Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Mother Lode Union Elementary School District	Lisa Donaldson Chief Business Official	ldonaldson@mlusd.net 530-622-6464 x433

Plan Summary [2021-22]

General Information

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

Mother Lode Union Elementary School District has served students, families and the greater communities of Placerville, El Dorado and Diamond Springs since 1951. Mother Lode enjoys a rich and successful tradition of academic excellence. Both of our schools have been recognized as a California Distinguished Schools. In 2013 and 2015 Indian Creek Elementary and in 2016 and 2017 Herbert C. Green Middle School was recognized as California Honor Roll schools presented by Educational Results Partnership (ERP) and the Campaign for

Business and Education Excellence (CBEE). The Honor Roll recognizes public elementary, middle, and high schools that demonstrate consistently high levels of student academic achievement, improvement in achievement over time, and reduction in achievement gaps. In 2019, Indian Creek was recognized for High Impact Student Academic Growth in math by CORE Districts.

We are proud that our staff chose to work for Mother Lode Union School District because we are "like a family". Parents elect to send their children to our schools for numerous reasons; we are small and "family-like", our programs meet their children's needs, our teachers and support staff are highly qualified and committed to the successful education of their students and when our students matriculate to the high school district, they are very prepared and successful.

We serve approximately 950 students at two schools. Our elementary school, Indian Creek serves students in transitional kindergarten through grade 4 and our middle school, Herbert C. Green serves students in grades 5 through 8. Our "unduplicated pupil count" (i.e., socioeconomically disadvantaged, English learner and foster youth) was 60.64% in 2018-19 and now in 2020 - 2021 is 58.8%. In the 2020-2021 school year, 58.8% of our students are socioeconomically disadvantaged, 14.5% of our students are English Learners, and 11.6% are students with disabilities. We are proud to serve a diverse student population.

The Mission of the Mother Lode Union School District is the successful education of every student. To that end, the Board has established five (5) priorities, which are:
1) Advancing academic achievement for all students
2) Meeting the educational needs of each student while providing a safe, respectful and connected school experience
3) Nurture partnerships with student, staff, parents and community
4) Provide employees with the resources necessary to perform their function while maintaining a fiscally responsible organization
5) We employ committed, competent and caring staff who believe in respect for others, teamwork, continuous improvement and that all students can learn and be successful

Our Governing Board defines student success on the three criteria below. They understand that the California Dashboard and other state and local indicators will contribute to determining the success of our students. Our Governing Board defines student success as:
1) The percentage of students who graduate from high school
2) How engaged students are with school
3) How hopeful students are about their future

Our community supports, trusts and values us. Our Governing Board is fiscally conservative, pride themselves on "doing their due diligence" and they are highly committed to the successful education of our students.

Mother Lode continues to receive Differentiated Assistance (DA) as a result of California Dashboard indicators for the change in performance for our Students With Disabilities (SWD) from 2017 to 2018, "Academic Indicators" (i.e., ELA and math). We had an increase in student suspensions from 2017 to 2018 for our SWD and Chronic Absenteeism for SWD and White student groups.

As a result, we have undergone significant data and system analyses to determine "root causes". While we have been working to implement Multi-Tiered System of Supports (MTSS), we have not done so systematically, therefore, MTSS and Universal Design for Learning (UDL)

frameworks are our District focus and will be evident in our LCAP goals and actions. There is also new attention and understanding on attendance, chronic absenteeism, suspensions and how these impact students socially and emotionally.

MLUSD's cost for providing "Base Education" is approximately $10.05m. Starting with teacher, principal, and custodial salaries and benefits at $7.85m, with 84% of total salaries and benefits directly supporting "Base Education". Additionally, another $1.2m for supplies, utilities and district office support.

Our LCAP is written in the spirit of highlighting actions and programs that are beyond the "Base" and funded via other resources. In 2020 - 2021, we have some new resources in our LCAP: the Low Performing School Block Grant, the Expanded Learning Opportunities grant as well as the Covid-19 related funding.

Reflections: Successes

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

Since the CA Dashboard data is not available for this past year, Mother Lode would like to highlight tremendous success in other ways during the global pandemic. MLUSD is proud of our response to the global pandemic and continuing to offer high quality education services throughout Covid-19. We have navigated some difficult terrain this year and, like other districts, managed to show success. In response to school closures to address the COVID-19 emergency, Mother Lode Union School District created, and the Board of Trustees adopted, a 2019-20 Distance Learning Plan that was implemented on Tuesday, March 17. The goal of distance learning was to continue quality instruction to our students in the unprecedented environment we experienced. We provided a robust and engaging blended learning education for MLUSD students. The District Distance Learning Plan had multiple phases. During the first phase, teachers provided two-weeks of paper learning packets for their students, and the district checked out Chromebooks and hotspots to parents. Also during phase one, teachers and classified support staff participated in professional development in the use of online platforms (i.e., Google Classroom, Zoom, etc.). Free breakfast and lunch was served daily, beginning March 17th.
During the second phase, teachers and support staff implemented Google Classroom and held Zoom classes. Classified support staff also provided virtual interventions for students with disabilities, English Learners, and at-risk students. Teachers held scheduled office hours and provided Zoom classes for individual students, small groups and whole classes. They used Google Classroom as the repository of instruction, video lessons, assignments, etc. for all students. Teachers communicated with parents and students outside their regular work hours because of the needs of students and families. Our bilingual school clerks and principal consistently assisted our Spanish-speaking parents.
The major impact to students and families was the lack of socialization for the students and the support that must be provided by parents. The social emotional impact has been felt by all families. The lack of internet connectivity in some parts of the District has been a struggle for our families. Our parents and students were most impacted by the high unemployment and financial uncertainty the community was experiencing. Our counselor and teachers reached out to parents who struggled to help their students with work at home. Our administration consistently communicated with families, students, staff, and community. All staff have been dedicated and determined to support our students during this transition. All of our end-of-year celebrations had to be changed to meet the social distancing guidelines that have been

established. No celebratory gatherings were permitted by our health department, so we held drive through celebrations.

Return to in-person learning - On April 6th, 2021, the district moved back to a full in-person model for students at both Indian Creek and Herbert Green. This collaborative decision included the many stakeholders in the district such as certificated and classified members, parents, and district leadership. This move increased in-person attendance and general attendance substantially.

Student Celebrations of success - Sites worked to provide virtual award ceremonies and recognition for student achievement for trimester 2 and 3. This was done through awards presented to students in their classrooms and video links shared with families.

Staff Recognition and celebration-This year district schools have endeavored to maintain recognition for staff members to build solidarity and improve collegiality. This recognition has been done in a variety of ways. Staff members have been recognized in board meetings through a peer nomination process using Google Forms. Sites have also utilized E-greeting cards, and Eagle Soar Awards (Indian Creek) Miner Pride Notes (Herbert Green) to ensure that onsite morale remains high and relationships remain positive.

Spirit Weeks & Events-Mother Lode school sites strove to add some normalcy to the school year by promoting different spirit events and days throughout the year. Events like Earth Week and Read Across America got students and teachers involved and having fun. Virtual Flag Salutes and virtual field trips helped students become better citizens and learn about the beauties of nature. At Herbert Green, our Student Leadership engaged students and staff in Spirit days, classroom and individual competitions and contests, all while bringing positivity to the school campus culture.

Based on a review of the state indicators and local performance indicators included in the Dashboard from 2019, progress toward LCAP goals, local self-assessment tools, and stakeholder input, Motherlode Union School District is most proud of adding school counselors to our staff to support student engagement and support and providing one-to-one Chromebooks for students with hotspots to access the internet where it was not available or affordable.

- We plan to build on that success by maintaining 1.0 FTE bilingual ELD Teacher, maintaining LCAP aide support and boosting support with an additional aide for interventions, continuing robust online supplemental programs and resources such as i-Ready, Zoom, STAR Reading & Accelerated Reader, ESGI, etc. Continuing to offer free breakfast and lunch to all students, maintaining one-to-one Chromebooks for students, offering a resource center (volunteer center) to increase parent/guardian involvement, utilizing communication platforms to engage our students and families in district information, and building and furnishing a STEM/STEAM science lab for students and staff.

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.

Mother Lode continues to receive Differentiated Assistance (DA) as a result of California Dashboard indicators for the change in performance for our Students With Disabilities (SWD) from 2017 to 2018, "Academic Indicators" (i.e., ELA and math), we had an increase in student suspensions from 2017 to 2018 for our SWD and in 2018 for Chronic Absenteeism for SWD and White student groups.

As a result of our Differentiated Assistance (DA) in 2017-18 the District prioritized our "root causes" and determined:
1. The district is still in the installation stage of developing an MTSS.
2. Teachers need additional training and support in implementing universal instructional strategies to ensure success of all learners (i.e., Universal Design for Learning)

3. Teachers are spending significant amounts of instructional time managing student behaviors.

From DA and PIR in 2018-19 we added:
A. MTSS Tier 2 and 3 Academic supports for ELA and math need to be identified, purchased, trained and used with fidelity
B. MTSS Tier 1 and 2 Behavior Supports and Interventions need to be clearly developed and communicated with all staff, which would require some staff development (i.e., Love and Logic's Reset Room with clearly established criteria, expectations and data tracking in place of out of class/school suspension). This way students have access to instruction and services to support achievement, attendance, and behavior modification (e.g., address and replace the behaviors that result in classroom removal).
C. MTSS Tier 1 Social and Emotional Curriculum K-8 will be implemented with clear expectations and data tracking to monitor implementation and impact on achievement, attendance, and suspension.

The following aspects of the LCAP were influenced by all stakeholder groups:
For English Learners, students with disabilities, Section 504, and other at-risk groups, the following is planned:
1) Our tiered-response for active and regular student engagement and academic progress involved Designated ELD teachers, bilingual School Clerks, school counselor, site and district administration. All have a clearly defined role to closely monitor student attendance, engagement, and academic work completion, with home visits and wellness checks, as appropriate and necessary.
2) Designated ELD teachers at both school sites to provide designated ELD instruction to small targeted groups of students and direct the designated ELD instruction and support provided to EL students by LCAP Instructional Aides
3) Teachers with support from Designated ELD teachers and LCAP Instructional Aides will administer iReady diagnostics for reading and mathematics; Plans are in place for students who will need in-person assessment if they remain virtual.
4) Teachers, Designated ELD teachers, and site and district administration will analyze iReady diagnostics for reading and mathematics and assign appropriate iReady lessons to students based on their individualized performance on both diagnostics
5) SPED and LCAP Instructional Aides to support students engagement and achievement with the iReady program
6) LCAP and SPED Instructional support staff will provide one-on-one or small group reading instruction (ReadLive, Sonday, i-Ready)
7) Designated ELD Teachers will serve as the linguistic bridge for Spanish-speaking parents supporting their students receiving instruction in English from the child's teacher. (This was based on feedback from our teachers who completed the 2019-20 Distance Learning Survey at the end of the last school year).
8) The addition of a counselor to address the social/emotional needs of students.

LCAP Highlights

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

The goals in our 2021-2024 LCAP continue to be: 1) student achievement and success, 2) student engagement & support, 3) parent engagement & support, and 4) staff engagement & support and our actions support these goals. There is an increased focus on this LCAP related to increasing social/emotional supports for both staff and students as well as more targeted interventions related to mental health, professional development and addressing learning loss.

As a result of our Differentiated Assistance (DA) in 2017-18 the District prioritized our "root causes" and determined:
1. The district is still in the installation stage of developing an MTSS.
2. Teachers need additional training and support in implementing universal instructional strategies to ensure success of all learners (i.e., Universal Design for Learning)
3. Teachers are spending significant amounts of instructional time managing student behaviors.
As we remained focused on the District-wide implementation of MTSS and Universal Design for Learning (UDL) in 2018-19, we needed to understand the chronic absenteeism indicator.

We acknowledge that it will take many years and a laser-like focus of resources and energy to implement effective Academic, Behavioral and Social Emotional interventions (MTSS) and believe that this will positively impact the chronic absenteeism and suspension rate indicators as well.

MLUSD participated in the 2018-19 Performance Indicator Review (PIR) process regarding Student With Disabilities due to unmet indicators in the following areas:
1. Statewide Assessment Participation
2. Statewide Assessment Achievement in ELA and math
3. Suspension and Expulsion

Through this reflective PIR process, which required a plan be developed to highlight the activities that the District is participating in to make progress in these areas which mirrors the reasons the District is participating in Differentiated Assistance. The PIR process informed our 2019-20 LCAP Actions. Through our root cause analysis it was identified that:

A. MTSS Tier 2 and 3 Academic supports for ELA and math need to be identified, purchased, trained and used with fidelity
B. MTSS Tier 1 and 2 Behavior Supports and Interventions need to be clearly developed and communicated with all staff, which would require some staff development (i.e., Love and Logic's Reset Room with clearly established criteria, expectations and data tracking in place of out of class/school suspension). This way students have access to instruction and services to support achievement, attendance, and behavior modification (e.g., address and replace the behaviors that result in classroom removal).
C. MTSS Tier 1 Social and Emotional Curriculum K-8 will be implemented with clear expectations and data tracking to monitor implementation and impact

To support our efforts, the District is applying for a Supporting Inclusive Practices (SIP) Grant in 2019-20 ($20,000). SIP Project Mission: To provide tiered technical assistance to local educational agencies (LEAs) focused on building, implementing, sustaining, monitoring, and scaling up evidence-based practices within integrated educational systems to increase inclusion of PreK - the age of 22 students with disabilities in general education settings. SIP Project Focus: Building sustainable inclusive cultures, practices, and policies through shared leadership coherence at all levels of the organization. SIP Project Goals: State Performance Indicators 3, 5, 6, and 7 and increase opportunities for students with disabilities to participate in general education LRE and improvement in academic achievement.

Comprehensive Support and Improvement

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

Schools Identified

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

No schools in the District have been identified for CSI.

Support for Identified Schools

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

The District did not need to support any schools in developing CSI plans as there are not schools identified for CSI in the District.

Monitoring and Evaluating Effectiveness

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

Does not apply.

Stakeholder Engagement

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

All staff, students and parents were surveyed in 2020 and 2021 and the results of those surveys drove the development of the LCAP. In addition, a MLUSD LCAP-DLT Team was established to serve as the LCAP Advisory Committee Stakeholder Group with representatives from 1) Certificated Union Mother Lode Teachers' Association (MLTA), 2) California School Employee Association (CSEA), 3) Parents for consultation and development and Board Members. Union leaders assisted with the identification and selection of staff member representatives. The LCAP-DLT met several times to determine district priorities and establish LCAP goals.

The purpose of the LCAP - DLT Team was to:
- Become informed on the processes and requirements of the district budget as well as additional grant and one-time monies as a result of Covid-19.
- Review progress made on the 2019-2020 LCAP Goals and/or Actions
- Review data related the 2019-2020 Goals and/or Actions
- Make recommendations for adjustments to the 2021-2022 Budget and LCAP Goals and/or Actions

A draft LCAP was provided to parent groups at both sites as well as DELAC groups and we collaborated with our SELPA in determining the plan.

A summary of the feedback provided by specific stakeholder groups.

Related to the 2020 - 2021 Staff, Parent and Student Surveys:

Staff as a whole reported on the overall quality of the academic program as: 32% Great, 66% Satisfactory and 1.8% as poor.

Parents at Indian Creek reported on the overall quality of the academic program as: 37.4% Great, 49.2% Satisfactory, and 13.4% Poor.

Students at Indian Creek reported whether their time at school was well spent: 74.5% stated Most of the Time, 24.5% stated Some of the Time, 2.6% stated None of the Time

Parents at Herbert Green reported on the overall quality of the academic program as: 28.8% Great, 56.9% Satisfactory, 14.3% Satisfactory/Poor

Students at Herbert Green reported whether their time at school was well spent: 53.2% stated Most of the Time, 45.1% stated Some of the Time, 1.7% stated None of the Time

There were many other survey questions for staff, parents and students with the majority rating of 1) Satisfactory 2) Great.

One main area of concern for staff and parents on the survey results was the lack of interventions for struggling students and the need for targeted focus in Reading, ELA and Math. During the DLT LCAP meetings, areas of focus included a need for focus in Reading, ELA and Math, need for more social/emotional focus for students and staff, desire for smaller class sizes, staff-driven professional development opportunities that are targeted, high interest and practical for immediate use in the classrooms, increased communication with parents, more opportunities for parent involvement, parenting classes, parent resource center, and an overall need to provide increased support to the entire MLUSD community during this trying time.

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

The following aspects of the LCAP were influenced by all stakeholder groups:
For English Learners, students with disabilities, Section 504, and other at-risk groups, the following is planned:
1) Our tiered-response for active and regular student engagement and academic progress involved Designated ELD teachers, Bilingual School Clerks, school counselor, site and district administration. All have a clearly defined role to closely monitor student attendance, engagement, and academic work completion, with home visits and wellness checks as appropriate and necessary.
2) Designated ELD teachers at both school sites to provide designated ELD instruction to small targeted groups of students and direct the designated ELD instruction and support provided to EL students by LCAP Instructional Aides
3) Teachers with support from Designated ELD teachers and LCAP Instructional Aides will administer iReady diagnostics for reading and mathematics; plans are in place for students who will need in-person assessment if they remain virtual.
4) Teachers, Designated ELD teachers, and site and district administration will analyze iReady diagnostics for reading and mathematics and assign appropriate iReady lessons to students based on their individualized performance on both diagnostics
5) SPED and LCAP Instructional Aides will support students engagement and achievement with the iReady program
6) LCAP and SPED Instructional support staff will provide one-on-one or small group reading instruction (ReadLive, Sonday, i-Ready)
7) Designated ELD Teachers will serve as the linguistic bridge for Spanish speaking parents supporting their students receiving instruction in English from the child's teacher. (This was based on feedback from our teachers who completed the 2019-20 Distance Learning Survey at the end of the last school year).
8) The addition of a counselor to address the social/emotional needs of students.

Goals and Actions

Goal

Goal #	Description
1	Student Achievement and Success - (Priorities 1,2,4,7) Students will perform at or above standard and grade level in Reading, ELA and Math or demonstrate progress toward standards and grade level proficiency as a result of the systems/structures implemented to support progress in these areas.

An explanation of why the LEA has developed this goal.

MLUSD data shows students are underperforming in Math and ELA and the District as a whole is seeing a decline in the i-Ready data. as compared to the previous CAASPP results. Parent and staff survey data also suggests that there is a desire to increase/improve support in these areas. Some of the decline may be attributed to the interrupted learning in 2019 - 2021 school years from the global pandemic. As a result, additional supports are needed to ensure students make progress. This focused goal is a recognition that our students need grade level proficiency in reading, ELA and Math in order to be academically successful across content areas and ultimately to prepare for high school and beyond.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Reading Scores March 2021	On Grade level 36% One Grade level below 36% Two or more grade levels below 28%				Reduce the number of students who are two or more grade levels below in Reading by 5% each year.
iReady Reading Scores May 2021	On Grade level 45% One Grade level below 34% Two or more grade levels below 21%. From March of 2021 to May of 2021, we have seen an increase of students				Reduce the number of students who are two or more grade levels below in Reading by 5% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	testing on grade level of 9% since our return to in person learning. We have seen a decrease in students testing below one or more grade levels an overall 9%.				
CAASPP Results 2019 ELA	On average, students were 25 points below standard on the CA Dashboard - a decline of 4.6 points from 2018. No 2020/2021 data				As CAASPP resumes, we will see an increase in the number of students testing at standard in ELA of 10%
CAASPP Results 2019 Math	All students were 40.9 points below standard on the CA Dashboard - a decline of 4.1 points from 2018. No 2020/2021 data				As CAASPP resumes, we will see an increase in the number of students testing at standard in Math of 10%.
Properly credentialed and appropriately assigned teachers	100% of the teachers are properly credentialed and appropriately assigned.				Maintain 100% properly credentialed teachers.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL Student Progress in ELA on CAASPP	EL students were 90.5 points below standard on the CA Dashboard in ELA in 2019 as compared to all students.				As CAASPP resumes, we will see an increase in the number of EL students testing at standard in ELA of 10%
EL Student Progress in Math on CAASPP	EL students were 106.7 points below standard on the CA Dashboard in Math in 2019 as compared to all students.				As CAASPP resumes, we will see an increase in the number of EL students testing at standard in Math of 10%.
State Board adopted academic content and performance standards will be implemented for all students	Implementation of State Board adopted academic performance standards for students				State Board adopted academic content and performance standards were implemented for all students.
All students have access to standards aligned materials	All students have access to standards aligned materials				All students had access to standards aligned materials.
i Ready Math Scores March 2021	On Grade level 27% One Grade level below 48% Two or more grade levels below 25%				Reduce the number of students who are two or more grade levels below in Math by 5% each year.
i Ready Math Scores May 2021	On Grade level 41% One Grade level below 40%				Reduce the number of students who are two or more grade levels

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Two or more Grade levels below 19% From March of 2021 to May of 2021, we have seen an increase of students testing on grade level of 14% since our return to in-person learning. We have seen a decrease in students testing below one or more grade levels an overall 14%.				below in Math by 5% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	MTSS - UDL Training for Teachers	The District is highly focused on developing understanding of and implementation of Multi Tiered Systems of Support (MTSS). Instructional Leaders will receive MTSS and Universal Design for Learning (UDL) training and their staff will be trained via the use of Structured Collaboration Time. The District will provide this professional development as new staff are hired or staff change grade levels. (i.e., SIPPS, Project GLAD, Renaissance Place-AR, Read Live, etc.). These PD opportunities are principally directed at improving services for our English Learners, Low-Income, Foster Youth and SWD.	$11,885.00	Yes
2	Expanded Learning Opportunities (ELO) & Support	The Expanded Learning Opportunity grant provides one-time monies to be used to support expanded learning opportunities for students as a result of lost learning time during the global pandemic. The district	$456,922.00	No

Action #	Title	Description	Total Funds	Contributing
		plans to use this one-time money to provide additional support staff for students in the regular classrooms, including 5 LCAP aide, specifically assisting with English Language Arts, Reading and Math.		
3	Technology	The District will continue our investment in instructional technology so that all students have access to instructional hardware and software. We currently provide a device for each student. We plan to replace one-quarter to one-third of our student Chromebooks annually. We also plan to invest in classroom instructional technology for teachers as necessary. The District will also begin researching and investing in upgrading the technology to ensure 21st Century classrooms.	$57,000.00	Yes
4	Instructional Support Software & Materials	The District will continue to contract with AERIES (our Student Data Management System), Renaissance Place-Accelerated Reader, iReady, ESGI and Read Live for district-wide use and supplemental Math and Reading instruction. The District will explore implementing additional Tier 2 and 3 Math and ELA curriculum. Currently we are using Sonday.	$33,600.00	Yes
5	Additional Professional Development for Staff	The District and Staff will identify, in collaboration, targeted Professional Development and collaboration for staff to continue to hone implementation, skills and understanding of designated and integrated English Language Development (ELD). For designated ELD, we will use the "Walk To Learn" model used for SIPPS/ literacy, but with a focus on targeted ELD standards at Indian Creek ES and a "flexible-cluster" model at Herbert C. Green MS. We will also offer professional development and resources to assist appropriate staff for annual ELPAC administration, scoring and interpreting results and ELA and Math instructional strategies.	$22,937.00	Yes
6	Supplemental Learning Opportunities	The Expanded Learning Opportunity grant provides one-time monies to be used to support expanded learning opportunities for students as a result of lost learning time during the global pandemic. The District	$42,344.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will utilize these funds along with LCFF funds to provide Virtual Tutoring opportunities for students before and/or after school hours to assist students and families with access to supplemental instruction and to address learning loss.		
7	Programs and services provided to unduplicated pupils	The District will maintain five (5) LCAP Aides to provide interventions with a primary focus for our unduplicated pupils.	$76,363.00	Yes
10				

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Student Engagement and Support - (Priorities 5,6,7,8) Students at MLUSD will be provided adequate social/emotional and extra-curricular support to increase and improve self-efficacy. They will feel supported, heard and cared for by all members of the MLUSD team and will have access to adequate resources, both on campus and in the community, to sustain mental, social and emotional well-being.

An explanation of why the LEA has developed this goal.

Mother Lode Union Elementary School District students are identified as needing and deserving increased Social and Emotional and extra-curricular Support. Students have suffered an increase in mental health concerns and behavior referrals with students, discipline challenges, suspensions, attendance issues, and diminished ability to participate in the normal school program during the school year. This past year of inconsistency with in-person learning, distance learning, hybrid learning and now re-entry has had a detrimental effect on student well-being and their ability to fully participate in the school programs. Chronic absenteeism has increased as a result of the global pandemic. During distance learning and hybrid models of learning, students struggled to participate consistently and parents and staff struggled to ensure accountability, attendance and engagement due to varying circumstances . MLUSD does anticipate absenteeism will improve through the end of this year and into the next since we have returned to in-person instruction.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	95.4% 2016 - 2017 95.3% 2017 - 2018 95.1% 2018 - 2019 94.1% 2019 - 2020 94.7% 2020 - 2021				Increase attendance percentage by 3.3%
Chronic Absenteeism	In 2019 - 2020, the Chronic Absenteeism Rate for MLUSD was 2.2%. In 2020 - 2021, the Chronic Absenteeism				Reduce chronic absenteeism by 16.6% from 20-21 school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Rate for MLUSD was 18.7% This increase in absenteeism rate is due to the global pandemic. Schools were in Distance Learning to begin the year. They went in and out of hybrid model more than once and then back in-person, full-time near the end of the year. Absenteeism was difficult to track during these different modes of instruction. Particularly in DL and Hybrid models, students did not always log onto Zoom when scheduled and it was difficult to determine if this was due to lack of participation or technology problems. We do not anticipate this same absenteeism rate next school year. We know it will reduce all students are back in person.				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
iReady Data - Participation Rates	March 2021: District Wide = 99% Indian Creek = 99.2% Herbert Green = 98.8% May 2021: District Wide = 92% Indian Creek = 94.5% Herbert Green = 89.5% Covid-19 presented several factors related to participation rates this year as not all students were in person and available for testing.				Increase iReady participation rates to 99% district wide.
Suspension and Expulsion data	18/19 Suspensions = 127 19/20 Suspensions = 81				Reduce suspensions using alternatives to suspension by 2% each year.
Middle School Dropout Rate	2020-2021 Dopouts = 0				Maintain zero dropouts.
Mental Health Referrals - Counseling Referral Forms	2020-2021 Referrals to Counselor (using the online forms /spreadsheets): 142 (this does not include email or verbal referrals where the form was not used)				Include student survey questions targeted to access to quality mental health support systems in year one and show 5% increase and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	*COVID limited this due to not having in-person learning the entire year. 2019-2020 Referrals to Counselor (using the online form): 169 (before 3/13/20 shutdown) (this does not include email or verbal referrals where the form was not used)				improvement each subsequent year.
Care Solace Referrals	35 warm hand off referrals since January 2021. No previous data since this is a new program this year.				In year one, include parent survey questions targeted to measure access to and satisfaction with Care Solace. Show 5% increase and improvement each subsequent year.
New Morning Referrals	New Morning Referrals for 2020-2021: 5 (COVID limited this due to not having in-person counseling at New Morning)				In year one, include student survey questions targeted to measure access to quality mental health support systems. Show 5% increase and improvement each subsequent year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARB Referrals	43 Initial SARB hearings 20-21 10 Follow up hearings 20-21 21 Initial SARB hearings 19-20				Reduce the number of students referred to SARB by 10%.
Access to Broad Course of Study	2020-2021 - 100% of students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs.				Maintain 100% access to a broad course of study.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Expanded Learning Opportunities (ELO) & Support	The Expanded Learning Opportunity grant provides one-time monies to be used to support expanded learning opportunities for students as a result of lost learning during the global pandemic. The district plans to use this one-time money to provide additional support staff for students in the regular classrooms as well as providing additional social/emotional support staff to address increased needs in this area. The District has added an additional counselor to provide support groups, individual counseling and parental support to students with need.	$54,527.00	No
2	Supplemental Social/Emotional Supports	District-wide common understanding and implementation of Multi-Tiered Systems of Support (MTSS) for behavior to benefit all students.	$424,207.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Principally directed at our ELL, Low-income, Foster Youth and SWD. Including: Positive Behavior Intervention and Supports (PBIS): Character Counts at ICES and anti-bullying, citizenship developing groups and activities/assemblies at both sites. Explore the following areas: alternatives to suspension, peer mediation, incentives for positive attendance, etc. The District will continue to support ALL staff understanding and implementation of Love & Logic. All new staff will attend the Love and Logic three (3) day training at EDCOE and the District will provide Love and Logic refreshers, as appropriate and necessary. Staff to support this are: School Counselors, School Counselor Intern(s), Assistant Principal, Campus Monitors.		
3	Professional Development for Staff	Our District-wide implementation of PBIS is principally directed to meet the needs of our students who are English Learners, Foster Youth and Low Income. The District and staff will seek and focus professional development opportunities that target interventions for the classroom, are staff-driven, high-interest and immediately implementable in the classroom. This also includes targeted supports and trainings for our transportation department, nutrition services, facilities and maintenance staff to specifically address the needs of our unduplicated population. The district adopted and is implementing a Social Emotional Learning Curriculum (Collaborative Classroom) District-wide and continues to develop our knowledge and actions using Trauma Informed Practices professional learning.	$20,074.00	Yes
4	Elective and Extra-Curricular Supports	The District will continue to expand and support a broad co-curricular program that engages and develops the whole child in mind, body and spirit and allows for our low income and foster youth to have access to all programs at no cost. Examples of opportunities include student athletics, intramurals, VAPA, academic study trips / outdoor education, and increased electives. This includes adding a .5 FTE VAPA teacher at Indian Creek, and reintroducing electives at Herbert Green that may include but not limited to Spanish, Band and/or Music, sports , Art,	$178,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Technology, Robotics, etc., (Including an athletic director at Herbert Green to support a variety of after-school athletics), and free transportation to and from events, as necessary. We will make every effort to align electives and other course content offerings with EDUHSD Career Technical Education pathways and provide career exploration opportunities to prepare students for high school and beyond.		
5	Social Emotional Learning	Continue our work in the area of Social Emotional Learning (SEL) including the implementation of K-8 SEL curriculum and Collaborative Communities in support of our PBIS/PSC focus. Staff meetings and collaboration times will be utilized to support uniform understanding and implementation of the K-8 SEL curriculum, as appropriate and necessary. Herbert Green is implementing a Connections class period to dedicate daily time to the implementation of SEL curriculum. The district will send a new cohort of site and department teams to Bridges Out of Poverty.	$5,000.00	Yes
6	Special Needs Student Populations Support	The District recognizes the need to develop and clearly establish Tier 1 and 2 Behavior Supports and Interventions and communicate these with all staff. This requires some staff development. Love and Logic professional learning will be provided to staff and foundational principles of the training will be systematically implemented at school sites based on areas of need.	$2,000.00	No
7	Care Solace Support	The District opted into a free county-wide mental health referral assistance program that provides a concierge-type service for families in the District to access mental health care regardless of socio-economic status. It is available to every member of the family and families are not required to have health insurance to access services. This service is offered from the El Dorado County Office of Education and will be on-going with no associated fees, thus removing the barrier of cost.	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Classroom intervention	LCAP Aides (4 aides @ .40 FTE)	$63,928.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	Parent Engagement and Support - (Priorities 3,5,6) Increase and improve parent communication and participation in the school programs that will lead to increased transparency, trust and interest in MLUSD.

An explanation of why the LEA has developed this goal.

MLUSD recognizes that parent involvement, participation and communication can improve. Staff recognizes the need to increase the amount of interactions with parents about their students as well as promoting a climate of transparency and information about the district and its programs as a whole. MLUSD offers a robust course of study as well as supplemental programs and activities that can be shared more effectively with the community. In addition, as the global pandemic restrictions begin to lighten, MLUSD can increase opportunities for parents and community members to participate in the school community through in-person and virtual volunteer opportunities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enrollment Numbers	Declining enrollment from 2019 at 1,030 students to 2021 at 934 students.				Improve enrollment by 5% per year.
Parent Survey Participation	415 parents completed the 2020 - 2021 Parent Survey out of 934 students (44%). Less than half of our parents completed the survey.				Increase the number of parents participating in the parent survey by 5% per year.
Parent/Stakeholder Engagement in decision making	Measure parent participation rate via sign-in sheets for: PTO/PTC. ELAC/DELAC, SSC, meetings, LCAP				Increase parent participation in site/district based teams by 10% per year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Development Team participation, Parent Support & Community Advisory Committee				
Promote parent participation for unduplicated pupils	180 Spanish Parent Surveys were sent home, 32 were returned (18%)				Increase parent participation rate in parent survey by 10% per year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Shared Professional Development	Continue to focus our parent partnership and support by creating a Love and Logic culture. We want to implement a common language shared by home and school by providing training scholarships for parents who wish to participate in classes offered in the District or county. These may include virtual offerings. Some examples are Love & Logic, English courses for Spanish speaking families and other opportunities as identified.	$500.00	Yes
2	Increased Communication & Technology Tools	The District will use technology to improve communication and engagement with our parents, e.g. safety tools, transportation software, Facebook & Twitter to promote events and the good things that are happening on our campuses. The District recently purchased and will implement in June 2021, the new ParentSquare communication system in an effort to use the most innovative product on the market to improve and increase communication with parents. ParentSquare allows parents to receive calls, emails and text messages from the school/district in English and Spanish. The District also offers Zoom opportunities for parents to attend meetings. The District will continue to provide hotspots for economically disadvantaged and homeless families as well as families in low cell coverage areas.	$25,700.00	No

Action #	Title	Description	Total Funds	Contributing
3	Support Staff for Parent Support	To improve parent communication, perception and support of a safe learning environment, the District will maintain a 1.0 FTE Assistant Principal shared between sites as well as one School Clerk II Bilingual at each site.	$135,494.00	Yes
4	Parent Volunteer Opportunities & Support	Continue to encourage and maintain parent volunteers, provide a "Parent Volunteer Orientation" which includes an overview of the MLUSD Volunteer Handbook, and honor volunteers and site PTO/PTC's annually with site specific volunteer appreciation celebrations as Public Health guidance and restrictions allow. In order to encourage parents to partner with us and maximize parent volunteerism, it is necessary to remove the barrier of the Department of Justice & FBI fingerprinting fees and continue to scholarship parents who wish to volunteer but would otherwise not due to the financial hardship. This also is critical to the implementation of the volunteer-based Art Docent Program at Indian Creek ES.	$2,200.00	Yes
5	Transportation Services	Student attendance is essential to student achievement; however, not all students may have affordable transportation. The District will continue to offer "Free" or "Reduced" transportation for eligible students identified as eligible through the NSLP. Parents can bring their certification letter to transportation to demonstrate eligibility. Implement a new student rider tracking system that includes parent notification of students as they enter and exit the bus and notification as the student's bus arrives at the bus stop.	$55,032.00	Yes
6	Panorama	The District will research the free service offered by El Dorado County Office of Education that provides a survey platform to identify a community pulse on how the District's community is doing related to Social/Emotional needs. This anonymous family information can be used to guide and provide resources to our community in a targeted fashion. Families with low income may not have resources for the	$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support they need. This service will allow the District to identify the need and potentially address needs by providing the resources.		
7	Care Solace	The District opted into a free county-wide mental health referral assistance program that provides a concierge-type service for families in the District to access mental health care, regardless of socio-economic status. It is available to every member of the family and families are not required to have health insurance to access services. This service was offered from the El Dorado County Office of Education and will be ongoing with no associated fees.		Yes
8	Safety Practices	Maintain/purchase, as needed, surveillance cameras and other safety technology to increase and improve safety on campuses.	$2,500.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	Staff Engagement and Support (Priorities 1,6,8) MLUSD will improve staff development and provide opportunities that are targeted for staff needs, are actionable, can be implemented immediately in classrooms, are high interest and staff driven. The professional development will promote student achievement as well as staff wellbeing.

An explanation of why the LEA has developed this goal.

MLUSD staff have expressed interest in increased participation in the decisions related to staff development so that they are more effective in making impacts for students. In addition, there needs to be an increased focus on the social and emotional wellbeing of staff and provide opportunities for professional development towards that end. Staff survey results also highlighted a desire for increased communication and collaboration with the District in developing meaningful opportunities for input and transparency.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teacher Directed Professional Development	Implementation of 1,2,3 Wellness, Verbal De-escalation. This is a new baseline with no previous data.				Improve District Satisfaction positivity rate on staff survey by 5% each year.
Increased support in the classrooms	Addition of LCAP aides and other support staff to assist teachers with classroom management. This is a new baseline with no previous data.				Maintain these LCAP Aide positions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff Surveys at the completion of Professional Development indicating effective use for classroom and improved staff wellbeing.	This is a new metric with no previous data for a baseline.				Show increased staff positivity rate on staff survey by 5% each year.
Staff Surveys measuring culture, collegiality and communication.	This is a new metric with no previous data for a baseline.				Show increased staff positivity rate on staff survey by 5% each year.
Discipline referrals related to social/emotional wellbeing.	This is a new metric with no previous data for a baseline.				Show increased staff positivity rate on staff survey by 5% each year.
Number of staff-selected professional development opportunities.	This is a new metric with no previous data for a baseline.				Show increased staff positivity rate on staff survey by 5% each year.
Classified specific professional development opportunities.	This is a new metric with no previous data for a baseline.				Show increased staff positivity rate on staff survey by 5% each year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Labor Management Initiative	A Labor Management Initiative was launched in February of 2020 in an effort to improve relations between the District and union groups which seeks to engage as collaborative partners to implement solutions. The District will seek out opportunities for continued growth	$5,492.00	No

Action #	Title	Description	Total Funds	Contributing
		in this area through trainings, workshops and/or conference opportunities to continue to strengthen these relationships.		
2	Professional Development	The District will focus its efforts on seeking out and providing Professional Development opportunities that are engaging, high-interest and immediately useable in the classrooms. The District will also encourage input and collaboration with staff and teachers to determine needs and seek out appropriate PD opportunities to address the needs. The District will solicit feedback from all staff to determine high-interest PD opportunities that staff are interested in and will benefit them most and will create a Professional Development Plan to include staff feedback and schedule relevant PD.	$10,000.00	No
3	Care Solace	The District opted into a free county-wide mental health referral assistance program that provides a concierge-type service for staff in the District to access mental health as a benefit to employment. It is available to every member of the family and families are not required to have health insurance to access services. This service was offered from the El Dorado County Office of Education and will be on-going with no associated fees thus removing financial barriers.	$0.00	Yes
4	District Leadership Team	The District developed a District Leadership Team that includes union representatives from both bargaining units, administration, board members, and parents in an effort to improve relations, transparency, collaboration and communication within the District. The team is developing strategies and processes that address student needs. These strategies are the input that drives our goals and actions in the LCAP.		No
6				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
11.76%	978,896

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.

The District is highly focused on developing understanding and implementation of Multi-Tiered Systems of Support (MTSS). Instructional leaders will receive MTSS and Universal Design for Learning (UDL) training and their staff will be trained via the use of Structured Collaboration Time. The District will provide this professional development as new staff are hired or staff change grade level. (i.e., SIPPS, Project GLAD, Renaissance Place-AR, Read Live, etc.). These PD opportunities are principally directed at improving services for our English Learners, Low-Income, Foster Youth. As a result of examining assessment results, it was determined these students need increased strategies and instructional materials to increase academic performance. These professional development opportunities will provide staff with necessary strategies and materials to help identify and address gaps in learning for these students.

The District will continue our investment in instructional technology so that all students have access to instructional hardware and software. We currently provide a device for each student. We plan to replace one-quarter to one-third of our student Chromebooks annually. We also plan to invest in classroom instructional technology for teachers, as necessary. The District will also begin researching and investing in upgrading the technology to ensure 21st century classrooms. The District recognizes the need to provide equitable technology access for low income and foster youth as a result of increased need due to the global pandemic. The inequities became even more apparent during times of distance learning and hybrid models of learning where our most vulnerable populations struggled the most to have access to and adapt to different learning modalities. These increased investments in technology specifically for unduplicated pupils will ensure that these populations do not have barriers to learning due to lack of access to technology and training.

The Expanded Learning Opportunity grant provides one-time monies to be used to support expanded learning opportunities for students as a result of lost learning time during the global pandemic. The District may utilize these funds to provide no cost Virtual Tutoring opportunities in English and Spanish for students after school hours to assist students with access to supplemental instruction and to address learning loss.

The District will continue to contract with AERIES (our Student Data Management System), Renaissance Place-Accelerated Reader, iReady and Read Live for district-wide use and supplemental Math and Reading instruction. The District will explore implementation of Tier 2 and 3 Math and ELA curriculum after recognizing the gaps in assessment data for foster youth, English Learners and low-income students as compared to all students. These strategies and curriculum will identify and address gaps in learning for these students and provide opportunities to fill these gaps with supplemental learning and one on one tutoring opportunities.

The District will maintain 5 LCAP Aides to provide interventions with a primary focus for our unduplicated pupils.

The MTSS support model will address issues of inequity related to discipline, behavior referral and mental health referral data that shows our unduplicated population tends to have a higher percentage of incidents in these areas as compared to other students. Additional staff development will provide support in these areas will reduce incidents and referrals due to a greater staff understanding of effective strategies to support the challenges these students face.-wide common understanding and implementation of Multi-Tiered Systems of Support (MTSS) for behavior to benefit all students. Principally directed at our EL, Low-income, Foster Youth and SWD. Including: Positive Behavior Intervention and Supports (PBIS): Character Counts at ICES and anti-bullying, citizenship development groups and activities/assemblies at both sites; Explore the following areas: alternatives to suspension, peer mediation, incentives for positive attendance, etc.

The District will continue to support all staff understanding and implementation of Love & Logic. All new staff will attend the Love and Logic 3 day training at EDCOE and the District will provide Love and Logic refreshers, as appropriate and necessary.
Staff to support this are: School Counselors, School Counselor Intern(s), Assistant Principal, and Campus Monitors.

The District and staff will seek and focus professional development opportunities that target interventions for the classroom, are staff-driven, high-interest and immediately implementable in the classroom to target the needs of unduplicated student populations. Our District-wide implementation of PBIS is principally directed to meet the needs of our students who are English Learners, Foster Youth and Low Income. This also includes targeted supports and trainings for our transportation department, nutrition services and facilities and maintenance staff to specifically address the needs of our unduplicated population. The district adopted, and is implementing, a Social Emotional Learning Curriculum district-wide and continues to develop our knowledge and actions using Trauma Informed Practices training. These strategies are directed at closing the achievement gap. Providing high-interest and varied professional development opportunities will improve strategies employed by all staff in the classroom, in the play-yard/blacktop, on the bus and in all situations to enable effective response to students who are struggling with behavior issues.

The District will focus its efforts on seeking out and providing Professional Development opportunities that are engaging, high-interest and immediately useable in the classrooms and that target the needs of students who are English Learners, Foster Youth, and Low Income. The District will also encourage input and collaboration with staff and teachers to determine needs and seek out appropriate PD opportunities to address the needs identified as the result of examining assessment data. The District will solicit feedback from all staff to determine high-interest PD opportunities that staff are interested in and feel will benefit them most and will create a Professional Development Plan to include staff feedback and schedule relevant PD.

The District will continue to expand and support a broad co-curricular program that engages and develops the whole child in mind, body and spirit and allows for our low income and foster youth to have access to all programs at no cost. Examples of opportunities: include student athletics, intramurals, VAPA, academic study trips / outdoor education, and increased electives. This includes adding a .5 FTE VAPA teacher at Indian Creek, reintroducing electives at Herbert Green that may include Spanish, band and/or music, sports , art, technology, etc., (Including an Athletic Director at Herbert Green to support a variety of after-school athletics), and free transportation to and from events

as necessary. We will make every effort to align elective and other course content offerings with EDUHSD Career Technical Education Pathways. Provide career exploration opportunities to prepare students for high school and beyond. Use Career Technical Education Innovation Grant (CTEIG) funds to design and align 7th/8th grade elective(s) with a CTE pathway offered in EDUHSD. These increased and improved opportunities for our foster youth, English learners, and low-income students will assist in closing the gap in learning, as well as social/emotional opportunities that are typically difficult for them to access. It will also increase and improve their options related to CTE and determining interest for their future.

Continue our work in the area of Social Emotional Learning (SEL) including the implementation of K-8 SEL curriculum and Collaborative Communities in support of our PBIS/PSC focus. Staff meeting and collaboration time will be utilized to support the uniform understanding and implementation of the K-8 SEL curriculum, as appropriate and necessary. Herbert Green is implementing a Connections class period to dedicate daily time to the implementation of SEL curriculum. Send a new cohort of site and department teams to Bridges Out of Poverty. These strategies will increase and improve services we provide to our unduplicated student population and provide much needed curriculum as evidenced by data that suggests this population struggles in these areas inequitably compared to other students.

The District recognizes the need to develop and clearly establish Tier 1 and 2 Behavior Supports and Interventions to address the disproportionality of behavior incidents with our unduplicated population and communicate these with all staff. This requires some staff development. Love and Logic professional learning will be provided to staff and foundational principles of the training will be systematically implemented at school sites based on areas of need. Additional staff supports will be provided as part of the Expanded Learning Opportunities Grant.

The District opted into a free County-wide mental health referral assistance program (Care Solace) that provides a concierge-type service for families in the District to access mental health care regardless of socio-economic status. It is available to every member of the family and families are not required to have health insurance to access services. This service is offered from the El Dorado County Office of Education and will be on-going with no associated fees. This service was added specifically to lessen the gap of access for our foster youth, English learners, and low-income students. Access to these services will provide resources for families that will eliminate issues of finance and insurance. All families will have equitable access to mental health services, thereby eliminating these barriers for families.

Continue to focus our parent partnership and support by creating a Love and Logic culture and common language shared by home and school by providing training scholarships for parents who wish to participate in classes offered in District or county which may include virtual offerings. These scholarships will remove the financial barrier as well as the negative stigma attached to not having access to these opportunities. The district will continue to encourage and maintain parent volunteers, provide a "Parent Volunteer Orientation" which includes an overview of the MLUSD Volunteer Handbook, and honor volunteers and site PTO/PTC's annually with site-specific volunteer appreciation celebrations as Public Health guidance and restrictions allow. In order to encourage parents to partner with us and maximize parent volunteerism, it is necessary to remove the barrier of the Department of Justice & FBI fingerprinting fees and continue to scholarship parents who wish to volunteer but would otherwise not due to the financial hardship. This also is critical to the implementation of the volunteer-based Art Docent Program at Indian Creek ES. This will remove any barriers for families to access all resources the school has to offer and will improve District and parent relationships and communication. This will increase parent participation and improve overall student wellbeing as schools and families begin to create more of a partnership between the home and school. Research supports building strong home school connections.

The District will use technologies to improve communication and engagement with our parents, e.g. safety tools, transportation software, Facebook & Twitter to promote events and the good things that are happening on our campuses. The District recently purchased and will implement in June 2021, the new Parent Square communication system in an effort to use the most innovative product on the market to

improve and increase communication with parents. Parent Square allows parents to receive calls, emails and text messages from the school/district in English and Spanish. The District also offers Zoom opportunities for parents to attend meetings. The District will continue to provide hotspots for economically disadvantaged and homeless families as well as families in low cell coverage areas. These increased and improved services related to effective communication were chosen because of their ability to better reach our foster youth, English learners, and low-income students and parents. These services will improve families abilities to have access to everything the school has to offer as compared to other students.

To improve parent communication, perception and support of a safe learning environment, the District will maintain a 1.0 FTE Assistant Principal shared between sites as well as one School Clerk II Bilingual at each site. These positions were adopted specifically to increase and improve services for our foster youth, English learners, and low-income students that typically struggle to access the same amount of support as compared to other families and students. This additional support will provide more equitable access to all student and will reduce the communication and learning gaps.

Student attendance is essential to student achievement, however, not all students may have affordable transportation. The District will continue to offer "Free" or "Reduced" transportation for eligible students identified as eligible through the NSLP. Parents can bring their certification letter to transportation to demonstrate eligibility. The district has implemented new student rider tracking system that includes parent notification of students as they enter and exit the bus and notification as the student's bus arrives at the bus stop.

The District will research the free service offered by El Dorado County Office of Education, Panorama, that provides a survey platform to identify a community pulse on how the District's community is doing related to Social/Emotional needs. This anonymous family information can be used to guide and provide resources to our community in a targeted fashion. Families with low income may not have resources for the support they need. This service will allow the District to identify the need, and potentially address needs, by providing the resources.

The District and Staff will identify targeted Professional Development and collaboration for staff to continue to hone implementation, skills and understanding of designated and integrated English Language Development (ELD). For designated ELD, we may use the "Walk To Learn" model used for SIPPS/ literacy, but with a focus on targeted ELD standards at Indian Creek ES and a "flexible-cluster" model at Herbert C. Green MS. We will also offer professional development and resources to assist appropriate staff for annual ELPAC administration, scoring and interpreting results and ELA and Math instructional strategies. Our English Learner population will benefit from an increased and improved English Learner curriculum as well as train staff on strategies to use with this population of students.

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

For English Learners, students with disabilities, Section 504, and other at-risk groups, the following is planned:
1) Our tiered-response for active and regular student engagement and academic progress involved Designated ELD teachers, bilingual School Clerks, school counselor, site and district administration; all have a clearly defined role to closely monitor student attendance, engagement, and academic work completion, along with home visits and wellness checks, as appropriate and necessary.
2) Designated ELD teachers at both school sites provide designated ELD instruction to small targeted groups of students and direct the designated ELD instruction and support provided to EL students by LCAP Instructional Aides.
3) Teachers with support from Designated ELD teachers and LCAP Instructional Aides will administer iReady diagnostics for reading and mathematics virtually; plans are in place for students who need to assess in person

4) Teachers, Designated ELD teachers, and site and district administration will analyze iReady diagnostics for reading and mathematics and assign appropriate iReady lessons to students based on their individualized performance on both diagnostics.
5) SPED and LCAP Instructional Aides to support students engagement and achievement with the iReady program.
6) LCAP and SPED Instructional support staff will provide one-on-one or small group reading instruction (ReadLive, Sonday, i-Ready).
7) Designated ELD Teachers will serve as the linguistic bridge for Spanish Speaking parents supporting their students at home receiving instruction in English from the child's teacher. (This was based on feedback from our teachers who completed the 2019-20 Distance Learning Survey at the end of the last school year).

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,067,617.00	$530,850.00	$12,492.00	$75,727.00	$1,686,686.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$1,407,504.00	$279,182.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	MTSS - UDL Training for Teachers	$11,885.00				$11,885.00
1	2	All	Expanded Learning Opportunities (ELO) & Support		$456,922.00			$456,922.00
1	3	English Learners Foster Youth Low Income	Technology	$57,000.00				$57,000.00
1	4	English Learners Foster Youth Low Income	Instructional Support Software & Materials	$33,600.00				$33,600.00
1	5	English Learners Foster Youth Low Income	Additional Professional Development for Staff	$22,937.00				$22,937.00
1	6	English Learners Foster Youth Low Income	Supplemental Learning Opportunities	$42,344.00				$42,344.00
1	7	English Learners Foster Youth Low Income	Programs and services provided to unduplicated pupils	$76,363.00				$76,363.00
2	1	All	Expanded Learning Opportunities (ELO) & Support				$54,527.00	$54,527.00
2	2	English Learners Foster Youth Low Income	Supplemental Social/Emotional Supports	$424,207.00				$424,207.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	3	English Learners Foster Youth Low Income	Professional Development for Staff	$20,074.00				$20,074.00
2	4	Foster Youth Low Income	Elective and Extra-Curricular Supports	$178,981.00				$178,981.00
2	5	English Learners Foster Youth Low Income	Social Emotional Learning	$5,000.00				$5,000.00
2	6	Students with Disabilities	Special Needs Student Populations Support	$2,000.00				$2,000.00
2	7	English Learners Foster Youth Low Income	Care Solace Support					$0.00
2	8	All	Classroom intervention		$63,928.00			$63,928.00
3	1	English Learners Foster Youth Low Income	Shared Professional Development	$500.00				$500.00
3	2	All	Increased Communication & Technology Tools			$4,500.00	$21,200.00	$25,700.00
3	3	English Learners Foster Youth Low Income	Support Staff for Parent Support	$135,494.00				$135,494.00
3	4	English Learners Foster Youth Low Income	Parent Volunteer Opportunities & Support	$2,200.00				$2,200.00
3	5	Foster Youth Low Income	Transportation Services	$55,032.00				$55,032.00
3	6	Low Income	Panorama					$0.00
3	7	English Learners Foster Youth Low Income	Care Solace					
3	8	All	Safety Practices			$2,500.00		$2,500.00
4	1	All	Labor Management Initiative			$5,492.00		$5,492.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	2	All	Professional Development		$10,000.00			$10,000.00
4	3	English Learners Foster Youth Low Income	Care Solace					$0.00
4	4	All	District Leadership Team					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,065,617.00	$1,065,617.00
LEA-wide Total:	$1,065,617.00	$1,065,617.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	MTSS - UDL Training for Teachers	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,885.00	$11,885.00
1	3	Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	$57,000.00
1	4	Instructional Support Software & Materials	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,600.00	$33,600.00
1	5	Additional Professional Development for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,937.00	$22,937.00
1	6	Supplemental Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$42,344.00	$42,344.00
1	7	Programs and services provided to unduplicated pupils	LEA-wide	English Learners Foster Youth Low Income	All Schools	$76,363.00	$76,363.00
2	2	Supplemental Social/Emotional Supports	LEA-wide	English Learners Foster Youth Low Income	All Schools	$424,207.00	$424,207.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	3	Professional Development for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,074.00	$20,074.00
2	4	Elective and Extra-Curricular Supports	LEA-wide	Foster Youth Low Income	All Schools	$178,981.00	$178,981.00
2	5	Social Emotional Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	$5,000.00
2	7	Care Solace Support	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00
3	1	Shared Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	$500.00
3	3	Support Staff for Parent Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$135,494.00	$135,494.00
3	4	Parent Volunteer Opportunities & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,200.00	$2,200.00
3	5	Transportation Services	LEA-wide	Foster Youth Low Income	All Schools	$55,032.00	$55,032.00
3	6	Panorama	LEA-wide	Low Income	All Schools		$0.00
3	7	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools		
4	3	Care Solace	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* 52064(b)(4-6)).

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.

- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.

- **Increased / Improved**: Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- If "Yes" is entered into the Contributing column, then complete the following columns:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.