

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: McFarland Unified School District

CDS Code: 123456787654321

School Year: 2021-22

LEA contact information:

S. Aaron Resendez

Superintendent

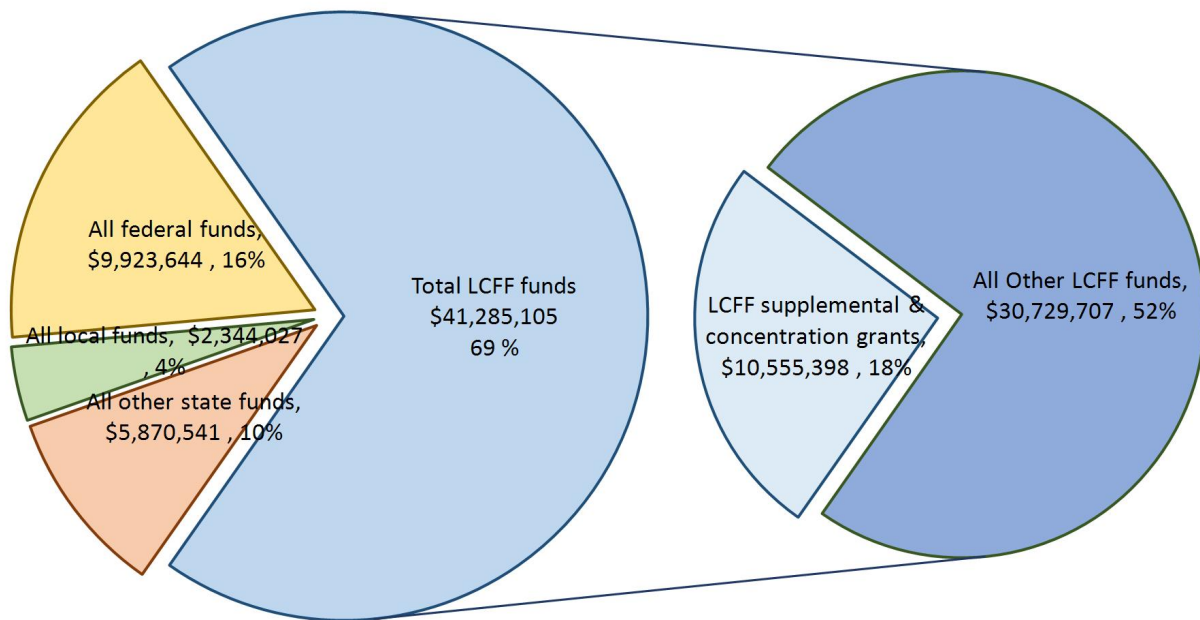
saresendez@mcfarland.k12.ca.us

661-792-3081

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

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source



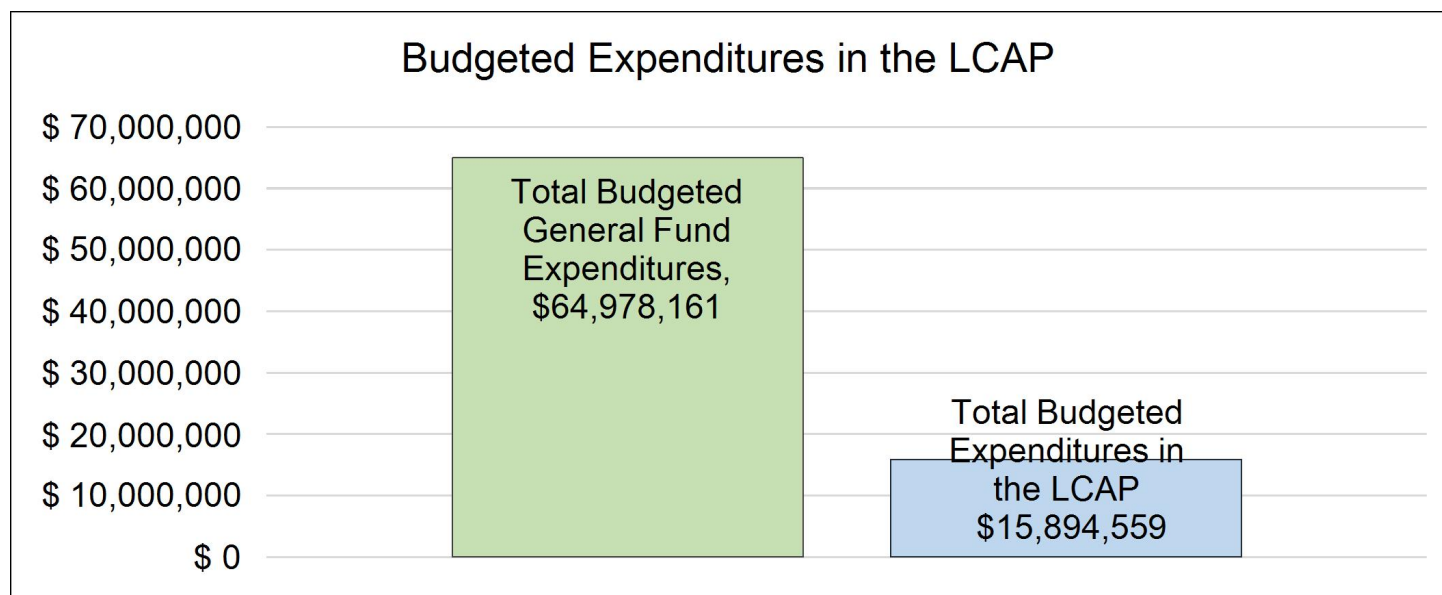
This chart shows the total general purpose revenue McFarland Unified School District expects to receive in the coming year from all sources.

The total revenue projected for McFarland Unified School District is \$59,423,317, of which \$41,285,105 is Local Control Funding Formula (LCFF), \$5,870,541 is other state funds, \$2,344,027 is local funds, and

\$9,923,644 is federal funds. Of the \$41,285,105 in LCFF Funds, \$10,555,398 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 McFarland Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

McFarland Unified School District plans to spend \$64,978,161 for the 2021-22 school year. Of that amount, \$15,894,559 is tied to actions/services in the LCAP and \$49,083,602 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General fund expenditures that are not included in the LCAP are primarily required salaries and basic required services.

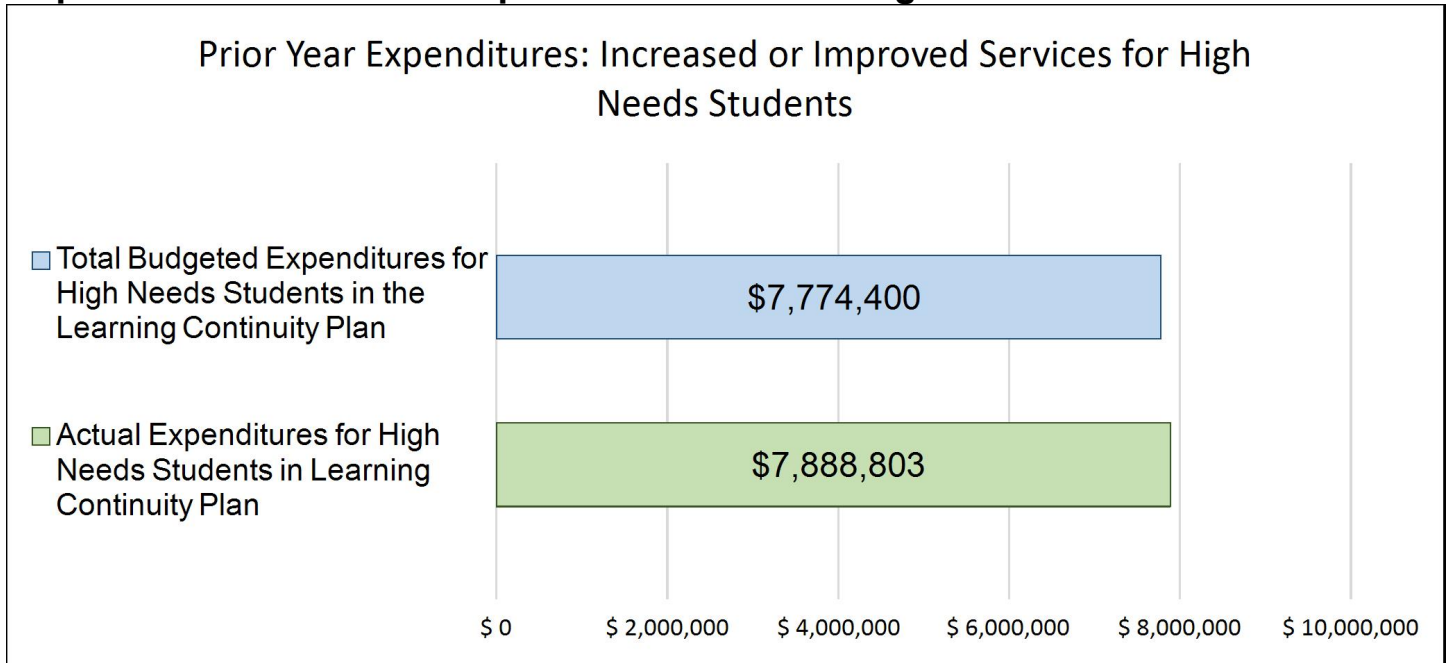
Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, McFarland Unified School District is projecting it will receive \$10,555,398 based on the enrollment of foster youth, English learner, and low-income students. McFarland Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. McFarland Unified School District plans to spend \$13,981,889 towards meeting this requirement, as described in the LCAP.

Certain actions were included because our data indicated a gap between 1 or more unduplicated student groups and other students which makes up the portion that is indicated as contributing. Nonetheless, all actions in the LCAP are geared toward improving services for our unduplicated students.

LCFF Budget Overview for Parents

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



This chart compares what McFarland Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what McFarland Unified 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.

In 2020-21, McFarland Unified School District's Learning Continuity Plan budgeted \$7,774,400.00 for planned actions to increase or improve services for high needs students. McFarland Unified School District actually spent \$7,888,803.00 for actions to increase or improve services for high needs students in 2020-21.

2021 was a difficult year because of COVID-19 and the safety mandates. Some programs were not able to continue in a distance learning environment. Certain activities were canceled because they were not conducive to a virtual environment. Intervention efforts suffered because the system we intended to use was designed for in-person instruction and we remained in a virtual environment for the majority of the year. Many of our typical parent engagement activities did not take place and were replaced with no cost or low cost virtual versions.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Full implementation of our state content standards to increase student achievement in ELA-ELD, Math, Social Studies, Science and Literacy as measured by multiple assessments including state and local assessments administered regularly.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1-Basic Services (A) Teachers appropriately assigned and fully credentialed for assignment 19-20 2019-20 Maintain 100% fully credentialed and appropriately assigned teachers Baseline 100% are fully credentialed and appropriately assigned	Fully credentialed and appropriately assigned teachers 97.2%
Metric/Indicator Priority 1-Basic Services (B) Pupils access to standards-aligned materials 19-20 2019-20	100% access to standards aligned-materials

Expected	Actual
<p>Maintain 100% students will have access to standards-aligned materials</p> <p>Baseline 100% of students will have access to standards-aligned materials</p>	
<p>Metric/Indicator Priority 1-Basic Services (C) School facilities maintained in good repair.</p> <p>19-20 2019-20 Maintain all facilities having an overall rating of "Good" as indicated on the FIT Report</p> <p>Baseline All facilities have an overall rating of "Good" as indicated on the FIT Report</p>	<p>ALL facilities are in good repair</p>
<p>Metric/Indicator Priority 2- Implementation of Common Core State Standards (A) Implementation of CA academic and performance standards measured by the LCAP Survey and Administrative observations</p> <p>19-20 2019-20 Maintain LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."</p> <p>Increase C3 Quick Snapshot "Learning Objectives" to 64% Fully Observed</p>	<p>19/20 - Our walkthrough tool was unavailable due to the vendor discontinuing the product. We did not have a replacement in place in 19/20.</p> <p>19/20 Surveys = 98.5% Agree/Strongly Agree to "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."</p>

Expected	Actual
<p>Baseline 2016-17 LCAP Staff Survey "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects." 94% Strongly Agree/Agree</p> <p>C3 Quick Snapshot "Learning Objectives" 58% were Fully Observed</p>	
<p>Metric/Indicator Priority 2- Implementation of Common Core State Standards (B) English learners ability to access the CCSS and ELD standards for purposes of gaining academic content knowledge and English Language proficiency through designated and integrated ELD as indicated by Administrative observation</p> <p>19-20 2019-20 Maintain 100% of our English Learners access to CCSS and ELD standards</p> <p>Baseline 2016-17 100% of our English Learners have access to CCSS and ELD standards</p>	<p>100% English Learners have access to CCSS and ELD standards</p>
<p>Metric/Indicator Priority 4- Pupil Achievement: (A) Statewide Assessments as indicated by CAASPP Achievement Level Descriptor Results of Met/Exceeds of all students and by EL sub group</p>	<p>NO CAASPP SCORES IN 2020</p> <p>We did have Renaissance STAR scores for MATH AND ELA:</p>

Expected	Actual
19-20	
2019 CAASPP ELA ALL Students Results	2020 ELA ALL Students Results
3rd grade 25%	3rd grade 32%
4th grade 38%	4th grade 28%
5th grade 38%	5th grade 26%
6th grade 26%	6th grade 23%
7th grade 29%	7th grade 14%
8th grade 29%	8th grade 8%
11th grade 44%	11th grade 10%
2019 CAASPP ELA LEP Students	2020 ELA LEP Students
3rd grade 21%	3rd grade 9%
4th grade 18%	4th grade 5%
5th grade 13%	5th grade 4%
6th grade 8%	6th grade 0%
7th grade 7%	7th grade 0%
8th grade 6%	8th grade 3%
11th grade 9%	11th grade 0%
2019 CAASPP Math ALL Students	2020 Math ALL Students
3rd grade 21%	3rd grade 37%
4th grade 31%	4th grade 44%
5th grade 24%	5th grade 45%
6th grade 15%	6th grade 44%
7th grade 19%	7th grade 27%
8th grade 35%	8th grade 25%
11th grade 25%	11th grade 30%
2019 CAASPP Math LEP Students	2020 Math LEP Students
3rd grade 17%	3rd grade 23%
4th grade 16%	4th grade 27%
5th grade 10%	5th grade 18%
6th grade 8%	6th grade 8%
7th grade 6%	7th grade 8%
8th grade 12%	8th grade 8%
11th grade 6%	11th grade 3%

Expected	Actual
<p>2019 CAST Science ALL Students</p> <p>5th grade 30%</p> <p>8th grade 39%</p> <p>10th grade 35%</p> <p>2019 CAST Science LEP Students</p> <p>5th grade 11%</p> <p>8th grade 12%</p> <p>10th grade 10%</p> <p>Baseline</p> <p>2016 CAASPP ELA ALL Students Results</p> <p>3rd grade 19%</p> <p>4th grade 32%</p> <p>5th grade 32%</p> <p>6th grade 20%</p> <p>7th grade 23%</p> <p>8th grade 23%</p> <p>11th grade 38%</p> <p>2016 CAASPP ELA LEP Students</p> <p>3rd grade 15%</p> <p>4th grade 12%</p> <p>5th grade 7%</p> <p>6th grade 2%</p> <p>7th grade 1%</p> <p>8th grade 0%</p> <p>11th grade 3%</p> <p>2016 CAASPP Math ALL Students</p> <p>3rd grade 15%</p> <p>4th grade 25%</p> <p>5th grade 18%</p>	

Expected	Actual
<p>6th grade 9%</p> <p>7th grade 13%</p> <p>8th grade 29%</p> <p>11th grade 19%</p> <p>2016 CAASPP Math LEP Students</p> <p>3rd grade 11%</p> <p>4th grade 10%</p> <p>5th grade 4%</p> <p>6th grade 2%</p> <p>7th grade 0%</p> <p>8th grade 6%</p> <p>11th grade 0%</p> <p>2016 CST Science ALL Students</p> <p>5th grade 24%</p> <p>8th grade 33%</p> <p>10th grade 29%</p> <p>2016 CST Science LEP Students</p> <p>5th grade 5%</p> <p>8th grade 6%</p> <p>10th grade 4%</p>	
<p>Metric/Indicator</p> <p>Priority 4- Pupil Achievement:</p> <p>(B) Academic Performance Index</p> <p>19-20</p> <p>N/A</p> <p>Baseline</p> <p>N/A</p>	<p>N/A</p> <p>API is no longer a measure by the state</p>

Expected	Actual
<p>Metric/Indicator Priority 4- Pupil Achievement: (C) Percentage of pupils completing a-g or CTE sequence/programs</p> <p>19-20 2018-19 1. Increase students who complete a-g courses to All Student at 51.7% and English Language Learners at 10.2%</p> <p>2. Increase students who completed CTE sequence/programs to All Students to 21% and English Language Learners to 37%</p> <p>Baseline 1. 45.7% All Students; 4.2% English Language Learners completed a-g courses in 2015-16</p> <p>2. 15% All Students; 31% English Language Learners completed CTE sequence/programs in 2015-16</p>	<p>2019/20 CA School Dashboard 1) A-G Completion ALL 67.7% ELs 50% 2) CTE Pathways ALL 29.3% ELs 50%</p>
<p>Metric/Indicator Priority 4- Pupil Achievement: (D) Percentage of English Language (EL) pupils making progress toward English proficiency as measured by the CELDT from DataQuest</p> <p>19-20 2018-19 ELPAC SUMMATIVE Level 4 - Well Developed: 30% Level 3 - Moderately Developed: 40% Level 2 - Somewhat Developed: 18% Level 1 - Beginning Stage: 11%</p> <p>Baseline</p>	<p>2019/20 ELPAC Summative Results (Data not publicly available, data taken from CERS)</p> <p>Level 4 - Well Developed: 11% Level 3 - Moderately Developed: 41% Level 2 - Somewhat Developed: 31% Level 1 - Beginning Stage: 15%</p>

Expected	Actual
CELDT 2015-16 Advanced: 5% Early Advanced: 25% Intermediate: 35% Early Intermediate: 19% Beginning: 16%	
Metric/Indicator Priority 4- Pupil Achievement: (E) English Learner reclassification rate 19-20 English Learner Reclassification 2019-20 1. KA 113 students 2. BR 61 students 3. HE 10 students 4. MMS 67 students 5. MHS 47 students 6. SJHS 7 students 7. MIS 3 students 8. MUSD English Learner Reclassification Rate 22.3% Baseline English Learner Reclassification 2016-17 1. KA 107 students 2. BR 55 students 3. HE 4 students 4. MMS 61 students 5. MHS 41 students 6. SJHS 1 students 7. MIS 0 student 8. MUSD English Learner Reclassification Rate 16.3%	English Learner Reclassification 2019-20 1. KA 66 students 2. BR 32 students 3. HE 63 students 4. MMS 21 students 5. MHS 25 students 6. SJHS 0 students 7. MIS 0 students 8. MUSD EL Reclassification Rate 15.30%
Metric/Indicator	41.40% AP pass rate with 3+

Expected	Actual
<p>Priority 4- Pupil Achievement: (F) Percentage of pupils passing AP exam with 3 or higher</p> <p>19-20 2018-19 Increase of pupils passing AP Exam with a score of 3 or higher to 85%</p> <p>Baseline 2015-16 AP Scores 79% pupils passed AP Exam with a score of 3 or higher</p>	
<p>Metric/Indicator Priority 4- Pupil Achievement: (G) Percentage of pupils who participate in and demonstrate college preparedness on EAP</p> <p>19-20 2019 1. Increase students demonstrating college preparedness in English to 14%</p> <p>2. Increase students demonstrating college preparedness in Math to 8%</p> <p>Baseline 2015 1. 8% students pupils demonstrate college preparedness in English</p> <p>2. 2% students pupils demonstrate college preparedness in Math</p>	<p>N/A</p> <p>NO CAASPP SCORES IN 2020 to calculate EAP</p>

Expected	Actual
<p>Metric/Indicator Priority 7-Course Access: (A) Pupils have access to a broad course of study (Section 51210 and 51220(a))</p> <p>19-20 2019-20 Maintain 100% of pupils having access to a broad course of study (Section 51210 and 51220(a))</p> <p>Baseline 2016-17 100% of pupils have access to a broad course of study (Section 51210 and 51220(a))</p>	<p>100% have access to a broad course of study</p>
<p>Metric/Indicator Priority 7-Course Access: (B) Extent to which unduplicated pupils have access and enrolled in programs and services</p> <p>19-20 2019-20 Maintain 100% of unduplicated pupils having access and enrolled in programs and services</p> <p>Baseline 2016-17 100% unduplicated pupils have access and enrolled in programs and services</p>	<p>100% have access and are enrolled in programs and services</p>

Expected	Actual
<p>Metric/Indicator Priority 7-Course Access: (C) Extent to which exceptional needs pupils have access and enrolled in programs and services</p> <p>19-20 2019-20 Maintain 100% exceptional needs pupils having access and enrolled in programs and services</p> <p>Baseline 2016-17 100% exceptional needs pupils have access and enrolled in programs and services</p>	<p>100% have access and are enrolled in programs and services</p>
<p>Metric/Indicator Priority 8- Other Pupil Outcomes (A) Measure literacy skills using Dynamic Indicator for Early Literacy Skills (DIBELS) TK-5th</p> <p>19-20 2019-20 2017-18 Composite Score for End-of-Year At or Above Target:</p> <ul style="list-style-type: none"> • Kindergarten: 83% • 1st Grade: 50% • 2nd Grade: 60% • 3rd Grade: 73% • 4th Grade: 80% • 5th Grade: 80% <p>Baseline</p>	<p>N/A</p> <p>DID NOT ADMINISTER THIS ASSESSMENT IN 2020 DUE TO DISTANCE LEARNING</p>

Expected	Actual
<p>2016-17 Baseline</p> <p>Composite Score for End-of-Year At or Above Target:</p> <ul style="list-style-type: none"> Kindergarten: 163 students = 77% 1st Grade: 24 students = 8% 2nd Grade: 144 students = 54% 3rd Grade: 202 students = 67% 4th Grade: 202 students = 74% 5th Grade: 213 students = 74% 	
<p>Metric/Indicator</p> <p>Priority 8- Other Pupil Outcomes</p> <p>(B) Pupils access to physical fitness to improve overall health measured by Physical Fitness Test for grades 5th, 7th, 9th grade</p> <p>19-20</p> <p>2019-20</p> <p>1. Increase 5th Grade: 59.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>2. Increase 7th Grade: 55% are classified as Healthy Fitness Zone for Aerobic Capacity</p> <p>3. Increase 9th Grade: 56.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>Baseline</p> <p>2016-17</p> <p>1. 5th Grade: 53.2% are classified as Healthy Fitness Zone for Body Composition</p> <p>2. 7th Grade: 49% are classified as Healthy Fitness Zone for Aerobic Capacity</p> <p>3. 9th Grade: 50.2% are classified as Healthy Fitness Zone for Body Composition</p>	<p>N/A</p> <p>CALIFORNIA SUSPENDED THIS ASSESSMENT AND WE DID NOT HAVE A DISTANCE LEARNING ALTERNATIVE</p>

Expected	Actual

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1. 1</p> <p>Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. The following services will allow formative assessment and instructional strategies to align to improve progress and achievement for unduplicated students:</p> <ul style="list-style-type: none"> • ELA & Math CFAs • DIBELS • CAASPP • Release time for teachers to collaborate around data to make data driven decisions • Continue to revise CFAs (Benchmarks) 	<p>Moved to Goal 1 Action 2 Not Applicable Not Applicable N/A</p> <p>Moved to Goal 1 Action 2 Not Applicable Not Applicable N/A</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,000.00</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 45,000.00</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 15,000.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Professional Development 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,010.20</p> <p>Conference Expenditures 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$25,580.15</p> <p>Professional Development 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$13,606.00</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Professional Development Extra Duty Pay 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$48.06</p> <p>Professional Development Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5.56</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G1. 2</p> <p>Continue to provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.</p>	<p>Support Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,417,398.93</p> <p>Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$568,158.29</p> <p>Librarians 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 165,489.67</p> <p>Librarians 3000-3999: Employee Benefits LCFF Supplemental and Concentration 131,017.44</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 124,145.48</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 99,164.02</p>	<p>Support Staff Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$1,378,259.19</p> <p>Support Staff Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$503,906.49</p> <p>Librarians 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$176,635.72</p> <p>Librarians 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$131,712.22</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$112,609.98</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$103,642.63</p>
<p>G1. 3</p> <p>Continue to provide additional research based curriculum, professional development (PD) and supplies to maximize support in data and progress monitoring, early writing, and additional instructional support principally directed toward unduplicated students to increase student achievement:</p> <ul style="list-style-type: none"> • Renaissance Learning • Thinking Maps Training (K - 2) • Supplemental ELD 	<p>Supplies & Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration 20,726.73</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Adopted Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration 675,000.00</p>	<p>Supplies & Material 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$20,726.73</p> <p>ELA/ELD Intervention 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000.00</p> <p>Adopted Curriculum 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$668,819.28</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental to Core 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Additional Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration 23,500.00</p> <p>N/A Not Applicable Not Applicable N/A</p>	<p>Supplemental to Core 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$30,000.00</p> <p>Additional Library Books 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$23,500.00</p> <p>Professional Consulting Services 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,576.40</p>
<p>G1. 4</p> <p>Continue to recruit, hire, and retain highly qualified teachers and expand our early education offerings by adding additional TK classes as well as provide professional development to support research based curriculum with the goal of having 100% fully credentialed teachers in order to maximize support principally directed toward unduplicated students.</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 24,000.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 52,536.00</p>	<p>Recruit, hire, and retain highly qualified teachers/Provide professional development 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>Beginning Teacher Support & Assessment (BTSA) Contract with KCSOS 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$21,775.00</p> <p>Beginning Teacher Support & Assessment (BTSA) Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$44,840.40</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,229.44</p> <p>Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 11,940.00</p> <p>Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,552.11</p> <p>Additional TK Teachers to provide instruction to more TK students 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 307,272.00</p> <p>Additional TK Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 144,728.12</p>	<p>Beginning Teacher Support & Assessment (BTSA) Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$9,136.24</p> <p>Stipends for Intern Support Provider and SAT Coordinator 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 0</p> <p>Stipends for Intern Support Provider and SAT Coordinator 3000-3999: Employee Benefits LCFF Supplemental and Concentration 0</p> <p>Additional Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$161,561.07</p> <p>Additional Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$65,251.40</p>
<p>G1. 5</p> <p>Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home.</p>	<p>Technology contracts 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 65,100.00</p> <p>Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 85,000.00</p>	<p>Technology contracts 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$46,310.89</p> <p>Tech for 1:1 (iPads+case; Chromebooks for K & 1st) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>McFarland Achievement Pathway + (MAP+) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 295,000.00</p> <p>We completed the 1:1 rollout Not Applicable Not Applicable N/A</p> <p>Technology hardware/software 4000-4999: Books And Supplies LCFF Supplemental and Concentration 300,000.00</p> <p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 391,098.00</p> <p>We completed the 1:1 rollout Not Applicable Not Applicable N/A</p> <p>Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Upgrading Completed Not Applicable Not Applicable N/A</p> <p>Technology infrastructure/network 6000-6999: Capital Outlay LCFF Supplemental and Concentration 250,000.00</p>	<p>McFarland Achievement Pathway + (MAP+) Not Applicable Not Applicable 0</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology hardware/software 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$300,876.61</p> <p>Illuminate, Document Tracking System, Scholastic, Imagine Learning, White Box, Renaissance Learning, Read Naturally Live, & Rev. K12 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$213,424.99</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology Enrichment by TOSAs 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>Technology infrastructure/network 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$59,137.43</p>
G1. 6	Pathway Teacher - Logistics, Welding, AG Science, other CTE	Pathway Teacher - Logistics, Welding, AG Science, other CTE

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue to provide additional research based academic support and enrichment that build toward college and career readiness to increase student achievement. Examples include: Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers, and AVID Tutors</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 400,584.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration 195,050.60</p> <p>AVID Support Tutors 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 30,000.00</p> <p>AVID Support Tutors 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,000.00</p> <p>AVID curriculum supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>College and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration 250,000.00</p> <p>College and career readiness exams 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,800.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>College and career readiness exams 5000-5999: Services And</p>	<p>Teachers 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$420,721.57</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Pathway Teacher - Logistics, Welding, AG Science, other CTE Teachers 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$192,656.24</p> <p>AVID Support Tutors 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$656.50</p> <p>AVID Support Tutors 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$11.73</p> <p>AVID curriculum supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$1,758.10</p> <p>College and career readiness 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$190,090.88</p> <p>College and career readiness exams 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$19,999.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>College career readiness exams 5000-5999: Services And Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>AVID Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 7,600.00</p> <p>Online a-g courses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 15,000.00</p> <p>College and career readiness 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 20,850.00</p> <p>AVID 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 7,600.00</p>	<p>Operating Expenditures LCFF Supplemental and Concentration \$3,682.31</p> <p>AVID Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$1,604.00</p> <p>Online a-g courses 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$12,250</p> <p>College and career readiness 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$6,806.50</p> <p>AVID 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$26,140.00</p>
<p>G1. 7</p> <p>Continue to provide supplemental intervention opportunities for students in Tiers I, II, and III in all grades to increase student achievement under the MTSS Framework.</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 52,500.00</p>	<p>Intervention and Enrichment supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 15204.17</p>
<p>G1. 8</p> <p>Continue to provide additional support for our English Language Learners to increase student achievement.</p>	<p>Site Resource Teacher Stipend: ELAC 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 28,656.00</p>	<p>Site Resource Teacher Stipend 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$29,082.00</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Site Resource Teacher Stipend: ELAC 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,125.10	Site Resource Teacher Stipend 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$5,918.87
<p>G1. 9</p> <p>Continue to provide additional support and enrichment opportunities for core curriculum to increase student achievement.</p>	<p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>With addition of 6th Grade at elementary, not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>Included in Goal 1 Action 7 Not Applicable Not Applicable N/A</p> <p>MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration 30,000.00</p> <p>Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>Not Attending CAMP KEEP in 2019-20, will look to return in 2020-21 Not Applicable Not Applicable N/A</p> <p>Included in Goal 1 Action 6 Not Applicable Not Applicable N/A</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>MakerSpace (BR, HES). Fab Lab (BR, MMS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$21,217.49</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p> <p>N/A Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Browning Road STEAM Academy Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,000.00</p>	<p>Browning Road STEAM Academy Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$27,525.57</p> <p>Project Lead the Way (BR) 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$2,330.00</p>
<p>G1. 10</p> <p>Continue to provide additional enrichment courses and extra curricular activities to support students academically. Examples include: Vex Robotics, Math Field Day, and Battle of the Books</p>	<p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 33,104.00</p> <p>See 2018-19 Not Applicable Not Applicable N/A</p> <p>Extended Learning Opportunities 3000-3999: Employee Benefits LCFF Supplemental and Concentration 11,083.40</p> <p>Extended Learning Opportunities 4000-4999: Books And Supplies LCFF Supplemental and Concentration 22,728.00</p> <p>Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 33,000.00</p> <p>Ag Farm (Fiscally supported in Goal 1 Action 10 and Goal 2 Action 1) 6000-6999: Capital</p>	<p>N/A Not Applicable Not Applicable N/A</p> <p>Extended Learning Opportunities 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$36,029.49</p> <p>Extended Learning Opportunities 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$352.82</p> <p>Extended Learning Opportunities 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$7,242.84</p> <p>Extended Learning Opportunities 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$19,346.25</p> <p>Extended Learning Opportunities 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$989.87</p> <p>Ag Farm (Fiscally supported in Goal 1 Action 10 and Goal 2 Action 1) 6000-6999: Capital</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Outlay LCFF Supplemental and Concentration 40,000.00	Outlay LCFF Supplemental and Concentration \$34,677.45
	Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5,079.00	Extended Learning Opportunities 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$3026.82
	See 2018-19 Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	See 2018-19 Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
Moved to Goal 2, Action 7	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A
	Not Applicable Not Applicable Not Applicable N/A	N/A Not Applicable Not Applicable N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We did not spend all of our funds according to plan in 19/20. In most cases we over budgeted what the actual expense was and in others we just were unable to provide the service or activity due to mitigating circumstances. Nonetheless, our funds were spent with the intent to improve services for our students, families, teachers, and staff. One area where unused funding was diverted to was our music program. As we were just starting the program, extra money was needed to supply the program adequately. Furthermore, as a result of COVID-19 we dedicated funding toward ensuring all students had devices and internet access. We also ensured that our meal program went uninterrupted. In some cases we needed to use funding to pay overtime/extra duty to staff members to ensure our parents had somebody to contact regarding services and support.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

McFarland USD had many successes and challenges in the 19/20 school year. The biggest challenge, which was not unique to MUSD was COVID -19.

We have identified the following successes;

Data suggest the following to be strengths, or success, for MUSD:

- * 19/20 Surveys = 98.5% Agree/Strongly Agree to "The Common Core State Standards are being implemented within the district to raise educational standards for all students (ELL, Sp. Ed., Advanced...) in all core subjects."

- * 41.40% AP pass rate with 3+

- * 15.3% Reclassification Rate

Additionally,

Because of Action 5, we were prepared to quickly switch to distance learning as we are a 1 to 1 device district. Our usage of Google classroom continued from one delivery method (in-person) to another (Distance learning) very easily. Some extended learning opportunities such as ASES were able to continue providing modified services during the Spring. Our ELAC and DELAC continued in a virtual setting as well.

We have identified the following challenges:

Data suggests:

- * 30.50% pupils completing a-g while these numbers are up, they are not as high as we want them to be

- * 45.7% pupils completing CTE while these numbers are up, they are not as high as we want them to be

We budgeted for a larger TK offering than what actually materialized resulting in underspending in that area.

We budgeted for AVID tutors but were unable to recruit the personnel.

Additionally,

COVID 19 closing schools in March presented many challenges to implementation. The following were areas we found problematic: Many Spring Activities such as teacher recruitment, Math Field Day, Battle of the Books, and other Extended Learning opportunities were put on hold.

Intervention efforts in the Spring were hampered as we did not have ample time to plan how to switch those programs over to distance learning. Our internal academic achievement scores indicated that our primary grade reading levels were compromised due to distance learning.

Another issue we had was tracking certain expenditures. For example:

In Goal 1 Action 4 we have Stipends for Induction, Stipends for Intern Mentors, and Stipend for SAT coordinator, but did not set up accounting codes to differentiate between the stipends. So the costs were consolidated onto one line.

In Goal 1 Action 5 there are multiple lines for the same object codes (example: Map+ 4000-4999 and Technology hardware/software 4000-4999), with the turnover in personnel it was unclear the difference between many of the lines as they shared the same object codes, so numbers were consolidated into one line when we were unable to differentiate.

Goal 2

Create safe and welcoming learning environments where students attend and are connected to their schools.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 5-Pupil Engagement (A) School Attendance Rates 19-20 2018-19 Increase District wide Attendance Rate: 97.09 Baseline 2015-16 District wide Attendance Rate: 92.59%	2019-20 Attendance Rate: Districtwide 94.71%
Metric/Indicator Priority 5-Pupil Engagement (B) Chronic absenteeism Rates 19-20 2018-19 MUSD: 20.2% BR: 4.1% KA: 4.2% MMS: 7.4%	2019-20 CA School Dashboard Data Chronic Absenteeism Rate: MUSD 8% BR: 7.6% KA: 10.8% HES: 1.0% MJHS: 10.6% MHS: Not Available SJHS: Not Available

Expected	Actual
<p>MHS: 11.1% SJHS: 56.8% MIS: N/A</p> <p>Baseline 2015-16 MUSD: 26.2% BR: 10.1% KA: 10.2% MMS: 13.4% MHS: 17.1% SJHS: 62.5% MIS: N/A</p>	<p>MIS: Not Applicable</p>
<p>Metric/Indicator Priority 5-Pupil Engagement (C) Middle School Dropout Rates</p> <p>19-20 2018-19 Maintain Middle School Dropout Rate: 0 Students</p> <p>Baseline 2015-16 Middle School Dropout Rate: 2 Students</p>	<p>2019-20 Middle School Dropout Rate:</p> <p>0 Students</p>
<p>Metric/Indicator Priority 5-Pupil Engagement (D) High School Dropout Rates</p> <p>19-20 2018-19 Decrease High School Dropout Rate</p>	<p>2019-20 High School Dropout Rate:</p> <p>MHS: All Students .2% (2 Students) EL Students: .1% (1 Student) SJHS: All Students: 2% (1 Student) EL Students: 0% (0 Students)</p>

Expected	Actual
<p>1. MHS: All Students: 0%, EL: 0%</p> <p>2. SJHS: All Students: 23.4%, EL: 8.3%</p> <p>3. MIS: All Students: 51.1%, EL: 29.3%</p> <p>Baseline 2015-16 High School Dropout Rate</p> <p>1. MHS: All Students: 0.6%, EL: 2.1%</p> <p>2. SJHS: All Students: 29.4%, EL: 14.3%</p> <p>3. MIS: All Students: 57.1%, EL: 33.3%</p>	<p>MIS: All Students: 10% (1 Student) EL Students: 0% (Students)</p> <p>Districtwide All students: .1% (4 Students) EL Students: .02%</p>
<p>Metric/Indicator Priority 5-Pupil Engagement (E) High School Graduation Rates</p> <p>19-20 2018-19 Increase High School Graduation Rate</p> <p>1. MHS: All Students: 100%, EL: 100%</p> <p>2. SJHS: All Students: 53.1%, EL: 77.4%</p> <p>3. MIS: All Students: 34.6%, EL: 39.3%</p> <p>Baseline 2015-16 High School Graduation Rate</p>	<p>2019-20 High School Graduation Rate (From DataQuest)</p> <p>1. MHS: All Students: 98%, EL: 95.6%</p> <p>2. SJHS: All Students: 45.5%, EL: 45.5%</p> <p>3. MIS: N/A</p>

Expected	Actual
<p>1. MHS: All Students: 99.4%, EL: 97.9%</p> <p>2. SJHS: All Students: 47.1%, EL: 71.4%</p> <p>3. MIS: All Students: 28.6%, EL: 33.3%</p>	
<p>Metric/Indicator Priority 6-School Climate (A) Pupil Suspension Rates</p> <p>19-20 2019-20 Decrease Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 1 students BR: 6 students HE: 5 students MMS: 47 students MHS: 53 students SJHS: 8 students MIS: Maintain 0 students</p> <p>Baseline 2016-17 Pupil Suspension Rate per Student Information System: Infinite Campus</p> <p>KA: 4 students BR: 9 students HE: 8 students MMS: 50 students MHS: 56 students SJHS: 11 students</p>	<p>2019-20 Pupil Suspension Rate (Dataquest):</p> <p>KA: 7 students BR: 9 students HE: 8 students MMS: 5 students MHS: 56 students SJHS: 9 students MIS: 0 students</p>

Expected	Actual
MIS: 0 students	
<p>Metric/Indicator Priority 6-School Climate (B) Pupil Expulsion Rates</p> <p>19-20 2019-20 Decrease Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 2 students MHS: 0 students SJHS: Maintain 0 students MIS: Maintain 0 students</p> <p>Baseline 2016-17 Pupil Expulsion Rate per Student Information System: Infinite Campus</p> <p>KA: 0 students BR: 0 students HE: 0 students MMS: 5 students MHS: 3 students SJHS: 2 students MIS: 0 students</p>	<p>2019-20 Expulsion Rates</p> <p>KA: Maintain 0 students BR: Maintain 0 students HE: Maintain 0 students MMS: 0 students MHS: 0 students SJHS: Maintain 0 students MIS: Maintain 0 students</p>
<p>Metric/Indicator Priority 6-School Climate</p>	<p>2019 LCAP Stakeholder Survey</p>

Expected	Actual
<p>(C) Other Local Measures on Sense of Safety and School Connectedness</p> <p>19-20 Data not available</p> <p>Baseline LCAP Stakeholder Survey 2016-17</p> <p>1. Students results 85.4% "I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."</p> <p>2. Parents results 95.3% "My child looks forward to coming to school most days. The school contacts me if my child is often late or absent from school."</p>	<p>"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."</p> <p>1. Students results 66.7% 2. Parents results 78.3%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 1</p> <p>Continue to provide a safe and welcoming environment where students attend and are connected to their schools by providing staff, professional development, and supplies in order to meet the needs of our unduplicated students.</p> <p>Examples include:</p> <ul style="list-style-type: none"> • PBIS • Restorative Practices • Alternative to Suspensions (ATS) • Provide Support Staff • Incentives 	<p>Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 352,630.64</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 554,045.03</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 381,293.94</p>	<p>Support Staff 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$360,406.24</p> <p>Support Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$546,575.58</p> <p>Support Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$351,595.23</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Support Staff Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 60,000.00</p> <p>Facilities improvement (Rebranding from Middle School to Junior High School and from Bulldogs to Sabercats) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 50,000.00</p> <p>PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 25,500.00</p> <p>School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 91,530.00</p> <p>Ag Farm (Fiscally supported in Goal 2 Action 1 and Goal 1 Action 10) 6000-6999: Capital Outlay LCFF Supplemental and Concentration 100,000.00</p> <p>Alternative to Suspension contract 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 26,000.00</p>	<p>Support Staff Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$54,401.37</p> <p>Facilities improvement (Rebranding from Middle School to Junior High School and from Bulldogs to Sabercats) 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 0</p> <p>PBIS, Restorative Practices, School Safety, CAASPP Incentive 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$69,861.23</p> <p>School Resource Officer, Americorp Mentors, School Safety, SIPP Training, Safety Training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration \$32,149.56</p> <p>Ag Farm (Fiscally supported in Goal 2 Action 1 and Goal 1 Action 10) 6000-6999: Capital Outlay LCFF Supplemental and Concentration \$4,070.00</p> <p>Alternative to Suspension contract Not Applicable Not Applicable 0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 2</p> <p>Continue to provide additional student enrichment to ensure a safe and welcoming environment where students attend and are connected to their schools</p> <ul style="list-style-type: none"> McFarland Youth Performing Arts After School (MYPAAS) Creating Healthy Alternatives Merging Physical Activity & Support Strategies (CHAMPS) After School Programs 	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 12,604.00</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits LCFF Supplemental and Concentration 2,694.04</p> <p>Student enrichment supplies-- MYPASS 4000-4999: Books And Supplies LCFF Supplemental and Concentration 10,000.00</p> <p>CHAMPS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,774.08</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6,584.79</p> <p>CADET CORP Consultant for CHAMPS 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 10,000.00</p> <p>Additional CHAMPS Leads 2000-2999: Classified Personnel</p>	<p>McFarland Youth Performing Arts After School (MYPAAS) 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$16,100.89</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$2,039.68</p> <p>McFarland Youth Performing Arts After School (MYPAAS) 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,719.46</p> <p>CHAMPS Materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$10,152.69</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p> <p>CHAMPS Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$2,899.90</p> <p>CADET CORP Consultant for CHAMPS Not Applicable Not Applicable 0</p> <p>Additional CHAMPS Leads 2000-2999: Classified Personnel</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Salaries LCFF Supplemental and Concentration 86,370.00 Additional CHAMPS Leads 3000-3999: Employee Benefits LCFF Supplemental and Concentration 26,423.26	Salaries LCFF Supplemental and Concentration \$60,196.77 Additional CHAMPS Leads 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$17,553.92
G2. 3 Continue to provide a Campus Supervisor and a Student Affairs Specialist (SASI) in order to maintain and develop a safe, welcoming environment specifically supporting low income, EL, and foster youth.	Campus Supervisor, SASI 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 168,143.27 Campus Supervisor and SASI 3000-3999: Employee Benefits LCFF Supplemental and Concentration 117,308.00	Campus Supervisor, SASI 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$155,507.00 Campus Supervisor, SASI 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$93,139.56
G2. 4 Moved to Goal 1, Action 6	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A
G2. 5 Moved to Goal 1, Action 3	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A	Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A Not applicable Not Applicable Not Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>G2. 6</p> <p>Moved to Goal 1, Action 8</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>
<p>G2. 7</p> <p>Provide a K-12 performing arts curriculum to promote in order to improve a broad course of study for our EL, foster youth, and low income students.</p>	<p>Band & Color Guard supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 40,000.00</p> <p>Band & Color Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 20,000.00</p> <p>Band Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 194,702.00</p> <p>Band Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 96,330.42</p> <p>Band & Color Guard 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A</p>	<p>Band & Color Guard supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 84049.97</p> <p>Band & Color Guard 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 6536.66</p> <p>Band Teachers Salaries 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 225119.61</p> <p>Band Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 103519.78</p> <p>Band & Color Guard 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 10735.46</p>
<p>G2. 8</p> <p>Moved to Goal 1 Action 6</p>	<p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p>
<p>G2. 9</p> <p>Continue to provide extracurricular activities and athletics equipment, supplies, and transportation to increase physical fitness and enrichment opportunities that adds to a culture of inclusion. Examples include:</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Not applicable Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>K-12 Athletics</p> <p>Field trips to locations such as Long Beach Aquarium and Fresno Zoo which is principally directed toward supporting EL, low income, and foster youth.</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Athletic Stipends & Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 252,017.33</p> <p>Athletic Stipend & Salaries Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 144,061.85</p> <p>Athletic supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 207,951.00</p> <p>Athletic transportation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 241,948.35</p> <p>Athletic Trainer & safety, training 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 106,300.00</p> <p>Athletic Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 91,294.00</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 125,000</p>	<p>Not applicable Not Applicable Not Applicable N/A</p> <p>Athletic Stipends & Salaries 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$267,371.47</p> <p>Athletic Stipend & Salaries Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$93,318.79</p> <p>Athletic supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$241,923.83</p> <p>Athletic transportation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 91,910.10</p> <p>Athletic Trainer & safety, training 5800: Professional/Consulting Services And Operating Expenditures Not Applicable 122,714.61</p> <p>Athletic Stipends 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$86,690.95</p> <p>Field Trips 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 10,955.75</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

It is always our goal to ensure that we support students, families, teachers, and staff. Goal 2 was budgeted fairly well, and most dollars that were allotted were spent. However there were a couple of areas that we deviated from:

Our rebranding of our middle school to a junior high (Action 1) was done with other funding.

We did not offer Alternative To Suspension class (Action 1) in 2019/20

Cadet Corp teacher (Action 2) was no longer with us in 2019/20 and we did not find a suitable replacement to offer the program.

We did not need as much for the AG Farm and school safety (Action 1), but used some of those unspent dollars on PBIS (Action 1) at our schools.

Our music program (Action 7) was also the beneficiary of unspent funds in other actions as we were able to offer the program to more students, purchase instruments, and repair instruments.

Sports (Action 9) was higher in salaries and supplies, but lower in benefits for a slight over expenditure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We are very proud of the fact that we now have a K-12 music program. This is one the biggest success in the entire LCAP and in particular this goal. Our support staff (Action 1) worked hard to help us stay connected with families when we went into distance learning in March.

We had a 97.7% graduation rate in 2019/20 and our dropout rate was .01%

We successfully rebranded our middle school to a junior high.

Unfortunately our survey data shows the following challenge:

"I look forward to coming to school most days. My school contacts my parents if I am often late or absent from school."

1. Students results 66.7%

2. Parents results 78.3%

As a result, this will be an area of emphasis in coming years.

Other challenges we endured during 2019/20 include:

Starting a music program from the ground up is costlier than anticipated. We have dedicated significant funding and expect this program to continue for many years.

COVID 19 presented challenges in the Spring for our sports programs.

We had difficulty finding the right person for Cadet Corp, and opted to leave the position unfilled.

Our athletics transportation expenditures were significantly lower than budgeted for 2 reasons: 1) COVID-19 interrupted Spring sports and 2) We switched to the South Sequoia League where schools are significantly closer than our previous league.

Goal 3

Engage parents and families to support student success in school by building community partnerships.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3-Parent Involvement (A) Efforts to seek parent input in making decisions for district and school sites 19-20 2019-20 1. Maintain District English Language Advisory Committee Meetings at 7 2. Maintain LCAP Meetings MUSD Staff: 4 Parents, Students & Community Members: 4 3. Maintain participation in LCAP Survey <ul style="list-style-type: none">Parents: 189Staff: 100Students: 411	2019-20 1. District English Language Advisory Committee Meetings: 4 2. Maintain LCAP Meetings MUSD Staff: 3 Parents, Students & Community Members: 3 3. Maintain participation in LCAP Survey <ul style="list-style-type: none">Parents: 242Staff: 101Students: 536

Expected	Actual
<p>Baseline 2016-17</p> <ol style="list-style-type: none"> Host District English Language Advisory Committee: 7 Host LCAP Meeting MUSD Staff: 4 Parents, Students & Community Members: 4 Participation in LCAP Survey <ul style="list-style-type: none"> Parents: 189 Staff: 100 Students: 411 	
<p>Metric/Indicator Priority 3-Parent Involvement (B) How district promotes participation of parents for unduplicated pupils</p> <p>19-20 2019-20</p> <ol style="list-style-type: none"> Maintain Semesterly District/Site Newsletter Maintain Semesterly Parent Leadership Training <p>Baseline 2016-17</p> <ol style="list-style-type: none"> Semesterly District/Site Newsletter Semesterly Parent Leadership Training 	<p>Newsletter was suspended from production. Schools started their own social media feeds instead.</p>
Metric/Indicator	2019-20

Expected	Actual
<p>Priority 3-Parent Involvement (C) How district promotes participation of parents for pupils with exceptional needs</p> <p>19-20 2019-20</p> <p>1. Maintain advanced notice for IEP Meetings at all sites</p> <p>2. Maintain ability for parents to reschedule IEP Meeting to meet the needs of parents schedule</p> <p>Baseline 2016-17</p> <p>1. Advanced notice for IEP Meetings at all sites</p> <p>2. Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule</p>	<p>Advanced notice for IEP Meetings at all sites 100%</p> <p>Ability for parents to reschedule IEP Meeting to meet the needs of parents schedule 100%</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Continue to provide additional opportunities for stakeholder participation	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
DELAC Meetings	N/A	Applicable N/A
ELAC Meetings	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Open House	N/A	Applicable N/A
Parent Teacher Conference	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Back to School Night	N/A	Applicable N/A
Quarterly LCAP Meetings	N/A Not Applicable Not Applicable	Not Applicable Not Applicable Not
Various services from Family Resource Center	N/A	Applicable N/A

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>N/A Not Applicable Not Applicable N/A</p> <p>Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration 7,500.00</p> <p>Conference expenditures 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2,000.00</p> <p>Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 100.00</p> <p>Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 400.00</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Child Welfare and Attendance supplies & materials 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,603.08</p> <p>Travel & Conference 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$3,863.84</p> <p>Child Welfare and Attendance 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$510.66</p> <p>Child Welfare and Attendance 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 0</p>
<p>G3. 2</p> <p>Continue to provide Family Resource Center supporting our struggling families to build parent, family and community partnerships principally directed toward unduplicated students' families.</p>	<p>Family Resource Center 4000- 4999: Books And Supplies LCFF Supplemental and Concentration 5,000.00</p> <p>Family Resource Center 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 3,000.00</p> <p>Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>Family Resource Center 4000- 4999: Books And Supplies LCFF Supplemental and Concentration \$5,446.28</p> <p>Family Resource Center 5000- 5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$258.58</p> <p>Family Resource Center 5800: Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	LCFF Supplemental and Concentration 6,000.00 Family Resource Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 83,710.43 Family Resource Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration 45,374.33 Teacher on Special Assignment/Community Liaison 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 90,943.00 Teacher on Special Assignment/Community Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration 33,705.91	LCFF Supplemental and Concentration \$2,987.30 Family Resource Staff 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$85,395.89 Family Resource Staff 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$49,378.54 Teacher on Special Assignment/Community Liaison 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$92,398.28 Teacher on Special Assignment/Community Liaison 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$33,153.95
G3. 3 Continue to provide additional support to build parent, family and community partnerships principally directed toward unduplicated students' families.	Not Applicable Not Applicable Not Applicable N/A Parent Nights 4000-4999: Books And Supplies LCFF Supplemental and Concentration 11,000.00 Extra Duty Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 13,000.00 Extra Duty Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration 6,000.00	Not Applicable Not Applicable Not Applicable N/A Parent Nights 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$3,557.09 Extra Duty Salary 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$2,204.15 Extra Duty Benefits 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$448.21

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Extra Duty Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A	Extra Duty Salary 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$99.36
<p>G3. 4</p> <p>Continue to provide Parent Leadership Meetings to build parent, family and community partnerships.</p>	<p>Parenting Partners 4000-4999: Books And Supplies LCFF Supplemental and Concentration 2,000.00</p> <p>Parenting Partners funded via Prop 47 Grant Not Applicable Not Applicable N/A</p> <p>Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 8,000.00</p> <p>Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits LCFF Supplemental and Concentration 3,000.00</p> <p>Stipend for staff facilitators - Parenting Partners 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration N/A</p>	<p>Parenting Partners 4000-4999: Books And Supplies LCFF Supplemental and Concentration \$4,385.64</p> <p>Parenting Partners funded via Prop 47 Grant Not Applicable Not Applicable N/A</p> <p>Stipend for staff facilitators - Parenting Partners 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration \$68.79</p> <p>Stipend for staff facilitators - Parenting Partners 3000-3999: Employee Benefits LCFF Supplemental and Concentration \$50.27</p> <p>Stipend for staff facilitators - Parenting Partners 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration \$278.56</p>
<p>G3. 5</p> <p>Moved to Goal 2, Action 7</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p> <p>Not Applicable Not Applicable Not Applicable N/A</p>
<p>G3. 6</p> <p>Moved to Goal 2, Action 9</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p>	<p>Not Applicable Not Applicable Not Applicable N/A</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
G3. 7 Moved to Goal 1, Action 8	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A Not Applicable Not Applicable Not Applicable N/A
G3. 8 Moved to Goal 1, Action 6	Not Applicable Not Applicable Not Applicable N/A	Not Applicable Not Applicable Not Applicable N/A

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

We are committed to to support students, families, teachers, and staff. Action 2, 3, and 4 did not go as planned with many of the activities associated with the action being planned for the Spring and COVID-19 forcing us to close. The funds were diverted to activities in Goal 2 such as music and safety.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 3 was mostly successful. Our CWA and FRC offices did a good job of supporting families throughout the year. We had an increase in LCAP participation as the following suggests:
2019-20

Maintain participation in LCAP Survey

- Parents: 242 up from 189
- Staff: 101 down 1
- Students: 536 up from 411

Our biggest challenge was not finding a suitable replacement for parenting partners. The program was successful when first implemented, but as time passed the involvement lessened, to the point where we are looking for a new company to partner with for parent training and support.

Another challenge was many of our family nights had to be canceled due to the pandemic. Schools supplemented some planned

activities with drive-thru events, but the expenditures we planned were not realized.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
District will create a safe learning environment by providing PPE and safety mandates as required from SB 99 and other state guidance including: * Clear barriers * 5 Cloth Masks * Sanitizing agents * Hand washing stations * Thermometers for temperature checks * Pop-up tents for outdoor distribution areas All staff are being, and will be, trained in safety protocols in the use of the above PPE items	\$300,000	\$555,808.29	No
District administration, in conjunction with stakeholders, will create and implement 4 Phase Plan for instruction of students which consists of: * Stage 1 Full Distance Learning * Stage 2 Hybrid Learning (Some students on hybrid, others on distance learning. In-person offerings will focus on students higher risk of experiencing learning loss returning first as part of staged roll out) * Stage 3 Hybrid Learning (All students as parts of cohorts participating in in-person and distance learning) * Stage 4 Full In-Person Instruction for all students, except those who opt to remain on distance learning	0	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hire and retain CTE staff and purchase materials and supplies for CTE pathways in order to provide academic support and enrichment that build toward college and career readiness. Pathways include: Logistics, Welding, AG Business, Health Careers, and other CTE Teachers	\$1,056,400	\$587,841.97	Yes
Continue to build staff capacity to support state content standards to increase student achievement using supplemental multiple measures. Professional development and training will provide ways to align assessments and instructional strategies in order to improve progress and achievement for unduplicated students. Collaboration Days, Prioritized Standards, Development of BMs	\$30,000	\$38,362.53	Yes
Continue to provide professional development (PD) and supplies to maximize support in data and progress monitoring, and additional instructional support principally directed toward unduplicated students to increase student achievement: We have offered Professional Development to teachers, administrators, and classified staff in order to improve instruction and student achievement: <ul style="list-style-type: none"> * Renaissance Platform (STAR, ACCELERATED READER) * Supplemental ELD Curriculum * Unit Planning & Consistency with Google Classroom * Routines/Procedures w/Google * Thinking Maps * STAR Reports to Identify Student Needs * How to Access and Utilize Electronic District Resources We plan to offer continued publisher provided training in our intervention programs. We have started and will continue training teachers and administrators in ELD expectations, routines, and norms.	\$150,000	\$85,538.70	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
As areas of need are identified, we will make arrangements to fill the need with future training sessions			
Provide additional support staff to assist with implementation and monitoring of programs that focus on unduplicated students' achievement as well as ongoing instructional support and professional development for teachers: Teacher On Special Assignment (TOSAs)/Librarians/Chief Academic Officer/Learning Directors to support students academically.	\$2,098,000	\$1,749,826.39	Yes
Continue to provide additional support for our English Language Learners to increase student achievement through site based ELD Resource Teachers and District ELD Coach	\$175,000	\$188,761.06	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The following are areas we identified where our spending and budgeting had substantive differences:

- * More on PPE than expected, but we took the attitude of better safe than sorry. We opted to purchase ionizers for every A/C unit which took our expenditures per what we originally had planned, but should keep our classrooms safer for many years to come.
- * Due to the limited amount of in-person time, and restrictions some of the companies we work with have, we were not able to provide several of the program trainings we had intended.
- * CTE - due to the lack of in-person instruction we were unable to offer 2 pathways (logistics and Welding). The materials for CTE/Pathways that were budgeted for were not purchased due to being on DL.
- * Additional support staff to assist with implementation and monitoring of programs - 3 positions were originally budgeted as full time positions and became part time, extra-duty positions instead accounting for the difference in budgeted and expended.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We were able to offer in person instruction for a brief period of time in November and December. Upon our return from winter break we stayed on DL due to a surge in COVID 19 in the county. We opted to lean toward the side of safety and stayed on DL through Spring Break. We resumed instruction in March 2021 rolling out grade levels every other week until K-6, 8, and 12th grades were back in person with an A/B cohort every other week, hybrid model.

We believe the following to be successes from this year:

- * PPE equipment and supplies were ordered and distributed as planned. Teachers that did return to in-person instruction were able to do so within the COVID safety plan we had adopted.

- * Our CTE/Dual Enrollment (DE) offerings were mostly intact allowing our students to continue working toward their certificates and college credits.

We believe the following to be the challenges from this year:

- * In-person instruction was limited as described above. Most students only were on campus for less than a month total by the end of this school year.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
To increase connectivity for McFarland students, the district plans to install several WIFI extender antennas throughout the city. We should be able to provide free internet to 90% of the city.	1,000,000	\$1,263,629.05	Yes
To increase connectivity for McFarland students, the district has purchased hotspots with data plans to be used until the Antennas are in place. The 10% that the Antennas do not reach will continue to utilize the hotspots the remainder will be on reserve for when there may be a need to supplement.	\$275,000	\$185,020.55	Yes
To improve the instructional delivery during distance learning, the district provided multiple training sessions and will continue to identify areas of need and provide training to improve in those areas. Sessions that have been delivered thus far include: <ul style="list-style-type: none"> * Flipgrid to develop listening/speaking with Els * Teacher Clarity in Distance Learning * Teaching Literacy in Distance Learning * Planning Instructional Units for DL * Instructional Videos * Practical Tips for Distance Learning * Zoom Basics 	\$85,000	\$85,000.00	No
Continue to purchase, maintain, replace, and upgrade technology for staff and students in order to implement 21st Century classroom strategies and tools as well and enhance support for students who may not have technology access at home. Ex. Student Chromebooks, headphones, and network hardware	\$1,200,000	\$454,853.58	Yes
MUSD will continue with our Multi-Tiered System of Support that was in place before distance learning was instituted. Our support system includes curriculum, programs, and personnel. Our tiered approach to attendance, behavior, and Social-Emotional well-being requires	\$1,625,000	\$1,275,592.34	Yes

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
<p>counselors, administrators, teachers, and support staff to work together. Some of the necessary components to adequately provide the supports in our MTSS system include:</p> <p>Personnel</p> <ul style="list-style-type: none"> * District Social Worker (1) * Counselors (1 per school) * District Nurses (2) * Substance Abuse Counselor (1) * Psychologists (2.5) * Community Liaison (1) * Instructional Aides (3) * Learning Directors (5) * Academic Intervention (AI) Teacher (1) * School Resource Officer (1) <p>Programs</p> <ul style="list-style-type: none"> * SWIS (Vendor Contract) * Character Strong (Vendor contract and materials) <p>Curriculum</p> <ul style="list-style-type: none"> * 2nd Step (Books/Materials) <p>Systems/Supports/Incentives</p> <ul style="list-style-type: none"> * PBIS (Training and supplies for implementing) * Restorative Practices (Supplies) 			
Continue to provide supplies and materials for truancy reduction, basic personal care, and parent education for Child Welfare and Attendance (CWA) to support and assist homeless, Foster Youth, and at-risk students. (Salaries for these positions are budgeted elsewhere).	\$10,000	\$5,955.58	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The following are areas we identified where our spending and budgeting had substantive differences:

- 1) Hotspots ended up not being as expensive as we anticipated.
- 2) The WIFI/LTE project has turned out to be more expensive than originally anticipated by the original quotes.
- 3) Purchase, maintain, replace, and upgrade technology was substantially lower due to other sources of revenue that we were able to utilize to cover these costs.
- 4) MTSS we had some positions budgeted for that went unfilled (Such as AI teacher and an ATS teacher)

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

McFarland USD's Distance Learning Program plan came with several successes and challenges. Like most, we were uncertain what the future held and attempted to provide as many services and supports as possible through our distance learning program. We identified a need to ensure families had internet access. In addition, we knew training for our teachers was imperative so that they were equipped with the basic skills to provide a distance learning program. We also realized that maintaining as much consistency with our Multi-Tiered System of Support (MTSS) that was in place before distance learning was important for our students and staff. Furthermore we found:

Continuity of Instruction

As a 1 to 1 district, our teachers were already making use of Google Classroom. So the switch to a distance learning program was not as big of challenge as it was for some districts. Our greatest challenge was navigating an online teaching environment.

Access to Devices and Connectivity

As a 1 to 1 district before the pandemic, devices were not an issue for us. So our priority was making sure all families had internet access, which we were successful in doing. We began a project to deliver FREE internet to the entire community. While that project was in process, we delivered Hotspots to all households that did not already have internet access. These hotspots were acquired to be ensure connectivity until the LTE project is completed. There were no significant challenges as we had plenty of Hotspots to distribute. A minor challenge was delivery of a few hotspots to families that live in remote areas with limited transportation, but we solved that with doorstep delivery.

Pupil Participation and Progress

Pupil engagement was a challenge for us. We saw a huge dip in attendance compared to in-person learning. While teachers and other staff members continually tried to reach students and families, we definitely found engagement and participation to be a challenge. We successfully worked with our SIS provider to accurately track and document student participation and progress.

Distance Learning Professional Development

We were able to offer PD via zoom to all teachers. We successfully delivered 16-1hour training session in July to prepare our teachers for the year. Nearly 2/3 of our staff attended virtual training sessions in July. We were also able to host several follow up virtual trainings in the fall, which were well attended by teachers, Topics included: Flipgrid to develop listening/speaking with ELs, Teacher Clarity in Distance Learning, Teaching Literacy in Distance Learning, Planning Instructional Units for DL, Instructional Videos, Practical Tips for Distance Learning, and Zoom Basics. In our first Zoom PD we quickly exhausted all of our free seats, so it became necessary to upgrade our licensing in order to accommodate the demand for the PD.

Staff Roles and Responsibilities

The greatest challenge in this area came in navigating the roles and responsibilities in keeping track of daily live interaction and how to monitor synchronous and asynchronous learning. As "rules" changed and our student information system adjusted for those changes, we found ourselves in a position of having to create in-house "how-to" videos and still needed to intervene toward the end of the year to ensure our documentation as completed. We successfully negotiated with our bargaining unit the roles and responsibilities that were needed to carry out distance learning.

Support for Pupils with Unique Needs.

Our student services department did an excellent job working with each individual family of students with unique needs. Our psychologists, social education teachers, speech teachers, nurses, and other staff met via zoom, google meets, or telephone with every single family to ensure the needs of their child were being met. IEPs were held virtually to better describe and offer any services needed to bridge the gap between in-person and distance learning. As with all students, but in particular with our students with special needs, it was a challenge to meet all of their needs through a distance learning environment. Many of our students with moderate to severely disabilities are unable to verbally communicate making a zoom session a big challenge. Thankfully, our staff and parents worked together to make the sessions as beneficial as possible.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Summer School (K-8) will be offered to students that are still showing learning gaps according to the STAR Assessment. Priority enrollment given to English learners; low-income; foster youth; pupils with exceptional needs; and homeless students exhibiting heavy learning loss as assessed by the STAR assessment in ELA and Math.	\$150,000	\$163,709.27	No
<p>In order to mitigate the learning loss of students, especially EIs, low-income, foster youth, and homeless students, we will revamp our RTI system at all three elementary schools as an Extended Day Intervention. To do so we will:</p> <ul style="list-style-type: none"> * Train and implement RTI at elementary levels consistent with safety protocols of the district * Provide student and teacher materials needed to implement RTI at all three elementary schools * Monitor and adjust intervention groups according to the district RTI plan. 	\$30,000	0	Yes
<p>Offer Summer School at the high school level with priority registration given to English learners; low-income; foster youth; pupils with exceptional needs; and pupils experiencing homelessness. Courses to include Credit Recovery, Literacy, Math, Prep courses to ready students for AP or CP level studies. To do so we will provide:</p> <ul style="list-style-type: none"> * Materials/Curriculum * Salary/Benefits of instructors * Transportation to homeless/foster youth/ and students who live outside the city limits as requested and needed * Counselor * Administrator 	\$125,000	0	Yes
Offer incoming K, 7th, and 9th grade students a 2 or 3-week Summer Bridge program that acclimates them to the new school they will be	\$20,000	0	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
entering, while also filling learning gaps to better prepare them for success. Since SED, Homeless, and Foster Youth often experience learning gaps and a lack of a sense of belonging, Summer bridge will help these students make positive connections and give them a head start to the school year. Expenses of the program include: * Materials/Curriculum * Salary/Benefits of instructors			
Saturday and Winter Academies will be offered to students below the 25th percentile in achievement in Math and Language Arts as indicated by using STAR. Each quarter, students will be identified and grouped by needed skill and scheduled into 6 Saturday academies. Focused instruction on skills identified through the STAR assessment will be provided. To accomplish this the district will provide materials, pre/post assessment, and teacher salaries/benefits.	\$15,000	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The following are areas we identified where our spending and budgeting had substantive differences:

Due to negotiated safety language because of COVID, we were unable to:

- 1) Implement the intended RTI. The system was built for in-person instruction and we did not have the resources to adjust. Many teachers still offered differentiated instruction through ZOOM or GOOGLE MEETS, but the defined system as planned was not accomplished. However, we are starting the training this summer for implementation next Fall now that in-person restrictions have been lifted.
- 2) Provide any academies during the school year. However, now that in-person restrictions have been lifted, we are planning the academies for next school year.

Due to the nature of accounting, most summer school expenses will end up expended/charged to the 2021/22 budget year. We were limited in what we expended during the 2020/21 school year to training and materials, all other expenses will appear in the 2021/22 accounting year.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We took extensive efforts to ensure our English Learners, Socio-Economic Disadvantaged, Foster Youth, Students with disabilities, and Homeless Youth continued to receive the best education possible and mitigate learning loss to the best of our ability under the circumstances. With that said, we realize our efforts were not enough and have used the lessons from Distance Learning and COVID-19 to address these issues in the 2021/22 school year.

As a district we found the pandemic to highlight major deficiencies in our academic programs. Our data showed the following;

Internal data indicates our students are reading far below grade level:

- * On STAR Reading our average student's instructional reading level in 3rd grade is at the 1.9 grade level, more than a year behind. In 6th grade it is at 3.7, nearly 3 years behind.
- * On STAR Reading, in every grade level, our EL students are significantly lower on average compared to ALL students (ex: 12th grade "all students" avg IRL=6.8 and 12th Grade "EL students" IRL=3.7)
- * Percentage of students scoring at the 50%ile or higher on STAR Early Literacy in 1st Grade has gone down from 51.4% to 35.7%

Furthermore, our parent/student/staff surveys indicate some discrepancies and low opinions, that must be addressed:

- * There's a significant difference between Students and Parents from our survey on whether a student looks forward to coming to school (Parents 91.3% Students 78.3%)
- * % of students who look forward to coming to school went down: 19/20 71% to 20/21 66.70%
- * There is a disconnect between students looking forward to coming to school (66.7%) and students feeling the campus is a welcoming place (95%)

We did find some success though. Our Extended learning program successfully implemented a reading intervention after school program for small groups of student via ZOOM. Many teachers were able to create ZOOM breakout rooms to host small groups of students grouped by need. Furthermore, our low performance indicators highlighted the need for large scale intervention which is being piloted in Summer school in 2021 as a launch to full implementation in Fall 2022. We also successfully brought about 705 of our students back to campus in late spring allowing for some in-person instruction.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

During the 2020-21 school year the McFarland Unified School District had various practitioners available to support the mental health and social emotional needs of staff and students which included School Psychologists, School Counselors, Student Affairs specialists, School Social Workers, and School Psychologist Interns.

These specialists provided various services such as:

1. Student social Skills groups
2. Individual counseling
3. Group Counseling
4. Social Skills groups
5. Restorative conferencing
6. Restorative circles
7. Peer mediation
8. Wellness checks
9. Threat assessments
10. Linkage and consultation services
11. Suicide Assessments
12. Referral services
13. Collaboration with outside agencies
14. Home visits

Some internal data we believe supports our belief that our parents and students are benefiting from these services include;

- * 99% parents feel the schools keeps them informed
- * 98% of Spanish and 95% English speaking parents state the school is a positive place to be
- * 97% Spanish and English speaking parents state they believe their child is safe on campus
- * 97% Spanish and English speaking parents state the school is welcoming and wants their child there

Providing many of these services on an online platform was challenging at times due to technical difficulties. However, the online platform facilitated flexibility and accessibility. We actually believe the pandemic served our department well by allowing a platform to advertise and deliver services that many did not realize existed.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

MUSD has 3 main components for pupil engagement and parent outreach:

- * All Sites have a Multi tiered Attendance Plan
- * All Sites have an Incentive Plan
- * District Supplemental Intervention Plan /SARB

In addition, we offered virtual evening family events such as Back to School Night, Read Across America, parent conferences, parent Google Classroom tutorials, virtual field trips and parent meetings to review re-opening procedures. We held regular drive thru events to distribute instructional materials and engagement and attendance incentives. In an effort to keep students engaged and families connected, some schools began a podcast where announcements and motivational stories were shared. Additionally, we held virtual School Site Council and ELAC meetings.

McFarland USD believes the following items and activities to be successes in engagement and outreach:

- * Parent Square (posts and messages)
- * Class Dojo
- * Teachers recorded videos with information (ie: how to look up missed assignments, how to help student with literacy, how to access a certain program, etc)
- * Parent conferences (scheduled virtual or in person depending on parent preference)
- * Drive through material distributions
- * Drive through incentive pickups
- * Home visits by administrators, counselor, SRO, and teachers
- * Outdoor activities (Color Run, Movie Night, BMX bike assembly)

While we believe that overall we were successful in our outreach and engagement attempts, we did experience some challenges. Those included:

- * Parents who did not stay connected with the teacher or school
- * Student attendance (no support from parents)
- * Internet connection issues
- * Inability for parents to physically come onto campus for additional support

Internal data that suggests that our outreach and engagement is successful include;

- * 99% parents feel the schools keeps them informed

* 98% of Spanish and 95% English speaking parents state the school is a positive place to be

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In McFarland, all students (100%) receive free school breakfast and free school lunch. Since the onset of COVID-19 we have had distribution stations set up at all of our elementary sites to cover the west, east, and central parts of the city where children can pick up their meals. There were a few households outside of town without transportation to pick up meals where provided delivery of their meals upon request.

In our opinion, our school nutrition program was very successful. We had drive through meal distribution that continued uninterrupted since the onset of COVID-19. According to our records we were able to provide:

- * 262,202 breakfast and lunch meals between August and February
- * 105,831 suppers between August and February
- * 106,967 snacks between August and February

#s were not yet available past February at the time of this report.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

We did not have any Additional Actions to Implement the Learning Continuity Plan in our plan

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Pupil learning was a huge focus of our planning efforts throughout the Spring and Summer. While we expected a downward trend in our data we opted to take the CAASPP. Internal and external scores, such as CAASPP and ELPAC, we examined and used to plan and implement interventions that will supported in our LCAP. We also have plans to offer some sort of distance learning in the Fall for those families that are still in need of that option. We used the lesson learned over past year and a half to develop 5 goals (2 of which are focus goals) to take a serious approach to making a meaningful difference these next 3 years in reversing the learning loss for all students and simultaneously close the achievement gaps for our unduplicated students. The pandemic has given us a chance to reevaluate our systems and programs, which in turn, has made it clear that we are in need of reinvigorating our data team approach to education in order to best serve ALL students.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning was a huge focus of our planning efforts throughout the Spring and Summer. We are offering the largest summer program our district has ever offered (nearly 3 times larger than ever) in order to make a difference in the learning loss that has occurred. We use STAR data to identify students that are not achieving at grade level in ELA and Math and are designing interventions such as Saturday Academies, Intersessions, and after school interventions based on that data. We also will use STAR data to help identify students that can benefit from 3rd Party tutoring services. At the elementary level, we are implementing Goal 2 at the primary level to address our literacy concerns that have been revealed during the pandemic. The literacy intervention system is designed to use Acadience as the universal screener and our phonemic awareness and phonics diagnostic screeners to determine the exact skills each student needs. Students will be grouped according to skills they need to work on and regrouped every 2 weeks

when skills are mastered. At the secondary level, we are preparing to offer intervention reading and math sections to students that are identified through our assessment systems. Students that are unable to close the gap through these intervention sections will also be offered tutoring services with a third party tutoring company.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

A description of the differences can be found throughout this plan.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our academic achievement indicators already signaled a need for improvement before COVID-19 and though distance learning in 20-21 those needs were amplified. As a result we have had many deep discussion on how to approach solving these deficiencies in ways we have not do in the past. An internal review of our Renaissance STAR Data in Math and Reading show a great need to implement interventions districtwide. We have contracted with multiple tutoring companies, planned the largest summer school we have ever provided, and will be implementing RTI in our elementary schools as a result of the struggles we have faced the past 15 months. The pandemic illuminated needs that already existed and amplified the urgency in which we need to address them.

Our 2019 dashboard indicated several areas in need of improvement and those areas were further impacted by the learning loss due to COVID-19. This is the basis for us taking extra time to develop new goals for the 2021-24 LCAP.

Our data shows that student achievement is down. This is not a shock considering the amount of time we have spent in distance learning the past 12 months, but is the reality we are facing.

External data indicates the following areas of concern from the 2019 CA School Dashboard:

- * ELA dashboard Indicator is overall "orange" (48.8 below standard) and is "orange" for Hispanics (49.5 below standard) and Student with Disabilities (114.4 below standard)
- * Math dashboard indicator is overall "yellow", students with disabilities were "orange"
- * CCI dashboard indicator is "red" and both Hispanics and Student with disabilities were "red"
- * The number of students scoring 4 on ELPAC has decreased
- * Chronic Absenteeism dashboard indicator is "green", but we found 2 of our schools were over 10% (which would give them a "red" indicator in chronic absenteeism)

internal data shows:

STAR READING

On average our 2nd Grade EL students are reading at a Pre-Primer level

On average our 3rd Grade EL students are reading at a 1.0 level

On average our 2nd Grade ALL students are reading at a Primer level

On average our 3rd Grade ALL students are reading at a 1.9 level

STAR EARLY LITERACY

1st Grade at or above Grade level at the end of Q1 has gone down 51.4% to 35.7% (From 19/20 to 20/21)

ATTENDANCE

Down to 94% from 96%

As a result of some of these trends we opted to create focus goals on reading and attendance in the new LCAP. We are also planning to continue our summer school efforts throughout the 3 year LCAP cycle at a scale nearly 3 times the size of what we used to deliver. Furthermore, the need for expanded learning opportunities through our extended learning program has been recognized.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	10,467,056.00	8,642,577.64
LCFF Supplemental and Concentration	10,467,056.00	8,519,863.03
Not Applicable	0.00	122,714.61
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	10,467,056.00	8,642,577.64
1000-1999: Certificated Personnel Salaries	3,014,664.57	2,853,482.63
2000-2999: Classified Personnel Salaries	1,463,921.21	1,416,463.17
3000-3999: Employee Benefits	2,036,300.27	1,763,682.15
4000-4999: Books And Supplies	2,119,479.81	1,786,313.69
5000-5999: Services And Other Operating Expenditures	715,833.14	286,738.94
5800: Professional/Consulting Services And Operating Expenditures	726,857.00	438,012.18
6000-6999: Capital Outlay	390,000.00	97,884.88
Not Applicable	0.00	0.00
	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	10,467,056.00	8,642,577.64
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	3,014,664.57	2,853,482.63
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	1,463,921.21	1,416,463.17
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	2,036,300.27	1,763,682.15
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	2,119,479.81	1,786,313.69
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	715,833.14	286,738.94
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	726,857.00	315,297.57
5800: Professional/Consulting Services And Operating Expenditures	Not Applicable	0.00	122,714.61
6000-6999: Capital Outlay	LCFF Supplemental and Concentration	390,000.00	97,884.88
Not Applicable	Not Applicable	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	6,539,816.33	5,226,273.11
Goal 2	3,606,506.00	3,126,216.06
Goal 3	320,733.67	290,088.47

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,809,400.00	\$3,206,138.94
Distance Learning Program	\$4,195,000.00	\$3,270,051.10
Pupil Learning Loss	\$340,000.00	\$163,709.27
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$8,344,400.00	\$6,639,899.31

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$300,000.00	\$555,808.29
Distance Learning Program	\$85,000.00	\$85,000.00
Pupil Learning Loss	\$185,000.00	\$163,709.27
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$570,000.00	\$804,517.56

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,509,400.00	\$2,650,330.65
Distance Learning Program	\$4,110,000.00	\$3,185,051.10
Pupil Learning Loss	\$155,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$7,774,400.00	\$5,835,381.75



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
McFarland Unified School District	S. Aaron Resendez Superintendent	saresendez@mcfarland.k12.ca.us 661-792-3081

Plan Summary [2021-22]

General Information

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

THE CITY

Located 25 miles north of Bakersfield and 6.5 miles (10 km) south of Delano the city of McFarland covers 2.67 sq mi divided roughly in half by Highway 99. The population of McFarland was 12,707 at the 2010 census and an estimated 15,506 as of 2019. According to DATA USA, the poverty rate in McFarland is 36.8% and the annual median income \$33,281. McFarland does not have an abundance of community resources at its disposal. Local service organizations such as the Lions Club, McFarland Police Department, McFarland Parks and Recreation and several local churches promote community involvement. The Family Resource Center, under the McFarland Unified School District, provides a variety of support to our families that struggle financially. Henrietta Child Guidance Clinic (out of Delano, CA) also provides additional services for our students and their families.

OUR DISTRICT

As of March 2021, our district had an enrollment of 3,508 students served by 3 elementary schools, 1 junior high school, 1 comprehensive high school, 1 alternative education school, and 1 independent studies school. Our student population consists of about 35% EL Students, 93% socio-economically disadvantaged, 7.2% homeless, 97.7% Hispanic, with an unduplicated student percentage of about 93%.

McFarland Unified School District Mission:

McFarland Unified School District is committed to providing all students a safe academic environment where they will be taught 21st Century skills to make them effective communicators, innovators, and participants in the global economy.

McFarland Unified School District Vision:

All McFarland Unified School District students will graduate with the skills necessary to be college and/or career ready.

We intend to achieve the mission and vision by working collaboratively to review data, set goals, and evaluate our progress toward achieving those goals. Furthermore, by implementing the goals in this plan and our district initiatives of Professional Learning Communities (PLC), Data Teams, Positive Behavior Intervention and Support (PBIS), Explicit Direct instruction (EDI), and Response to Intervention (RTI) we believe we can best serve the needs of our students in order to fulfill our mission and vision.

Reflections: Successes

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

The 2019 California school dashboard showed our district to be having success with our graduation rate with 92.3% of our students graduating. We showed improvement in our distance from standard on CAASPP in Math (+3.6 points), and our EL Progress indicator was at the medium level (51.6% making progress towards English language proficiency). We also found the following:

- * EL Reclassification rate has improved from 6.6% to 15.3%
- * Our AP Exam pass rate has increased by nearly 15% in two years
- * 99% parents feel the schools keeps them informed
- * 98% of Spanish and 95% English speaking parents state the school is a positive place to be
- * 97% Spanish and English speaking parents state they believe their child is safe on campus
- * 97% Spanish and English speaking parents state the school is welcoming and wants their child there

We successfully transitioned to a new student information and communication system, which will allow us to improve communication with our parents and students.

By continuing to review our EL program delivery and providing specific training in dedicated and integrated ELD strategies, we believe our EL Progress indicator will continue to improve. We also believe that adopting the goals we have in this plan will increase academics overall, but specifically our students' ability to read at grade level. Using our STAR data as part of our overall program evaluation has proven to be beneficial, and now that all schools are giving the assessment according to our district testing schedule, the data should play a major factor in evaluating and adjusting our programs going forward.

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.

We have several areas identified as areas in need of improvement, which is the basis for us taking extra time to develop new goals for this LCAP. Our data shows that student achievement is down. This is not a shock considering the amount of time we have spent in distance learning the past 12 months, but is the reality we are facing.

External data indicates the following areas of concern from the 2019 CA School Dashboard:

- * ELA dashboard Indicator is overall "orange" (48.8 below standard) and is "orange" for Hispanics (49.5 below standard) and Student with Disabilities (114.4 below standard)
- * Math dashboard indicator is overall "yellow", students with disabilities were "orange"
- * CCI dashboard indicator is "red" and both Hispanics and Student with disabilities were "red"
- * The number of students scoring 4 on ELPAC has decreased

We have expanded our efforts within GOAL 1 to addresses these points

- * Chronic Absenteeism on the 2019 California dashboard indicator is "green" for our district (8%), but we found Kern Avenue School "orange" (10.8% and increasing) and McFarland Junior High "orange" (10.6% and maintaining) to be in need of improvement
- * Furthermore, during the 20/21 school year we saw an increase in Chronic Absenteeism to 17.06% according to our student information system (KIDS).
- * Of the 603 Chronic Absentees according to KIDS, 503 of them are unduplicated students and nearly half of the (255) are ELs, which is 23% of our ELs (255/1110).

GOAL 5 was developed in response to the chronic absentee findings.

Internal data indicates our students are reading far below grade level:

- * On STAR Reading our average student's instructional reading level in 3rd grade is at the 1.9 grade level, more than a year behind. In 6th grade it is at 3.7, nearly 3 years behind.
 - * On STAR Reading, in every grade level, our EL students are significantly lower on average compared to ALL students (ex: 12th grade "all students" avg IRL=6.8 and 12th Grade "EL students" IRL=3.7)
 - * Percentage of students scoring at the 50%ile or higher on STAR Early Literacy in 1st Grade has gone down from 51.4% to 35.7%
- GOAL 2 was developed in response to this.

Our parent/student/ staff surveys indicate some discrepancies and low opinions, that must be addressed:

- * There's a significant difference between Students and Parents from our survey on whether a student looks forward to coming to school (Parents 91.3% Students 78.3%)
- * Over 20% of English speaking parents state that the teachers do NOT take time to discuss grades, success, etc.
- * Over 15% of Spanish speaking parents state that the teachers do NOT take time to discuss grades, success, etc.
- * 87% of students and 100% of staff state "school being a positive environment"

- * % of students who believe staff take time to discuss grades/progress has gone down: 19/20 73.5% to 20/21 58.3%
 - * % of students who look forward to coming to school went down: 19/20 71% to 20/21 66.70%
 - * There is a disconnect between students looking forward to coming to school (66.7%) and students feeling the campus is a welcoming place (95%)
 - * There is a discrepancy between 94% of Spanish and 83% English speaking parents stating that the schools are safe, clean, and in good condition
- GOAL 3 & 4 were developed to address these discrepancies.

LCAP Highlights

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

McFarland Unified School District believes that this new 3-year Local Control Accountability Plan is a plan that will lead to greater successes in many areas. The goals developed with our stakeholders are:

GOAL 1: All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction which prepares all students for success in college and/or career.

GOAL 2: All MUSD students will read at grade level by the end of 2nd grade by 2023.

GOAL 3: MUSD will ensure all students, parents and community members feel welcomed, involved, and engaged in their educational experience.

GOAL 4: MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders.

GOAL 5: MUSD will reduce chronic absenteeism rates to under 5% by 2023.

These goals were written with purpose and results in mind.

Goal 2 was developed because of a persistent need to increase literacy at all grade levels. By focusing our efforts of achieving grade level proficient readers by second grade, we believe that our students will be better equipped for long term success. We have expanded our support staff and have developed a Tier 2 system of intervention as a result of incorporating this goal into our plan.

Goal 5 was developed because of a persistent issue with chronic absenteeism with the district. Several of our school are consistently over 10% in chronic absentee rates even though we have had actions in previous LCAPs dressing attendance. By developing this focus goal, we are confident the focus will help us bring the chronic absentee #s down.

Goal 3 was developed as a way to continue our efforts to connect with students and families in order to provide the best education possible. In a predominantly agriculture based employment community parent involvement is not always as high as we would hope. Long work hours that conflict with typical school activities often prevent our parents from being as involved as they might like. By creating an engagement goal with specific actions geared at creating opportunities for parents, we believe that we can overcome some of the barriers we have faced in the past.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

McFarland Unified School District is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. Therefore, McFarland Unified used a variety of ways to involve stakeholders in the LCAP process, including the discussion and review of goals, district data, videos of current actions/services as well as proposed actions and services. The following is a brief timeline of the activities for Stakeholder Engagement:

The district:

- * Distributed surveys during the months of January and February to all employees, parents, and students
- * Held input and development meetings in late February through the end of April with parent stakeholders and employee stakeholders. The input stakeholder surveys and the stakeholder meetings were used as part of the analysis and basis for goal creation and metrics inclusion
- * Regularly, engaged with DELAC, ELAC, PAC and SSCs for input
- * Engaged the community and unions for feedback on its developed areas of the plan in early May
- * Made revisions based on the feedback from the meetings in April/May
- * Met with KCSOS SELPA for consultation and feedback in May
- * District posted the proposed LCAP on its website in late May for community review
- * Held a public hearing at the June 15th Board meeting

In addition, all SPSAs were reviewed by the district and have been aligned to our LCAP.

NOTIFICATION/COMMUNICATION OF MEETINGS

Parents, students, McFarland Unified School District Staff and community members were notified of McFarland Unified LCAP Committee Meetings using a variety of methods such as e-mails, automated phone school messenger (English & Spanish), and McFarland Unified "push notifications" (English and Spanish).

A summary of the feedback provided by specific stakeholder groups.

PARENTS/COMMUNITY (These groups were not differentiated in our surveys or meetings)

The parent survey illustrated 2 areas in need of attention:

Over 20% did not agree with the statement "The teacher(s) makes time to discuss grades, academic successes, or areas for improvement with my child and with me as needed"

Over 14% did not agree with the statement "My child looks forward to coming to school".

The most common theme from parent feedback was that there are not enough opportunities for students from McFarland in college or career. Many believe that COVID-19 has been a huge setback for the success of their child.

PRINCIPALS

In general, principals responded positively to the LCAP survey. However to areas did show room for growth.

76% responded positively to the statement "I am satisfied with the level of instruction our students receive from our teachers."

82% of our principals responded positively to the statement "Our teachers make time to discuss grades, academic successes, or areas for improvement with their students and their students' families."

All other areas of the LCAP survey were over 90% positive. A common response to the question about the greatest challenge our students face showed most administrators believed academic levels were not high enough, specifically reading levels needed to be addressed.

CERTIFICATED/CLASSIFIED

16.5% of staff surveyed indicated that the facilities were NOT safe, clean and in good condition, despite having a "good" overall FIT rating, with over half of those responses coming from elementary level employees.

*28.5% teachers did not agree that our facilities are safe, clean, and in good condition

*11.5% of classified did not agree that our facilities are safe, clean, and in good condition

*0% of administrators and other staff did not agree that our facilities are safe, clean, and in good condition

This indicates our teachers being much more negative about our facilities than other employee groups.

Staff feedback indicated a common thread of student desire, motivation, and interest as the biggest barrier to college/career. Over 10% of the respondents indicated at least one of these areas as a barrier.

Another common response was a lack of high, consistent expectation from teachers of all students. Yet, another area illustrated through staff feedback was the need to improve reading instruction.

Like our parents, Certificated (12.55) and Classified (16%) did not agree that our students look forward to going to school. 0% of administrators disagreed with the statement.

LOCAL BARGAINING UNITS

Local bargaining units executive members were engaged in May. We reviewed the draft of the LCAP with each and requested feedback.

Both bargaining units were satisfied with the draft as is. Furthermore, members of both units were engaged and gave input as report above in "CERTIFICATED/CLASSIFIED"

STUDENTS

In general, student input and feedback indicated a need to provide more opportunities to explore careers and expose students to possibilities. Student input and feedback also showed a strong desire to improve in reading and math, as well as improve in CAASPP. Student surveys also indicated that many are having a hard time staying motivated. When students responded to the survey prompt "What is the greatest challenge you face as a student in becoming college or career ready?" a common response was "money" and the most common was academics (grades, course offerings, study habits).

SELPA

Our SELPA was consulted and determined "The district includes the SWD's needs alongside the rest of the district population; their needs are throughout the LCAP as "all students"" and was pleased with our plan.

DELAC/PAC

While input was sought on multiple occasions via scheduled zoom meetings, no specific feedback was ascertained.

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

The aspects of the LCAP were influenced by specific stakeholder input:

GOAL 1: "All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction which prepares all students for success in college and/or career."

Opportunities to explore college/career was another area that was apparent from our surveys and input. By forging more partnerships with industry in neighboring towns and providing field trips to explore colleges and careers, we hope to make a difference in this area.

Metrics used toward Goal 1 include:

- * CTE completion rates
- * A-G Completion
- * Student Surveys
- * Walkthrough tool measuring implementing of CCSS

Only the walkthrough tool will provide data more often than once per year. Students could potentially be surveyed specifically on the college/career aspect more often.

GOAL 2: "All MUSD students will read at grade level by the end of 2nd grade by 2023"

Survey results along with internal data confirmed the need for GOAL 2 as a focus goal going forward. While we would like to address this in a single year, we do realize it is a longer term project than that. We opted to include this a separate focus goal from our general academic goal, because in previous LCAP plans it was imbedded in the academic goal and did not get the attention it needed, as our scores indicate.

The metrics we intend to include for this goal:

- * % of K, 1, and 2 students at Benchmark or higher on Acadience Reading by the end of the year
- * % of 1st students scoring 50%ile or higher on STAR Early Literacy in the Fall Window
- * % of K students scoring 50%ile or higher on STAR Early Literacy at the end of the year
- * % of 1st and 2nd grade students scoring 50%ile or higher on STAR at the end of the year

All of these metrics have interim assessment points throughout the year, which should allow us to monitor progress regularly and make needed adjustments to our program delivery, as well as play a role in identifying kids for RTI supports.

GOAL 3: "MUSD will ensure all students, parents and community members feel welcomed, involved, and engaged in their educational experience"

Survey results indicated that a significant portion of our parents did NOT feel teachers took the time to discuss student progress with them. Feedback also indicated a preference in human contact as opposed to Artificial Intelligence (like a robocall). To address this we intend to provide receptionists at each location within the district. We will also make it priority for our teachers to communicate with parents more often regarding grades/progress.

Metrics for this indicator include:

- * Student/parent surveys
- * Tardy/Early Out rates
- * Parent attendance at events

GOAL 4: "MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders"

Due to the high negative response rates regarding our facilities, we are looking at ways to modernize some of our older facilities, even though they are rated "Good" on our last FIT test. People recognize the newness of our newest elementary school that opened in 2016, and point out that the older facilities do not measure up.

Another area that was evident came in the student survey where only 87% of students indicated that their "school was a positive place to be", 86% indicated they "feel safe in school", and 14% of parents indicating that their child does not "look forward to coming to school each day". To address these concerns, actions have been added to Goal 4 including implementing PBIS at all three elementary schools and restorative practices at the secondary levels.

Metrics we will use include:

- * FIT reports
- * Parent/Student Surveys

Goals and Actions

Goal

Goal #	Description
1	All MUSD students will be taught by a highly qualified staff that provides rigorous, relevant, and intentional instruction that prepares all students for success in college and/or career

An explanation of why the LEA has developed this goal.

Our 2019 CA School Dashboard academic indicator shows:

"All Students" are scoring 48.8 points below standard in ELA and 73.9 points below standard in Math

"Foster Youth" are scoring 79.9 points below standard in ELA and 96.2 points below standard in Math

"Socio-Economic Disadvantaged" are scoring 51.5 points below standard in ELA and 76.1 points below standard in Math

Current EL students scored 97.3 points below standard in ELA and 110 points below standard in Math, which is a significantly larger gap from standard than all students

Our stakeholders believe it is important to have developed an overarching academic goal tied to our district's vision of ensuring all students are college or career ready. Our district's purpose is to serve students and their diverse needs. Ensuring all students receive rigorous, relevant, and intentional instruction can only be accomplished through the monitoring of the curriculum and teaching that is taking place on our campuses and comparing that to results from the many assessments we implement. Due to the nature of this goal and the metrics attached we expect to accomplish a broad spectrum of TK-12 educational outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Fully credentialed teachers (Priority 1A)	Annual HR Report K-12th Grade: 97.2%				Annual HR Report 100%
Appropriately assigned teachers (Priority 1A)	Annual HR Report K-12th Grade: 100%				Annual HR Report 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access to standards aligned curriculum (Priority 1B)	Annual textbook inventory report from Follett K-12th Grade: 100%				Annual textbook inventory report from Follett 100%
Implementation of state board adopted academic content and performance standards for all students (Priority 2A)	Clear CCSS Objectives observed using walkthrough tool end of year total K-12th Grade: 77%				Clear CCSS Objectives observed using walkthrough tool end of year total 95%
EL Students have access to programs and services to access and gain mastery of the CCSS and the ELD standards (Priority 2B)	Enrollment in dedicated ELD K-12th Grade: 100% Integrated EL Strategies Observed Using walkthrough tool by May 25 K-12th: 63.5%				Enrollment in dedicated ELD K-12th Grade: 100% Integrated EL Strategies Observed Using walkthrough tool by May 25 K-12th: 90%
CAASPP Math % of students Met/Exceeded on CAASPP Math (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAASPP All Students:24.32 SWDs: 13.92% SEDs: 23.09% Homeless: 3.33%				CDE CAASPP REPORTING SYSTEM CAASPP All Students: 40% SWDs: 25% SEDs: 40% Homeless: 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ELs: 12.54%				ELs: 25%
CAASPP ELA % of student Met/Exceeded on CAASPP ELA (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAASPP All Students: 32.36% SWDs: 15.82% SEDs: 30.77% Homeless: 17.24% ELs: 12.04%				CDE CAASPP REPORTING SYSTEM CAASPP All Students: 50% SWDs: 30% SEDs: 50% Homeless: 35% ELs: 25%
CAST (CA Science Test) % of students Met/Exceeded on CAST (Priority 4A)	CDE CAASPP REPORTING SYSTEM 2019 CAST 5th Grade: 11.84% 8th Grade: 5.32% 11th Grade: 13.84% 12th Grade: 5.02%				CDE CAASPP REPORTING SYSTEM CAST 5th Grade: 25% 8th Grade: 25% High School: 25%
A to G % of students completing A to G requirements (Priority 4B)	College/Career Measures Report 2020 % Met A to G requirement 67.7%				College/Career Measures Report % Met A to G requirement 75%
CTE % of students completing CTE pathway	College/Career Measures Report				College/Career Measures Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4C)	% Met CTE Pathway Completion 29.3%				% Met CTE Pathway Completion 50%
A to G & CTE % of students who have successfully completed A/G and CTE (Priority 4D)	College/Career Measures Report % Completed Combined Cohort 39.9%				College/Career Measures Report % Completed Combined Cohort 60%
EL Progress % of students making progress in English proficiency (Priority 4E)	CA Dashboard 2019 EL Progress K-12th Grade: 51.60%				CA Dashboard EL Progress 80%
EL Reclassification % of student reclassifying (Priority 4F)	Internal Measure May 2020 EL Reclassification Rate K-12th Grade: 15.30%				Internal Measure May EL Reclassification Rate 25%
AP Exam % of pupils scoring 3+ (Priority 4G)	Dataquest 19/20 Score of 3+: 64.3%				Dataquest 70%
EAP % of pupils demonstrating preparedness	College/Career Measures Report				College/Career Measures Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Priority 4H)	Smarter Balance Assessment Indicator 2019: 40% 2020: 32.3%				Smarter Balance Assessment Indicator 40%
All students will have access to a Broad Course of Study EC 51210 & 51220(a) as measured by master schedules. (Priority 7A)	Internal Measure of programs, master schedules, and integrated services offered as of May 25: Broad Course of Study 100%				Internal Measure of programs, master schedules, and integrated services offered as of May 25 Broad Course of Study 100%
English Learners, low-socio economic, foster youth, and homeless students have access to programs and services to meet their needs as measured by enrollment in programs, master schedules, and integrated services offered. (Priority 7B)	Internal Measure of programs, master schedules, and integrated services offered as of May 25: Availability of Integrated Services 100%				Internal Measure of programs, master schedules, and integrated services offered as of May 25: Availability of Integrated Services 100%
Students with exceptional needs have access and are enrolled in programs	Internal Measure of programs, master schedules, and				Internal Measure of programs, master schedules, and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and services as measured by enrollment in programs, master schedules, and integrated services offered. (Priority 7C)	integrated services offered as of May 25: Exceptional Needs Services 100%				integrated services offered as of May 25: Exceptional Needs Services 100%
STAR READING - % of students scoring at the 50%ile or higher (Priority 8)	May 2021 STAR Reading % of students scoring at the 50%ile or higher 3-6 ALL: 18% 3-6 SWDs: 4% 3-6 SED: 18% 3-6 Homeless: 7% 3-6 EL: 4% 7-12 ALL: 9% 7-12 SWDs: 5% 7-12 SED: 9% 7-12 Homeless: 0% 7-12 EL: 0%				May STAR Reading 3-6 ALL: 60% 3-6 SWDs: 25% 3-6 SED: 60% 3-6 Homeless: 25% 3-6 EL: 50% 7-12 ALL: 50% 7-12 SWDs: 25% 7-12 SED: 50% 7-12 Homeless: 35% 7-12 EL: 40%
STAR MATH % of students scoring at the 50%ile or higher (Priority 8)	May 2021 STAR Math % of students scoring at the 50%ile or higher 3-6 ALL: 21%				May 2021 STAR Math 3-6 ALL: 60% 3-6 SWDs: 25% 3-6 SED: 60% 3-6 Homeless: 25% 3-6 EL: 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3-6 SWDs: 9% 3-6 SED: 21% 3-6 Homeless: 9% 3-6 EL: 8% 7-12 ALL: 26% 7-12 SWDs: 10% 7-12 SED: 26% 7-12 Homeless: 19% 7-12 EL: 7%				7-12 ALL: 50% 7-12 SWDs: 25% 7-12 SED: 50% 7-12 Homeless: 25% 7-12 EL: 40%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Hire/Retain teachers	The district will recruit fully credentialed teachers and properly assign them based on their credentials. To retain new teachers long-term, the district will provide ongoing training, release time for mentoring, and 20-30 mentors to support these teachers.	\$119,052.96	Yes
2	Training/PD	The district will develop staff capacity to ensure rigorous, relevant, and intentional instruction by providing ongoing professional development and training in the areas of Intervention Math, Intervention Reading, and Supplemental ELD instruction, and ELD strategies.	\$212,852.71	Yes
3	Academic Support	The district will provide academic support staff including 1 Director of Curriculum and Instruction, 5 Learning Directors or Assistant Principals, 3 counselors, 5 Librarians, 2 additional instructional assistants, and 3 IT Support Staff to ensure all students have access to CCSS standards and 21st Century Skills.	\$2,737,665.72	Yes

Action #	Title	Description	Total Funds	Contributing
4	Curriculum	The district will provide supplemental research based curriculum and supplies to increase student achievement	\$1,463,393.91	Yes
5	Technology	The district will provide technology materials, supplies, and chrome books for all students to prepare for college and career by supporting state content standards and 21st Century Skills.	\$1,000,000.00	Yes
6	EL Support	The district will provide 1 District ELD Coach, 6 Site EL Resource Teachers, training, and research based supplemental curriculum to ensure highly qualified staff support our English Language Learners in making progress toward English proficiency	\$336,149.09	Yes
7	H/FY Support	The district will provide 3 additional support staff members, various basic personal hygiene supplies, tutoring, and other services in order to help prepare our Homeless/Foster Youth become college/career ready.	\$197,037.61	Yes
8	CTE/Dual Enrollment	The district will provide 1 CTE/Dual Enrollment Counselor, 5 CTE Pathway Teachers, and additional supplies and materials to support CTE/Dual Enrollment pathways to prepare all students for success in college and/or career.	\$928,148.76	Yes
9	PLC/Data Teams	Develop and implement data teams and PLCs at all sites by providing training, release time for teachers to participate in instructional rounds, and release time for teachers to participate in data teams to ensure rigorous, relevant, and intentional instruction for all students.	\$41,996.01	Yes
10	Class Size	The district will provide 5 to 7 extra teachers in order to have lower class sizes than required in order to maximize student achievement.	\$687,455.38	Yes

Action #	Title	Description	Total Funds	Contributing
11	Kindergarten Readiness	The district will provide school supplies, reading books, and educational materials to registering kindergarten students to ensure students are better prepared to begin their academic careers	\$9,500.00	No
12	Summer/Inter-Session	The district will offer extended learning opportunities such as Saturday School (5 to 7 teachers per site), Winter Academy (7 to 14 teachers per site), Spring Academy (5 to 7 teachers per site), Evening Credit Recovery (3 to 5 teachers), supplemental 3rd Party Tutoring (300-500 students based on data/need), and Summer School (40-50 classes/teachers) to close achievement gaps of students achieving below grade level by providing salaries, learning materials, and supplies.	\$517,074.20	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	All MUSD students will read at grade level by the end of 2nd grade by 2023 as measured by STAR and ACADIENCE

An explanation of why the LEA has developed this goal.

Our data indicates:

2019 CALIFORNIA SCHOOL DASHBOARD
ENGLISH LANGUAGE ARTS

- * All students were 48.8 below standard
- * Hispanic students were 49.5 below standard
- * Current EL students were 97.3 below standard compared to English Only students at 36.9, a gap of 60.4 points
- * SED students were 51.5 below standard, 21.4 points behind the state average of 30.1

STAR READING

On average our 2nd Grade EL students are reading at a Pre-Primer level
On average our 3rd Grade EL students are reading at a 1.0 level
On average our 2nd Grade ALL students are reading at a Primer level
On average our 3rd Grade ALL students are reading at a 1.9 level

STAR EARLY LITERACY

1st Grade at or above Grade level at the end of Q1 has gone down 51.4% to 35.7% (From 19/20 to 20/21)

According to researchers, by the end of third grade, 74 percent of struggling readers won't ever catch up. One of the most important predictors of graduating from high school is reading proficiently by the end of third grade. More than 85 percent of the curriculum is taught by reading. Without a strong foundation in reading, children are left behind at the beginning of their education.

After much deliberation, we chose to create this focus goal and target by the end of 2nd grade, because CCS Standards, Achieve the Core, and the Science of Reading (LETRS) all indicate that K-2 is the time for foundational reading. We also know that in 3rd grade, children begin taking the CAASPP. So in order to allow 3rd Grade teachers to teach to the rigor needed to do well on such a high stakes test, students need to arrive at grade level.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DIBELS/ACADIENCE (EOY) (Priority 8)	% of students At/Above Benchmark May 2019 Kindergarten: 62% 1st Grade: 47% 2nd Grade: 48%				% of students At/Above Benchmark as of May: Kindergarten: 90% 1st Grade: 95% 2nd Grade: 99%
STAR EARLY LITERACY (Q1) (Priority 8)	% of students at or above the 50%ile October 2020 1st Grade: 35.70%				% of students at or above the 50%ile as of October: 1st Grade: 95%
STAR EARLY LITERACY (EOY) (Priority 8)	% of students at or above the 50%ile May 2021 Kindergarten: 24%				% of students at or above the 50%ile as of May: Kindergarten: 95%
STAR READING (EOY) (Priority 8)	% of students at or above the 50%ile May 2021 1st Grade: 31% 2nd Grade: 29%				% of students at or above the 50%ile as of May: 1st Grade: 95% Kindergarten: 99%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Training/PD	The district will provide extra duty pay, consultant fees, and on ongoing coaching to deliver professional development, program training, and ongoing support in the implementation of the science of reading to improve primary grade literacy.	\$96,298.39	No
2	RTI	The district will provide up to 10 instructional intervention aides to help implement Reading RTI at each elementary site using universal and diagnostic screeners according to the district RTI plan	\$262,787.50	No
3	Supplemental Curriculum	The district will provide supplemental Reading programs and materials to increase student engagement in literacy.	\$20,010.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	MUSD will ensure all students, parents and community members feel welcomed, involved, and engaged in their educational experience

An explanation of why the LEA has developed this goal.

Our data indicates problem areas in engagement that we can address through this goal and the metrics attached. The data includes:

- * There's a significant difference between Students and Parents from our survey on whether a student looks forward to coming to school (Parents 91.3% Students 78.3%)
- * Over 20% of English speaking parents and over 15% of Spanish speaking parents state that the teachers do NOT take time to discuss grades, success, etc.
- * % of students who believe staff take time to discuss grades/progress has gone down: 19/20 73.5% to 20/21 58.3%
- * % of students who look forward to coming to school went down: 19/20 71% to 20/21 66.70%

In 2020/21 according to our student information system (KIDS) unduplicated students accounted for every (100% of suspension incidents) suspension incident.

2019 CA School Dashboard for suspensions shows:

- * OVERALL (2.9%)
- * ELS (2.8% an increase of .5%)
- * Foster Youth (12.5% a light decrease from the previous year, but significantly higher than EL and OVERALL)

2020 CA School Dashboard Indicator for graduation rate

- * OVERALL (92.3%)
- * SEDs (92.4%)
- * ELs (84.1%, much lower than the other groups)
- * Homeless (81.8%, much lower than the other groups)
- * SWDs (96.2%)

Research has shown that there are many benefits to students that have parents that are involved in their school. Students with parents who are involved in their school experience fewer behavioral problems, achieve better academic performance, and are more likely to complete high school than students whose parents are not involved in their school. By making it a priority to find ways to connect with students and parents it is our hope to increase engagement and thus increase student achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
LCAP Input Meetings -Maintain/Increase offerings (Priority 3A)	LCAP Input Meetings Agendas/Minutes (EOY) by May 25 3				LCAP Input Meetings Agendas/Minutes (EOY) by May 25 3+ Meetings held
LCAP Survey Participation: Increase Parent Responses (Priority 3A)	LCAP Survey Participation Compiled in March 242 Parents				LCAP Survey Participation Compiled in March 300+ surveys returned
DELAC Meetings (Priority 3A)	DELAC Meetings Agendas/Minutes By May 25 4				DELAC Meetings Agendas/Minutes By May 25 4+ Meetings
Parent University Classes - Maintain/Increase offerings of classes (Priority 3B)	# Classes held By May 25 3				# Classes held By May 25 3+ classes
Advanced Notice of IEP Meetings for parents (Priority 3C)	Advanced Notice of IEP Meetings for parents				Advanced Notice of IEP Meetings for parents

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student Services Report as of May 25: 100%				Student Services Report as of May 25: 100%
Parents able to reschedule IEP Meetings to meet their needs (Priority 3C)	Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 25: 100%				Parents able to reschedule IEP Meetings to meet their needs Student Services Report as of May 25: 100%
Attendance Rates (Priority 5A)	Attendance Rates Student Information System (KIDS) as of May 25: All Students: 94.71%				Attendance Rates Student Information System (KIDS) as of May 25: 97.0%
Drop Out Rate: Middle School (Priority 5C)	Drop Out Rate: Middle School CALPADS 8.1c as of May 25: 0%				Drop Out Rate: Middle School CALPADS 8.1c as of May 25: 0%
Drop Out Rate: High School (Priority 5D)	Drop Out Rate: High School				Drop Out Rate: High School

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CALPADS 8.1c as of May 25: End of Year .01%				CALPADS 8.1c as of May 25: .01%
High School Graduation Rate (Priority 5E)	Graduation Rates 2019 CA School Dashboard All: 97.7% SEDs: 98.0% ELs: 97.9% Homeless: 92.9% SWDs: 96.2%				Graduation Rates CA School Dashboard All: 98% SEDs: 98% ELs: 98% Homeless: 95% SWDs: 98%
Suspension Rates (Priority 6A)	Suspension Rates Student Information System (KIDS) as of May 25: All Students: .06% ELs: .03% SED: .06% Homeless: 0.0% SWDs: .03%				Suspension Rates Student Information System (KIDS) as of May 25: All Students: 2% ELs: 2% SED: 2% Homeless: 2% SWDs: 2%
Expulsion Rates (Priority 6B)	Expulsion Rates Dataquest as of May 25:				Expulsion Rates Dataquest as of May 25: All Students: .05%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	18/19 All Students 0.16% 19/20 All Students 0.0%				
Student Survey: I look forward to coming to school most days (Priority 6C)	LCAP Survey - Compiled in March 66.7%				LCAP Survey - Compiled in March Student Survey: 90%
Parent Survey: My child looks forward to coming to school most days (Priority 6C)	LCAP Survey - Compiled in March 78.30%				LCAP Survey - Compiled in March Parent Survey: 90%
Student Survey: The school is welcoming and wants me there (Priority 6C)	LCAP Survey - Compiled in March 95%				LCAP Survey - Compiled in March Student Survey: 98%
Parent Survey: The school is welcoming and wants my child there (Priority 6C)	LCAP Survey - Compiled in March 95.5%				LCAP Survey - Compiled in March Parent Survey: 98%
Student Survey: Teachers make time to discuss grades, academic successes, or areas for improvement with	LCAP Survey - Compiled in March 58.30%				LCAP Survey - Compiled in March Student Survey: 90%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
their students and families. (Priority 6C)					
Parent Survey: Teachers make time to discuss grades, academic successes, or areas for improvement with their students and families. (Priority 6C)	LCAP Survey - Compiled in March 86.50%				LCAP Survey - Compiled in March Parent Survey: 90%
Student Survey: I feel I am part of the school (Priority 6C)	LCAP Survey - Compiled in March 83.90%				LCAP Survey - Compiled in March Student Survey: 95%
Tardies Per Pupil (Elementary) (Priority 8)	Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 25: 3.85/student				Tardies Per Pupil (Elementary) Student Information System (AERIES) as of May 25: Under 3 per student
Early Outs Per Pupil (Elementary) (Priority 8)	Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 25:				Early Outs Per Pupil (Elementary) Student Information System (AERIES) as of May 25:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3.45/student				Under 3 per student

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Staff	The district will provide 6-7 support staff members to improve parent engagement/communication, especially for non-English speaking families of EL students.	\$530,759.85	Yes
2	Family Nights	School sites will provide extra duty pay and materials for multiple (3-4 per year) themed family nights to engage parents, students, and community with the site	\$18,879.45	Yes
3	Enrichment	The district will provide salaries and supplies learning opportunities such as Vex Robotics (2 Coaches), Makerspaces, After School Education and Safety (ASES) (24-27 leads), and FAB Labs for student enrichment to ensure students are connected to their schools	\$1,294,760.43	Yes
4	Performing Arts	Districts will provide salaries (2 music teachers and stipends) and supplies to support a K-12 performing arts program as a source of connectivity between stakeholders and sites	\$309,917.65	Yes
5	Sports	The district will provide salaries, equipment, travel, and supplies for K-12 athletic opportunities as a source of connectivity between stakeholders and sites	\$1,056,789.19	Yes

Action #	Title	Description	Total Funds	Contributing
6	Communication	The district will provide signage, PR Consulting, and training for administrators to ensure multiple methods of positive communication to parents, students, and community	\$341,500.00	Yes
7	Training	The district will provide consultant contracts and extra duty pay to deliver multiple training opportunities such as Parent University and PIQE for staff and community to improve engagement	\$132,172.85	Yes
8	Participation	The district will provide supplies and materials in order to offer multiple opportunities for stakeholder participation at each campus including, but not limited to DELAC Meetings, ELAC Meetings, Open House, Parent Teacher Conference, Back to School Night, LCAP input meetings Meetings, and Parent committees	\$5,750.00	Yes
9	FRC	The district will provide salaries (4 staff members) and supplies to the Family Resource Center to support our struggling families to build parent, family and community partnerships.	\$159,354.25	Yes
10	PBIS	The district will provide salaries (extra duty pay), supplies, and training to develop and implement PBIS as at 3 elementary sites.	\$59,431.11	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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


Goals and Actions

Goal

Goal #	Description
4	MUSD will provide a safe, well-maintained, healthy, and supportive environment for all stakeholders

An explanation of why the LEA has developed this goal.

According to psychology's Maslow student must have their basic needs and safety needs met before even considering learning.

Students who are afraid often stay away from school. A safe learning environment is focused on providing the physical and mental safety necessary for our students to succeed. By ensuring safe facilities (physical) and a healthy supportive (mental) environment we believe that our students' sense of safety and school connectedness will  prove.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities rated "Good" on most recent "FIT" (Priority 1C)	Fall FIT Report 100%				LCAP Survey - Compiled in March 100%
Student Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 87.10%				LCAP Survey - Compiled in March 98%
Parent Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 94.60%				LCAP Survey - Compiled in March 98%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Survey: The school is a positive place to be (Priority 6C)	LCAP Survey - Compiled in March 100%				LCAP Survey - Compiled in March 100%
Student Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 91.30%				LCAP Survey - Compiled in March 98%
Parent Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 96.40%				LCAP Survey - Compiled in March 98%
Staff Survey: The campus is safe (Priority 6C)	LCAP Survey - Compiled in March 99.0%				LCAP Survey - Compiled in March 99%
Student Survey: Students that responded "I feel safe at school" (Priority 6C)	LCAP Survey - Compiled in March 86.50%				LCAP Survey - Compiled in March 98%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Support Staff	The district will provide supplies and support staff (1 Security Guard, 2 Student Affairs Specialist, 16 Yard Aides, an extra nurse, a VP of student discipline and an extra bus driver) to ensure student safety on and between all campuses	\$1,194,629.86	Yes

Action #	Title	Description	Total Funds	Contributing
2	Training	The district will provide training such as CPI, Restorative Practice, and Basic Supervision for support staff in order to create safe, healthy, and supportive environments	\$7,000.00	No
3	Maintenance	The district will provide facilities that are in safe, well maintained condition that students and community take pride in	\$950,000.00	No
4	MTSS	The district will provide supplies and salaries for counselors, a Marriage and family therapist, and 2 additional psychologists in order to provide MTSS to serve the social emotional needs of all students, including low-income and foster youth.	\$981,654.54	Yes
5	Digital Citizenship	The district will provide digital citizenship courses/curriculum at all grade levels in order to equip students to navigate digital platforms safely	\$21,500.00	Yes
6	Education	The district will provide anti-bullying, substance, and other education to students and staff members in order to improve the campus climate/environment	\$30,400.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	MUSD will reduce chronic absenteeism rates to under 5% by 2023

An explanation of why the LEA has developed this goal.

According to Dataquest for 2018/19 McFarland USD had a 10.7% chronic absenteeism rate.

Furthermore, Dataquest shows:

MUSD 10.7%

ELs: 9.8%

Homeless: 14.7%

SEDs: 11.1%

SWDs: 18.1%

The percentage of homeless students and Students with Disabilities that are chronically absent is much higher than the other groups in MUSD.

Looking at our 2 schools with the highest chronic absentee rates on the dashboard we found:

KA: ELs (9.8%), Homeless (22.9%, significantly higher), SEDs (11.3%, slightly higher), and SWDs(26.2%, significantly higher)

MJHS: ELs (13.4%, higher), Homeless (16.0%, higher), SEDs (10.9%, slightly higher) and SWDs (13.0%, slightly lower)

Again homeless students are chronically absent at much higher rate than other groups and are higher than our district average. SED students at both sites, and ELS at MJHS are significantly higher at these sites compared to our district averages.

Internal data from our student information system (KIDS) shows our chronic absentee rate for 2020-21 for ALL students at 17.06%. This measure is of great concern.

Additionally, according to KIDS we have:

2577 unduplicated students of which 503 are considered chronic absentees (19.5%)

988 non unduplicated students of which 100 are considered chronically absent (10.1%)

Our percentage of unduplicated students that are chronically absent is nearly double other students.

We recognize that attending school is a key factor in student success. Knowing that attendance and academic achievement are highly linked, our stakeholders believe it is important to focus efforts on reducing chronic absenteeism across the district, and specifically at the two schools that are significantly higher than the others.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absentee Rate (Priority 5B)	Chronic Absentee Rate 2019 Dataquest as of May 25 10.7%				Chronic Absentee Rate Dataquest as of May 25 Under 5%
Chronic Absentee Rate (Priority 5B)	Chronic Absentee Rate 2020/21 Kern Integrated Data System (KIDS) as of May 25 17.06%				Chronic Absentee Rate 5%

Actions

Action #	Title	Description	Total Funds	Contributing
1	SART/SARB	The district will run Student Attendance Review Board (SARB) twice a month with priority to chronic absentees	\$22,482.97	Yes
2	Incentives	The district will provide supplies to implement student attendance improvement incentive plans at each site	\$60,000.00	Yes
3	Training	The district will provide training in reducing chronic absenteeism, truancy, and improved attendance	\$22,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Mentors	The district will provide 3 to 5 mentors to assist, encourage, and motivate students to attend school	\$50,000.00	No
5	Communication	The district will provide supplies and salaries to implement school plans to increase and improve school/parent communication in order to connect with families in a constructive/educational manner on attendance	\$15,655.32	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
35.44%	10,555,398

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

GOAL 1

A review of the district's 2019 Dashboard academic data shows that district academic goals are not being met.

- * "All Students" are scoring 48.8 points below standard in ELA and 73.9 points below standard in Math
- * "Foster Youth" are scoring 79.9 points below standard in ELA and 96.2 points below standard in Math
- * "Socio-Economic Disadvantaged" are scoring 51.5 points below standard in ELA and 75.1 points below standard in Math
- * "ELs" are scoring 97.3 points below standard in ELA and 110 points below standard in Math

Additionally:

- * Our district has found many teachers are not equipped with the necessary skills and/or knowledge to meet the needs of English-learners.
- * We have a high population of unduplicated students that come with many different academic needs and research shows that students in smaller classes perform better in all subjects and on all assessments when compared to their peers in larger classes.
- * Many of our unduplicated students do not have available transportation to commute to a college or vocational school.
- * We have found that our unduplicated students are less likely to have access to books and technology at home compared to other students.

In response, we plan to:

- * Recruit fully credentialed teachers, properly assign them, and provide ongoing training to support the teachers to ensure unduplicated students have access to high quality instruction (ACTION 1)
- * Provide ongoing professional development and training to develop staff capacity to provide rigorous, relevant, and intentional instruction in the areas of Intervention Math, Intervention Reading, and Supplemental ELD instruction, and ELD strategies to meet the needs of our ELs. (ACTION 2)
- * Provide additional academic staff to support the academic needs of unduplicated students (ACTION 3)
- * Provide supplemental research based curriculum and supplies to increase student achievement to meet the increased academic needs of unduplicated students (ACTION 4)
- * Provide technology materials, supplies, and chrome books for all students to prepare for college and career by supporting state content standards and 21st Century Skills (ACTION 5)
- * Provide 1 CTE/Dual Enrollment Counselor, 5 CTE Pathway Teachers, and additional supplies and materials to support CTE/Dual Enrollment pathways to prepare all students for success in college and/or career (ACTION 8)
- * Provide training, release time for teachers to participate in instructional rounds, and release time for teachers to participate in data teams to ensure rigorous, relevant, and intentional instruction that meets the increased academic needs of unduplicated students (ACTION 9)
- * Provide lower class sizes by maintaining 5-7 additional teachers to maximize student achievement by providing opportunities for individualized instructional supports for our unduplicated students (ACTION 10)

We believe these actions will result in increased academic achievement for our unduplicated students as described in desired outcomes for Goal 1 on pages 10-16.

The following actions carried over from the 2017-20 LCAP:

- * Recruit fully credentialed teachers, properly assign them, and provide ongoing training to support the teachers (ACTION 1)
- * Provide ongoing professional development and training to develop staff capacity (ACTION 2)
- * Provide additional academic staff and curriculum to support the academic needs of unduplicated students (ACTION 3)
- * Provide supplemental research based curriculum and supplies to increase student achievement (ACTION 4)

- * Provide technology materials, supplies, and chrome books for all students to prepare for college and career by supporting state content standards and 21st Century Skills (ACTION 5)
- * Provide CTE/Dual Enrollment Counselor, CTE Pathway Teachers, and additional supplies and materials to support CTE/Dual Enrollment pathways to prepare all students for success in college and/or career (ACTION 8)
- * Provide lower class sizes to maximize student achievement (ACTION 10)

We believe these action were successful because:

- * OVERALL + 3.6 points Distance from Standard in Math on CAASPP
- * ELs Distance from Standard +8.5 points (ELA) and +6 points (Math) on CAASPP
- * Current ELs Distance from Standard +16.7 points (ELA) and +14.6 points (Math) on CAASPP
- * SEDs Distance from Standard +3.8 points (ELA) and +5.3 points (Math) on CAASPP
- * Nearly 9% point improvement in EL Reclassification rate
- * Nearly 15% point increase in AP Exam pass rate

GOAL 3

Our data indicates problem areas in engagement. The data includes:

- * A significant difference between Students and Parents from our survey on whether a student looks forward to coming to school (Parents 91.3% Students 78.3%)
- * Over 20% of English speaking parents and over 15% of Spanish speaking parents state that the teachers do NOT take time to discuss grades, success, etc.
- * % of students who believe staff take time to discuss grades/progress has gone down: 19/20 73.5% to 20/21 58.3%
- * % of students who look forward to coming to school went down: 19/20 71% to 20/21 66.70%

In 2020/21, according to our student information system (KIDS), unduplicated students accounted for every (100% of suspension incidents) suspension incident.

- * 2019 CA School Dashboard for suspensions shows:
 - OVERALL (2.9%)
 - ELS (2.8% an increase of .5%)
 - Foster Youth (12.5% a slight decrease from the previous year, but significantly higher than EL and OVERALL)

2020 CA School Dashboard Indicator for graduation rate

- * OVERALL (92.3%)
- * SEDs (92.4%)
- * ELs (84.1%, much lower than the other groups)
- * Homeless (81.8%, much lower than the other groups)

* SWDs (96.2%)

Additionally:

- * We have found that parents and caretakers are invaluable stakeholders in students' academic achievement and communication can be difficult with parents without the ability to communicate in their primary language.
- * Our district finds that SED and Homeless students often do not have their basic needs met.
- * We also notice that low-income students drop out of high school at a rate 4.4 times greater than higher-income students.

To better engage our parents, especially those of Els, we plan to:

- * Provide support staff members to improve parent engagement/communication, especially for non-English speaking families of EL students (ACTION 1)
- * Provide signage, PR Consulting, and training for administrators to ensure multiple methods of positive communication to parents, students, and community (ACTION 6)
- * Provide consultant contracts and extra duty pay to deliver multiple training opportunities such as Parent University and PIQE for staff and community to improve (ACTION 7)
- * Provide supplies and materials in order to offer multiple opportunities for stakeholder participation at each campus including, but not limited to DELAC Meetings, ELAC Meetings, Open House, Parent Teacher Conference, Back to School Night, LCAP input meetings Meetings, and Parent committees (ACTION 8)

In order to increase school connectedness with our unduplicated students we plan to:

- * Provide extra duty pay and materials for themed family nights to engage parents, students, and community with the site (ACTION 2)
- * Provide salaries and supplies for learning opportunities such as Vex Robotics (2 Coaches), Makerspaces, After School Education and Safety (ASES) (24-27 leads), and FAB Labs for student enrichment to ensure students are connected to their schools (ACTION 3)
- * Provide salaries and supplies to support a K-12 performing arts program as a source of connectivity between stakeholders and sites (ACTION 4)
- * Provide salaries, equipment, travel, and supplies for K-12 athletic opportunities as a source of connectivity between stakeholders and sites (ACTION 5)
- * Provide salaries (4 staff members) and supplies to the Family Resource Center to support our struggling families to build parent, family and community partnerships (ACTION 9)
- * Provide a welcoming and engaging environment that supports the needs of our students and allows our students and adults to work in a positive manner and improve student desire to attend school we will provide Positive Behavior Intervention and Support (PBIS) (ACTION 10)

We believe these actions will result in increased engagement for our unduplicated students as described in desired outcomes for Goal 3 on

pages 24-29.

The following actions carried over from the 2017-20 LCAP:

- * Provide salaries and supplies for learning opportunities such as Vex Robotics (2 Coaches), Makerspaces, After School Education and Safety (ASES) (24-27 leads), and FAB Labs for student enrichment to ensure students are connected to their schools (ACTION 3)
- * Provide salaries and supplies to support a K-12 performing arts program as a source of connectivity between stakeholders and sites (ACTION 4)
- * Provide salaries, equipment, travel, and supplies for K-12 athletic opportunities as a source of connectivity between stakeholders and sites (ACTION 5)
- * Provide supplies and materials in order to offer multiple opportunities for stakeholder participation at each campus including, but not limited to DELAC Meetings, ELAC Meetings, Open House, Parent Teacher Conference, Back to School Night, LCAP input meetings Meetings, and Parent committees (ACTION 8)
- * Provide =Positive Behavior Intervention and Support (PBIS) (ACTION 10)

We believe these actions were successful because we had a high participation rate during in-person learning and high demand to continue offering the activities/actions during distance learning.

Furthermore:

Participation in our music program went from 0 sections to 7 full sections at our high school. It is difficult to determine if outcomes improved due to distance learning, but the increase in demand is encouraging and make it worthy of further implementation

We had 0 students expelled.

We had an increase in LCAP survey participation :

- Parents: 189 to 242
- Students: 411 to 536

GOAL 4

It is our responsibility to provide a safe environment for our students so that all students can survive. Goal 4 is intended to ensure that our educational environment is a safe environment for our students both mentally and physically.

Our data indicates that we still have work to be done in this area:

- * There is a discrepancy between 94% of Spanish and 83% English speaking parents stating that the schools are safe, clean, and in good condition.
- * Only 83% of students responded positively on the LCAP survey regarding the schools being safe, clean, and in good condition.
- * Only 86% of students agreed that they feel safe in school.

Additionally:

* We have found that the murder/homicide rates in McFarland (12.92) were nearly triple that of California (4.40) and the US (4.96) in 2018 and typically are higher year to year according to Macrotrends.net. With higher crime rates in our neighborhoods, we believe it is that much more important to ensure a safe environment for our students.

* We also have found our low-income students tend to endure a greater number of traumatic experience than others
With the increased amount of devices and social media use by our students we have found that office referrals for cyber-bullying have risen the past few years.

In response we plan to:

* Provide supplies and support staff (1 Security Guard, 2 Student Affairs Specialist, 16 Yard Aides, an extra nurse, a VP of student discipline and an extra bus driver) to ensure student safety on and between all campuses (ACTION 1)

* Provide a Multi Tiered System of Support (MTSS) to address the needs of the whole child. MTSS will allow our district to organize resources and provide support to all children in many areas including, behavioral expectations and improve outcomes for students. We believe the individualize attention our unduplicated students will receive through such a system will ultimately improve outcomes for them (ACTION 4)

* Provide digital citizenship courses/curriculum at all grade levels in order to equip students to navigate digital platforms safely (ACTION 5)

* Provide anti-bullying, substance, and other education to students and staff members in order to improve the campus climate/environment (ACTION 6)

We believe these actions will result in increased safety and support for our unduplicated students as described in desired outcomes for Goal 4 on pages 32-33.

The following action carried over from the 2017-20 LCAP:

Provide supplies and support staff (1 Security Guard, 2 Student Affairs Specialist, 16 Yard Aides, an extra nurse, a VP of student discipline and an extra bus driver) to ensure student safety on and between all campuses (ACTION 1)

* Provide supplies and salaries for counselors, a Marriage and family therapist, and 2 additional psychologists in order to provide MTSS to serve the social emotional needs of all students, including low-income and foster youth (ACTION 4)

We believe these actions were successful even though our safety data showed discrepancies because:

91% of students indicated "My school is safe for all students" on our LCAP survey

96.4% of parents agreed that "My child is safe on campus" on our LCAP survey

Suspension rates declined from 5.7% to 2.9% for all students and 5.9% to 3.1% for unduplicated students in 2019

GOAL 5

- * During the 20/21 school year, we saw an increase in Chronic Absenteeism to 17.06% according to our student information system (KIDS).
- * Of the 603 (17.06%) Chronic Absentees according to KIDS, 503 of them are unduplicated students and nearly half of them are EIs (255), which is 23% of our EL population (255/1110).

Internal data from our student information system (KIDS) shows our chronic absentee rate for 2020-21 for ALL students at 17.06%.

Additionally, according to KIDS we have:

2577 unduplicated students of which 503 are considered chronic absentees (19.5%) and of the 503 unduplicated chronic absentees just over half are EIs (255), which is 23% of our EL population (255/1110).

988 non unduplicated students of which 100 are considered chronically absent (10.1%)

Our percentage of unduplicated students as an entire group and our EIs have chronic absentee rates nearly double of our non-unduplicated students.

Additionally:

- * We have found that students can be motivated by incentives.
- * MUSD has found that increased positive communication can lead to stronger desire to attend.
- * We have found that a lack of resources can contribute to chronic absenteeism, especially for low-income students.

In response we plan to:

- * Run Student Attendance Review Board (SARB) twice a month with priority to unduplicated students that are chronic absentees as a way to increase parent/school communication(ACTION 1)
- * Provide supplies to implement student attendance improvement incentive plans at each site (ACTION 2)
- * Provide training in reducing chronic absenteeism, truancy, and improved attendance (ACTION 3)
- * Provide supplies and salaries to implement school plans to increase and improve school/parent communication in order to connect with families in a constructive/educational manner on attendance (ACTION 5)

We believe these actions will result in improved attendance rates for our chronically absent, unduplicated students as described in desired outcomes for Goal 5 on page 37.

No actions carried over to this goal

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase as compared to all services for all students:

GOAL 1

- * Provide support staff, training, and research based supplemental curriculum to ensure highly qualified staff support our English Language Learners in making progress toward English proficiency (ACTION 6)
- * Provide additional support staff members, various basic personal hygiene supplies, tutoring, and other services in order to help prepare our Homeless/Foster Youth become college/career ready (ACTION 7)

GOAL 3

- * Provide bilingual receptionists that can communicate with our non-English speaking parents (ACTION 1)

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$10,555,398.01	\$2,262,236.66	\$157,500.00	\$2,919,425.04	\$15,894,559.71

Totals:	Total Personnel	Total Non-personnel
Totals:	\$9,557,258.14	\$6,337,301.57

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Hire/Retain teachers	\$104,052.96		\$15,000.00		\$119,052.96
1	2	English Learners Foster Youth Low Income	Training/PD	\$69,526.71			\$143,326.00	\$212,852.71
1	3	English Learners Foster Youth Low Income	Academic Support	\$2,449,856.41			\$287,809.31	\$2,737,665.72
1	4	English Learners Foster Youth Low Income	Curriculum	\$907,903.03	\$210,000.00		\$345,490.88	\$1,463,393.91
1	5	English Learners Foster Youth Low Income	Technology	\$1,000,000.00				\$1,000,000.00
1	6	English Learners	EL Support	\$17,814.09			\$318,335.00	\$336,149.09
1	7	Foster Youth	H/FY Support	\$149,277.43			\$47,760.18	\$197,037.61
1	8	English Learners Foster Youth Low Income	CTE/Dual Enrollment	\$507,666.89	\$254,774.00		\$165,707.87	\$928,148.76
1	9	English Learners Foster Youth Low Income	PLC/Data Teams	\$41,996.01				\$41,996.01

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	10	English Learners Foster Youth Low Income	Class Size	\$687,455.38				\$687,455.38
1	11	All	Kindergarten Readiness				\$9,500.00	\$9,500.00
1	12	All	Summer/Inter-Session				\$517,074.20	\$517,074.20
2	1	All	Training/PD				\$96,298.39	\$96,298.39
2	2	All	RTI		\$247,787.50		\$15,000.00	\$262,787.50
2	3	All	Supplemental Curriculum				\$20,010.00	\$20,010.00
3	1	English Learners	Support Staff	\$530,759.85				\$530,759.85
3	2	English Learners Foster Youth Low Income	Family Nights	\$18,879.45				\$18,879.45
3	3	English Learners Foster Youth Low Income	Enrichment	\$655,565.67	\$363,622.04	\$142,500.00	\$133,072.72	\$1,294,760.43
3	4	Foster Youth Low Income	Performing Arts	\$309,917.65				\$309,917.65
3	5	Foster Youth Low Income	Sports	\$1,056,789.19				\$1,056,789.19
3	6	English Learners Foster Youth Low Income	Communication	\$341,500.00				\$341,500.00
3	7	English Learners Foster Youth Low Income	Training	\$83,172.85	\$4,000.00		\$45,000.00	\$132,172.85
3	8	English Learners Foster Youth Low Income	Participation	\$5,750.00				\$5,750.00
3	9	English Learners Foster Youth Low Income	FRC	\$159,354.25				\$159,354.25

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	10	English Learners Foster Youth Low Income	PBIS	\$59,431.11				\$59,431.11
4	1	English Learners Foster Youth Low Income	Support Staff	\$1,193,129.86	\$1,500.00			\$1,194,629.86
4	2	All	Training		\$4,000.00		\$3,000.00	\$7,000.00
4	3	All	Maintenance		\$950,000.00			\$950,000.00
4	4	English Learners Foster Youth Low Income	MTSS	\$70,960.93	\$216,553.12		\$694,140.49	\$981,654.54
4	5	English Learners Foster Youth Low Income	Digital Citizenship	\$19,000.00			\$2,500.00	\$21,500.00
4	6	English Learners Foster Youth Low Income	Education	\$10,000.00			\$20,400.00	\$30,400.00
5	1	English Learners Foster Youth Low Income	SART/SARB	\$22,482.97				\$22,482.97
5	2	English Learners Foster Youth Low Income	Incentives	\$60,000.00				\$60,000.00
5	3	English Learners Foster Youth Low Income	Training	\$7,500.00	\$5,000.00		\$10,000.00	\$22,500.00
5	4	All	Mentors		\$5,000.00		\$45,000.00	\$50,000.00
5	5	English Learners Foster Youth Low Income	Communication	\$15,655.32				\$15,655.32

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$10,555,398.01	\$13,981,889.62
LEA-wide Total:	\$9,281,504.29	\$11,906,418.85
Limited Total:	\$697,851.37	\$1,063,946.55
Schoolwide Total:	\$576,042.35	\$1,011,524.22

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Hire/Retain teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$104,052.96	\$119,052.96
1	2	Training/PD	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$69,526.71	\$212,852.71
1	3	Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,449,856.41	\$2,737,665.72
1	4	Curriculum	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$907,903.03	\$1,463,393.91
1	5	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000,000.00	\$1,000,000.00
1	6	EL Support	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$17,814.09	\$336,149.09
1	7	H/FY Support	Limited to Unduplicated Student Group(s)	Foster Youth	All Schools	\$149,277.43	\$197,037.61
1	8	CTE/Dual Enrollment	Schoolwide	English Learners Foster Youth	Specific Schools: McFarland High	\$507,666.89	\$928,148.76

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income	School Early College 9-12		
1	9	PLC/Data Teams	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kern Avenue, Horizon, Browning Road	\$41,996.01	\$41,996.01
1	10	Class Size	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: All elementary and the junior high school TK-8	\$687,455.38	\$687,455.38
3	1	Support Staff	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$530,759.85	\$530,759.85
3	2	Family Nights	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kern Avenue, Browning Road, Horizon, McFarland Junior High	\$18,879.45	\$18,879.45
3	3	Enrichment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$655,565.67	\$1,294,760.43
3	4	Performing Arts	LEA-wide	Foster Youth Low Income	All Schools	\$309,917.65	\$309,917.65
3	5	Sports	LEA-wide	Foster Youth Low Income	All Schools	\$1,056,789.19	\$1,056,789.19
3	6	Communication	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$341,500.00	\$341,500.00
3	7	Training	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,172.85	\$132,172.85
3	8	Participation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,750.00	\$5,750.00
3	9	FRC	LEA-wide	English Learners	All Schools	\$159,354.25	\$159,354.25

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	10	PBIS	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Kern Avenue, Browning Road, and Horizon	\$59,431.11	\$59,431.11
4	1	Support Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,193,129.86	\$1,194,629.86
4	4	MTSS	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,960.93	\$981,654.54
4	5	Digital Citizenship	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,000.00	\$21,500.00
4	6	Education	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	\$30,400.00
5	1	SART/SARB	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$22,482.97	\$22,482.97
5	2	Incentives	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,000.00	\$60,000.00
5	3	Training	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Kern Avenue, McFarland High School, and McFarland Junior High	\$7,500.00	\$22,500.00
5	5	Communication	LEA-wide	English Learners Foster Youth Low Income		\$15,655.32	\$15,655.32

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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