

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
Montague Elementary School District	Mr. Matthew Dustan Superintendent/Principal	mdustan@montague.k12.ca.us 530-459-3001

Plan Summary [2021-22]

General Information

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

Montague Elementary School District is one of 27 TK-8 Elementary Schools located within Siskiyou County, a rural northern California school district just north of beautiful Mt. Shasta and approximately ten miles east of Yreka. The county population is 44,900 and is economically supported by agriculture, timber and tourism. Montague is a small commuter community, home to approximately 1,443 people. The school has an enrollment of 174 students (October CBED 2020) composed of approximately of 78 percent of the students considered low socioeconomic and 5 percent of the students are identified as individual with exceptional needs. It offers a regular school program, preschool program, home independent study program, and after school program. With an operating budget of approximately 1.6 million dollars the board, administration, and school staff are focused and dedicated to improving student learning and provide students with the skills necessary for preparation for high school, college, careers, or the workforce.

Students and their families are welcomed at Montague Elementary School District. Through the Montague State Preschool and TK program, students may develop the prerequisite academic and behavioral skills to be successful in the regular classroom. Our dedicated classroom teachers, with the support of various classified personnel (paraprofessionals, librarians, kitchen staff, maintenance and school secretary) endeavor to meet the instructional needs of all students. In addition to providing direct instruction for academic success, the school has a support network that includes counseling, behavior management systems, homework club, resource specialist program, computer assisted instruction, alternate education (home independent study), student athletic program (track, volleyball, basketball, and winter sports club), student council, student recognition program, character store, Ag Day, and pep rallies. The school also offers a nutritious breakfast and lunch program and a vibrant afterschool program for extending learning. Another dimension of the school

programs is PTO that funds several activities from perfect attendance awards, to family movie nights.

Reflections: Successes

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

Montague Elementary School (MES) made progress on several goals during the last LCAP period. All teachers (100%) were properly assigned and credentialed; there were zero percent mis assignments. All students had state standard aligned instructional materials in core curricular areas. State standards were implemented in all core curricular areas for all students. Middle school students were offered 4 elective classes, and 100% of our teaching staff participated in professional development. We continue to operate as a PBIS school.

This year, MES has changed the focus of our behavioral interventions to a restorative justice model. Going forward, MES will focus on alternatives to suspension wherever student actions do not pose an ongoing threat to themselves or others. During the 2017/18 school year, MESD showed two student subgroups in the "orange" indicator level for suspension rate. During the 2018/19 school year, no group was below the "green" indicator level. Dashboard data were not made available for the 2019/20 school year. Further, MES made good progress in lowering our Chronic Absenteeism indicator. The rate for all students decreased by 3.1 points, while the rate for Hispanic students decreased by 14.1 points. No group increased.

MESD continues to build on recent progress by focusing intently on:

Improvement of instructional practices through structured observation and targeted professional development

Using alternative funding sources, specifically funds available through Office of Public School Construction special funding pathways, to improve the working environment for staff and students

Continued commitment to implementation and development of PBIS programs, focusing on restorative practices and minimizing loss of instructional time

Offering expanded elective courses to grades 6-8 which emphasize career pathways, including agriculture, drama, computer skills, and fine arts.

Providing exciting social and educational programming that encourages student attendance.

Improving recruitment and retention of enthusiastic, professional, and qualified staff by taking advantage of regional/university recruitment events and college career digital platforms (Handshake, alumni offices, etc.)

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

According to the California Department of Education's Dashboard and the district's state results based on the mean scaled scores from the 2018-19 CAASPP test, scores indicated the following: All student group decreased 6.2 points in English Language Arts (ELA) and decreased 13.4 points in math. The Students with Disabilities group showed no change from prior year in ELA, and increased 13.6 points in math. The Economically disadvantaged group increased 6.5 points in ELA and decreased 17.6 points in math. This indicates a need for additional support for these areas. The district plans to improve upon these CAASPP test results by utilizing the quarterly NorthWest Education Association (NWEA) benchmark tool to make instructional decisions. Based on the data collected, differentiated instruction will be implemented to address the varied learning needs of students. Other strategies to enhance student learning includes: create a positive school environment for learning, improve quality of regular classroom instruction while investing in small class sizes Homework club, frequent progress reports, improves online communication with parents regarding student progress, peer tutoring, study hall, and individual and small group intervention at the primary grade levels will target early deficiencies in these areas. The district's aim is to improve student learning for all students by creating a welcoming, engaging, and relevant campus experience.

The Montague Elementary School District campus, now nearly seventy years old, shows many signs of neglect due to improper maintenance over time. From peeling paint to collapsed drain lines, MES requires a significant investment to be a 21st century learning environment. Lack of local bonding capacity limits tools available to the district, requiring a concerted effort to focus on steady improvement of school grounds and facilities.

LCAP Highlights

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

The 2021-2024 Montague Elementary School District LCAP is organized into four goals, focusing on school culture, facilities, and instruction.

1) Maintenance Goal - Students will be educated in a safe, nurturing learning environment with a strong focus on increased attendance, positive social behavior and academic expectations, and enhanced school/parent involvement and communication.

2) Broad Goal - Students will be educated in a facility that is well-maintained, provides access to all students regardless of ability, and provides 21st century learning opportunities.

3&4) Focus Goals - Student will receive high quality academic instruction which is designed to meet them at their present learning levels and help them grow according to California state standards. Separate goals are written to address math and English language arts.

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.

Stakeholder Involvement 19/20 (3-Year LCAP was postponed by State of California due to Covid 19 pandemic) and 2020/21.

The stakeholder involvement process included four major components;

1. Superintendent meetings at the county office that outlined procedures and guidelines for revision of the plan
2. District committee composed of parents, staff and superintendent
3. Data collection and analysis using state and local assessments, School Site Council parent survey results, Student Survey results, 5 Year Deferred Maintenance Plan, Trimester Assessment Tracking Tool, discipline referrals and suspension data, and monthly attendance report
4. Public meetings held at a local restaurant to gather input and information

Each month the Superintendent met with the county office to discuss all facets of the implementation of the Local Control Accountability Plan. As described in the Local Control Accountability Plan timeline input was sought from parents at Open House on May 30, School Site Council meetings; October 16, February 19, March 13, and from the staff at PLC; March 1, April 5 May 3. Updates regarding the progress of the Local Control Accountability Plan were also provided on the district website during the months of Feb, March, and April. In addition, the Board was given periodic updates regarding the Local Control Accountability Plan at regular board meetings; March 19, April 23, and May 21. A draft was made available in the school office, staff room and district office on June 7th. Board action on the required components of the Local Control Accountability Plan by statute occurred as follows: June 14, 2021 Regular Board Meeting. Public Hearing Regarding Local Control Accountability Plan Annual Update 2019-2020 and District Budget 2021-2022 June 15, 2021 Special Board Meeting.

Board Adoption of Local Control Accountability Plan Annual Update 2021-2024 and Board Approval of District Budget 2021-2022

A summary of the feedback provided by specific stakeholder groups.

Goal 1: Conditions of Learning Based on stakeholder engagement:

We will continue to: hire competent, highly effective staff, who show evidence of high character and teamwork explore alternative funding for ongoing facility maintenance and construction projects implement state academic content and performance standards provide middle school elective classes provide professional development for all staff.

We will improve: Access to enrichment and extension activities through master scheduling, providing targeted interventions based on student need, provide higher quality and quantity of professional learning opportunities to staff.

Goal 2: Facility and Campus Maintenance

We will continue to: Provide a clean and sanitary work environment, following up-to-date guidance from local and federal agencies. Hire a full-time maintenance manager and part time custodian to ensure that facilities are clean and sanitary.

We will add goals to: Improve safety, access, and pride in our campus.

Goals 3 and 4: ELA and Mathematics Achievement

We will continue to: Focus on student data to drive decision-making and respond to changing needs within the learning environment.

We will add goals to: Reevaluate and restructure math and ELA programs to meet needs identified within the student data collected over the last three years of benchmark and achievement data.

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

Consultation with stakeholders offered excellent feedback for both the current year and the upcoming year.

Parent surveys and focus groups offered feedback about what is going well at MES and should not be changed.

Parent feedback during the 2019/20 and 2020/21 survey periods focused heavily on the school campus environment, specifically play structures, security (fencing), and the general up-keep of the school.

Parent feedback also illuminated the need for more green areas outside, as well as increased counselling services.

Staff feedback showed the need to look into our calendar and carve out more time for collaboration and that our current ELA and math core curricula were not well-adapted to distance learning requirements.

It was determined that making significant improvements to our physical plant and curriculum, including intervention curriculum including significant professional development were priorities for this LCAP cycle.

Goals and Actions

Goal

Goal #	Description
1	Ensure all school sites have safe, welcoming, inspiring, and inclusive climates for all students and their families, so that all students are behaviorally and academically engaged in school and ready to learn.

An explanation of why the LEA has developed this goal.

During the LCAP development process, stakeholders reflected on current programs which have contributed to improved engagement on campus, making allowances for a year in which Covid 19 placed several roadblocks. High-impact programs such as health outreach by the Siskiyou County Office of Education, counselling services provided by Heal Therapy, student access to technology, Positive Behavioral Interventions and Support (PBIS), and engaging elective/extension opportunities were identified as having a positive impact on student behavior and academic achievement. During the 2020/21 covid pandemic, some of these programs were necessarily reduced. This goal addresses the continuation and improvement of programs that have had a proven, productive, impact on measurable metrics in the three years prior to the 20/21 school year, including the beautification of the school's entryway and facade.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Report/SARC	100% of teachers are properly credentialed.				100% of teachers are properly credentialed with zero mis assignments.
Williams Report/SARC	All students have access to state adopted curriculum in math, ELA, history/social studies, and PE. MESD does not have currently-adopted science curriculum for grades K-5.				All students will have access to state adopted curriculum in math, ELA, history/social studies, science, and PE. MESD will have a established program for world languages instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Academic Schedule	Electives were not offered in the 2020/21 school year. PE offered but not meeting minute requirements due to covid-19 restrictions on time and cohorts.				MESD will offer 4 elective classes in grades 6-8. A certificated PE teacher will offer 200 minutes/10 days of instruction to grades TK-5, and 400 minutes/10 days of instruction for grades 6-8.
Conference request/PD attendance logs	87% of teaching staff participated in professional development over the 2019/20 and 2020/21 school years.				100% of teaching staff will participate in non-content specific PD (mental health, pedagogy, professional growth, etc.)
Field Trip Request Forms/Logs	0% of students participated in off-campus enrichment programs (field trips) during the 2020/21 school year.				100% of students will participate in off-campus enrichment programs (field trips).
Annual Parent Survey, Spring Conferences.	No available baseline data for 2020/21.				90% or parents will report, via the Spring Conference Parent Survey, that they "agree" or "strongly agree" that they feel welcome on campus, and that they are involved in their students education.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					85% of families will complete and return, or file electronically, a climate survey.
CAST (California Science Test) Testing Data	9.38% of MES students "met" or "exceeded" on the 2018/19 CAST exam. CAST was not administered in 19/20 due to covid shut-downs.				30% of MES students will "meet" or "exceeded" on the 2023/24 CAST exam.
Technology Asset Report, ALMA SIS data	MESD maintained technology at a 1:1 ratio for students in the 20/21 SY.				Students will have 1:1 access to technology in grades TK-8.
P2 Attendance Report, SARB documents, ALMA SIS	Attendance rate 90%. Chronic absenteeism rate 15.3%.				Attendance rate will be 95%. Chronic absenteeism rate will be reduced to 6%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Anti-vaping Campaign and Detection	Provide targeted education on the dangers of vaping and nicotine products by engaging SCOE Tobacco Use and Prevention Education (TUPE), as well as wifi-linked smoke and vape detectors in all school restrooms.	\$3,500.00	Yes
2	Behavioral Health - Counseling Services	Contract with third party mental health counselling service to provide 20 hours of services weekly to staff and students. Provide material	\$28,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support to counselor through purchase of workbooks and other items as needed.		
3	Student Transportation - Extracurricular/Enrichment	Provide two 10-passenger vans for field trips, extension activities, after school programs, and athletics. Put money in set-aside for renewal of vehicles after depreciation.	\$72,000.00	No Yes
4	Staff development	Ensure that 100% of staff have access to ongoing professional development opportunities. Non-curriculum based, such as classroom management or pedagogy, specifically targeting low-ses and high-risk students.	\$6,000.00	Yes
5	Positive Behavioral Interventions and Support (PBIS)	Continue to operate as a PBIS school. Provide substitutes to teachers attending PBIS training, and support the PBIS program through funding of the Character Store, Character Cards, school spirit incentives, and guest speakers.	\$5,000.00	Yes
6	Physical Education	Contribute to the health and welfare of students by providing access to a PE program with ample equipment to meet all state curricular goals,.	\$11,500.00	No
7	Lobby Furnishings	Purchase new lobby furniture to create a welcoming and healthy entry way and waiting area for parents and guests.	\$3,000.00	No
8	Sports Uniforms	Replace dated track and basketball uniforms.	\$6,000.00	No
9	TWIG Science	Purchase NGSS aligned science curriculum for grades K-5 to provide more authentic and engaging science instruction.	\$28,926.48	No

Action #	Title	Description	Total Funds	Contributing
10	Science Labs	Provide 18 days of specialized hands-on science instruction via Siskiyou County Office of Education outreach program	\$8,100.00	Yes
11	Special Education Staff	Resource Teacher will provide a modified program for students who are currently on an IEP. A coordinated effort between Special Education and General Education will allow struggling students to receive intervention services.	\$70,570.10	No
12	Technology Services	Contract wil technology services provider to maintain and improve staff, student, and district devices, as well as communications infrastructure and wireless services.	\$15,000.00	No
13	Student Technology	Replenish and renew student devices for interactive and distance learning to maintain 1:1 student devices.	\$15,000.00	Yes
14	Saturday School	Provide twelve Saturday School sessions at four hours/day throughout the school year to contribute to academic intervention and attendance recovery.	\$2,195.82	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Improve safety, access, and public pride in our campus by prioritizing facilities and maintenance projects that impact students directly.

An explanation of why the LEA has developed this goal.

Built in 1956, the Montague Elementary School District campus shows signs of its age in both design and neglect. Many issues impacting the campus affect students, from cosmetic concerns, such as torn wall coverings, to barriers for disabled students, including restrooms that are not up to current ADA standards. This goal represents a new focus on bringing our campus into the 21st century and making up for a long period of neglect. Goal 2 will help to remedy these deficits and others as we strive to develop a 21st century learning environment for our students, and create a campus that is inviting to parents and community members as we seek greater public involvement in school activities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT facilities tool.	The FIT tool for 2019/20 rated our facility as "Good"				Maintain a "good" rating or better.
Annual parent LCAP survey	87.6% of parents "agreed" or "strongly agreed" that MESDs facilities are clean and well-maintained.				95% of parents will "agree" or "strongly agree" that MESDs facilities are clean and well-maintained.
Availability of extant classroom facilities for school day instruction.	76% of classrooms have adequate access to restrooms and are in proper repair to hold school day instruction.				100% of classrooms have adequate access to restrooms and are in proper repair to hold school day instruction.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Facility Hardship Application	Complete facility hardship project for Room 12, currently inaccessible due to damage in wall structure. Paperwork filed with DSA.	\$2,000.00	No
2	Restroom Complex	Install modular restroom complex on east campus, adjacent to SAFE classroom complex to provide ADA accessible facilities during school day and after school.	\$210,000.00	No
3	Interior Paint	Repair sections of damaged/torn industrial wall coverings on main campus interior walls. Paint interior walls of main campus hallways.	\$4,000.00	No
5	Carpet Removal	Remove deteriorating carpet from north wing and modular complex. Replace with industrial vinyl tile.	\$9,000.00	No
6	Deferred Maintenance	Budget 3.0% of prior year expenditures for facility upkeep.	\$15,700.00	No
7	Playground renovation	Removal old playground equipment. Replace with accessible and modern playground structures and substrate.	\$200,000.00	No
8	Lawn maintenance and repair	Repair front lawn and install irrigation system. Renovate old preschool playground area to include artificial turf for outdoor lunch and learning area.	\$60,000.00	No
9	Outdoor Furniture	Purchase additional outdoor furniture to contribute to outdoor learning and meal times.	\$20,000.00	No
11	Maintenance and Custodial Staff	Maintain a custodial/maintenance staff at 1.5 FTE. 8hr Maintenance supervisor, 4hr custodian	\$65,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	By 2024, all student groups will demonstrate increased language arts proficiency as measured by formative and summative assessments.

An explanation of why the LEA has developed this goal.

As evidenced by the weight placed on student performance in mathematics and English language arts by the California Department of Education, MES recognizes that numerical and textual literacy are the foundation for all academic learning. In a small school, where less than 100 students contribute to aggregate data, we recognize that few students can significantly impact district achievement data, and that specific, targeted, interventions can have a large impact on student learning. Although MES demonstrated modest growth over the previous LCAP cycle in both ELA and mathematics achievement, our students still lag behind state and local averages. A decision was made to specifically review these core subjects and to take a ground-up approach to these programs, including a review of previously adopted curriculum in regards to impact on student outcomes, and if necessary, to adopt new curricula mid-adoption. Opportunities for targeted interventions were evaluated, in terms of master scheduling, student data tracking, and enrichment programs for skills development outside of core curricula. Using novel grant programs made available through state and federal Covid 19 response, opportunities to add staffing and instructional minutes were evaluated in order to maximize small group instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA Results	All Students - 33.73% at or above standard Socioeconomically Disadvantaged- 23.13% at or above standard, Students with Disabilities - 0% at or above standard.				All Students - 60% at or above standard Socioeconomically Disadvantaged- 50% at or above standard, Students with Disabilities - 10% at or above standard.
Professional Development	45% of all general education and special education teachers have participated in ELA professional				100% of all single subject ELA and multi-subject general education and special education teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	development and/or grant programs in the past three years.				will have participated in ELA professional development and/or grant programs in the past three years.
Adopted Curriculum	100% of students will be instructed using state adopted ELA curriculum, selected by a district adoption team.				100% of students will be instructed using state adopted ELA curriculum, selected by a district adoption team.
NWEA Benchmark Results	All Students: On the Winter 2020/21 ELA benchmark, 44.8% of students in grades 2-8 were projected to meet or exceed on the SBAC exam.				All Students: On the Winter 2023/24 ELA benchmark, 60% of students in grades 2-8 were projected to meet or exceed on the SBAC exam.

Actions

Action #	Title	Description	Total Funds	Contributing
1	NWEA Benchmark Tool	The North West Evaluation Association (NWEA) Measured Annual Progress (MAP) and Reading Fluency benchmark tests will be used to monitor student progress, identify instructional deficits, plan directed interventions, and detect school-wide trends. The exams will be offered three times per year.	\$2,400.00	No
2	SIPPS Reading Program	MESD will provide daily early reading intervention using the Systematic Instruction in Phonological Awareness, Phonics, and Sightwords (SIPPS) program for students who are identified to require intensive practice in grades K-2. Budget for program posters and consumable reproduction.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	Professional Development - ELA	Contribute to the development of teachers in regards to ELA practices by providing opportunities to attend PD days, participate in grant programs through county offices of education, and by providing time for teachers to observe and reflect on the professional practices employed by mentor/model teachers. Provide publisher specific professional development for any newly adopted programs.	\$3,000.00	No
4	ELA Focused Elective Class	Support not less than one elective class each trimester in grades 5-8 which focuses on the practical application of reading and writing, such as journalism, publishing, or creative writing.	\$1,000.00	No
5	ELA Curriculum Purchase	Adopt ELA curriculum more closely aligned with student academic needs with a focus on vertical development of writing skills, integrating with middle school programming.	\$28,000.00	No
6	Additional paraprofessional hours	Contribute to ELA small group instruction and intervention by adding an additional 5 hours/day for 180 days.	\$23,084.23	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	By 2023, all student groups will demonstrate increased mathematical proficiency as measured by formative and summative assessments, as measured by state standardized and standardized local benchmark testing.

An explanation of why the LEA has developed this goal.

As evidenced by the weight placed on student performance in mathematics and English language arts by the California Department of Education, MES recognizes that numerical and textual literacy are the foundation for all academic learning. In a small school, where less than 100 students contribute to aggregate data, we recognize that few students can significantly impact district achievement data, and that specific, targeted, interventions can have a large impact on student learning. Although MES demonstrated modest growth over the previous LCAP cycle in both ELA and mathematics achievement, our students still lag behind state and local averages. A decision was made to specifically review these core subjects and to take a ground-up approach to these programs, including a review of previously adopted curriculum in regards to impact on student outcomes, and if necessary, to adopt new curricula mid-adoption. Opportunities for targeted interventions were evaluated, in terms of master scheduling, student data tracking, and enrichment programs for skills development outside of core curricula. Using novel grant programs made available through state and federal Covid 19 response, opportunities to add staffing and instructional minutes were evaluated in order to maximize small group instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Mathematics Results	All Students - 22.73% at or above standard Socioeconomically Disadvantaged- 23.13% at or above standard, Students with Disabilities - 0% at or above standard.				All Students - 45% at or above standard Socioeconomically Disadvantaged- 40% at or above standard, Students with Disabilities - 10% at or above standard.
Professional Development	9% of all general education and special education teachers have participated in mathematics				50% of general education and special education teachers will have participated in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	professional development and/or grant programs in the past three years.				professional development and/or math grant programs in the past three years.
Math Intervention Services	33% of students receive math intervention or math-aligned electives to specifically address individual learning goals.				80% of students receive math intervention or math-aligned electives to specifically address individual learning goals.
Math Curriculum	100% of students will be instructed using state adopted mathematics curriculum, selected by a district adoption team.				100% of students will be instructed using state adopted mathematics curriculum, selected by a district adoption team.
NWEA Benchmark Results	All students: 27.4% Met or exceeded SBAC projection as measured by NWEA Winter 20/21 benchmark				All students: 50% Met or exceeded SBAC projection as measured by NWEA Winter 23/24 benchmark

Actions

Action #	Title	Description	Total Funds	Contributing
1	Math Manipulative and Intervention Stations	Provide math fluency centers kits for co-curricular instruction in every classroom K-8 that can be utilized by the instructor and aide.	\$1,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Professional Development - Mathematics	Contribute to the development of teachers in regards to mathematical practices by providing opportunities to attend PD days, participate in grant programs through county offices of education, and by providing time for teachers to observe and reflect on the professional practices employed by mentor/model teachers.	\$3,000.00	No
3	Math Intervention Classes	Provide regular, benchmark-driven, skills based math intervention, independent of core math classes for students working below grade level. Utilize PE programming to make time available in the general education schedule for teacher collaboration and development of interventions.	\$7,000.00	Yes
4	STEM Night	Provide an annual STEM night with exhibits, student-led activities, and a display of student work, focused on applied mathematics and sciences.	\$1,200.00	No
5	Curriculum Adoption	All students will have access to state adopted math curriculum that has been selected by a district adoption team consisting of both primary and middle school staff.	\$20,000.00	No
6	STEM Focused Elective Class	Support not less than one elective class each trimester for grades 5-8 which focuses on science and the practical application of mathematics.	\$500.00	No
8	Homework Club	Provide after school tutoring 2 days/week throughout the school year in both primary and secondary grades.	\$1,800.00	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.

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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
14.81%	206512

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.

- 1.1 - The National Institute for Health (NIH) has indicated that low-SES students are more likely to engage in use of nicotine and vape products. This goal uses a combination of nicotine education and deterrents to reduce the identified problem of vape products on campus.
- 1.2 - Using the SAEBRS behavioral, emotional, and academic needs survey tool, nearly 80% of all low-ses and foster students meet the definition of critical need in at least one of these three areas. Counselling services provide trauma-informed supports and allow students to develop skills for managing issues that created barriers to learning
- 1.3 - Low-ses and foster youth often lack access to real-life learning opportunities, such as visits to museums, cultural sites, and exploratory learning. Increased transportation on campus will allow students to participate in experiential learning, with a goal that every student will attend at least on field trip per year. Current transportation contracts with bussing services are cost-prohibitive.
- 1.4 - Increased staff development under this section will apply specifically to improving skill for working with students from vulnerable subgroups, such as trauma-informed practices, restorative practices, and project-based learning.
- 1.5 - PBIS specifically addresses identified higher retention and suspension rates among unduplicated groups, including foster/homeless and low-SES students, by focusing on developing positive behaviors.
- 1.10 - 77% of students in the low-SES subgroup scored below the district mean on the California Science Test (CAST). The science lab program will provide teachers with an opportunity to observe skilled science instruction, and prepare primary students with requisite skills when they get to secondary content-area science classes.
- 1.13 - 1:1 student technology has been a long-term goal of MESD. Lacking access to educational technology in the home, low-SES students are less likely to be able to be engaged in distance learning or extracurricular learning. This action works to ensure that students have devices and access to wireless networks.

3.2 - The low-SES student subgroup had an achievement level 10% lower than the general education population at MES during the 2018/2019 school year, based on CAASPP testing data. The SIPPS reading program is an early-primary intervention which targets developmental language skills.

3.6 - The low-SES student subgroup had an achievement level 10% lower than the general education population at MES during the 2018/2019 school year, based on CAASPP testing data. The addition of paraprofessional hours will be used specifically to supplement classroom ELA instruction by allowing increased small-group work that responds to needs of English language learners and low-SES students.

4.1 - The low-SES student subgroup had an achievement level 42.4 points below the standard, compared to 30 points statewide, during the 2018/2019 school year, based on CAASPP testing data. Providing more manipulatives and intervention stations to teachers for use during small groups will allow more modes of instruction to meet a wider variety of students.

4.3 - The low-SES student subgroup had an achievement level 42.4 points below the standard, compared to 30 points statewide, during the 2018/2019 school year, based on CAASPP testing data. Math intervention class allows the teacher to meet students at their specific level of need in small groups, where the needs of English learners and low-SES can be more closely met.

4.7 - The low-SES student subgroup had an achievement level 42.4 points below the standard, compared to 30 points statewide, during the 2018/2019 school year, based on CAASPP testing data. The implementation of digital mathematics curriculum for use in a summer program, Saturday School enrichment programs, after school programs, and at home, will allow students access to live help and instruction, which uses district benchmark data to create a learning path for each student.

4.8 - Students in high-risk subgroups are less likely to have parents at home who are able to provide support with school work. The Homework Club stipend to staff allows students to complete homework and make-up work with a teacher so that they are able to keep up with class work and get one-on-one help with independent work.

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

Services to unduplicated pupils are being expanded significantly over the 21/22 school year primarily by providing greater access to targeted, small-group, instruction in core area instruction. Improved counselling services will expand the number of service hours available to students by 20%. The expansion of small group and intervention learning opportunities are being increased by over 300%, including the addition of a summer program focused on data-based interventions, the addition of 900 paraprofessional hours, expansion of Saturday School opportunities for academic enrichment and attendance recovery, as well as materials which are research-based for use in critical interventions. MESD will increase the number of student devices and mobile hot spots by 15% for the 21/22 school year, improving access to information and instruction in the home.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$333,970.10	\$152,222.30		\$467,584.23	\$953,776.63

Totals:	Total Personnel	Total Non-personnel
Totals:	\$150,250.15	\$803,526.48

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Anti-vaping Campaign and Detection	\$3,500.00				\$3,500.00
1	2	Foster Youth Low Income	Behavioral Health - Counseling Services	\$28,000.00				\$28,000.00
1	3	All Foster Youth Low Income	Student Transportation - Extracurricular/Enrichment		\$72,000.00			\$72,000.00
1	4	English Learners Foster Youth Low Income	Staff development	\$6,000.00				\$6,000.00
1	5	Foster Youth Low Income	Positive Behavioral Interventions and Support (PBIS)	\$5,000.00				\$5,000.00
1	6	All Students with Disabilities	Physical Education		\$6,000.00		\$5,500.00	\$11,500.00
1	7	All	Lobby Furnishings	\$3,000.00				\$3,000.00
1	8	All	Sports Uniforms	\$6,000.00				\$6,000.00
1	9	All	TWIG Science		\$28,926.48			\$28,926.48
1	10	Foster Youth Low Income	Science Labs		\$8,100.00			\$8,100.00
1	11	Students with Disabilities	Special Education Staff	\$70,570.10				\$70,570.10
1	12	All	Technology Services	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	Foster Youth Low Income	Student Technology		\$15,000.00			\$15,000.00
1	14	English Learners Foster Youth Low Income	Saturday School		\$2,195.82			\$2,195.82
2	1	All	Facility Hardship Application	\$2,000.00				\$2,000.00
2	2	All Students with Disabilities	Restroom Complex				\$210,000.00	\$210,000.00
2	3	All	Interior Paint	\$4,000.00				\$4,000.00
2	5	All	Carpet Removal				\$9,000.00	\$9,000.00
2	6	All Students with Disabilities	Deferred Maintenance	\$15,700.00				\$15,700.00
2	7	All Students with Disabilities	Playground renovation				\$200,000.00	\$200,000.00
2	8	All	Lawn maintenance and repair	\$60,000.00				\$60,000.00
2	9	All	Outdoor Furniture		\$20,000.00			\$20,000.00
2	11	All	Maintenance and Custodial Staff	\$65,000.00				\$65,000.00
3	1	All Students with Disabilities	NWEA Benchmark Tool	\$2,400.00				\$2,400.00
3	2	English Learners Low Income	SIPPS Reading Program	\$500.00				\$500.00
3	3	All Students with Disabilities	Professional Development - ELA	\$3,000.00				\$3,000.00
3	4	All	ELA Focused Elective Class	\$1,000.00				\$1,000.00
3	5	All	ELA Curriculum Purchase	\$28,000.00				\$28,000.00
3	6	English Learners Foster Youth Low Income	Additional paraprofessional hours				\$23,084.23	\$23,084.23

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	1	Low Income	Math Manipulative and Intervention Stations	\$1,800.00				\$1,800.00
4	2	All Students with Disabilities	Professional Development - Mathematics	\$3,000.00				\$3,000.00
4	3	English Learners Foster Youth Low Income	Math Intervention Classes	\$7,000.00				\$7,000.00
4	4	All	STEM Night	\$1,200.00				\$1,200.00
4	5	All	Curriculum Adoption				\$20,000.00	\$20,000.00
4	6	All	STEM Focused Elective Class	\$500.00				\$500.00
4	8	English Learners Foster Youth Low Income	Homework Club	\$1,800.00				\$1,800.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$53,600.00	\$173,980.05
LEA-wide Total:	\$53,600.00	\$173,980.05
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Anti-vaping Campaign and Detection	LEA-wide	Low Income	All Schools	\$3,500.00	\$3,500.00
1	2	Behavioral Health - Counseling Services	LEA-wide	Foster Youth Low Income	All Schools	\$28,000.00	\$28,000.00
1	3	Student Transportation - Extracurricular/Enrichment	LEA-wide	Foster Youth Low Income	All Schools		\$72,000.00
1	4	Staff development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	\$6,000.00
1	5	Positive Behavioral Interventions and Support (PBIS)	LEA-wide	Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00
1	10	Science Labs	LEA-wide	Foster Youth Low Income	All Schools		\$8,100.00
1	13	Student Technology	LEA-wide	Foster Youth Low Income	All Schools		\$15,000.00
1	14	Saturday School	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$2,195.82
3	2	SIPPS Reading Program	LEA-wide	English Learners		\$500.00	\$500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
3	6	Additional paraprofessional hours	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$23,084.23
4	1	Math Manipulative and Intervention Stations	LEA-wide	Low Income	All Schools	\$1,800.00	\$1,800.00
4	3	Math Intervention Classes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$7,000.00	\$7,000.00
4	8	Homework Club	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,800.00	\$1,800.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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