Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mountain Elementary School District</td>
<td>Megan Tresham, 2021-22, Diane Morgenstern</td>
<td><a href="mailto:mtresham@mountainesd.org">mtresham@mountainesd.org</a>, <a href="mailto:dmorgenstern@mountainesd.org">dmorgenstern@mountainesd.org</a></td>
</tr>
<tr>
<td></td>
<td>2020-21 Superintendent</td>
<td>831-475-6812</td>
</tr>
</tbody>
</table>

Plan Summary [2021-22]

General Information

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

Mountain Elementary School District is a single-school, Local Control Funding Formula (LCFF) funded district serving grades K-6 with a well-established history of community involvement and engagement. The inclusive culture, whereby stakeholder input is valued and appreciated, is an ideal match for the Local Control and Accountability engagement process. The Board routinely engages in open meeting discussions centered on student achievement, targeted goal setting, and alignment of spending priorities to enhance meaningful program outcomes. This foundation has served us well in these past years of LCAP planning. Multiple venues and collaborative working groups are utilized to ensure broad-based community access and input to the development of Mountain Elementary School District program and service planning. The process and expectations in the LCAP plan are outlined in the Stakeholder Engagement section of the LCAP. The Local Educational Agency (LEA) serves the students and community with a mission and core values that are dedicated to a rich, differentiated curriculum inclusive of the arts, a growth model for measuring student achievement with multiple state and local metrics, and a genuine commitment to the whole child. Keys to a well-documented track record of student success include dedicated staff and active parent engagement.

With a current district enrollment of 137 Mountain Elementary School is a California Distinguished School, a California Gold Ribbon School, and an Educational Results Partnership Honor Roll Scholar School. All required metrics as outlined by the Legislative Analyst Office (LAO) have been included with the exception of those listed that do not apply to our K-6 district: Advanced Placement scores, English Learner Proficiency/Reclassification rates, Career and Technical Ed (CTE) preparation, Early Assessment Program (EAP) scores, Middle or High School dropout rates, and High School graduation rates. We carefully track the progress of our small population of Socioeconomically
Disadvantaged (SED) students and principally direct academic intervention and social-emotional support to enhance their achievement. In addition, there are no statistically significant Racial/Ethnic subgroups, Foster Youth or English Learners attending school in our district. Future enrollees designated as Socioeconomically Disadvantaged (SED), English Learner (EL), Initially designated Fully English Proficient (IFEP), Redesignated Fully English Proficient (RFEP), or Foster Youth will receive priority access to programs and services as needed. The Superintendent/Principal is a member of the Foster Youth Services Local Advisory Board and has signed the Countywide Foster Ed Initiative Memorandum of Understanding (MOU) agreeing to collaborate with that team learning processes should a Foster Youth enroll in the school. Other student subgroups: those who qualify for Special Education services (currently 8.6% of total enrollment) are included in all goals and services related to pupil engagement, conditions for learning, and pupil outcomes.

The LCAP Advisory Team, Board Members, and Faculty are fully committed to the following three goals: Engagement, Conditions for Learning, and Pupil Achievement. We work as a team to redesign our LCAP to be an accessible community-friendly document. Actions align to our three main goals, which in turn align to the District Strategic plan. Our current goals (Engagement, Conditions for Learning, and Pupil Achievement) serve us well in undertaking the actions required to meet the needs of all students.

As a small K-6 district, we have no statistically significant subgroups. In 2018-19, Mountain Elementary School District shifted from a decade in Basic Aid to an LCFF (Average Daily Attendance) funding model. The School Site Council, which is comprised of certificated faculty, classified staff, administration, and parents served as the LCAP Advisory Team and are responsible for overseeing the incorporation of stakeholder input into the document. The current Superintendent is retiring in June, 2021; her successor actively engaged in the collaborative development of the 2021-22 LCAP. The Local Control and Accountability Plan Public Hearing and Board Approval took place respectively on May 22 and June 2, 2021.

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

Our actions in Engaging Students and Their Families (Goal 1), Ensuring Conditions for Learning (Goal 2) and Pupil Achievement (Goal 3) have all contributed to our strong results in our overall program at Mountain School District. Although we have no statistically significant student subgroups, we are honored to consistently deliver excellent results for students with varied learning styles and levels of family involvement.

The CA Dashboard Academic Performance Indicators for Mountain Elementary School District are GREEN, the target zone for all districts, for English Language Arts (ELA) and Mathematics. We are proud to feature these ratings and are committed to maintaining and improving these over time. We are committed to sustained excellence by continuing to enhance our current program. In order to maintain these high standards, we will maintain current goals while maintaining effective actions and adding actions that meet that needs of our students. We extend our long-term commitment to:

a. Decrease late arrival and chronic excessive absence rate (Goal 1, Action 2)
b. Showcase excellent parent volunteer and leadership rates (Goal 1, Action 3)
c. Maintain 100% VAPA course access for students with special needs (Goal 2, Action 2)
d. Provide weekly professional collaboration time with teachers to plan for full implementation (Goal 3, Action 2)
e. Feature Primary Intervention services in English Language Arts to enhance vocabulary and reading comprehension (Goal 3, Action 6)

In addition, our very low (0-2%) suspension rate has remained constant over time and is a direct result of our dedication to each child regardless of need.

Multiple local assessments provide further evidence that maintaining our current mission and course is in the best interests of our students. As an example, our 2020 survey results for student engagement indicate that 95.1% of Grade 5-6 students Agree or Strongly Agree with the statement "I feel safe at school" and 92.7% Agree or Strongly Agree with the statement "The adults at my school care about me."

Furthermore, 78% describe current homework expectations as appropriate and 95% find the student workload rigorous yet manageable. These student results indicate that we establish a strong student posture for all graduates to excel in middle and high school.

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.

The collaborative development of actions and services in the 2021-22 LCAP reflect our analysis of student learning outcomes this past year. In the 2021-22 LCAP, we continue to set goals for increasing proficiency in language arts and math while providing support for social emotional learning. Our 2021-22 LCAP metrics include expanded local assessments; this will allow teachers flexibility in their response to evidence of pupil learning loss. Our 2021-22 LCAP actions and services reflect our understanding of the academic and social emotional challenges faced by many of our students during the pandemic. We will provide additional academic support through a targeted July-August 2021 summer academy and small group intervention for qualifying students beginning in August 2021.

Although both the district English Language Arts and Mathematics Academic Performance Indicators (as measured by the California Dashboard) remain in the desired GREEN designation, there has been a modest decrease in the average number of K-6 students meeting or exceeding benchmark proficiency as measured by DRA3 and i-REady Math. In addition, anecdotal parent reports of student regression and mild anxiety correlated to reduced in-person school programming have increased. Therefore, there are three (3) areas in which we can continuously improve our program and better serve our students:

1. The first area of need is to effectively serve underperforming students through multiple intervention support systems. In addition to early literacy intervention four times (4x) per week, we will add intermediate mathematics support two times (2x) per week in 2021-22.
2. A second area of need is to provide an expanded, tiered approach to social emotional development in the post-pandemic era. We will be increasing school counseling hours to expand a wider safety net for students adjusting to full time in-person schooling at their new grade level.
3. The third area of need is adoption of a new math program, bridging the transition with currently adopted Singapore Math and i-Ready curriculum and assessments. Given the decline in math scores over three years and the lost instructional time during the pandemic, we will target mathematics for adoption as soon as the 2021 CDE framework has been made available (along with recommended K-6 programs to investigate and pilot in 2021-22 for full implementation in 2022-23.)
LCAP Highlights
A brief overview of the LCAP, including any key features that should be emphasized.

| Goal 1: Engagement- Ensure the school is a safe, welcoming, and inclusive environment for students and their families so that all students are ready to learn (State priorities 3, 5, and 6). Action 3, Exceptional Parent Volunteer Rates- demonstrate the power of the home-school partnership in enhancing student well-being and academic success. Another highlight is our success with Action 4, Counseling Service-social skills training and individual social emotional support sessions with a licensed therapist. Participating students report higher levels of positive peer interaction and fewer office referrals. 2021-22 Goal 1 Highlight: We will be increasing school counseling services and tiered approach to foster a healthy integration to post-pandemic schooling. |
| Goal 2: Conditions for Learning- Enhance academic achievement by ensuring communications, facilities, and course access to support the needs of our students (State priorities 1 and 7). The implementation of our 5-Year Facilities plan (in Action 1) continues to ensure buildings and grounds are safe and well maintained. Now that our community approved a $2.3 million dollar School Bond and master plan projects were completed in August 2020, we are refocused on the 5-year plan as an excellent mechanism for ongoing campus upgrades and increased teachable and storage space. In Action 4, Quality programs in Visual and Performing Arts (VAPA), Mountain School has featured rich and integrated offerings in the arts for all K-6 students. Lastly, Classroom Technology in Action 3 has supported the improved integration of digital curriculum in Grades 3-6. 2021-22 Goal 2 Highlight: With our new Performing Arts Center completed, we will be returning to plays and performances, inclusive of all students regardless of learning style or special learning needs. |
| Goal 3: Pupil Performance- Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to success (State priorities 2, 4, and 5). Mountain School promotes high standards and expectations in every grade level. In Actions 1 and 2, teachers have made outstanding progress in aligning our Mathematics, Science, and Language Arts Curriculum. We feature well above state average Language Arts and Mathematics scores reflected on the California Dashboard. Action 1 also provides for a model physical education program for all students. In addition, Action 6 is a commitment to providing early literacy intervention to reduce referrals to Special Education and allow students to experience measurable academic progress at grade level. 2021-22 Goal 3 Highlight: Once the CA Department of Education finalizes the new 2021 Math Framework, we will be piloting and adopting a new math program for full implementation in 2022-23. |

Actions in each goal area are strategically organized for optimal planning in three categories: Maintenance, Base, or Focused Actions. Definitions are as follows:
- Maintenance Actions- actions are well established but we want to continue to monitor (primarily found in Goal 2).
- Base Actions- newer actions for all students.
- Focused Actions- actions targeted for a specific student group or grade span.
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.

Mountain Elementary School District will never be identified for CSI technical assistance. We do not receive Title 1 funding.

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

Mountain Elementary School District will never be identified for CSI technical assistance. We do not receive Title 1 funding.

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

Mountain Elementary School District will never be identified for CSI technical assistance. We do not receive Title 1 funding.
Stakeholder Engagement

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

Mountain Elementary School District incorporates a tiered process when engaging with Stakeholders. Stakeholder meetings, whether in-person, on video conference, or via survey responses, encompass one or more of the following steps in our LCAP development process: Inform, Gather, Draft, and/or Refine. This strategic process is instrumental in the creation of the MESD LCAP. The School Site Council (comprised of certificated faculty, classified staff, administration, and parents) served as the LCAP Parent Advisory Council (PAC) which is responsible for incorporating stakeholder input into the final draft for Board approval. The Mountain Elementary School District LCAP is designed to incorporate all actions into three overarching goals: Engagement, Conditions for Learning (Access and Opportunity), and Pupil Achievement. We have committed to these three goals as our driving force for continuous improvement over time.

MESD continues to feature an open and inclusive LCAP development process. Key Stakeholders, including Parents, Staff, and Trustees, are actively recruited to participate in the process. The steps taken to inform and gather input were conducted in multiple settings and through a variety of formats: Board Meetings, Faculty meetings, School Site Council, Staff and Parent Surveys (see dates listed below in each of these stakeholder group updates). Because of the reliance on video conferencing during the pandemic, electronic formats of information were available for parents that were unable to attend virtual meetings. Each of these groups reviewed specific qualitative and quantitative evidence to assess 2019-20 Local Control and Accountability (LCAP) and 2020-21 Learning Continuity Plan (LCP) progress and inform plan development in the upcoming years. In reviewing expected outcomes with stakeholder groups, significant efforts were made to ensure we reviewed multiple forms of meaningful data, including qualitative data (e.g. anecdotal observation, faculty consultation, parent surveys, student surveys, etc.), and fixed targeted measures (e.g. attendance rates, local benchmark performance, statewide assessment performance, discipline referrals, suspension rates, course access percentages, etc.). This is key to executing a multi-measures, data-driven approach to LCAP construction and implementation.

Board Discussions- LCAP goals and related actions were reviewed at Board meetings in the 2020-2021 school year. This included a Superintendent LCAP progress report and Board discussion on May 5, 2021. Board level LCAP and LCAP-related discussions are always held in open session, designed to provide Trustees a 'priority road map' for consideration from representative staff and parent groups. This has been invaluable for reaching our objective: a meaningful and well-vetted plan linked to existing short and long-range planning. This included the review of the LCFF legislative changes, eight priority areas outlined in the LCAP, and a public hearing of the final LCAP draft on May 27, 2021. These discussions facilitate multiple opportunities for interactive feedback for and with the Board prior to final LCAP approval on June 3, 2021.

Site Council- With a balanced group of staff and parents, this has been our 'writing team' for LCAP goals and related actions. Teachers, classified staff, and parents serving on School Site Council (SSC) have sought feedback on essential questions to engage stakeholders in helping to set our goals and actions. This discussion and planning time has been central to our progress; administration has relied on this venue to develop and review draft language for the plan. Meeting dates and LCAP writing functions for this collaboration were:

March 18, 2021 = review draft 2019-20 LCAP Annual Update and 2020-21 Learning Continuity Plan Annual Update
April 22, 2021 = review draft 2021-22 LCAP Highlights, Reflections, Needs, and Stakeholder Engagement, and Teacher LCAP Survey data
May 8, 2021 = review revised Actions for Goals 1-3

Three parents, one classified member, two certificated members, and the Superintendent participated actively in each of these LCAP planning and review meetings.

Faculty Meetings- This setting has been utilized to update and consult with certificated staff on LCAP requirements and timelines. The small MESD certificated staff serve on multiple committees and have been available to contribute to the process throughout the planning year. In addition to ongoing informal consultation, meeting dates for this collaboration were February 3 and March 19, 2021. The teaching staff also completed a dedicated LCAP planning survey on April 16, 2021.

Parents Club- Meeting dates for these school program discussions were December 7, 2020 and January 11, 2021. This venue and subsequent discussion assisted in aligning our district revenue planning to the local revenue provided by the Parents Club to support essential Visual and Performing Arts and Library program staffing.

Parent Survey and Individual Parent Interviews- In addition to multiple surveys, parents were invited to share their priorities with the Superintendent throughout the planning process. For those unable to attend Site Council and Parent Club meetings, an electronic copy of the LCAP presentation was available for all parents with an extended invitation to submit written feedback to the LCAP writing team. LCAP Parent Survey results were reported to the Board on February 3, 2021.

Safety and Facilities Committee- The Board appointed Safety and Facilities Committee met and discussed Goal 2 infrastructure planning on January 25 and March 22, 2021 to collaboratively determine how best to align planning priorities with available revenue for LCAP basic services priority implementation.

Bargaining Unit- The California Teachers Association (local chapter Mountain Teachers Association) is the representative labor unit comprised of eight faculty members. The Mountain Teachers Association (MTA) has access to all aspects of the plan and has been welcomed to share feedback on items both separate from and subject to collective bargaining. Venues included, but were not limited to, Faculty meetings on December 9, 2020 and February 3, 2021, their Mountain Teachers Association meetings, and the Safety and Facilities Committee on March 22, 2021.

Student Council- At a small K-6 school, opportunities for student feedback must be appropriately crafted so as to be developmentally appropriate and a positive learning experience for students. In previous years, LCAP goals and services were reviewed by the Superintendent with the 6th Grade Student Body President(s). With staff guidance, Student Council plans a school-wide activity each year to promote belonging and connection for all students. For example, in 2019 the student council designed and co-funded (with the Parents Association) a 150-Year Commemorative Mural of the schools inception in 1869, designed to promote school pride and connectedness. Unfortunately, the student council did not convene (due to the pandemic) and therefore has not yet provided LCAP input for 2021-22. Student Council will return in 2021-22 and will no doubt share their input during the coming school year.
SELPA Administrator - Plan was shared with Special Education Local Plan Area Administrator as per legislation on May 4, 2021. The Senior SELPA Director and Superintendent consulted on each goal and related action area to ensure accommodation and inclusion for students receiving special education services.

A summary of the feedback provided by specific stakeholder groups.

Mountain Elementary School District focuses the continuous improvement lens on three core Goals: Engagement, Conditions for Learning (Access/Opportunity), and Pupil Achievement. The incorporation of community stakeholder feedback at all levels of the organization results in an authentic 'living document' that captures both current successes and identifies future growth targets in full implementation of our vision for all students. A continuum of information collected through outreach to all stakeholder groups, accessed through both formal surveys and anecdotal reporting, showed a consistent trend of high satisfaction levels with the program(s) provided at Mountain School. One key theme as we return to daily in-person instruction after a full year of distance learning is parent and staff concern about the academic and social-emotional impacts of the pandemic on their children. We will therefore be targeting resources, including the 2021-22 Senate Bill 86 funding, to support students in their transition back to full time schooling. The next feedback trend centered on the area of student engagement/understanding and appreciating diversity. The following is a summary of feedback from our major stakeholder groups:

BOARD - Prioritizing data driven strategic planning through the LCAP development process, identifying actions for improvement with limited new revenue (MESD is not a Title I school district and therefore does not receive Federal CARES Act Funding), and ensuring students are able to rebuild competence and confidence, both scholastically and emotionally, as they transition back to increasing post-pandemic normalcy in these formative elementary years.

SITE COUNCIL- MESD has a strong well rounded program for all students; Goal 1 (Engagement ) continues to warrant focus as a priority area for students and parents. Site Council members support training on equity and diversity both within our school community and the broader social context.

STAFF- Certificated and classified staff desire an LCAP plan that incorporates the current successes while addressing results from our current formative and summative assessments. More students K-6 will be in need of academic Intervention in the coming school year. They wish to see a laser-like focus on instructional impacts of late student arrival and vacations taken on instructional days. Staff understands the need for thoughtfully prioritizing actions with limited resources.

PARENT CLUB and COMMUNITY- The Parent Club commits significant time and resources in sustaining course access through the Arts and Library programming; in addition, they wish to continue enhancing basic services by supporting campus enhancements and teacher supply budgets. Our Mountain School parents continue to be invaluable partners in implementing the LCAP Condition for Learning Goal 2. They desire an LCAP plan that incorporates the visual and performing arts as a core element of our instructional program while maintaining adequate support staff hours and student supplies in classrooms and the library.
A description of the aspects of the LCAP that were influenced by specific stakeholder input.

LCAP stakeholder input led to both the refinement of measurable outcomes and creation of new action steps. This invaluable feedback, in concert with review of student performance data, was a significant variable in developing the 2021-22 LCAP. Examples of new action steps in each of the three Goal areas (Engagement, Conditions for Learning, and Pupil Achievement) based on MESD stakeholder input include:

Goal 1- Engagement Action: Teachers will participate in diversity training focused on student engagement around issues of sensitivity and awareness, family structures, religions, ethnicity, and racial identities.

Goal 2- Conditions for Learning Action: Add a part-time Intervention teacher and increase School Counseling hours to support the academic progress and emotional well being of students in need of enhanced services.

Goal 3- Pupil Achievement Action: Focus strategic curriculum work on the selection and initial implementation of the new mathematics adoption in alignment the 2021 CA Department of Education mathematics framework.
## Goals and Actions

### Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>ENGAGEMENT: Ensure the school is a safe, engaging and inclusive environment for students and their families so that all students are ready to learn.</td>
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</tbody>
</table>

An explanation of why the LEA has developed this goal.

Mountain School prides itself on the inclusive environment created for students to thrive and parents to be active partners in the educational process. This goal was developed to address stakeholder feedback observed in surveys and parent advisory group meetings; both emphasized this goal as a focus and priority for the school community. MESD and the community continue to recognize Engagement as a priority area for related actions and services. Goal 1 is a foundational goal on which the strategic initiatives of the district are based.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Parent Participation Rate</td>
<td>76% of parents report they volunteer at school. Source: LCAP participation survey conducted prior to pandemic. Parents will return to volunteer in August 2021.</td>
<td></td>
<td></td>
<td></td>
<td>90% of MESD parents will report they volunteer at or for the school in a variety of high value functions.</td>
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<tr>
<td>B. Parent Leadership Rate</td>
<td>92% of parents report they have opportunity to be involved at the school through School-wide Events, Parents Club, Site Council, Town Hall and Board Meetings, etc.</td>
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<td>MESD will maintain no less than 92% parents reporting they have opportunities to be involved in multiple ways.</td>
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<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
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<td>C. Positive Attendance-- Annual Average Daily Attendance (ADA).</td>
<td>ADA rate as of April 16, 2021 is 96.01%</td>
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<td></td>
<td>Maintain ADA rate no less than of 95.8%</td>
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<td>D. Positive Attendance - Chronic Absenteeism</td>
<td>Excessive absence rate as of April 16, 2021 is 8%.</td>
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<td>Excessive absence rate will be 7% or less.</td>
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<tr>
<td>E. Positive Attendance - On-time Arrival Rates</td>
<td>Chronic late arrival rate as of April 16, 2021 is 12%.</td>
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<td>Chronic late arrival rate will be 10% or less.</td>
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<tr>
<td>F. Parent Survey Data on Engagement</td>
<td>Parent Satisfaction rate on Student Engagement is 73% Source: Parent Satisfaction Survey in May 2019.</td>
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<td></td>
<td>Parent Satisfaction rate on Students Engagement will be 85% or higher.</td>
</tr>
<tr>
<td>G. Student Survey Data on Engagement</td>
<td>Grade 4-6 Student Engagement rate is 83%. Source: Student Survey May 2019</td>
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<td></td>
<td>Grade 5-6 Student Engagement rate will be 90% or higher.</td>
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</table>

Source: LCAP participation survey conducted prior to pandemic; off-site leadership has continued through Zoom in 2021-22 and is slated to return to in-person activities in August 2021.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. Office Discipline Referrals</td>
<td>Prior to the pandemic, Office Referral incidences were 28 per year.</td>
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<td></td>
<td>Office Referral Incidences will be 24 or less per year.</td>
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<td></td>
<td>Source: Office Log</td>
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<tr>
<td>I. Discipline Conferences with Parents</td>
<td>Prior to the pandemic, Administrative Conferences for discipline were 14-18 per year.</td>
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<td></td>
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<td>Administrative Conference for discipline will be 12 or less per year.</td>
</tr>
<tr>
<td></td>
<td>Source: Student Information System (SIS)</td>
<td></td>
<td></td>
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<tr>
<td>J. Suspension rate</td>
<td>Suspension rate is 1 per year.</td>
<td></td>
<td></td>
<td></td>
<td>Suspension rate will be 0-1 per year.</td>
</tr>
<tr>
<td></td>
<td>Source: Student Information System (SIS)</td>
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</tbody>
</table>

**Actions**

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Multiple Modes of Effective</td>
<td>Maintenance Action: Multiple modes of communication will be employed to disseminate key information and inspire continuing high levels of parent participation. In addition to current platforms, the incoming new Superintendent/Principal will host a fall and spring town hall for parents to cultivate high levels of engagement with and trust in new leadership.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>2</td>
<td>Attendance Monitoring &amp; Communication</td>
<td>Focused Action: Communication regarding the impact of positive attendance on student achievement is shared with all parents. Specific actions following the district attendance policy including personal outreach, letters, meetings and referral to the School Attendance Review Board (SARB) for additional resources, if necessary.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Parent Volunteering &amp; Leadership</td>
<td>Maintenance Action: Mountain School will sustain and enhance exceptional classroom volunteer rates using varied community participation techniques. Parent leadership beyond the classroom will be encouraged through active inclusion in School-wide Events, Parents Club, Site Council, Community Gatherings, Student Performances, Town Halls, Advisory Committees, and Board Meetings.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>School Counseling</td>
<td>Base Action: School counseling services will be significantly expanded beyond the 2019-20 level of two afternoons per week (four days per week in 2021-22) to enhance student social skills and in support of preventative discipline protocols in all grade levels. This will include expanded team consultation and student services across grade spans. The school counselor will provide weekly social skills groups, drop-in clinics, and individual services selected through teacher referral, student self-identification, parent request, and/or Student Study Team (SST) recommendation in Grades 2-6.</td>
<td>$17,040.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>Diversity Training for Educators</td>
<td>Base Action: Based on the History/Social Studies Framework, teachers will participate in training focused on student engagement around issues of sensitivity and awareness, family structures, religions, including ethnicity, racial, and gender identities, socio-economic status, diversity, and equity.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
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<tr>
<td>6</td>
<td>Community Service Project</td>
<td>Base Action: Pilot a small-scale community service project at each grade level to enhance school pride and community connectedness for the 2022-23 school year.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>7</td>
<td>Positive Discipline</td>
<td>Maintenance Action: Positive, preventative discipline program will focus on social-emotional wellness and bullying prevention for students. Students will learn to differentiate peer conflict from bullying and proactively manage peer conflict. Harmony and Common Language curriculum resources will be used K-6 to enhance alignment of tools to support this action. This action supports a shared commitment to nominal suspension rates.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**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.

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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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>CONDITIONS FOR LEARNING: Enhance academic achievement by ensuring communications, facilities, and course access support the needs of our students.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

The Conditions for Learning goal focuses on physical improvements to the learning environment and assurance to access all MESD specialized programs/extended learning activities. It should be noted that MESD has consistently been able to hire fully credentialed teachers and ensure course access for all K-6 students; these are thereby maintenance actions/metrics.

#### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. State Facilities Inspection Tool (F.I.T.)</td>
<td>Annual F.I.T inspection tool will indicate a rating of &quot;good&quot; or higher in all areas.</td>
<td></td>
<td></td>
<td></td>
<td>Individual sector and overall F.I.T. rating of 'good' condition or higher.</td>
</tr>
<tr>
<td>B. Master Calendar Course Access</td>
<td>100% of K-6 students, including those who are designated low income or qualified for special education services, will receive Visual and Performing Arts (VAPA) instruction as designed.</td>
<td></td>
<td></td>
<td></td>
<td>100% of students receive VAPA instruction as designed.</td>
</tr>
</tbody>
</table>
## Metric

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Digital Tools Access and Integration</td>
<td>All Grade 3-6 students Grades 3-6 have chrome books and utilize devices to access content and complete assignments.</td>
<td></td>
<td></td>
<td></td>
<td>Grade 3-6 students access designated content and integrate technology-driven resources across key content areas while practicing high value digital citizenship.</td>
</tr>
<tr>
<td>D. Teacher Credential Status</td>
<td>100% of MESD teachers are fully credentialed as reported in CALPADS.</td>
<td></td>
<td></td>
<td></td>
<td>100% of teachers are fully credentialed.</td>
</tr>
</tbody>
</table>

## Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>5-Year Facilities Plan</td>
<td>Maintenance Action: 5-Year Facilities Plan: The Safety/Facilities Advisory Committee prioritizes key projects and workload for the business office. Data to be used to evaluate progress include: The annual Facilities Inspection Tool (FIT) used in the Board-approved School Accountability Report Card (SARC) and annual project completion data reviewed by the Safety and Facilities Advisory Committee. Outcomes will be measured by 5-Year Facilities Plan activities completed 'on time and on budget.’ Staff and student safety and expanding usable space are the core priorities for decision-making related to a safe school campus in good repair. Targeted projects include e-rate network, new phone system, additional storage facility and running track repairs and maintenance.</td>
<td>$49,000.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>Universal Course Access</td>
<td>Maintenance Action: Visual and Performing Arts programming will be embedded in core program. Master schedule coordination with full-time and itinerant staff. This will be measured by certificated calendar</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>planning conducted in May and routinely re-assessed throughout the year. Submission and administrative analysis of all itinerant schedules will be conducted quarterly and parent survey data regarding student course access will be reviewed by staff to ensure course access exceeds 95% of allocated VAPA instruction for all students receiving specialized services. Students will have the opportunity to experience new approaches to learning through the arts. Note: K-6 students receiving special education services will continue to be guaranteed access to all VAPA programming and related events, with Least Restricted Environment (LRE) as the guiding principle to maximize access.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>District Technology Plan</td>
<td>Base Action: A balanced approach to technology will continue to be the guiding focus of the plan. Curricular and administrative digital subscriptions will be maintained and repair or replacement of equipment for students and faculty will be ongoing. A revised version of the comprehensive K-6 District Technology Plan will be collaboratively developed and Board approved in 2022-23. (Note: The plan will incorporate ongoing best practices from developing Distance Learning programming during the pandemic.)</td>
<td>$46,576.00</td>
<td>No</td>
</tr>
<tr>
<td>4</td>
<td>Access and Opportunity for All Students</td>
<td>Focused Action: To ensure all students have access to all school programs and enrichment activities (examples include: 6th grade Outdoor Science School Week, 4th grade Coloma Gold Country Excursions, Out-of-County field trips, and After School Enrichment school classes), MESD will ensure equitable opportunities for field based learning by covering costs for all students to attend these activities.</td>
<td>$4,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>5</td>
<td>6th Grade STEAM Academy</td>
<td>Base Action: Develop and refine our new 6th grade STEAM Academy/Makers' Space focusing on technology, designed to serve as a flagship district program and enhance student retention at MESD.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>
### 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.

<table>
<thead>
<tr>
<th>Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.</th>
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</table>

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

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

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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.

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**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

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>PUPIL ACHIEVEMENT: Provide high quality classroom instruction and curriculum that promotes college and career readiness with academic interventions in place to eliminate barriers to success.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

High academic achievement has been a MESD hallmark and consistent outcome for many years. While still demonstrating excellent results overall, there has been a recent modest decline in performance assessment results. MESD is dedicated to academic achievement in every core content areas and the arts, and will maintain focus on best practices in quality instruction and curriculum alignment while providing targeted intervention to serve the learning needs of all students.

### Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
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<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Grade K-6 Local Benchmark English Language Arts (ELA) Proficiency rates</td>
<td>78% of Grade K-3 and 80% of Grade 4-6 students met the Winter (March 2021) English Language Arts (ELA) DRA3 benchmark. There are no performance gaps at this time.</td>
<td></td>
<td></td>
<td></td>
<td>90% of Grade K-3 and 95% of Grade 4-6 students will meet the ELA benchmark.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>B. Grade K-6 Local Benchmark Math (I-Ready Math) Proficiency rates</td>
<td>62% of Grade K-3 and 54% of Grade 4-6 met the Winter (March 2021) Math (i-Ready) benchmark.</td>
<td></td>
<td></td>
<td></td>
<td>85% of Grade K-3 and 90% of Grade 43-6 will meet the Math benchmark, ensuring appropriate supports for students receiving special education services.</td>
</tr>
<tr>
<td>Metric</td>
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</tr>
<tr>
<td>C. Primary Intervention Reading proficiency results (DRA3 and Dibels) for participating Grades 1-3 students</td>
<td>75% of participating students (N=11) have improved reading scores by one grade level equivalent.</td>
<td></td>
<td></td>
<td></td>
<td>90% of participating primary reading intervention students (N=12) will improve reading scores by one grade level equivalent.</td>
</tr>
<tr>
<td>D. Grade 1-3 and 4-6 Augmented Academic Intervention Services</td>
<td>These services are new for 2021-22 only. Approximately 30% of Grade 1-6 students will qualify for this support based on local assessment data and teacher referral.</td>
<td></td>
<td></td>
<td></td>
<td>75% of students partition in the 2021-22 SB86 funded primary and intermediate intervention programming will improve scores by one grade level in ELA or Math.</td>
</tr>
<tr>
<td>E. Grade 3-6 California Assessment of Student Progress and Performance (CAASPP) Scores - ELA and Math</td>
<td>a. 64% of students in Grades 3-6 met or exceeded the ELA standard as measured by CAASPP b. 63% of students in Grades 3-6 met or exceeded the Math standard as measured by CAASPP. Source: CAASPP Report 2019</td>
<td></td>
<td></td>
<td></td>
<td>82% of students in Grades 3-6 will meet or exceed the ELA and Math standard as measured by CAASPP.</td>
</tr>
<tr>
<td>F. Grade 5 California Science Test (CAST) Science Scores</td>
<td>28% of students in Grade 5 met or exceeded the Science standard as measured by CAST.</td>
<td></td>
<td></td>
<td></td>
<td>75% of students will met or exceed the Science standard as measured by CAST.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
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<td>----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>G. Feeder Middle School Performance data - Overall Grade Point Average (G.P.A)</td>
<td>Average G.P.A. is 3.05 for 14 current feeder Middle School students. Source: Feeder School Report May 2021</td>
<td></td>
<td></td>
<td></td>
<td>Overall G.P.A is for current feeder Middle School students will be 3.5 or better.</td>
</tr>
<tr>
<td>H. Feeder Middle School Performance data - Enrollment in 7th and 8th Grade Advanced Math courses</td>
<td>Percentage of Feeder Middle School student enrolled in Advanced Math (7th and 8th grade) is 10%. Source: Feeder School Report May 2021</td>
<td></td>
<td></td>
<td></td>
<td>25% or more of current Feeder Middle School students will be enrolled in Advanced Math (7th and 8th grade.)</td>
</tr>
<tr>
<td>I. Teacher Survey</td>
<td>100% of teachers surveyed report that planning time is to develop curriculum and analyze student results to inform instructional practices. Source: Teacher Survey May 2021</td>
<td></td>
<td></td>
<td></td>
<td>Maintain 100% satisfaction rate.</td>
</tr>
<tr>
<td>J. Primary Summer Academy performance</td>
<td>New in Summers 2021 and 2022: Students entering Grades 1-3 will be invited to attend</td>
<td></td>
<td></td>
<td></td>
<td>85% of participating students will demonstrate improved benchmark scores</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
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</tr>
<tr>
<td>--------</td>
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<td>----------------------------</td>
</tr>
<tr>
<td></td>
<td>based on ELA and Math assessment performance below or far below benchmark.</td>
<td></td>
<td></td>
<td></td>
<td>following academy attendance.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mathematics Curriculum Adoption and Professional Development</td>
<td>Base Action: K-6 Teachers will participate in collaborative math adoption based on CA Department of Education 2021 Math framework and recommended instructional materials. In addition, Mathematics professional development will be prioritized with the intention of improving student mathematical critical thinking and problem solving.</td>
<td>$11,648.00</td>
<td>No</td>
</tr>
<tr>
<td>2</td>
<td>K-6 Common Core Standards Curriculum Alignment</td>
<td>Maintenance Action: Teachers will be supported in curricular alignment to offer an engaging and differentiated common-core aligned instructional program. Teachers will benefit from 3 days of staff development, a minimum of 2 hours per week of collaboration time, and K-6 Physical Education and Music programming to augment instructional planning time.</td>
<td>$58,450.00</td>
<td>No</td>
</tr>
<tr>
<td>3</td>
<td>Primary Language Arts Intervention Services</td>
<td>Focused Action: Primary Intervention support in ELA will be provided by the Kindergarten teacher and continue to enhance student fluency and reading comprehension scores as measured by the Developmental Reading Assessment-DRA3. These services will be targeted and prioritized for unduplicated count students.</td>
<td>$34,289.00</td>
<td>Yes</td>
</tr>
<tr>
<td>4</td>
<td>SB86 Academic Intervention Grades 1-3 and 4-6</td>
<td>Focused Action: Increase Certificated Academic Intervention for identified students in Primary Grades 1-3 and Intermediate Grades 4-6 with the addition of two .40 F.T.E Intervention teachers in the 2021-22 school year. Intervention support services will take place in collaboration with classroom teachers during the school day, and may</td>
<td>$58,946.00</td>
<td>Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>---------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>span instruction in both mathematics and language arts based on performance assessment data. In addition, we will augment academic support from faculty in 2021-22 with after-school tutorial hours for Grades 3-6.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>SB86 Funded Instructional Aide Support</td>
<td>Focused Action: In 2021-22, we will improve student-teacher ratios and increase small group support services with the extended hours of one current part-time aide to full time status and the addition of a new part-time aide position.</td>
<td>$22,380.00</td>
<td>Yes</td>
</tr>
<tr>
<td>6</td>
<td>SB86 Funded Primary Summer Academies 2021 and 2022</td>
<td>Focused Action: For two consecutive summers (2021 and 2022), an invitational summer academy will be offered in the month prior to the opening of the new school year for primary students in need of extended academic support. Data collected from the Diagnostic Reading Inventory (DRA3) and i-Ready (Math) will inform teacher referrals for the summer intervention academies.</td>
<td>$8,716.00</td>
<td>Yes</td>
</tr>
<tr>
<td>7</td>
<td>FOSS Science Instruction and Assessment</td>
<td>Base Action for 2022-23: Refocus science implementation plan targeting improvement of academic performance on Grade 5 California Science Test (CAST); work will address alignment of local &amp; state assessments, BaySCI, FOSS curriculum as well as the district assessment project with Lawrence Hall of Science.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

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

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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]

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.77%</td>
<td>$43,049</td>
</tr>
</tbody>
</table>

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

### Required Descriptions

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

**Goal 1, Action 4 - SCHOOL COUNSELING:** School counseling services will be significantly expanded beyond the 2019-20 level of two afternoons per week (four days per week in 2021-22) to enhance student social skills and in support of preventative discipline protocols in all grade levels. This will include expanded team consultation and student services across grade spans. The school counselor will provide weekly social skills groups, drop-in clinics, and individual services selected through teacher referral, student self-identification, parent request, and/or Student Study Team (SST) recommendation in Grades 2-6.

The MESD team reviewed the academic performance, rate of disciplinary referral, and analyzed student school climate survey responses of our unduplicated students. Our findings included the need to address social-emotional skills and strategies to guide students in positive social and behavioral choices as an essential tool in addressing barriers to academic performance. In order to meet this need, we will provide additional social-emotional support to navigate peer relationships and overcome low self-esteem challenges to increase and improve access to school success. Based on unduplicated pupil count student performance data and parent survey feedback, we understand the significant challenges for our lower socio-economic status families brought on in part by the pandemic. Our school counselor will facilitate social skills groups and provide individual supports for students as the need is identified. In a small, single school district setting where all students routinely interact and socialize together, these services will be principally directed toward our unduplicated students and provided on a school-wide basis. We anticipate that providing this increased service will address students social-emotional skills and result in a more safe, engaging and inclusive environment as measured by student surveys, improved attendance, and reduction in office referrals.

**Goal 2, Action 4- ACCESS AND OPPORTUNITY FOR ALL STUDENTS:** To ensure all students have access to all school programs and enrichment activities (examples include: 6th grade Outdoor Science School Week, 4th grade Coloma Gold Country Excursions, Out-of-
County field trips, and After School Enrichment school classes), MESD ensures equitable access to field-based learning opportunities by providing funds to cover the cost for all students. In order to meet this need, all parents are informed that no student will be denied access to any of the programs and extension activities provided by the school. This resource is principally directed and discretely allocated to the unduplicated students who might otherwise not access these valued learning and growth opportunities. In a small district, it is critical to create a climate of safety and cultural competence that allots these resources in a respectful manner. Parents are proactively contacted to offer support, never subjected to scholarship applications or intrusive questioning. Based on their low-income status, we ensure seamless access to all Mountain School excursions and course offerings. As a result of implementing this action, all students and families understand that full access is guaranteed.

Goal 3, Action 3 - PRIMARY ELA INTERVENTION: Primary Intervention support in ELA will be provided by the Kindergarten teacher and continue to enhance student fluency and reading comprehension scores as measured by the Developmental Reading Assessment-DRA3. The primary teachers, in collaboration with special education and administration, evaluate student language arts performance quarterly in Grades 1-3 through a universal assessment protocol designed for multiple tiers of instructional support. In examining student reading and writing levels, it was determined that approximately 65% of students who scored below or far below grade level were identified as unduplicated count low-income students. It is well documented in longstanding educational research that students are best served in reading at grade level by third grade to thrive academically. In order to meet this identified need, we will provide targeted, research-based intervention in Language Arts. This early intervention program features the Kindergarten teacher providing remedial instruction to increase fluency and comprehension skills; the target improvement metric is one grade level equivalent per year. This action is principally directed to the unduplicated students and can be provided on a school-wide basis so as to meet the learning needs of our unduplicated students while reducing referrals for special education assessment. As a result of implementing this support, we have observed increased academic performance in English Language Arts for our students.

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

2021-22 will be a unique year in providing supplemental services in that there will be two revenue sources in which to increase and improve these services: LCFF Supplemenal and One-Time SB86 Expanded Learning Opportunity Grant funding. For the purposes of meeting the 2.77% ($43,049) increased and improved services requirement, low income students will receive augmented program support in the three areas outlined above: Social-Emotional Counseling, MESD ensures equitable access to field-based learning opportunities by providing funds to cover the cost for all students, and Primary English Language Arts Academic Intervention. $43,049 have been budgeted in Goals 1.4, 2.4, and 3.3 and principally directed to students in our unduplicated pupil count. (Note: There is currently just one English Learner and no Foster Youth enrolled in our small district, although these increased and improved services would be available to any students in these designations immediately upon enrollment.)

Mountain School is a small single school district that focuses on ensuring all student needs are met in a comprehensive, developmentally appropriate model. MESD is required to Increase/improve services over the base program by 2.77%, using the increased supplemental apportionment of $43,049 in a targeted fashion. Given that personnel employed to provide services are funded only partially our of our modest Supplemental LCFF funding, the actions listed above meet and ultimately exceed the requirement. All actions increase services
provided to students to ensure their academic success through social/emotional support, academic intervention, and access to all enrichment activities ensuring equity while building foundational skills. These programs and services for unduplicated students focus on the whole child, founded on a commitment to narrow the achievement gap while cultivating a positive and engaging connection to academic competence and confidence at school.
## Total Expenditures Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$121,303.00</td>
<td>$167,822.00</td>
<td>$20,772.00</td>
<td>$1,648.00</td>
<td>$311,545.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals:</td>
<td>$182,781.00</td>
<td>$128,764.00</td>
</tr>
</tbody>
</table>

### Action Details:

1. **1 1** All: Multiple Modes of Effective Communication
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Local Funds: $0.00
   - Federal Funds: $0.00
   - Total Funds: $0.00

2. **1 2** All: Attendance Monitoring & Communication
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Local Funds: $0.00
   - Federal Funds: $0.00
   - Total Funds: $0.00

3. **1 3** All: Parent Volunteering & Leadership
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Local Funds: $0.00
   - Federal Funds: $0.00
   - Total Funds: $0.00

4. **1 4** Low Income: School Counseling
   - LCFF Funds: $4,260.00
   - Other State Funds: $12,780.00
   - Total Funds: $17,040.00

5. **1 5** All: Diversity Training for Educators
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Total Funds: $0.00

6. **1 6** All: Community Service Project
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Total Funds: $0.00

7. **1 7** All: Positive Discipline
   - LCFF Funds: $0.00
   - Other State Funds: $0.00
   - Total Funds: $0.00

8. **2 1** All: 5-Year Facilities Plan
   - LCFF Funds: $24,000.00
   - Other State Funds: $25,000.00
   - Total Funds: $49,000.00

9. **2 2** All: Universal Course Access
   - LCFF Funds: $4,500.00
   - Other State Funds: $0.00
   - Total Funds: $4,500.00

10. **2 3** All: District Technology Plan
    - LCFF Funds: $16,576.00
    - Other State Funds: $30,000.00
    - Total Funds: $46,576.00

11. **2 4** Low Income: Access and Opportunity for All Students
    - LCFF Funds: $4,500.00
    - Other State Funds: $0.00
    - Total Funds: $4,500.00

12. **2 5** All 6th Grade: 6th Grade STEAM Academy
    - LCFF Funds: $0.00
    - Other State Funds: $0.00
    - Total Funds: $0.00

13. **3 1** All: Mathematics Curriculum Adoption and Professional Development
    - LCFF Funds: $10,000.00
    - Other State Funds: $1,648.00
    - Total Funds: $11,648.00

14. **3 2** All: K-6 Common Core Standards Curriculum Alignment
    - LCFF Funds: $37,678.00
    - Other State Funds: $20,772.00
    - Total Funds: $58,450.00

15. **3 3** English Learners Low Income: Primary Language Arts Intervention Services
    - LCFF Funds: $34,289.00
    - Other State Funds: $0.00
    - Total Funds: $34,289.00

16. **3 4** English Learners Low Income: SB86 Academic Intervention Grades 1-3 and 4-6
    - LCFF Funds: $58,946.00
    - Other State Funds: $0.00
    - Total Funds: $58,946.00
<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Student Group(s)</th>
<th>Title</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>5</td>
<td>Low Income</td>
<td>SB86 Funded Instructional Aide Support</td>
<td>$22,380.00</td>
<td></td>
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<td>$22,380.00</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>English Learners</td>
<td>SB86 Funded Primary Summer Academies 2021 and 2022</td>
<td>$8,716.00</td>
<td></td>
<td></td>
<td></td>
<td>$8,716.00</td>
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<tr>
<td>3</td>
<td>7</td>
<td>All</td>
<td>FOSS Science Instruction and Assessment</td>
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</table>
### Contributing Expenditures Tables

<table>
<thead>
<tr>
<th>Totals by Type</th>
<th>Total LCFF Funds</th>
<th>Total Funds</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total:</td>
<td>$43,049.00</td>
<td>$145,871.00</td>
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<tr>
<td>LEA-wide Total:</td>
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<td>$26,880.00</td>
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<tr>
<td>Limited Total:</td>
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<td>$0.00</td>
</tr>
<tr>
<td>Schoolwide Total:</td>
<td>$38,549.00</td>
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<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>LCFF Funds</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>4</td>
<td>School Counseling</td>
<td>Schoolwide</td>
<td>Low Income</td>
<td>Specific Schools: Mountain Schools 3-6</td>
<td>$4,260.00</td>
<td>$17,040.00</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>Access and Opportunity for All Students</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>Specific Schools: Mountain School 2-6</td>
<td>$4,500.00</td>
<td>$4,500.00</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
<td>6th Grade STEAM Academy</td>
<td>LEA-wide</td>
<td></td>
<td></td>
<td>$0.00</td>
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<tr>
<td>3</td>
<td>3</td>
<td>Primary Language Arts Intervention Services</td>
<td>Schoolwide</td>
<td>English Learners Low Income</td>
<td>Specific Schools: Mountain School K-6</td>
<td>$34,289.00</td>
<td>$34,289.00</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>SB86 Academic Intervention Grades 1-3 and 4-6</td>
<td>Schoolwide</td>
<td>English Learners Low Income</td>
<td>Specific Schools: Mountain School 1-3</td>
<td>$58,946.00</td>
<td>$58,946.00</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>SB86 Funded Instructional Aide Support</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>Specific Schools: Mountain School 1-6</td>
<td>$22,380.00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>SB86 Funded Primary Summer Academies 2021 and 2022</td>
<td>Schoolwide</td>
<td>English Learners Low Income</td>
<td>Specific Schools: Mountain School 1-3</td>
<td>$8,716.00</td>
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Annual Update Table Year 1 [2021-22]

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

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Total Planned Expenditures</th>
<th>Total Estimated Actual Expenditures</th>
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</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Totals:</th>
<th>Planned Expenditure Total</th>
<th>Estimated Actual Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2021-22 Local Control Accountability Plan for Mountain Elementary School District
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:
  
  o 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)).

  o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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.
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/](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 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
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.

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023-24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
<td>Enter information in this box when completing the LCAP for <strong>2022–23</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2023–24</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2024–25</strong>. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for <strong>2021–22</strong>.</td>
</tr>
</tbody>
</table>

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.