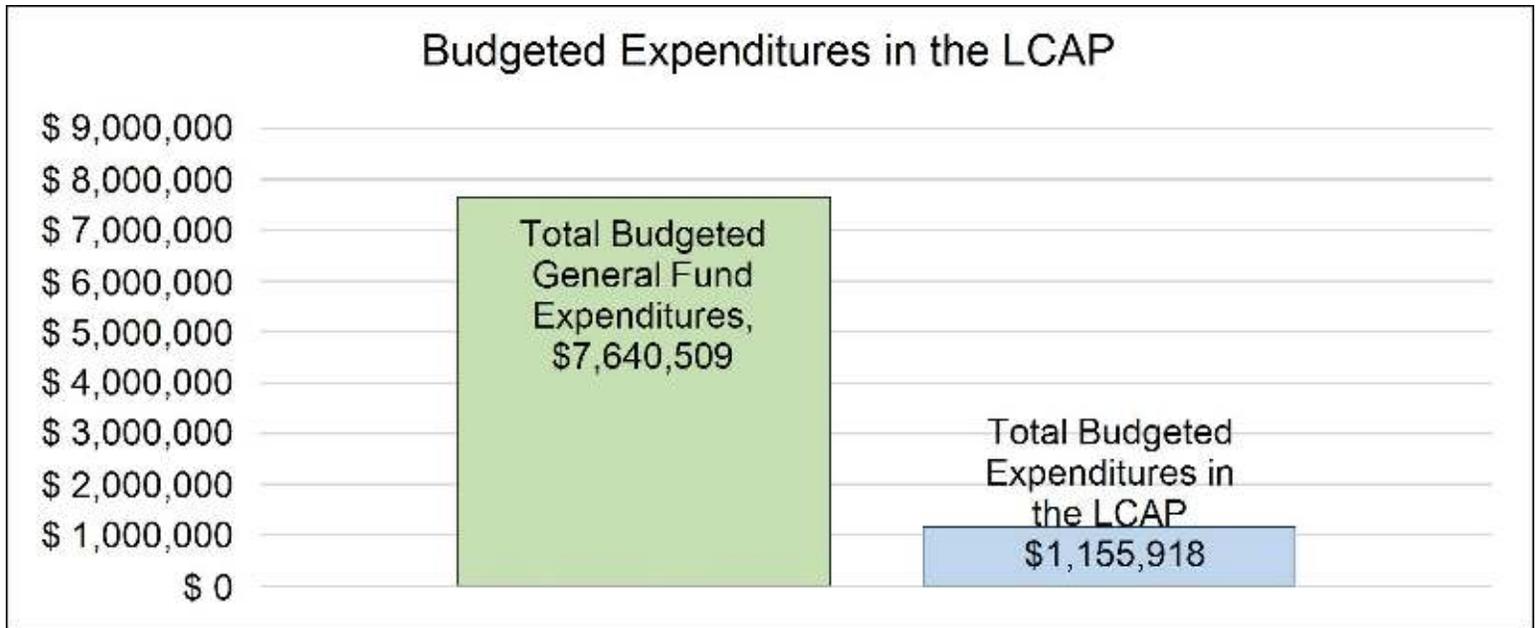
This chart shows the total general purpose revenue Mesa Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mesa Union School District is \$7,625,012, of which \$5,902,331 is Local Control Funding Formula (LCFF), \$282,761 is other state funds,

\$866,089 is local funds, and \$573,831 is federal funds. Of the \$5,902,331 in LCFF Funds, \$422,059 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mesa Union School District plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mesa Union School District plans to spend \$7,640,509 for the 2022-23 school year. Of that amount, \$1,155,918 is tied to actions/services in the LCAP and \$6,484,591 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

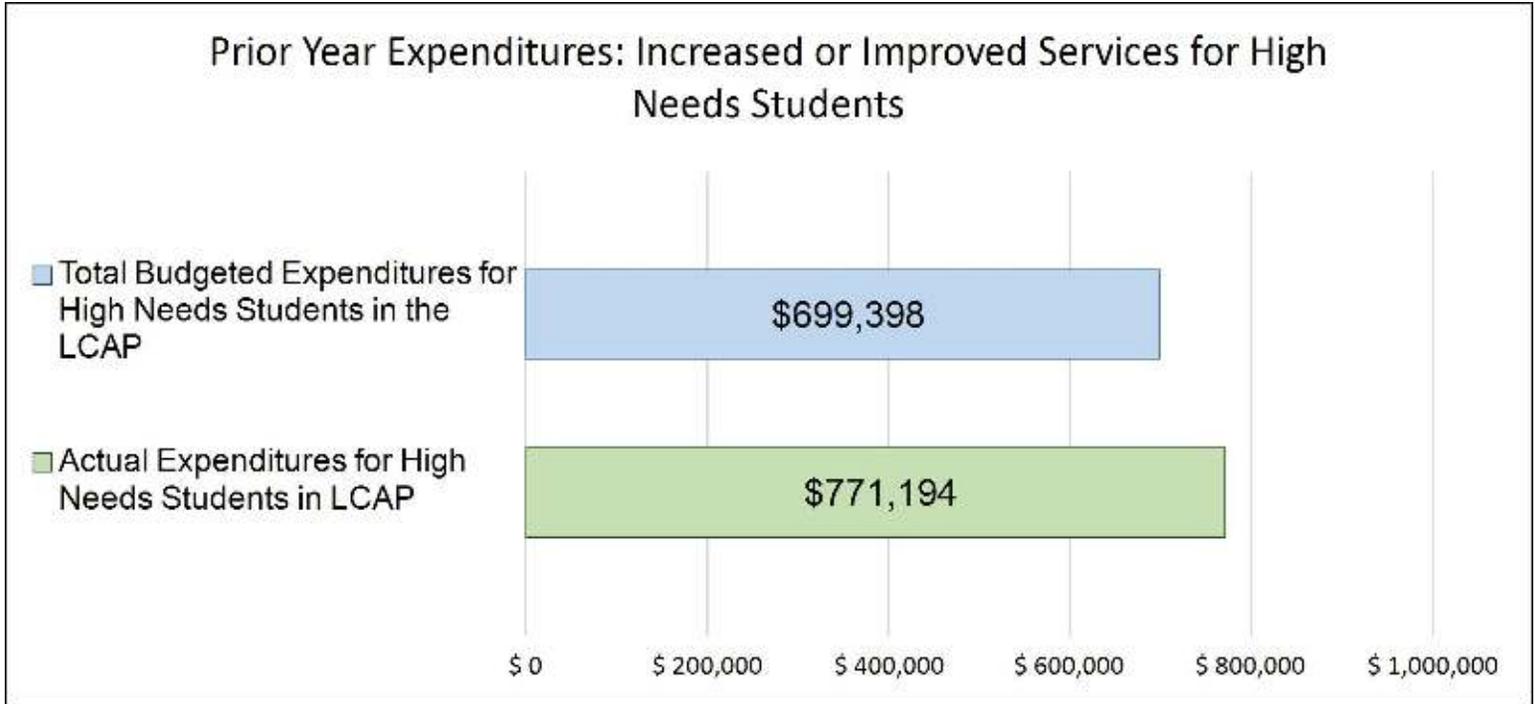
The LCAP does not include expenditures for administrative and support staff salaries, maintenance and operations, special education, or most classroom teachers.

Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Mesa Union School District is projecting it will receive \$422,059 based on the enrollment of foster youth, English learner, and low-income students. Mesa Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Mesa Union School District plans to spend \$787,519 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Mesa Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mesa Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Mesa Union School District's LCAP budgeted \$699,398 for planned actions to increase or improve services for high needs students. Mesa Union School District actually spent \$771,194 for actions to increase or improve services for high needs students in 2021-22.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mesa Union School District	Raul C. Ramirez Superintendent/Principal	rramirez@mesasschool.org (805) 485-1411

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Mesa Union School District has a longstanding tradition of engaging educational partners. As a small school district with connected and engaged parents, families and staff, engagement takes many forms. First, the LCAP process has provided Mesa Union with an opportunity to establish long-term goals and align resources toward their achievement. Using a cycle of continuous improvement, the district will seek input from educational partners in quarters 3 and 4 of 2022. Prior engagement opportunities are delineated in the 2021-2022 Local Control and Accountability Plan, which can be found at <https://mesaschool.org/wp-content/uploads/2022/02/Mesa-Union-School-District-Local-Control-and-Accountability-Plan-LCAP-2021-2022.pdf>.

In addition to the LCAP process, Mesa Union has also brought together a committee of a cross-section of stakeholders branded the Design Team for Mesa Union's Framework for the Future with the goal of evaluating current academic and social needs of students, while developing a long-range view of the skills and competencies they will be able to demonstrate by 8th grade year. Mesa will use the outcomes of the Design Team, along with already identified areas of instructional focus to align funds to areas of student need. Supplemental Grant funds and Educator Effectiveness Block Grant funding will be used to support the goals and metrics of the LCAP.

Mesa Union also comprised an advisory committee of educational partners, including parents and community members to discuss the both the progress of goals and actions after the first year of the LCAP (2021-202) and plan for modifications as preparations are made for the second year of the LCAP (2022-2023).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Not applicable- Mesa Union School District does not receive concentration grant funding as the district does not meet the unduplicated student count threshold (55%).

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Mesa Union School District developed various ways to meaningfully engage educational partners in the use of one-time funds to support the impact of COVID-19 pandemic and its impact on learning. During the 2020-2021 school year, Mesa Union established several committees whose input on school reopening and other related matters shaped the areas of focus for the gradual phases of reopening. In order to focus on a safe reopening to in-person instruction, Mesa Union utilized a variety of surveys, community focus groups and assessment data to identify areas of strength, growth and need. Furthermore, Mesa Union organized two reopening committees: one was composed of Mesa parents across various grade levels, while the other comprised of district staff. Both committees provided input toward the implementation of the district's reopening plans and also provided input on the learning, social and emotional needs of students. Additionally, Mesa's School Leadership Team also provided input on the areas of instructional focus and professional learning during 2020-2021 and continues to do so in 2021-2022. During the transition to full reopening to in-person instruction in the 2021-2022 school year, grade-level teams were also consulted on the supports needed to best support the learning of students attending in-person, as well as those who would begin the year on long-term independent study.

Along with Mesa Union's engagement of educational partners during the phases of reopening, the district also created a robust Local Control Accountability Plan (LCAP) process with multiple ways of engaging district partners in the use of one-time funds. An LCAP Advisory Committee was formed in Spring 2021 which served to inform the contents of the plan. The goals and services described in the LCAP also ensured that other plans were aligned to the broader goals and priorities of the district.

Lastly, Mesa Union has continued to find other means of engaging parents, families and community. The district has continued to hold regular Community Gatherings (virtual Zoom meetings) which have averaged over 100 attendees. In 2020-2021, Mesa Union also formed a committee consisting of a cross-section of district partners branded the Design Team for Mesa Union's Framework for the Future whose goal is to assess the current academic and social needs of students, while developing a long-range view of the skills and competencies they will be able to demonstrate by 8th grade year.

The following stakeholders, through various committees, participated with Mesa Union staff to discuss how the district should prioritize recovery efforts specifically in the areas of safe in-person learning and impact to instructional time:

Students (with a focus on grades 5-8);
Families, including families that speak languages other than English;
School and district administrators, including special education administrators;
Teachers, principals, school leaders, other educators, school staff, and local bargaining units.
Documentation related to these stakeholder engagement efforts can be found at <https://www.mesaschooldistrict.org/mesa-local-plans/lcap/>.
Mesa union has reviewed CALPADS to determine students identified as native American/Native Alaskan and has consulted the Ventura County Indian Education Consortium.

The following plans were developed to capture district priorities and agreements:

Learning Continuity and Attendance Plan (LCP)

https://mesaschool.org/wp-content/uploads/2022/02/Mesa-Union-Learning-Continuity-Attendance-Plan-2020-2021_Final.pdf

Expanded Learning Opportunity Grant Plan

<https://mesaschool.org/wp-content/uploads/2022/02/Mesa-Union-School-District-Expanded-Learning-Opportunities-ELO-Grant-Plan-2021.pdf>

Local Control and Accountability Plan (LCAP)

<https://mesaschool.org/wp-content/uploads/2022/02/Mesa-Union-School-District-Local-Control-and-Accountability-Plan-LCAP-2021-2022.pdf>

ESSER III Expenditure Plan

<https://mesaschool.org/wp-content/uploads/2022/02/Mesa-Union-School-District-ESSER-III-Expenditure-Plan-2021.pdf>

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Mesa Union School District has begun to implement ESSER III funding consistent with the actions in the Expenditure Plan. The following are the successes and challenges associated with the implementation:

Successes- Instructional Program

ESSER III funds, specific to addressing continuity of services, were appropriated to expand literacy supports for students in need, particularly those disproportionately impacted by the loss of instructional time as well as targeted student groups. Specifically, these funds have been utilized for personnel and to purchase systems for targeted support. In 2021-2022, Mesa has implemented the Soliday Literacy System for students whose literacy level was currently at pre-reader to emerging reader. During the second half of the year, plans are to develop coherent and systematic support for grades TK-1 to support reading fluency and comprehension. In order to carry out the deliver of the program and progress monitoring, it was necessary to hire an additional certificated teacher.

Challenges- Instructional Program

There continue to be significant challenges that have made a difference in the implementation of ESSER III funding. The most significant is the ongoing challenges associated with COVID-19, namely the increase in absenteeism among students and staff. Staff absenteeism creates a strain on learning continuity and overall program implementation. Student absences have an equally challenging effect on students' own continuity of learning coming from two academic years already disrupted by the pandemic. Lastly, finding qualified staff has required additional time and effort, as there have been staffing shortages across public education.

Successes- Mental Health and Social-Emotional Learning

ESSER III funds have been utilized to implement a social-emotional supports and learning. With students experiencing disrupted learning, as result of the COVID-19 pandemic since March 2020, establishing positive routines and character development is critical to the school climate. These funds are being utilized for materials, training and early-phase implementation. Also relevant to social-emotional learning is the use of ESSER III funds for continued implementation of CHAMPS, including ongoing training and professional learning. At this time, a sizeable percentage of certificated staff are either recent hires to Mesa and/or have 5 or less years of service (approximately 35% of certificated staff), which signals that ongoing training and support is critical to building continuity of expectations for students, particularly those students impacted by the loss instructional time. Furthermore, classified personnel must also be appropriately trained and supported. These funds are being used to purchase materials and trainings through Safe and Civil Schools, the publisher and content developer of CHAMPS, as well as to pay for additional staff time to attend and participate in trainings.

Challenges- Mental Health and Social-Emotional Learning

The challenges to mental health and social-emotional learning are considerable given the length of time the pandemic has worn on. Using LCAP funding, Mesa Union continued a partnership with Empire Counseling to provide therapeutic and counseling support for students. Unfortunately, that contract came to an abrupt end in January 2022. Mesa Union had to quickly pivot to Ventura County Office of Education (VCOE) for additional support and is still in progress on the transition to another provider.

Successes- Health and Wellbeing

ESSER III funds are also utilized to fulfill ongoing needs for materials used to mitigate spread of COVID and to sanitize spaces. Specifically, personal protective equipment (PPE) is secured on an ongoing basis and readily available. These include disposable masks, cleaning/sanitizing materials, and other equipment for staff and students. Mesa Union has also entered into agreement with Ventura County Office of Education (VCOE) to secure rapid tests for staff and students.

Challenges- Health and Wellbeing

Most of the ongoing challenges to health and wellbeing have been associated with intermittent disruptions to supplies and materials. Over the course of the school year, Mesa Union has experienced challenges securing adequate supplies of operational items. This also includes difficulty securing food items and materials.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.

Mesa Union has utilized Supplemental Grant and other additional grant funding, including ESSER III grant funding to supplement and augment instructional and academic supports in areas previously identified as needs through the various inputs and data sets available from 2020-2021 and 2021-2022. The description in prior sections provides an overview of the process undertaken to gather input. In particular, the Local Control Accountability Parent Committee assisted in the development of broad areas of focus. These areas of continuous focus led to the following LCAP Goals: 1) Ensure high academic achievement through rigorous, student-centered learning experiences for all students. 2) Maintain a collaborative culture of meaningful partnerships that support student learning. 3) Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families. 4) Foster a culture of professional growth and learning that is centered on student needs. It was important for this plan to center upon the identified goals of LCAP in order to establish coherence and continuity in the school and instructional program. In that sense, the plan builds upon the goals and services of the LCAP and spans core instruction through extended and expanded learning opportunities. This plan will allow Mesa to use the funds it receives through the grant to improve the quality of the instructional program for all students, but focus primarily on the student groups identified in LCAP including low-income students, homeless and foster youth, as well as those who have experienced disengagement and social-emotional challenges over the last year during distance learning and/or hybrid learning. Still, there are specific elements of this plan that address ongoing needs associated with COVID mitigation, health and wellness.

Safe Return to In-Person Instruction and Continuity of Services Plan

Mesa Union School District used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and implementing PPE equipment on an ongoing basis, securing rapid tests for staff and students, as well as increased staffing and paid additional hours for existing staff to monitor established protocols, monitor equipment and materials in order to maintain the safety and well-being of students and staff. Fiscal resources were aligned to actions contained in the LCAP. The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by aligning to goal 3, "Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families."

ESSER III Expenditure Plan

Mesa Union School District used its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by focusing funds on a literacy support program with particular focus on students disproportionately impacted by the pandemic. The use of funds included personnel, systems for targeted support and a focus on social-emotional support by way of both direct services and professional learning. The implementation of the additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by aligning to goal 1, Ensure high academic achievement through rigorous, student-centered learning experiences for all students, and goal 4, "Foster a culture of professional growth and learning that is centered on student needs."

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

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
Mesa Union School District	Dr. Raul Ramirez Superintendent	rramirez@mesaschool.org (805) 485--1411

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Mesa Union School District, comprised of a single school, Mesa Union School, has enjoyed a long tradition of excellence where children thrive in a community focused, small school environment. Approximately 568 students attend Mesa Union School in grades Transitional Kindergarten through eighth grade and actively participate in a rigorous and rewarding academic environment enriched with visual and performing arts, technology, foreign language, robotics, athletics, and other extracurricular activities. Mesa Union is avidly sought after by parents seeking a challenging and enriching education.

Mesa Union’s diversity is its strength. Mesa students come from a variety of backgrounds. In 2020, 14% of students were English learners, 42% percent of students who attend Mesa Union are socioeconomically disadvantaged. The District enjoys a low transiency rate, less than 1%. Overall attendance has averaged 96% over the past five years. The District's demographics provide an opportunity to deliver a broad educational experience built upon diverse cultural experiences. Class sizes average 23:1 in Transitional Kindergarten- 3rd grade; 29:1 in grades 4-5 and 29:1 in grades 6-8. -

One hundred percent of Mesa Union School District teachers meet the highly qualified criteria. Of the District's teachers, 60% hold Master Degrees and another 40% have attained a baccalaureate degree plus 30 units of higher education credit. The average years of teaching service in the District is 9 years, and the average years of teaching experience is 13 years.

District parent involvement is strong, with 22% of our parents contributing to the school by volunteering in classrooms, supporting fundraising or serving on the Mesa Foundation, Parent Faculty Organization, Parent Advisory and Parent English Learner Advisory Councils.

Reflections: Successes

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

Mesa Union School District, per the California Dashboard, has scored in the green band indicating good performance in the three out of the four categories to include Chronic absenteeism, student achievement in English language arts and mathematics, as well as met the standards in providing basic operations: fully-credentialed teachers, instructional materials and facilities in good standing. In addition, it has met the standards in academic standards implementation, parent participation, climate survey and providing access to a broad course of study to its students.

Based on the last comprehensive update of the California Dashboard that took place in 2019, the District's greatest progress is most evident in the area of English Language Arts as reflected on the California School Dashboard Academic Performance. Sixty percent of Mesa Union School District students met or exceed state standards as measured by the California Assessment of Student Performance and Progress (CAASPP) in 2019. Overall, the district students scored 18.8 points above the standards and experienced a 8.5 point increase. The District subgroups maintained its distance from standard levels with the exception of students with disabilities and English only students who both experienced an 8.1 point increase. Mesa Union's 6, 7, and 8 students strong performance in ELA (i.e., 65%, 72%, and 69%, respectively) demonstrated the highest percentage of students who met or exceeded standards in English language arts/literacy not only among grades 3-8 at Mesa, but in the County and in the State. After 3 years of assessment, the percentage of students meeting or exceeding standards in English language arts/literacy in grades 5, 6, 7, and 8 has increased with the greatest gains in 6th and 7th grade with an 18% increase. When comparing "Change Over Time", all grade levels demonstrated an increase in the percentage of students who met or exceeded the standards in English Language Arts with grades 4, 5, and 8 improving by 5% or more. Lastly when comparing the number of students who have met or exceeded the standards in English Language arts in Ventura County and state wide, Mesa Union students outperform their counterparts in English Language Arts in the county by 13% and at the state by 9%.

With 50% of Mesa Union students meeting or exceeding the standards in the area of mathematics, they have continually outperformed their counterparts in Ventura County by 14% and statewide level by 11%. As highlighted on the California School Dashboard Mesa Union's students with disabilities and English only students experienced an 8.3 and 11.2 point gains in its distance from standard level while English learner and Socioeconomic disadvantaged students levels were sustained. Further analysis shows that the District increased the number of students who met or exceeded the mathematics state standards in grades 4, 5, and Overall in 2019, with the greatest gain in 5th grade with an 11% gain. When drawing comparisons after 3 years of assessment, the percentage of students meeting or exceeding standards in mathematics overall and in grades 5, 6, 7, 8 has increased with the greatest gain made in grade 7 with a 13% increase.

Overall, the California School Dashboard and corresponding district CAASPP results show that Mesa Union students continue to make progress in meeting or exceeding the states standards overall and within its subgroups. Mesa Union will continue to focus on reducing the number of students who did not achieve Standards Met on the English Language Arts/Literacy and Mathematics assessments, as well as on narrowing the achievement gap of identified subgroups through the the continual evaluation and analysis of student performance data, implementation of research based instructional practices and the implementation of the districts evolving multi-tiered system of supports that address the academic, social-emotional, and behavioral needs of its students.

Lastly, it is understood that the COVID pandemic stalled the update of the California School Dashboard since 2019. As health conditions improve and permit for operations and activities to resume pre-pandemic levels, Mesa Union will look forward to establishing updated baselines for student performance in areas of student achievement.

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.

Mesa Union School District anticipated an increase in the number of students suspend from school in 2019 as it addresses the need to reshape school culture and student behavior within the District. This is clearly indicated by a red rating on the California School Dashboards suspension rate performance indicator and thus the district continues to place a great deal of importance in providing a welcoming and safe learning environment with an emphasis on increasing school safety and connectedness among its students, parents, and certificated and classified staff. The District's actions outlined in Goal 3, "Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families", addresses state priorities 1, 3, 4, 5, and 8 and has significantly reshaped the culture of the school as indicated on the California School Dashboard Local Indicators in the areas of providing the basics, parent engagement, and climate survey.

In prior years, Mesa Union brought together a School Climate Task force that provided an outline of steps the District could undertake in order to improve important areas of district/school culture. As a result of the implementation of all District School Climate Task force recommendations, school wide CHAMPS school wide positive behavioral support program, restructuring schedules and adding personnel reducing the student adult ratio during scheduled lunch and recess time as well as increasing nursing, counseling and behavioral specialist services to support the health and social emotional needs of the students. The District's suspension rate during the 2019-2020 school year has lessened significantly and the District looks forward to an improve rating on the state's school dashboard. As the District looks ahead to the 2022-2023, Mesa Union will utilize the Framework for the Future and Learner Profile to align practices and planned professional development will focus on supporting certificated and classified staff in the implementation of restorative practices as Mesa Union continues to expand its social emotional and behavioral tools as part of its comprehensive Multi-tiered System of Supports Model.

Lastly, it is understood that the COVID pandemic stalled the update of the California School Dashboard since 2019. As health conditions improve and permit for operations and activities to resume pre-pandemic levels, Mesa Union will look forward to establishing updated baselines for student performance in areas of student achievement.

LCAP Highlights

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

Although Mesa Union School District students out-perform their counterparts in Ventura County and throughout the state of California, state with 60 percent of its students meeting or exceeding state standards in ELA and 50% of its students meeting or exceeding the standards in mathematics, Mesa Union recognizes that the District needs to continue to focus on increasing the overall percentage of all students who meet or exceed the California State Standards in all core content areas as well as close the achievement gap among the District's lowest performing subgroups: English Learners, Socioeconomically disadvantaged and student with learning disabilities in the 2020–2021 school year, which not only reflects state priorities 1 through 8, but is encapsulated in Goal 1: Ensure high academic achievement through rigorous, student-centered learning experiences for all students.

Areas of continuous focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Mathematics, English Language Arts, English Language Development, Social Studies and in the fall of 2021 Next Generation Science materials. 2. Supporting ongoing researched based professional development; the implementation of a comprehensive multi-tiered academic, social, behavioral system of supports; integrated and designated English language development, and scaffolding of daily instruction as part of the district's universal design learning model to not only meet the needs of struggling, on-grade level, and high achieving students but also prepare its student for college and career readiness through the promotion of critical thinking, collaboration, creativity, and communication in a twenty-first century classroom that integrates technology and project based/inquiry focused learning. 3. Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of student results utilizing the Plan-Do-Study-Act model. 4. Creating safe, welcoming learning environments that support the social emotional development of all students and increase school connectedness among students, families. teachers, and staff.

Mesa Union School District anticipated an increase in the number of students suspended from school in 2019 as it addresses the need to reshape school culture and student behavioral expectations within the District. This is clearly indicated by a red rating on the California School Dashboards suspension rate performance indicator and thus the district continues to place a great deal of importance in providing a welcoming and safe learning environment with an emphasis on increasing school safety and connectedness among its students, parents, and certificated and classified staff. The District's actions outlined in Goal 3, "Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families", addresses state priorities 1, 3, 4, 5, and 8 and has significantly reshaped the culture of the school as indicated on the California School Dashboard Local Indicators in the areas of providing the basics, parent engagement, and climate survey. As a result of the implementation of all District School Climate Task force recommendations, school wide CHAMPS school wide positive behavioral support program, restructuring schedules and adding personnel reducing the student adult ratio during scheduled non-structured times (lunch and recess time) as well as increasing nursing and counseling services to support the health and social emotional needs of the students. The District's suspension rate during the 2019-2020 school year has lessened significantly and the District looks forward to an improve rating on the state's school dashboard.

In developing the LCAP annually, the Mesa Union measures its progress in meeting the specific requirements. LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to

the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/faq>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

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.

No Schools in Mesa Union School District 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.

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The District's annual educational partner engagement process began in October when the Mesa Union School District superintendent elicited input from the Board of Trustees, District administration, bargaining units, parents, students, community members and other District partners in the annual review and analysis of the District's three year Local Control Accountability Plan. As part of this process, stakeholders reviewed state and local assessment results, identified organizational strengths and weaknesses, and developed District goals and priorities. The District's Board of Trustees reviewed and evaluated the District's progress towards attaining Local Control Accountability Plan goals, alignment of the state's eight priority areas, effectiveness of planned actions and services, and collecting input regarding needed changes to the prior LCAP. Below is a summary of the district's engagement activities:

Board of Trustees' meetings during which there was public discussion on strategic planning, shared values, priorities and goals:

September 15, 2020

- * Engagement of distance learning parent committee
- * Review of Learning Continuity and Attendance Plan

September 29, 2020

- * Approval of Learning Continuity and Attendance Plan

January 2021

- * Launch Local Control Accountability Plan Survey and Questionnaire

Tuesday, March 9, 2020,

- * Local Control Accountability Plan Development Update

Tuesday, April 20, 2021

- * Local Control Accountability Plan Development Update
- * Review Local Control Accountability Plan Survey and Questionnaire Results

Tuesday, May 18, 2021

- * Local Control Accountability Plan Development Update
- * Review of Youth-Truth School Climate Survey Results for Spring 2021

Tuesday, June 15, 2021

- * Public Hearing on draft 2021-2024 Local Control Accountability Plan

Thursday, June 17, 2021

- * Adoption of draft 2021-2024 Local Control Accountability Plan
- * Board approved the 2021-2024 Local Control Accountability Plan

Tuesday, February 15, 2022

- * Annual Update to the LCAP 2021-2022
- * Mid-Year Report of Local Control Accountability Plan

Thursday, June 16, 2022

- * Adoption of draft 2021-2024 Local Control Accountability Plan
- * Board approved the 2021-2024 Local Control Accountability Plan

LCAP Parent Advisory Committee Meetings (including district staff and administration, site staff and administration, School Site Council (SSC) Members, District English Language Advisory Committee (DELAC) members, as well a parent and community members) where there was discussion, evaluation and strategic planning:

2020-2021 School Year

Thursday, April 15, 2021

- * Local Control Accountability Plan Development Update
- * Review of Stakeholder Engagement Activities
- * Review Local Control Accountability Plan Survey and Questionnaire Results

Thursday, May 6, 2021

- * Local Control Accountability Plan Development Update
- * Review Prior Local Control Accountability Plan Goals
- * Review of Youth Truth School Climate Survey Results

Thursday, May 19, 2021

- * Local Control Accountability Plan Development Update
- * Review Proposed Local Control Accountability Plan Goals & Actions

2021-2022 School Year

Thursday, May 12, 2022

- * Local Control Accountability Plan Development Update
- * Review Prior Local Control Accountability Plan Goals

* Review of Youth Truth School Climate Survey Results

Thursday, May 26, 2022

- * Local Control Accountability Plan Development Update
- * Review Proposed Local Control Accountability Plan Goals & Actions

Mesa Union Framework for the Future Design Team where there was discussion, evaluation and strategic planning:

Tuesday, October 26, 2022

- * Instructional program needs assessment

Tuesday, November 9, 2022

- * Instructional program needs assessment
- * Professional Learning needs assessment

Tuesday, December 7, 2022

- * Instructional program needs assessment
- * Professional Learning needs assessment

Monday, March 7, 2022

- * Instructional program needs assessment
- * Professional Learning needs assessment

Thursday, March 31, 2022

- * Instructional program needs assessment
- * Professional Learning needs assessment

Student focus group was also brought together to provide feedback through school and district surveys, including YouthTruth survey.

SELPA: The district participated and consulted with the Ventura County SELPA through attendance and collaboration at Operations Cabinet Meetings, Superintendent's Policy Council, and facilitated 1:1 VCOE calibration meetings.

A summary of the feedback provided by specific educational partners.

In discussions with and input from Mesa staff, parents, families, students and educational partners, the primary area of concern were circumstances surrounding pandemic conditions and ways in which the interrupted learning experienced by students would be addressed in

LCAP. Furthermore, the discussions with the Mesa Union Framework for the Future Design Team focused on areas of the instructional program deemed to be those of strength and those in need of further development.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

After gathering educational partner and community input through board meetings, PAC/SSC and DELAC/ELAC meetings as well as consulting students, staff and administration our district was able to determine key aspects of the LCAP that were influenced by our stakeholders input, such as:

- * Continue to address the needs of vulnerable populations, including FY, EL, LI and students experiencing homelessness
- * Expanding resources and access for communication(s)
- * Expanding plans to address future interruptions to student learning
- * Expansion of student activities, events for students and families, as well as related efforts to increase in-person experiences at school

Goals and Actions

Goal

Goal #	Description
1	Ensure high academic achievement through rigorous, student-centered learning experiences for all students.

An explanation of why the LEA has developed this goal.

Mesa Union School District primary commitment to its community is to foster continual student growth, for all students, in all grades, and all content areas, which is in line with the expectations indicated on the California school Dashboard, specifically in the areas of Academic Performance, Academic Engagement, Conditions and Climate. Mesa Union recognizes not only the importance of increasing the overall percentage of students who met or exceeded California State Standards in all core content areas, but the need to close the achievement gap among the District's lowest performing subgroups: English learners, socioeconomically disadvantaged and students with learning disabilities. Areas of continual focus include: 1) Increasing access to rigorous curriculum through the continual adoption of state standards aligned materials to include Mathematics, English language arts, English language development, social studies and in 2020 science 2) Supporting ongoing research based professional development and the implementation of Universal Design Lesson, depth and complexity, English language development and a system of tiered academic, social emotional, and behavior supports to not only meet the needs of struggling students but also to promote critical thinking, collaboration, creativity, and communication in a twenty--first century classroom that integrates technology and project/inquiry based focused student learning. 3) Facilitating effective professional learning communities centered around student learning, implementation of best instructional practices, and regular analysis of student results utilizing the Plan Do Study Act model.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Assessment of Student Performance and Progress (CAASPP) - ELA	Sixty percent of students met or exceeded the state standards in English language arts/literacy	Results of CAASPP are to be released at the end of 2021-2022 school year. Mesa Union has used local assessments to inform academic progress. Mesa Union will establish goals based			Seventy percent of students met or exceed the state standards in English language arts/literacy.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		upon an updated baseline.			
California Assessment of Student Performance and Progress (CAASPP) - Math	Fifty one percent of students met or exceeded the state standards in mathematics	Results of CAASPP are to be released at the end of 2021-2022 school year. Mesa Union has used local assessments to inform academic progress. Mesa Union will establish goals based upon an updated baseline.			Sixty one percent of student met or exceeded the state standards in mathematics
English Language Proficiency Assessments for California (ELPAC)	Twenty-two percent of English language learners demonstrated language proficiency on the ELPAC.	Results of ELPAC are to be released at the end of 2021-2022 school year. Mesa Union has used local assessments to inform academic progress. Mesa Union will establish goals based upon an updated baseline.			Thirty-two percent of English language learners demonstrated language proficiency on the ELPAC.
High School Dropout, graduation rate, A-G, AP, EAP, and API	Not Applicable	Not Applicable			Not Applicable
Reclassification Rate	Thirteen percent of Mesa Union English learners were reclassified	Reclassification rate of 17.1% in 2020-2021.Updated reclassification			Maintain a reclassification rate of 13 percent or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		numbers will be contingent upon ELPAC and CAASPP results for 2021-2022.			
Students have access and are enrolled in a broad course of study	CA Dashboard - Met Student schedules indicate access	Mesa Union continues to provide electives in middle school and articulate with Oxnard Union High School District as students transition to high school.			Maintain Met on CA Dashboard - Student schedules indicate access
California Assessment of Student Performance and Progress (CAASPP) - CAST (Science)	Pending 2021-2022 results	Results of CAASPP/CAST are to be released at the end of 2021-2022 school year. Mesa Union will establish goals based upon an updated baseline.			Pending: to determine baseline

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Standards Based Instruction	<p>1.1a Provide California State Standards aligned instructional materials for all students</p> <p>1.1b For the 2020-2021 school year establish an Adoption Committee and consider the adoption of Next Generation Science Standards aligned textbooks and materials for the 2021-2022 school year, contingent upon selection of appropriate, modified, (not) realigned materials.</p>	\$39,072.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Enrichment	<p>1.2a Provide access to the visual and performing arts through programs such as music, drama, and art for students in grades TK-8.</p> <p>1.2b Provide access to electives, such as introduction to coding, oceanography, robotics, Spanish for students in grades 6-8.</p>	\$151,949.00	Yes
1.3	Expanded Learning Opportunities	1.3a Provide district-wide after school programming for students with disabilities, academically struggling, migrant, socioeconomically disadvantaged, and English language learners in grades 2-8..	\$114,229.00	Yes
1.4	Multi Tiered Systems of Support	<p>1.4a Maintain consistent district-wide procedures through training and collaboration among staff focused on providing a model of multi-tiered systems of support that provides intervention, on grade level, or extension activities during and outside of the school day that address the academic, social emotional, and behavioral needs of the districts students.</p> <p>1.4b Evaluate systems of supports to include site based academic, social emotional or behavioral practices and/or activities to determine which should be continued/discontinued, modified and/or replicated</p> <p>1.4c Provide curriculum, instructional supplies, technology, and supplemental software that assist the delivery of systemic tiered academic, social emotional and behavioral supports.</p> <p>1.4d Hire a teacher on special assignment, support staff</p>	\$330,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	GATE	1.5a Maintain a Gate Advisory Committee that supports the District that an integrate GATE instructional model that increases access to appropriately differentiated rigorous instructional throughout the regular school day.	\$6,811.00	No
1.6	Technology	<p>1.6a Maintain a District Technology Plan and ongoing funding that supports a Twenty-First Century Learning Framework, provides equitable student access to technology to include robust internet connectivity, and standardizes an online state testing environment.</p> <p>1.6b Provide adequate human resources to support technology integration, professional development, and technical support.</p> <p>1.6c. Provide a 1 to 1 student computing model in grades 2-8, while creating technology access to TK-1 to support small group instruction and/or center-based instruction.</p>	\$173,303.00	No
1.7	English Language Development	<p>1.7a. Provide curriculum, materials and resources to support the delivery of designated and integrated English language development.</p> <p>1.7b Monitoring the progress of re-designated fluent English proficient (RFEP) students to assure their continue academic growth.</p> <p>1.7c. Provide funding for an English Language Development Coordinator to assist in state and local assessments administration, monitor student progress and support the transition of RFEP students both at Mesa Union School District and support the transition to highschool.</p>	\$26,447.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	STEM	1.8a Expand Science, Technology, Engineering, and Mathematics (STEM) opportunities including access to Next Generation Science Standards and computer literacy skills.	\$15,000.00	Yes
1.9	Extended School Year	1.9a Provide a three-week of summer programming for students with disabilities, academically struggling, migrant, socioeconomically disadvantaged, and English language learners.in grades TK-8.	\$41,252.00	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.

There are several substantive differences between several planned actions and expenditures for the school year. First, Mesa Union received Emergency Connectivity Funding in 2021-2022 in the amount of \$223,249. Given this additional source of revenue, the District was able to orient supplemental funding toward the purchase of other devices (iPads) for grades TK-1. However, there was a significant difference in the budget amount and actual expenditure. Furthermore, there were also substantive differences in several other areas as Mesa Union utilized one-time funding (state and federal) toward actions delineated in LCAP Goal 1.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are several substantive differences between several planned actions and expenditures for the school year. First, Mesa Union received Emergency Connectivity Funding in 2021-2022 in the amount of \$223,249. Given this additional source of revenue, the District was able to orient supplemental funding toward the purchase of other devices (iPads) for grades TK-1. However, there was a significant difference in the budget amount and actual expenditure. Furthermore, there were also substantive differences in several other areas as Mesa Union utilized one-time funding (state and federal) toward actions delineated in LCAP Goal 1.

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

Mesa Union's first LCAP goal centers around ensuring a balanced and well-rounded instructional program, including expanded learning options for students. Beginning with a foundation of multi-tiered systems of support, Mesa Union focused attention on early childhood learning during the 2021-2022 school year. With the assistance of the Teacher on Special Assignment (TOSA) and the Learning Support Team/Providers, learning support was appropriately integrated within the literacy program in grades TK-1. Mesa Union has moved forward with use of the Sondag Learning system to support learners not yet at grade-level expectations. Beyond the school day, Mesa continues to provide expanded learning opportunities to students and families via the Full STEAM Ahead after-school program. The aims of the program are to integrate areas of study through demonstrations of learning. This school year, FSA has been able to create events for the community, which is more consistent with pre-pandemic activities. Finally, Mesa Union continues to make major strides in effective use of technology to drive learning and instruction. On the hardware side, Mesa Union received a federal grant during the 2021-2022 school year and promptly purchased Google Chromebooks for the following school year. Through a blended funding model, the District will be able to purchase iPads in grades TK-1 and refresh devices that are more developmentally appropriate to the age span.

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.

Given that the 2021-2022 school year is the first of a three year plan, Mesa Union will continue with this goal and planned actions. The foundation established during the 2021-2022 school year has been described previously. First, Mesa Union will continue to focus on early childhood learning in grades TK-2 through the careful planning of core instruction and learning supports. In 2022-2023, there will be more intentional planning and collaboration to determine the appropriate use of supplemental instructional materials, as presented in the Sondag Learning System, with district-adopted English-Language Arts and mathematics curricula. Mesa Union will also continue to focus on expanded learning programs, including after-school programs. There will be an expansion of services into TK-1 to complement the already existing programming in grades 2-8. In order to further develop programs and services aligned to this goal and actions, Mesa Union will use blended funding, including Expanded Learning Opportunities Program and ESSER funding.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Maintain a collaborative culture of meaningful partnerships that support student learning.

An explanation of why the LEA has developed this goal.

Mesa Union School District not only recognizes the importance of increasing the knowledge of its school community partners of the District's Local Control Accountability Plan goals, actions and services but also the strong correlation between Increase parent participation and community partnership in developing and support school programs that support increased academic achievement, access to college and career learning opportunities and the overall social emotional wellness of its students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Survey Results and Participation	<p>Youth Truth Survey: "Communication & Feedback" increased from 41% to 65%</p> <p>Provision of "resources" increased from 41% to 70%</p> <p>"School Safety" increased from 50% to 60%</p>	<p>Youth Truth Survey: According to Parent/Family Feedback</p> <p>"Communication & Feedback" increased from 74% to 82%</p> <p>Provision of "resources" increased from 75% to 82%</p> <p>"School Safety" decreased from 74% to 61%</p>			<p>Increase survey response to "Communication & Feedback" to 68%</p> <p>Increase survey response to "resources" to 73%</p> <p>Increase survey response to "School Safety" to 63%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Partnerships and input	<p>Youth Truth Survey results:</p> <p>"School Culture" 80%</p> <p>"Student Engagement" 76%</p> <p>"Feedback" 65%</p> <p>"Relationships" 76%</p>	<p>Youth Truth Survey results:</p> <p>According to Parent/Family Feedback:</p> <p>"School Culture" 83% to 87%</p> <p>"Student Engagement" 75% to 75%</p> <p>"Feedback" 65%</p> <p>"Relationships" 89% to 91%</p> <p>According to Student Feedback:</p> <p>"School Culture" 60% to 50%</p> <p>"Student Engagement" 64% to 58%</p> <p>"Relationships" 89% to 91%</p> <p>"Academic Challenge" 63% to 72%</p> <p>*New measure</p>			<p>Youth Truth Survey results:</p> <p>According to Parent/Family Feedback:</p> <p>"School Culture" maintain at 87% or above</p> <p>"Student Engagement" maintain at 75% or above</p> <p>"Feedback" 75%</p> <p>"Relationships" maintain at 91% or above</p> <p>According to Student Feedback:</p> <p>"School Culture" increase to 60% or above</p> <p>"Student Engagement" increase to 65% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>"Belonging" 56% to 58% *New measure</p> <p>According to Staff Feedback:</p> <p>"School Culture" 85% to 83%</p> <p>"Student Engagement" 84% to 86%</p> <p>"Relationships" 97% to 95%</p>			<p>"Relationships" maintain at 91% or above</p> <p>"Academic Challenge" increase to 75% or above</p> <p>"Belonging" increase to 70% or above</p> <p>According to Staff Feedback:</p> <p>"School Culture" maintain at 83% or above</p> <p>"Student Engagement" maintain at 86% or above</p> <p>"Relationships" maintain at 95%</p>

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent and Community Engagement	<p>2.1a Create opportunities for parents and other community-based organizations to support student learning.</p> <p>2.1b Expand District educational partners' participation on the Parent and English Learner Advisory Councils.</p>	\$25,676.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>2.1c Increase communication with all educational partners to create a culture of inclusion, respect and integrity.</p> <p>2.1d Provide parent/community based workshops that promote the use of technology, parenting, personal growth, etc., as determined by the administration of an annual parent survey.</p> <p>2.1e Require and fund parent volunteer fingerprinting, tuberculosis testing, and training for parents and community members who regularly volunteer in the classroom, athletic field, school site or District.</p> <p>2.1f Employ and support a part--time bilingual family liaison.</p>		
2.2	Parent and Community Partnerships	<p>2.2a Increase partnerships annually with parents and other community based organizations to support student learning through participating in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering.</p> <p>2.2b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, after-school programming, and/or athletics.</p> <p>2.2c Publicly recognize parents and members of the school community for their donation of resources, time, and expertise through the presentation of Mesa Moments Awards, as well as various media outlets.</p> <p>2.2d Maintain a volunteer resource room.</p>	\$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Local Business and Higher Education Partnerships	<p>2.3a Increase partnerships with education organizations, the Ventura County Office of Education, institutions of higher learning and local businesses.</p> <p>2.3b Publicly recognize educational organizations, the County Office of Education, institutions of higher learning and local businesses through various media and events.</p> <p>2.3c Outreach to preschool and recreational organizations.</p> <p>2.3d Develop partnerships with youth service providers such as First Five, Boys and Girls Club, Lego Robotics League, and youth sports leagues.</p> <p>2.3c Provide recreational and facility access to community programs.</p>	\$500.00	No
2.4	Communication	2.4a Provide human resources to expand and maintain the District and school site website, electronic, and social media communications	\$10,000.00	No

Goal Analysis [2021-22]

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

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

Mesa Union's LCAP Goal 2 does not have substantive differences between planned actions and implementation of actions. Mesa Union continued to employ a Bilingual Family Liaison in 2021-2022 and will continue to do so into 2022-2023. Mesa Union also engaged in partnerships articulated in the plan.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Mesa Union's LCAP Goal 2 does not have substantive differences between planned actions and implementation of actions.

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

Mesa Union's second LCAP goal centers around maintaining and developing meaningful partnerships with internal and external partners. In order to do so, there were several strategies employed by the District. First, Mesa Union continued to support the staffing of a Bilingual Family Liaison. This position was critical to providing language access (interpretation/translation) to parents and families at online/in-person events and through written communication. This position also allowed for committees and family groups to provide outreach and access to more Mesa parents and families. Another important strategy for maintaining partnerships with parents and families was the ongoing support of and collaboration with Mesa Union's PFO and MEF groups. As pandemic conditions and associated guidelines were relaxed, PFO and MEF were able to coordinate a greater number of community-wide events for students, parents/families and community. A third action that led to significant parent/family engagement was the District's support of partner's fulfilling the District's updated Volunteer Policy. The District was able to resume its volunteer program at mid-year and resulted in well over 50 regular classroom volunteers. Lastly, Mesa Union continued to provide resources to update and

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.

Given that the 2021-2022 school year is the first of a three year plan, Mesa Union will continue with this goal and planned actions. The foundation established during the 2021-2022 school year has been described previously and will serve well heading into 2022-2023 school year. A major priority for LCAP year 2, will be to intently focus outreach on parents/families of the identified, targeted groups (low-income, English Learner/Emergent Multilingual, Special Education and Homeless/Foster Youth). This will include renewed focus on Mesa Union's DELAC and other committees to provide input on district goals and programs. Metric used to measure partnerships and input expanded from baseline to include more disaggregated information pertaining to each partner group (student, parent/family and staff). Updated metric will also allow for more focused measure of actions within goal 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Create a welcoming and safe learning environment that is responsive to the social emotional development of all students and increases connectedness among students and families.

An explanation of why the LEA has developed this goal.

The District annual administers a Local Control Accountability Plan and Youth Truth Surveys to collect information regarding the District and its school(s) overall climate and student, parent, and community connectedness. Educational partner results continue to indicate the importance of outstanding customer service, the need to continually improve organizational communication process and quality, the expectation of provide physical and social emotional healthy and productive school environments, and the need to improve connectedness between students, parents and the district and school(s).

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance and Chronic Absenteeism	Attendance Rate 96.5% Chronic Absent Rate 6.7%	Results will be published on California Dashboard and will be are to be released after 2021-2022 school year. Mesa Union will establish goals based upon an updated baseline.			Maintain an overall attendance rate of 97% Maintain an absenteeism rate of less than 5%
Suspension and expulsion Rates	Suspension/Expulsion Rate 4.9%	Results will be published on California Dashboard			Maintain a suspension/expulsion rate below 3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		and will be are to be released after 2021-2022 school year. Mesa Union will establish goals based upon an updated baseline.			
Youth Truth Survey	School Culture Rate 38%	<p>Youth Truth Survey results:</p> <p>According to Parent/Family Feedback:</p> <p>"School Culture" 83% to 87%</p> <p>According to Student Feedback:</p> <p>"School Culture" 60% to 50%</p> <p>According to Staff Feedback:</p> <p>"School Culture" 85% to 83%</p>			Mesa has exceeded the 2020-2021 goal to "maintain a School Culture Rate above 50%." Mesa Union will update the desired outcome for 2022-2023 to the following: Maintain a School Culture Rate above 70% for all district partners participating in the YouthTruth Survey.
Local Control Accountability Survey	Maintain a customer service satisfaction level of 90% or higher.	Needs Data			Maintain a customer service satisfaction level of 90% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Act – sufficient access to instructional materials	Provide 100% of its students access to instructional materials	Provide 100% of its students access to instructional materials			Provide 100% of its students access to instructional materials
Facilities in Good Repair	Maintain a Good Repair Rating	Maintain a Good Repair Rating			Maintain a Good Repair Rating
Middle School Dropout Rate	No Dropout, 0% rate (Q SIS)	No Dropout, 0% rate (Q SIS)			Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	School Climate	<p>3.1a Continue to implement and evaluate the effectiveness of the District's School Climate Task Force recommendations in regards to academic, social emotional, and behavior supports.</p> <p>3.1b Continue to support districtwide implementation of the CHAMPS Behavior Management Model and restorative practices.</p>	\$3,500.00	No
3.2	Extra-curricular Activities	3.2a The District will promote and support Mesa Union School's development of school pride and spirit activities (i.e., Associated Student Body, clubs, extracurricular)	\$4,827.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Social Emotional Services	3.3a Develop a partnership with the Ventura County Office of Education and other support agencies to provide social emotional services to students.	\$25,000.00	Yes
3.4	Other Health Services	3.4a Hire classified staff to support students with their health needs while on the school campus.	\$57,578.00	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.

There are substantive differences between planned actions and expenditures for the school year. The largest discrepancy in planned actions and services pertains to Goal 3.3 Social Emotional Services. Mesa Union increased services dedicated to school-based counseling and support mid-year, as a community partner faded services. In light of that information, the District transitioned to a full partnership with Ventura County Office of Education in January 2021 and expanded services from 5 hours weekly to 15 hours. Services were intended to support students (general education and special education) in individualized and group counseling. Additionally, the partnership began to focus on a consultative model of support toward classroom-based teachers and staff, particularly in grades TK-1. The partnership with VCOE resulted in an increase in funding beyond the stated allocation for the school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There are substantive differences between planned actions and expenditures for the school year. The largest discrepancy in planned actions and services pertains to Goal 3.3 Social Emotional Services. Mesa Union increased services dedicated to school-based counseling and support mid-year, as a community partner faded services. In light of that information, the District transitioned to a full partnership with Ventura County Office of Education in January 2021 and expanded services from 5 hours weekly to 15 hours. Services were intended to support students (general education and special education) in individualized and group counseling. Additionally, the partnership began to focus on a consultative model of support toward classroom-based teachers and staff, particularly in grades TK-1. The partnership with VCOE resulted in an increase in funding beyond the stated allocation for the school year.

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

Mesa Union's third LCAP goal centers around school climate, healthy relationships and overall safety. As was mentioned previously, Mesa Union focused resources on mental health for students, which proved to be a definite need during pandemic and stemming from disruptions in learning the prior two academic years. Overall, the need for mental health and emotional support was much greater than anticipated. Mesa Union continued to support staff through professional development on positive relationships and common routines. In particular, this became an ongoing series of workshops with classified staff (paraprofessionals/campus supervisors) in partnership with Ventura County Office of Education. Mesa Union continued to support student activities through Elementary and Middle School ASB, including special events and themed days for student spirit. The district also continued the use of YouthTruth as a feedback tool to gather important perception data from district partners. In an effort to gather additional information and data from students, Mesa administration formed a middle school focus group to review the results of the YouthTruth survey and discussion specific action steps to promote a better, more supportive culture.

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.

As with the first two LCAP goals, Mesa Union will continue with Goal 3 into 2022-2023 with a focus on building upon the foundation established in 2021-2022. The partnership with VCOE will expand to include additional hours of mental health support. Contracted hours will increase from 15 to 24 during the 2022-2023 school year. Furthermore, the district will continue to pursue ways of seeking feedback and input from students, including continuation of focus groups and YouthTruth survey.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Foster a culture of professional growth and learning that is centered on student needs.

An explanation of why the LEA has developed this goal.

Mesa Union is committed to filling all positions with highly qualified classified and certificated personnel, provide well maintained and clean school learning environments, and improve district-wide customer service and organizational communication.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Qualifications outlined in corresponding job descriptions	Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.	Maintain 100% of classified and certificated personnel met qualifications outlined in corresponding job descriptions.			Maintain 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions.
Customer Service Survey Results	Maintain a customer service satisfaction level of 90% or higher.	*No longer a metric in the 22-23 LCAP			Maintain a customer service satisfaction level of 90% or higher.
Daily Average Attendance and Chronic Absenteeism Rates	0.5% increase in the District average attendance rate from 96.5% to 97.0% .	Results will be published on California Dashboard and will be are to be released after 2021-2022 school year. Mesa Union will establish goals based			Maintain or increase District average attendance rate of 97.0%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		upon an updated baseline.			
School Suspension and Expulsion Rates	School Suspension and Expulsion Rate of 4.9%	Results will be published on California Dashboard and will be are to be released after 2021-2022 school year. Mesa Union will establish goals based upon an updated baseline.			Maintain a School Suspension and Expulsion Rate below 3%
District Employee Retention Rate for Certificated and Classified Staff	Maintain the District's retention rate for certificated and classified staff at 90% or higher.	No longer using metric in 2022-2023 LCAP.			Maintain the District's retention rate for certificated and classified staff at 90%. or higher.
Implementation of all CA state standards, including how ELs will access the CCSS and ELD standards	CA Dashboard - Met Classroom materials aligned to CA state standards: ELA/ELD/Math rated at 5 NGSS rated at 3 Social Science rated at 4	CA Dashboard will resume after the 2021-2022 school year. Classroom materials aligned to CA state standards: ELA/ELD/Math rated at 5 NGSS will begin a process of adoption of materials in 2022-2023. Social Science rated at 4			CA Dashboard - Maintain Classroom materials aligned to CA state standards maintain NGSS rated at 4 Social Science rated at 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers: Fully Credentialed & Appropriately Assigned	CA Dashboard - Met 0 missing Teacher missing assignments	CA Dashboard will resume after the 2021-2022 school year. 0 missing Teacher missing assignments			CA Dashboard - Maintain
School Facilities in “Good Repair” per CDE’s Facility Inspection Tool (FIT)	CA Dashboard - Met 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard per the FIT	CA Dashboard will resume after the 2021-2022 school year. 0 Instances Where Facilities Do Not Meet The "Good Repair" Standard per the FIT			CA Dashboard - Maintain

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Professional Development	<p>4.1a. Provide ongoing professional development and activities for site administration, certificated and classified staff that supports the delivery of state standard based instruction in all content area to include the integration of technology, 21st Century Skills, assessment tools, and teaching strategies.</p> <p>4.1b Provide ongoing professional development, learning communities, and instructional rounds that assists in the implementation of the District's Multi-Tiered System of Support model to include differentiation, GATE Certification, English language development, PBIS/CHAMPS, Restorative Justice and other academic, social emotional, and behavioral intervention researched-based practices.</p>	\$119,336.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>4.1c Provide ongoing English language development professional development to include coaching on California's English language development standards, curriculum, assessment tools, and instructional best practices.</p> <p>4.1d Provide comprehensive management professional development that includes learning, networking and coaching opportunities.</p>		
4.2	Early Release Schedule	4.2 Maintain an early release schedule to allow for ongoing professional development and collaboration.	\$0.00	No
4.3	Classified Professional Development	<p>4.3a Provide comprehensive classified professional development that includes district-wide, and on-site demonstrations.</p> <p>4.3b Provide a training program for District substitutes and administer a satisfaction survey.</p>	\$1,000.00	No
4.4	Employee Retention	<p>4.4a Attract exemplary employees through the promotion of the District to prospective candidates.</p> <p>4.54b Develop relationships with universities, career fair providers, and professional organizations.</p> <p>4.4c Provide relocation materials to potential candidates.</p> <p>4.4d Evaluate and adjust hiring practices as needed.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		4.4e Administer satisfaction and exit interviews to improve District employee retention rates.		
4.5	Beginning Teachers	<p>4.5a. Provide a comprehensive certificated professional development plan that includes district-wide, on-site and virtual learning opportunities accompanied by ongoing coaching.</p> <p>4.5b. Provide ongoing new teacher support through Teacher Induction.</p> <p>4.5c Provide ongoing teacher support through PAR.</p> <p>4.5d Provide a one--day training program for new certificated personnel.</p>	\$9,050.00	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.

There are substantive differences between planned actions and expenditures for the school year. The largest discrepancy in planned actions and services pertains to Goal 4.1 pertaining to professional development for certificated staff. Mesa Union has utilized one-time funding (state and federal) to contribute to professional learning experiences for certificated and classified staff, which resulted in a positive balance in supplemental funds. In terms of the remaining sub-goals, there were no substantive differences in other areas in actions delineated in LCAP Goal 4.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Mesa Union's LCAP Goal 4 does have substantive differences between planned actions and implementation of actions in Goal 4.1 as the district utilized one-time funding (state and federal) to contribute to professional learning experiences for certificated and classified staff.

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

Mesa Union's fourth LCAP goal centers around professional growth and development as well as developing student-centered learning experiences for all students. Despite pandemic conditions continuing to require time, attention and resources dedicated to safety and wellbeing, Mesa Union still moved ahead in a professional development approach that centered on student-centered learning. In conjunction with staff, the district developed an instructional focus around writing and began to assess current practices in order to make informed decisions about student learning experiences. Mesa Union partnered with Learner Centered Collaborative and Dr. Katie Martin as a professional learning facilitator throughout the school year, which also included the development of the Framework for the Future and Learner Profile. The Learner Profile will frame what Mesa students will be able to know and demonstrate by the time they are promoted in 8th grade, while the Framework will provide the foundation for the learning experiences staff will shape and create to develop those competencies. The Framework will influence the development of the LCAP and the general direction of areas of focus for professional learning. Furthermore, Mesa Union continued to support teachers seeking to clear teaching credentials through active mentorship and participation in the induction program through a partnership with Ventura County Office of Education.

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.

With the completion of the Mesa Union Framework for the Future and Learner Profile, the District will move forward with greater clarity about professional learning and development for all staff. The goal will be on making shifts in classroom practice to align to the four pillars contained within the Framework. Mesa Union will also continue to support classified staff in their growth and development by way of job-embedded and job-specific training opportunities. These will include partnerships with external providers, as well. Furthermore, Mesa Union will continue to support teachers seeking to clear teaching credentials through active mentorship and participation in the induction program through a partnership with Ventura County Office of Education.

Mesa Union will transition fully to utilizing the YouthTruth Climate Survey in order to measure district partner perceptions about school culture. Mesa Union will also work toward more interim measurements of school climate as the annual survey provides a comprehensive view. As such, Mesa will transition away from customer satisfaction metric toward a more holistic approach of gathering perception information from district partners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$422,059	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.80%	0.00%	\$0.00	7.80%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions 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.

Mesa Union is addressing the needs of FY, EL, and LI students through the following Goals and Actions in order to effectively meet our goals for these student populations:

Goal 1, Action 2: Enrichment - 1.2a Provide access to the visual and performing arts through programs such as music, drama, and art for students in grades TK-8. 1.2b Provide access to electives, such as introduction to coding, oceanography, robotics, Spanish for students in grades 6-8.

Goal 1, Action 3: Expanded Learning Opportunities - 1.3a Provide district-wide after school programming for students with disabilities, academically struggling, migrant, socioeconomically disadvantaged, and English language learners in grades 2-8.

Goal 1, Action 4: Multi Tiered Systems of Support (MTSS) - 1.4a Maintain consistent district-wide procedures through training and collaboration among staff focused on providing a model of multi-tiered systems of support that provides intervention, on grade level, or extension activities during and outside of the school day that address the academic, social emotional, and behavioral needs of the districts

students. 1.4b Evaluate systems of supports to include site based academic, social emotional or behavioral practices and/or activities to determine which should be continued/discontinued, modified and/or replicated. 1.4c Provide curriculum, instructional supplies, technology, and supplemental software that assist the delivery of systemic tiered academic, social emotional and behavioral supports. 1.4d Hire a teacher on special assignment, support staff

Goal 1, Action 7: English Language Development - 1.7a. Provide curriculum, materials and resources to support the delivery of designated and integrated English language development. 1.7b Monitoring the progress of re-designated fluent English proficient (RFEP) students to assure their continue academic growth. 1.7c. Provide funding for an English Language Development Coordinator to assist in state and local assessments administration, monitor student progress and support the transition of RFEP students both at Mesa Union School District and support the transition to high school.

Goal 1, Action 8: STEM - 1.8a Expand Science, Technology, Engineering, and Mathematics (STEM) opportunities including access to Next Generation Science Standards and computer literacy skills.

Goal 1, Action 9: Extended School Year - 1.9a Provide a three-week of summer programming for students with disabilities, academically struggling, migrant, socioeconomically disadvantaged, and English language learners. in grades TK-8.

Goal 2, Action 1: Parent and Community Engagement - 2.2a Increase partnerships annually with parents and other community based organizations to support student learning through participating in the Mesa Education Foundation and Parent Faculty Organization, as well as donating fiscal resources, expertise or volunteering. 2.2b Establish a volunteer program that partners with the Parent Faculty Organization and the Mesa Union Education Foundation to identify volunteering opportunities, provide training, and solicit volunteers in advance of school activities, after school programming, and/or athletics. 2.2c Publicly recognize parents and members of the school community for their donation of resources, time, and expertise through. the presentation of Mesa Moments Awards, as well as various media outlets. 2.2d Maintain a volunteer resource room.

Goal 3, Action 3: Social Emotional Services - 3.3a Develop a partnership with the Ventura County Office of Education and other support agencies to provide social emotional services to students.

Goal 3, Action 4: Other Health Services - 3.4a Hire classified staff to support students with their health needs while on the school campus.

These goals, actions and services are principally directed to support FY (.2%), LI (41.2%) and EL students (10.2%) to ensure.

* See 2020 CA Dashboard

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

The goals, actions and services have been developed after assessing the needs of our FY, EL and LI students including careful consideration of students, staff, parents, and the community (this includes community members representing FY, LI and EL), student achievement data, research we referenced regarding educational practices. Mesa Union utilizes guidance from Visible Learning (J. Hattie, 2009) and visiblelearningplus.com (December 2017) which "synthesized various influences in different meta-analysis of thousands of education studies listed and documented the most influential and highest effect size* strategies to improve student achievement". Our school determined the following strategies to best help students, also considering our unduplicated students (FY, EL, LI, and SpEd): "Response to Intervention" (RtI2), 1.29 effect size**, "Intervention for students with learning needs", .77 effect size, and "Enrichment Programs", .53 effect size. As a result the input and assessment of student needs Mesa Union has increased and improved services to serve FY (.2%), LI (41.2%) and EL students (10.2%), through expanded enrichment activities, expanded learning activities, MTSS, English Language Development, STEM and Extended School Year (Goal 1, Actions 2, 3, 4, 7, 8 and 9). Social Emotional Services are augmented through partnership with VCOE, Goal 3, Action 3. Additionally, through provision of other Health Services through additional classified staffing, Goal 3, Action 4, services have been improved and increased such that our unduplicated populations will have a wide variety of services and supports.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Mesa Union School District does not receive concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	31.2:562	0

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of certificated staff providing direct services to students	11.52:562	0

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$772,483.00	\$255,065.00	\$31,501.00	\$96,869.00	\$1,155,918.00	\$659,295.00	\$496,623.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Standards Based Instruction	All	\$7,572.00	\$31,500.00	\$0.00	\$0.00	\$39,072.00
1	1.2	Enrichment	English Learners Foster Youth Low Income	\$120,448.00	\$0.00	\$31,501.00	\$0.00	\$151,949.00
1	1.3	Expanded Learning Opportunities	English Learners Foster Youth Low Income	\$0.00	\$114,229.00	\$0.00	\$0.00	\$114,229.00
1	1.4	Multi Tiered Systems of Support	English Learners Foster Youth Low Income	\$281,821.00	\$0.00	\$0.00	\$48,567.00	\$330,388.00
1	1.5	GATE	All	\$6,811.00	\$0.00	\$0.00	\$0.00	\$6,811.00
1	1.6	Technology	All	\$173,303.00	\$0.00	\$0.00	\$0.00	\$173,303.00
1	1.7	English Language Development	English Learners Foster Youth Low Income	\$26,447.00	\$0.00	\$0.00	\$0.00	\$26,447.00
1	1.8	STEM	English Learners Foster Youth Low Income	\$15,000.00	\$0.00	\$0.00	\$0.00	\$15,000.00
1	1.9	Extended School Year	English Learners Foster Youth Low Income	\$12,000.00	\$0.00	\$0.00	\$29,252.00	\$41,252.00
2	2.1	Parent and Community Engagement	English Learners Foster Youth Low Income	\$25,676.00	\$0.00	\$0.00	\$0.00	\$25,676.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Parent and Community Partnerships	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
2	2.3	Local Business and Higher Education Partnerships	All	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00
2	2.4	Communication	All	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
3	3.1	School Climate	All	\$3,500.00	\$0.00	\$0.00	\$0.00	\$3,500.00
3	3.2	Extra-curricular Activities	All	\$4,827.00	\$0.00	\$0.00	\$0.00	\$4,827.00
3	3.3	Social Emotional Services	English Learners Foster Youth Low Income	\$25,000.00	\$0.00	\$0.00	\$0.00	\$25,000.00
3	3.4	Other Health Services	English Learners Foster Youth Low Income	\$57,578.00	\$0.00	\$0.00	\$0.00	\$57,578.00
4	4.1	Certificated Professional Development	All	\$0.00	\$109,336.00	\$0.00	\$10,000.00	\$119,336.00
4	4.2	Early Release Schedule	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.3	Classified Professional Development	All	\$1,000.00	\$0.00	\$0.00	\$0.00	\$1,000.00
4	4.4	Employee Retention	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4	4.5	Beginning Teachers	All	\$0.00	\$0.00	\$0.00	\$9,050.00	\$9,050.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,411,019	\$422,059	7.80%	0.00%	7.80%	\$563,970.00	0.00%	10.42 %	Total:	\$563,970.00
								LEA-wide Total:	\$563,970.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$120,448.00	
1	1.3	Expanded Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	
1	1.4	Multi Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$281,821.00	
1	1.7	English Language Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$26,447.00	
1	1.8	STEM	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	
1	1.9	Extended School Year	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$12,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Parent and Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$25,676.00	
3	3.3	Social Emotional Services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
3	3.4	Other Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$57,578.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,090,601.00	\$1,423,743.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Standards Based Instruction	No	\$37,486.00	\$10,708.00
1	1.2	Enrichment	Yes	\$144,317.00	\$131,446.00
1	1.3	Expanded Learning Opportunities	Yes	\$119,130.00	\$101,491.00
1	1.4	Multi Tiered Systems of Support	Yes	\$247,880.00	\$272,350.00
1	1.5	GATE	No	\$6,806.00	\$1,811.00
1	1.6	Technology	No	\$199,975.00	\$468,064.00
1	1.7	English Language Development	Yes	\$26,444.00	\$85,449.00
1	1.8	STEM	Yes	\$15,000.00	\$0.00
1	1.9	Extended School Year	Yes	\$75,413.00	\$45,511.00
2	2.1	Parent and Community Engagement	Yes	\$20,867.00	\$25,197.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Parent and Community Partnerships	No	\$1,000.00	\$0.00
2	2.3	Local Business and Higher Education Partnerships	No	\$500.00	\$0.00
2	2.4	Communication	No	\$10,000.00	\$14,800.00
3	3.1	School Climate	No	\$2,100.00	\$2,100.00
3	3.2	Extra-curricular Activities	No	\$4,816.00	\$4,827.00
3	3.3	Social Emotional Services	Yes	\$25,000.00	\$46,600.00
3	3.4	Other Health Services	Yes	\$25,347.00	\$63,150.00
4	4.1	Certificated Professional Development	No	\$108,991.00	\$135,516.00
4	4.2	Early Release Schedule	No	\$0.00	\$0.00
4	4.3	Classified Professional Development	No	\$2,000.00	\$673.00
4	4.4	Employee Retention	No	\$500.00	\$0.00
4	4.5	Beginning Teachers	No	\$17,029.00	\$14,050.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$420,425	\$567,553.00	\$525,095.00	\$42,458.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Enrichment	Yes	\$113,102.00	\$97,799.00		
1	1.3	Expanded Learning Opportunities	Yes	\$119,130.00	\$101,491.00		
1	1.4	Multi Tiered Systems of Support	Yes	\$210,663.00	\$193,532.00		
1	1.7	English Language Development	Yes	\$26,444.00	\$16,689.00		
1	1.8	STEM	Yes	\$15,000.00	\$0.00		
1	1.9	Extended School Year	Yes	\$12,000.00	\$5,980.00		
2	2.1	Parent and Community Engagement	Yes	\$20,867.00	\$25,197.00		
3	3.3	Social Emotional Services	Yes	\$25,000.00	\$25,000.00		
3	3.4	Other Health Services	Yes	\$25,347.00	\$59,407.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$5,099,773	\$420,425	0%	8.24%	\$525,095.00	0.00%	10.30%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (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 local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the 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] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. 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 Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners 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 Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 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 educational partners 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 tool for engaging educational partners.

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 educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners 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 educational partners 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 educational partner engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 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 and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, 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 engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC Section 52064[e][1]*). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners 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 educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners 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 educational partners. A response may also include information about an LEA’s philosophical approach to engaging its educational partners.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

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

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

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the 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 educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners 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 educational partner 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 educational partners 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 educational partners 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 educational partners. 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 educational partners, 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.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 2020–21 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 or when adding a new metric.

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 action 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 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 and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages 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 educational partners. 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 educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, 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 educational partners 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

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year: Specify the estimated 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).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs 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).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent: For school districts with an unduplicated pupil percentage of 55 percent 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 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in EC Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming 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.
- **Contributing to Increased or Improved Services?:** 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 transitional kindergarten through grade five), 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."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **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).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **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.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022