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

Budget Overview for the 2022-23 School Year

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

The text description for the above chart is as follows: The total revenue projected for Montgomery School District is $840,757, of which $633,226 is Local Control Funding Formula (LCFF), $26,233 is other state funds, $75,328
is local funds, and $105,970 is federal funds. Of the $633,226 in LCFF Funds, $17,252 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).
The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

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

The text description of the above chart is as follows: Montgomery School District plans to spend $820,804 for the 2022-23 school year. Of that amount, $427,619 is tied to actions/services in the LCAP and $393,186 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base educational program instructional materials and general operational services such as utilities, insurance, business staff, adminstration, STRS on-behalf and custodial staff.

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

In 2022-23, Montgomery School District is projecting it will receive $17,252 based on the enrollment of foster youth, English learner, and low-income students. Montgomery School District must describe how it intends to increase or improve services for high needs students in the LCAP. Montgomery School District plans to spend $100,078 towards meeting this requirement, as described in the LCAP.
LCFF Budget Overview for Parents

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

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

The text description of the above chart is as follows: In 2021-22, Montgomery School District's LCAP budgeted $71,464 for planned actions to increase or improve services for high needs students. Montgomery School District actually spent $97,895 for actions to increase or improve services for high needs students in 2021-22.
Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Montgomery School District</td>
<td>Dr. Laurie Mason, Superintendent–Principalipal</td>
<td><a href="mailto:lmason@mescaz.org">lmason@mescaz.org</a> 707.632.6521</td>
</tr>
</tbody>
</table>

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

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

Montgomery School District has petitioned input from our educational partners in a number of ways. Since the start of this school year, we have held discussions during Board meetings and taken public input; surveying students; meeting with Parent group/Montgomery Boosters Club; providing school updates to families and inviting their ideas; and teacher/staff meetings. Future engagement of our education partners will take place through community group meetings, student/staff/family surveys, staff meetings, and board meetings in order to gather more feedback about funds provided through the Budget Act of 2021 that were not included in the 2021-2022 LCAP, especially in regards to the Universal PK Planning Implementation Grant Program.

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

While MES has 53% of low socio-economic students, we use our funding to provide all students additional tutoring, intervention support, summer camp and after-school help. Also, our move to inquiry-based education integrated with STEAM provides students a more hands-on and project based learning that engages and supports English language arts and math.
A description of how the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MES sought feedback on how to use one-time federal funds to support student recovery through input and discussions at School Board meetings, parent input and staff meetings. The discussions were in regards to air purifiers, PPE, and electro-static sprayer. We also provided teachers training in using inquiry-based instruction for mathematics and the purchase of online program and support from Acellus Learning.

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

Did not qualify for funding

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

Montgomery School District is using resources that were received for the 2021-22 school year to maintain a safe and inclusive learning environment for all students and staff. The use of resources is aligned with our goals listed in our LCAP; such as, rigorous and supportive learning environment with a focus on inquiry-based learning and hands-on activities. We are still working on trying to reduce chronic absenteeism, but COVID-19 variant waves have increased student absences. Parents are supporting keeping school open by being careful not to send a child to school who has symptoms.

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

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.
Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”
In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
November 2021
Local Control Accountability Plan

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

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Montgomery School District</td>
<td>Dr. Laurie Mason</td>
<td><a href="mailto:lmason@mescaz.org">lmason@mescaz.org</a></td>
</tr>
<tr>
<td></td>
<td>Superintendent~Principal</td>
<td>(707) 632-5221</td>
</tr>
</tbody>
</table>

Plan Summary [2022-23]

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

Tucked away in the hills of western Sonoma County among towering redwoods and crystal clear streams is where you will find Montgomery School. Montgomery Elementary School District is a single-site school district located in the town of Cazadero. Cazadero is a tight knit community with families reaching back generations. Our historical legacy (Montgomery is named after the original landowner who donated the site) goes back generations and today’s students trace their family lineage through stories told of the original one room schoolhouse which first opened in 1904. Montgomery Elementary School, MES, is a small rural TK- 8 school with an enrollment around 19 students with 3 classroom teachers, an instructional assistant, a 20% Education Specialist and a part-time Superintendent~Principal.

Over the past few years, the community has dealt with wildfires, floods and more recently the COVID-19 pandemic with more wildfires. Montgomery has seen a decline in enrollment from 33 in 2017-18 to 22 in 2020-21 and 19 in 2021-22. While MES is a basic aid district, we do receive a small ADA payment. The 2021-2022 school year will still be paid based on the hold-harmless ADA calculated based on our February 2019 enrollment.

Current enrollment demographics are 51.4% Socioeconomically Disadvantaged, 5.0% Students with special needs and 0.0% for English Language learners, homeless or foster children. The Race/Ethnic breakdown is 90% white 5% Asian America, 5% Indigenous and 5% Hispanic. Our beautiful, rural location provides a peaceful place for students to excel in the many programs and opportunities we offer. Curriculum is focused on Common Core State Standards at every grade level in all academic areas. Our family-like environment encourages strong community participation and support for all 19 students as well as staff members. All classrooms have Pads or laptops for student use in class or home in case the school needs to quarantine and provide learning via distance learning.

MES is committed to providing a comprehensive educational program that meets the needs of all students through diverse instructional practices through:
- A rigorous standards-based curriculum which is articulated through the grade levels and measured by formative assessments
• Services to students that promote character development, citizenship, leadership, healthy lifestyles and positive personal relationships
• A partnership with parents and the community
• A highly trained, collaborative and committed staff.
• Effective leadership, demonstrated by the Board of trustees and administrative team, empowers our dedicated staff.

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

Dashboard Narrative Summary

MES does not have a large enough sample to reflect in all areas on the CDE dashboard. The one area we do have a large enough sample is our white students. In 2019, according to the CAASPP results, these students gained 7.8 points in ELA to be 2.9 points above standard in ELA. In 2020-21, we opted for approved district assessments and used Renaissance Star Math and Star Reading assessments, teacher observation and grades to assess students' needs. Fifty-four percent of our 3rd through 8th grade scored at or above in reading. In 2021-22, our local assessments showed that the majority of our students were between six months to a year behind in reading and math. Our small student population of 19 TK-8 students is served well by our three teachers, an instructional assistant, a 20% Educational Specialist/Intervention teacher, district/school office administrator and part-time Superintendent/Principal. MES supports its students to be successful academically and social-emotionally, as we believe and practice a whole-child approach to our teaching and learning. This is reflected in maintaining a zero suspension and expulsion rate since 2015. We work closely with parents and students to support and help our students to grow academically and personally.

In 2021-22, CCSS ELA, Science and History materials are fully implemented. In 2021-22, we realized that the science textbook we adopted for the 6-8 grades is not as robust as we initially thought especially for a multigrade classroom. We will determine how we can supplement the middle school science curriculum materials to better meet the needs of our students.

We resumed full day instruction safely and effectively, five days a week on-campus/in-person instruction on March 31, 2021. We have now been back on campus for over a year. While individual students and families had to quarantine/isolate due to COVID-19, Montgomery Elementary was able to remain open throughout 2021-22. Our students have thrived being in a classroom. Many of our students especially our TK-2 class have performed better with in-person learning than distance learning.

The 2020-21 math and inquiry-based training provided our teachers additional skills that help raise our math test scores. With a few exceptions, the Renaissance Star Math and Star Reading assessments indicates that our students math and reading skills have grown but
many students are not yet at grade level. We are providing summer support for families so they can keep their student moving forward in their math and reading skills.

The MES community felt it was important to have counseling support and a SEL program to support our students and families. The SEL Toolbox Project was used previously for many years at MES but had faded in recent years. In 2021-22, MES recommitted to ToolBox instruction and implementation and had a Project SERV counselor visit the school to provide additional SEL support and individual and family counseling. The Toolbox Project and a visiting counselor supported our students' emotional learning and we are continuing with this important student support in 2022-23.

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

We struggle with chronic absenteeism. In 2021-22, COVID-19 quarantine/isolation protocols, impacted students' attendance. While the Montgomery School District is in a secluded area, it is not isolated as parents' jobs and family activities take place in more populated areas of the county and state. Following state and county COVID-19 protocols, 42% of Montgomery's students had to isolate for at least ten days. Some of those students needed to isolate more than once as they had been in close contact with a family member with COVID-19. While our absences were much higher than previously, parents were vigilant in keeping students with COVID-19 symptoms home which in turn helped keep Montgomery Elementary students and staff healthy and preventing the need to close the school.

Due to COVID-19 protocols, parents have not been able to participate in school activities or volunteer on campus this school year. We will continue with parent education as well as investigating incentive programs to encourage students and parents to get to school everyday and on time.

We provided additional student support in our after-school program. Although several students were assessed below grade level in reading and math, they have made great strides to reduced their learning gap in these areas. Our after-school support will continue into 2022-23. We are developing a before school program for 2022-23. In addition, we are working as educational partners with Guerneville School District, Monte Rio School district and Fort Ross School District to provide intersession opportunities for our students and their summer Camp University program.
LCAP Highlights
A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP currently contains 2 Goals:

Goal 1: Increase student achievement through quality curriculum and instruction with parent involvement and a broad course of study for all learners.

Students will achieve academic success through the implementation of California Common Core standards (CCSS) aligned District curriculum for a broad course of study, engaging instruction supported by sustained professional development and utilization of benchmark/formative assessments with technology integration for all students. Highly Qualified Teachers provide a rigorous, high quality, and engaging educational program to support each student and every significant subgroup in mastering the CCSS and preparing them with 21st Century Learning skills. It will also include a focus on interventions such as Multi-Tiered Systems of Support (MTSS) and Responses to Intervention (RtI). All students including special populations such as low socio-economic, foster students, students with special needs and English Learners will improve in academics, attendance, and socio-emotional health. We offer intervention/after-school academic and attendance supports, as well as weekly counseling services.

Teachers will participate in professional development about inquiry-based instruction and integration of STEAM activities into the classroom and our Imagination Station curriculum.

Goal 2: Improved school Climate through high engagement and quality facilities.

Student engagement and climate will improve by:
- Creating meaningful parent/family involvement
- Encouraging innovation in the classroom
- Celebrating personal achievement and good behavior
- Establishing school norms that build values
- Modeling behaviors we want to see in school
- Ongoing professional development for teachers and instructional assistants
- Creating ritual and traditions
- Maintaining the physical environment and facility

Parents will be involved and understand their child’s education through improved communications through parent-teacher meetings and conferences, notices sent home via students, postal service, electronic means and telephone calls. Parent involvement as classroom volunteers, chaperones, guest teachers, and with the MES Boosters will increase in 2022-23.

We are excited about 2022-2023 as we continue to strengthen the programs and supports we started in 2021-22 for all of our students
including unduplicated students and students with special needs. We continue to provide expanded learning opportunities through the creation of our MES August Summer program where students will have the opportunity to experience a variety of hands-on activities that will integrate ELA, math and science CCSS. Our Imagination Station continues to provide the opportunity for students to learn about digital storytelling, movie making and low/high tech maker activities integrated into the curriculum. Team building and problem-solving activities encourage healthy relationships and curiosity. We continue to offer a variety of physical activities and enrichment activities.

We continue with our local assessments in reading and math on a quarterly basis to inform instruction and to attend to those students who may be struggling. A referral process identifies students who need additional time and support to be successful. Through a Multi-Tiered Systems of Support, MTSS, and Response to Intervention (RtI) students will work with our Intervention/Educational Specialist during the school day and/or participate in the after-school tutoring program.

MES students and families have experienced trauma associated with dealing with multiple wildfires, floods, PG&E Public Safety Power Shutoffs (PSPS) and most recently the COVID-19 pandemic. We are working with Project SERV that provides help for students to recover from these traumatic events in which our students’ learning environment has been disrupted.

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.

Montgomery Elementary School

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

We are a small single-site school district with 51% socioeconomic disadvantaged students and 5% students with special needs. Our classroom teachers, part-time Educational Specialist/Intervention teacher, office management and administrator evaluated our 2021-22 in-person regular instruction through a school-wide needs assessment. MES determined that the root causes of our chronic absenteeism were mental health/behavioral issues, parent-child power dynamics, lack of adequate health care, parents’ work schedules/child care, and higher priority on family events over attending school. In addition, COVID-19 quarantine/isolation protocols increased student absences. MES uses the Student Attendance Review Board process to determine the barriers individual students and respective family encounter getting the student to school, while emphasizing the importance of school. MES will involve the Sheriff’s Department when concerned about a student’s safety; provide outreach to parents about the importance of attending school; help families make connections to local and county family support organizations; contract for student counseling through a local health organization, create more activities and school events such as assemblies, art and music programs, and field trips to provide indirect academic opportunities to capture students’ interest and increase their attendance.
Prior to the start of the 2021-2022 school year, MES staff and teachers met to review the effectiveness of the on-going programs and activities from 2020-2021 to determine how to implement a plan for 2021-2022 as we returned to in-person learning. In 2021-22, MES continued to address reducing chronic absenteeism though the previous stated actions as well as; align current common-core textbooks and materials across all grade levels; offered counseling services for students who are experience difficulty dealing with the impact of wildfires, COVID-19 pandemic isolation and personal issues; and after-school tutoring and support; created a school-wide STEAM (Science, Technology, Engineering, Arts and Mathematics) program to support math and science curriculum and increase student interest in these areas; improved our gardening program with purchase of greenhouse and part-time instructor, updated playground areas; provided a wide variety of physical activities; offered enrichment classes and activities; explored the world outside of Cazadero and Sonoma County through guest speakers, and assemblies; provided opportunities for student leadership and community service; integrated college and career activities into the curriculum. Due to the impact of COVID-19, many planned activities did not happen in 2021-22. However, in 2022-23, we hope that COVID-19 will become more manageable where we can once again expand students' horizons through field trips, guest speakers, assemblies, and family nights.

Teachers received training on inquiry-based instruction and identified additional resources or approaches needed to support an engaging and high-quality learning environment for MES students. We have a part-time District Curriculum and Instruction Coordinator position to support teachers, identify new textbooks for adoption, and student assessments for teachers to review and use. In 2021-22 we continued with professional learning during the school year to create an inquiry-based and aligned TK-8 curriculum. In 2022-23, we have joined with a neighboring tiny rural school district to learn and practice inquiry-based instruction together.

**Monitoring and Evaluating Effectiveness**

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

The implementation and effectiveness of our 2022-23 plan will be monitored by teachers, staff, and administration with updates presented to our School Board and other stakeholders. Data will be collected through student assessments, parent surveys, teacher observations, parent advisory committee input, daily attendance and student behaviors. Monthly, staff will report out at staff meetings about the data they have collected, share successes and suggestions for any implementation improvements. In the spring, teachers, staff, administrator, and parent advisory group will review our plan using collected data to determine the effectiveness of the plan. We will continue our focus on chronic absenteeism by developing student and family support and education.
### Engaging Educational Partners

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

Parent surveys, 3-8 student surveys, discussions with parents, weekly staff meeting agenda items and discussions, and Board of Trustees' meetings were used to gather information from each group. Individual conversations with parents provided feedback as well. Parents were notified that the 2022-23 LCAP draft was posted to our website and presented to the Board of Trustees' and Public Hearing on May 19, 2022 meeting for input and feedback.

A summary of the feedback provided by specific educational partners.

While 2021-22 has been a problematic year with COVID-19 restrictions and protocols. the bright spot is having all our students on campus and providing in-person learning. Parents are happy to have students back on campus. They want to be sure that their students are learning and well prepared for high school. Parents and families are pleased with the current teaching staff and appreciate their commitment, their ability to engage students and above all, to provide them a safe and accepting place for their children to learn. Due to COVID-19 protocols, we were unable to have parent volunteers on campus. In a limited fashion, we have brought back several traditional events this year. Students stated the desire to bring back school assemblies, events with neighboring schools, student leadership opportunities, field trips and overnight field trips, science fair, cooking class, field day, spirit days, and Christmas play. Parents appreciate the individualized help students receive during the school day and tutoring/homework help after school.

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

School activities which parents, students, teachers and staff desire is aligned with LCAP goals. The after-school tutoring/homework help is aligned with LCAP goals to support all students especially our unduplicated students. Parents, students, teachers and staff also desire a more in-depth, hands-on approach to learning that will serve students now and in the future. The inquiry-based learning approach and the MES Imagination Station (maker lab) were determined to address this goal.
Goals and Actions

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>To provide every student with an engaging, rigorous and supportive learning environment utilizing a variety of Common Core State Standards aligned instructional strategies including inquiry-based and hands-on activities developed to achieve increasing level of mastery that prepares students for future success. Continue to provide strong, inclusive instructional leadership that uses data in decision-making.</td>
</tr>
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</table>

An explanation of why the LEA has developed this goal.

This goal was created based on the Fall 2019 Dashboard and May 2022 local assessment data as well as educational partners input. A broad goal was selected to support the overall achievement of all students who can improve in all areas, with specific actions to support underperforming students. In order to support all students, teachers will benefit from continued professional development in mathematical and reading instruction, student engagement using inquiry-based strategies and using data to inform lesson planning.

Teachers use current common core standards aligned textbooks and materials. All teachers are highly qualified. We have two experienced teachers who have worked with multigrade classes. We have a second year teacher who worked many years as a classroom instructional assistant, has a masters in reading instruction and who has completed a two-year Teacher Induction Program. Our multigrade classrooms are TK-2, 3-5, 6-8. Due to our small class size and with the help of an instructional assistant, students receive individualized attention and support. The teachers come to know their students and families well which creates a strong home-school connection and partnership. Looking ahead to 2022-2023, MES will be implementing an inquiry-based approach to the CCSS by providing students the time to master skills and deepen their own learning. MES uses the Renaissance Star assessments three times a year to gauge students' progress in meeting the CCSS. MES actions include reading and math support and continued 1:1 technology for all students.

Note: When using the CDE Dashboard for CAASPP results, MES does not have enough students to create sufficient testing sample size to show all test results with the exception of ELA and math results for our white population. Teachers use individual test results to inform instruction.

Measuring and Reporting Results

<table>
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<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
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<td>CAASPP</td>
<td>2019 California Dashboard showed</td>
<td>In 2021-22, we used local assessment</td>
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<td>Increase by 5% number of students</td>
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<td>Metric</td>
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<tr>
<td></td>
<td>that Grades 3-8 ELA maintained 2 points above standard; Math declined to 17.3 points below standard.</td>
<td>instead of CAASPP. The results showed the pandemic affected our students academic growth. While students showed growth in ELA and math, 60% were not at grade level in ELA and 55% were not at grade level in math.</td>
<td></td>
<td></td>
<td>Met or Exceeded standard</td>
</tr>
<tr>
<td>Local Assessment Reading and Math</td>
<td>60% of students meet or exceed grade level standards on local assessments given three times a year for reading and math.</td>
<td>2021-2022 results, we used local assessment instead of CAASPP. pandemic affected our students academic growth. While students showed growth in ELA and math, 60% were not at grade level in ELA and 55% were not at grade level in math.</td>
<td></td>
<td></td>
<td>Increase by 5% number of students Met or Exceeded standard</td>
</tr>
<tr>
<td>Highly Qualified Teachers</td>
<td>100% All teachers are appropriately assigned and credentialed.</td>
<td>100% All teachers are appropriately assigned and credentialed.</td>
<td></td>
<td></td>
<td>Maintain 100% of high qualified teachers</td>
</tr>
<tr>
<td>Professional Development</td>
<td>100% All teachers will receive professional</td>
<td>Teachers have participated in monthly</td>
<td></td>
<td></td>
<td>Maintain professional development on</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>Development on integrating CCSS with inquiry-based instruction and maker curriculum.</td>
<td>meetings to further develop their understanding and skills in inquiry-based instruction and maker curriculum.</td>
<td></td>
<td></td>
<td></td>
<td>integrating CCSS with inquiry -based instruction and maker curriculum.</td>
</tr>
<tr>
<td>Implementation of CCSS ELA and Math Standards</td>
<td>100% All teachers implementing CCSS ELA, Math standards.</td>
<td>100% All teachers implementing CCSS ELA, Math standards.</td>
<td></td>
<td></td>
<td>Maintain 100% implementation of CCSS ELA, Math standards</td>
</tr>
<tr>
<td>Standards Aligned Instructional Materials, Teacher survey, Parent Survey</td>
<td>100% of students have standards aligned instructional materials. 100% of teachers state that they agree or strongly agree that Students have access to state standards across all disciplines.</td>
<td>100% of students have standards aligned instructional materials. 100% of teachers state that they agree or strongly agree that Students have access to state standards across all disciplines.</td>
<td></td>
<td></td>
<td>Maintain 100% of instructional materials are standards aligned.</td>
</tr>
<tr>
<td>Course Access</td>
<td>All students have access to core academic subjects (English, Math, NGSS, Social Studies+) as well as art PE, library.</td>
<td>All students have access to core academic subjects (English, Math, NGSS, Social Studies+) as well as art, music PE, library and Imagination Station.</td>
<td></td>
<td></td>
<td>Maintain100% of students have access to core academic subjects.</td>
</tr>
<tr>
<td>Physical Fitness Test</td>
<td>Baseline 2019 assessment 60% on average are in the Healthy Fitness Zone.</td>
<td>Fitness assessment was canceled for 2021-22. When looking at our 2018, the results showed</td>
<td></td>
<td></td>
<td>Increase by 5% number of students in Healthy Fitness Zone</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Assessment was canceled in 2020-21.</td>
<td>100% of our students on average are in the Healthy Fitness Zone.</td>
<td></td>
<td></td>
<td></td>
<td>Maintain high quality support programs as identified in Actions and Services for UPC and students with special needs.</td>
</tr>
<tr>
<td>UPC access to Intervention and Support</td>
<td>Unduplicated students and students with special needs have support programs as identified in Actions and Services.</td>
<td>Unduplicated students and students with special needs have support programs as identified in Actions and Services.</td>
<td></td>
<td></td>
<td>Maintain high quality support programs as identified in Actions and Services for UPC and students with special needs.</td>
</tr>
<tr>
<td>Common Core State Standards Implementation</td>
<td>100% of ELA/ELD, math, NGSS CCSS implemented as documented by input at staff meeting or teacher survey.</td>
<td>100% of ELA/ELD, math, NGSS CCSS implemented as documented by input at staff meeting or teacher survey.</td>
<td></td>
<td></td>
<td>Maintain 100% of ELA/ELD, Math, NGSS CCSS fully implemented as documented by teacher input via staff meeting or survey.</td>
</tr>
<tr>
<td>Percentage of English learner pupils who made progress toward English proficiency on the ELPAC</td>
<td>MES does not have any English learners</td>
<td>At this time, MES does not have any English learners.</td>
<td></td>
<td></td>
<td>N/A because does not currently have any English learners</td>
</tr>
<tr>
<td>English Learner Reclassification Rate</td>
<td>MES does not have any English learners</td>
<td>At this time, MES does not have any English learners.</td>
<td></td>
<td></td>
<td>N/A because does not currently have any English learners</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>Maintain highly qualified teachers</td>
<td>Highly qualified teachers in all classrooms</td>
<td>$289,595.00</td>
<td>No</td>
</tr>
<tr>
<td>1.2</td>
<td>Professional development</td>
<td>Professional learning opportunities include but are not limited to: inservice for newly purchased Common Core aligned textbooks;</td>
<td>$651.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td></td>
<td>/Increasing Teacher capacity</td>
<td>educational applications and digital programs for blended teaching; integrating inquiry-based instruction with CCSS; and incorporating &quot;maker&quot; curriculum and activities.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>Provide current high quality Common Core materials</td>
<td>Provide standards aligned instructional materials</td>
<td>$1,818.00</td>
<td>No</td>
</tr>
<tr>
<td>1.4</td>
<td>Student Physical, Social and Emotional Health</td>
<td>MES believes in a whole-child approach to teaching and learning. By providing social-emotional support and education for students through counseling services (class, group and Individual), students will learn how to self regulate and be ready to learn. MES will continue to comply with state and county COVID health protocols.</td>
<td>$24,340.00</td>
<td>No Yes</td>
</tr>
<tr>
<td>1.5</td>
<td>Technology IT Support</td>
<td>Montgomery works closely with Sonoma County Office of Education to support our technological services. Their IT department, vendors, school site help support, remote and phone-in tech support for teachers and families/students, provide assistance for technology issues. When replacement of faulty or damaged iPad, laptop, desktop and other technology devices are needed, SCOE IT provides assistance.</td>
<td>$1,200.00</td>
<td>No</td>
</tr>
<tr>
<td>1.6</td>
<td>School to Home communication</td>
<td>Continue to improve and maintain School to Home communication. The school/district office works to provide timely information to families in regards to school events, protocols, and educational updates via email, text, telephone and school website.</td>
<td>$1,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.7</td>
<td>Extended day-Tutoring</td>
<td>Students who are struggling academically will be referred to after-school tutoring for additional support following our referral and progress reporting system.</td>
<td>$9,000.00</td>
<td>No Yes</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>1.8</td>
<td>Career awareness, technology and science/maker education</td>
<td>The Cazadero community has a long history of self-reliance, problem-solving and taking care of the community. We want to build on that by creating and maintaining an Imagination Station (maker space). This space and activities will be used to research, problem-solve, and create solutions. We will also integrate career awareness and the use of technology in our Imagination Station.</td>
<td>$10,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.9</td>
<td>Opportunities for student leadership, performing arts, cross-age tutoring, community service projects, field and school events</td>
<td>Montgomery values providing leadership opportunities for our students especially at the middle school level. Opportunities for leadership include older students tutoring younger students during the school day, doing community projects and representing our school at neighboring school events. In addition, Montgomery has several events to provide additional opportunities to perform in the winter musical, the yearly drama performance and an end of the year field-day.</td>
<td>$2,000.00</td>
<td>No</td>
</tr>
<tr>
<td>1.10</td>
<td>Intervention/staffing</td>
<td>Provide instructional assistant and a 20% Educational Specialist/Intervention teacher who oversees our MTSS. Staffing will provide support services for all students who are struggling academically and are not meeting standards with a focus on our unduplicated populations.</td>
<td>$55,239.00</td>
<td>Yes</td>
</tr>
<tr>
<td>1.11</td>
<td>Enrichment Programs</td>
<td>Provide art, music, P.E. gardening, cooking and other enrichment activities</td>
<td>$3,000.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

Most of this goal's actions were addressed and will continue into 2022-23. COVID-19 hampered our ability to meet Action # 9 as we had to cancel our Winter performance and field trips.
An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Goal #4 student physical social and emotional health, we received counseling services through Project Serv and the County Office of Education. We also are implementing the Toolbox Project Program in all classes. Teachers and staff received training for the program.

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

The actions in Goal #1 have moved Montgomery forward through support and training for teachers to provide students an inquiry-based instruction integrated with STEAM activities. Our Imagination Station provided a center for all classes. This year our 5th-8th grade students participated in the Sonoma County Office’s STEAM challenge where students presented their project to SCOE Judges. The 6th -8th graders started learning how to code. Our primary class has incorporated 3D printing and stop-animation videos into their lessons. Additionally, our newly created website is more user-friendly and intuitive for district families.

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.

After the COVID-19 lockdown and since we returned to campus in March 2021, parents have limited access to volunteer in classrooms and actual field trips did not happen. This impacted our goal, however it remains an important element of our school and we plan to implement this goal when COVID-19 protocols allow.

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

Goal

<table>
<thead>
<tr>
<th>Goal #</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>To create and sustain a safe, respectful, inclusive and supportive environment for all students, teachers, staff, parents and guests.</td>
</tr>
</tbody>
</table>

An explanation of why the LEA has developed this goal.

Maintained school facilities and school climate go hand in hand and are important to the overall success of students. Many studies have been done on the impact a school facility has on learning. A school facility needs to be well cared for, structurally sound and safe for students to attend. The facility should be welcoming, with pleasant natural surroundings that support the educational mission of the school. When the school facility houses teachers, staff, students and families it becomes a place of learning. It creates a landscape for the school climate.

The broad goal of School Climate can be considered the heart and sole of a school that encourages all to engage in creating learning opportunities, and healthy and inclusive relationships. Teacher and staff expertise and along with their ability to create relevant and exciting learning environments create a climate of that value learning in a safe and supportive climate.

Measuring and Reporting Results

<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for 2023–24</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIT-- Facility Inspection Tool</td>
<td>All ratings are good or better</td>
<td>All ratings are good or better</td>
<td></td>
<td></td>
<td>Maintain Good or Better FIT ratings</td>
</tr>
<tr>
<td>CA School Dashboard and DataQuest</td>
<td>School suspension rate remains 0%</td>
<td>School suspension rate remains 0%</td>
<td></td>
<td></td>
<td>School suspension rate remains 0%</td>
</tr>
<tr>
<td>CA School Dashboard and DataQuest</td>
<td>School expulsion rate remains 0%</td>
<td>School expulsion rate remains 0%</td>
<td></td>
<td></td>
<td>School expulsion rate remains 0%</td>
</tr>
<tr>
<td>School Safety [Parent, Teacher, and Student input/surveys.]</td>
<td>95% of students reported they felt safe at school all or most of the time. Per Student surveys.95% of parents reported that</td>
<td>95% of students reported they felt safe at school all or most of the time. Per Student surveys.95% of parents reported that</td>
<td></td>
<td></td>
<td>100% of students report feeling safe at school per Parent, Teacher, and Student surveys.</td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Parental Involvement</td>
<td>Based on 2019 LCAP Parental Involvement baseline was 50% for parental/family involvement of all students including unduplicated students and students with exceptional needs per teacher records, Back to School, Open House, and student performances</td>
<td>Due to COVID-19, parental involvement was limited to support at home, meeting with teachers. School-wide activities were curtailed.</td>
<td>Parental/family involvement will be 80% of all students including unduplicated students and students with exceptional needs per Teacher records</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School Climate will be measured per CA School Dashboard and satisfaction results from student and parent surveys.</td>
<td>School Climate will be measured by rate of suspensions, expulsions, student attendance and satisfaction result from student and parent surveys.</td>
<td>School Climate will be measured by rate of suspensions, expulsions, student attendance and satisfaction result from student and parent surveys.</td>
<td>School Climate will be measured by rate of suspensions, expulsions, student attendance and satisfaction result from student and parent surveys.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance including Chronic Absenteeism per CA School Dashboard and DataQuest</td>
<td>Reduce chronic absenteeism by 50% through parent involvement and use of SARB process.</td>
<td>Due to COVID-19 isolation and quarantine protocols, our 2020-21 attendance rate was 28%. Our 2021-22 attendance rate was</td>
<td>Reduce chronic absenteeism by 80% through parent involvement and use of SARB process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metric</td>
<td>Baseline</td>
<td>Year 1 Outcome</td>
<td>Year 2 Outcome</td>
<td>Year 3 Outcome</td>
<td>Desired Outcome for 2023–24</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------</td>
<td>----------------</td>
<td>----------------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Student engagement per Local data</td>
<td>Student engagement will increase as measured by lower absenteeism/school tardies and increase of student enrollment.</td>
<td>Due to COVID-19 isolation and quarantine protocols, our 2020-21 attendance rate was 28%. Our 2021-22 attendance rate was 68%. This showed in-person instruction is more beneficial for our students, due to the lack of sufficient internet access and infrastructure.</td>
<td></td>
<td></td>
<td>Student engagement will increase as measured by lower absenteeism/school tardies and increase of student enrollment.</td>
</tr>
<tr>
<td>0% middle school dropout rate</td>
<td>Middle school dropout rate remains at 0%.</td>
<td>Middle school dropout rate remains at 0%.</td>
<td></td>
<td></td>
<td>Middle school dropout rate remains at 0%.</td>
</tr>
</tbody>
</table>

### Actions

<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>School facilities grounds are clean and well maintained.</td>
<td>A part-time day custodian provides for general maintenance and cleaning; a part-time night custodian for school cleaning; and a part-time groundskeeper all help provide a healthy and welcoming learning environment. Vendors are called in for other routine maintenance and repairs as needed.</td>
<td>$21,707.00</td>
<td>No</td>
</tr>
<tr>
<td>Action #</td>
<td>Title</td>
<td>Description</td>
<td>Total Funds</td>
<td>Contributing</td>
</tr>
<tr>
<td>---------</td>
<td>--------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------</td>
<td>--------------</td>
</tr>
<tr>
<td>2.2</td>
<td>Provide engaging activities</td>
<td>Using current state adopted and CCSS aligned textbooks integrate an inquiry-based approach to teaching and learning that engages students. Staff will receive professional learning and planning time to implement this approach.</td>
<td>$3,269.00</td>
<td>No</td>
</tr>
<tr>
<td>2.3</td>
<td>Parent/Community Involvement and support</td>
<td>Volunteers for classroom support, special projects, guest experts/speakers, and special school events such as school play, clubs, field day, field trips' chaperones and drivers. Participation in Back to School Night, Open House, Family Nights, and 8th grade graduation.</td>
<td>$1,300.00</td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Our parent participation was sharply curtailed by by COVID-19 protocols during 2021-22. Many of of our family events were canceled and we did without parent volunteers in order to keep our school community healthy. We were able to hold our 8th grade graduation ceremony outside so families could attend.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 2.4     | Student Engagement and School Climate/Culture | Student engagement and climate will improve by:  
- Creating meaningful parent involvement  
- Encouraging innovation in the classroom  
- Celebrating personal achievement and good behavior  
- Establishing school norms that build values  
- Modeling behaviors we want to see in school  
- Professional Development for teachers  
- Creating ritual and traditions  
- Maintaining the physical environment and facility | $2,000.00   | No           |
<table>
<thead>
<tr>
<th>Action #</th>
<th>Title</th>
<th>Description</th>
<th>Total Funds</th>
<th>Contributing</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.5</td>
<td>Maintain low suspension and expulsion rate</td>
<td>Training for teachers and staff to implement ToolBox SEL program. Contract with local community agency to provide unduplicated students additional counseling as needed as well as high risk families, parent outreach and other interventions.</td>
<td>$1,500.00</td>
<td>Yes</td>
</tr>
<tr>
<td>2.6</td>
<td>Attendance and Chronic Absenteeism</td>
<td>Provide parent outreach, education and support to help get students to school everyday and on time. Develop an incentive program to encourage students to increase attendance. MES recognizes that our students depend on parents to get them to school due to being in a rural area. The District will continue to participate in the West County Consortium SARB process and work with coordinator to align parent letters, procedures, processes and follow-through for identified families.</td>
<td>$0.00</td>
<td>No</td>
</tr>
<tr>
<td>2.7</td>
<td>Maintain middle school dropout rate to 0%</td>
<td>An engaging and positive school climate, parent involvement, and teacher support will prevent middle school students from dropping out of school. Our parent participation was sharply curtailed by by COVID-19 protocols during 2021-22. Many of our family events were canceled and we did without parent volunteers in order to keep our school community healthy. We were able to hold our 8th grade graduation ceremony outside so families could attend.</td>
<td>$0.00</td>
<td>No</td>
</tr>
</tbody>
</table>

**Goal Analysis [2021-22]**

An analysis of how this goal was carried out in the previous year. A description of any substantive differences in planned actions and actual implementation of these actions.

Actual implementation of action #3 and #7 were impacted by COVID-19 pandemic protocols. Our parent participation and support was sharply curtailed by by COVID-19 protocols during 2021-22. Many of our family events were canceled and we did without parent...
volunteers in order to keep our school community healthy. We were able to hold our 8th grade graduation ceremony outside so families could attend.

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

NA. There was no material difference.

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

Action Item #1: Our part-time maintenance/custodian, night custodian and groundskeeper helped with COVID-19 cleaning protocols, cleaned up the school grounds, completed various school repairs and regular maintenance. School blacktops, parking lot and asphalt walkways were repaired, resealed and stripped. We continue to improve our new website to become a widely used method of communication. We still rely on phones and meetings as our area does not have a strong and reliable broadband infrastructure.

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.

Due to COVID-19, there were action items that did not happen. Hopefully, as COVID-19 becomes more manageable, we plan to continue with all our action items. Many of our family events were canceled and we did without parent volunteers in order to keep our school community healthy. We were able to hold our 8th grade graduation ceremony outside so families could attend.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.
Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

<table>
<thead>
<tr>
<th>Projected LCFF Supplemental and/or Concentration Grants</th>
<th>Projected Additional LCFF Concentration Grant (15 percent)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$17,252</td>
<td>$0.00</td>
</tr>
</tbody>
</table>

Required Percentage to Increase or Improve Services for the LCAP Year

<table>
<thead>
<tr>
<th>Projected Percentage to Increase or Improve Services for the Coming School Year</th>
<th>LCFF Carryover — Percentage</th>
<th>LCFF Carryover — Dollar</th>
<th>Total Percentage to Increase or Improve Services for the Coming School Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.95%</td>
<td>0.00%</td>
<td>$0.00</td>
<td>6.95%</td>
</tr>
</tbody>
</table>

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

Required Descriptions

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

The LEA/Montgomery Elementary School has 51.4% of unduplicated students. Funds are designated to increase or improve are contributing school-wide including all special populations including low socioeconomic. We gather data from various types of parent meetings (i.e. Student Study Team, I.E.P, Student Attendance review Board), registration data, cumulative folders, and teachers' reports of their students' educational, socio-emotional, and physical needs. Once their needs are identified and goals are developed, internal and external support services are identified, budgeted and implemented. These actions are effective as there is a comprehensive approach that involves multiple school personnel working with community resources to support students and families.

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

Special populations including low-socioeconomic, will receive attendance and after-school academic supports as well as counseling services as needed for high risk families, parent outreach and other interventions.
MES is approximately 51.4% low-income students and at this time we do not have any foster youth or English learners. As low-income students are a majority of our 19 students, our funding is applied to all students. Due to our very small size of our multigrade classes, teachers are able to quickly identify students who are struggling or failing to thrive. We have an Instructional Assistant who spends time in the classes to support students. We work closely with parents to support the family in helping their students to be successful. We have a 20% Education Specialist /Intervention teacher who provides students with additional support and instruction. We have an after-school tutoring available where unduplicated students can receive specified assistance. In addition, we provide community resources for families to access additional services. Some of our students have suffered trauma as a result of increasing wildfire events, flooding and isolation due to the pandemic. We are working with Project SERV who will provide one day a week to work with classes on socio-emotional and trauma based issues. Russian River Health Services will be contracted for additional counseling services.

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

<table>
<thead>
<tr>
<th>Staff-to-student ratios by type of school and concentration of unduplicated students</th>
<th>Schools with a student concentration of 55 percent or less</th>
<th>Schools with a student concentration of greater than 55 percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff-to-student ratio of classified staff providing direct services to students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Staff-to-student ratio of certificated staff providing direct services to students</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
### 2022-23 Total Expenditures Table

<table>
<thead>
<tr>
<th>Totals</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
<th>Total Non-personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Totals</td>
<td>$350,934.00</td>
<td>$32,225.00</td>
<td></td>
<td></td>
<td>$427,619.00</td>
<td>$341,657.00</td>
<td>$85,962.00</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Student Group(s)</th>
<th>LCFF Funds</th>
<th>Other State Funds</th>
<th>Local Funds</th>
<th>Federal Funds</th>
<th>Total Funds</th>
<th>Total Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Maintain highly qualified teachers</td>
<td>All</td>
<td>$289,595.00</td>
<td></td>
<td></td>
<td></td>
<td>$289,595.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Professional development /Increasing Teacher capacity</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$651.00</td>
<td>$651.00</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Provide current high quality Common Core materials</td>
<td>All</td>
<td>$1,000.00</td>
<td>$818.00</td>
<td></td>
<td></td>
<td>$1,818.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Student Physical, Social and Emotional Health</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$24,340.00</td>
<td>$24,340.00</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Technology IT Support</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$1,200.00</td>
<td>$1,200.00</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>School to Home communication</td>
<td>All</td>
<td>$1,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Extended day-Tutoring</td>
<td>All</td>
<td>$9,000.00</td>
<td></td>
<td></td>
<td></td>
<td>$9,000.00</td>
<td></td>
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<tr>
<td>1</td>
<td>1.8</td>
<td>Career awareness, technology and science/maker education</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>$10,000.00</td>
<td>$10,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Opportunities for student leadership, performing arts, cross-age tutoring, community service projects, field and school events</td>
<td>All</td>
<td>$500.00</td>
<td></td>
<td></td>
<td></td>
<td>$1,500.00</td>
<td>$2,000.00</td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Intervention/staffing</td>
<td>English Learners Foster Youth Low Income</td>
<td>$25,132.00</td>
<td>$30,107.00</td>
<td></td>
<td></td>
<td>$55,239.00</td>
<td></td>
</tr>
<tr>
<td>Goal</td>
<td>Action #</td>
<td>Action Title</td>
<td>Student Group(s)</td>
<td>LCFF Funds</td>
<td>Other State Funds</td>
<td>Local Funds</td>
<td>Federal Funds</td>
<td>Total Funds</td>
<td></td>
</tr>
<tr>
<td>------</td>
<td>----------</td>
<td>-------------------------------------------------------------------------------</td>
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<tr>
<td>1</td>
<td>1.11</td>
<td>Enrichment Programs</td>
<td>All</td>
<td>$3,000.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$3,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>School facilities grounds are clean and well maintained.</td>
<td>All</td>
<td>$21,707.00</td>
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<td></td>
<td></td>
<td>$21,707.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Provide engaging activities</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$3,269.00</td>
<td>$3,269.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Parent/Community Involvement and support</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$1,300.00</td>
<td>$1,300.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Student Engagement and School Climate/Culture</td>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td>$2,000.00</td>
<td>$2,000.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Maintain low suspension and expulsion rate</td>
<td>Low Income</td>
<td></td>
<td></td>
<td></td>
<td>$1,500.00</td>
<td>$1,500.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Attendance and Chronic Absenteeism</td>
<td>All</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Maintain middle school dropout rate to 0%</td>
<td>All</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td>$0.00</td>
<td></td>
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</table>
### 2022-23 Contributing Actions Table

<table>
<thead>
<tr>
<th>Goal</th>
<th>Action #</th>
<th>Action Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Scope</th>
<th>Unduplicated Student Group(s)</th>
<th>Location</th>
<th>Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Planned Percentage of Improved Services (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.4</td>
<td>Student Physical, Social and Emotional Health</td>
<td>Yes</td>
<td>LEA-wide</td>
<td></td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Extended day-Tutoring</td>
<td>Yes</td>
<td>LEA-wide</td>
<td></td>
<td>All Schools</td>
<td>$9,000.00</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Intervention/staffing</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>English Learners Foster Youth Low Income</td>
<td>All Schools</td>
<td>$25,132.00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Maintain low suspension and expulsion rate</td>
<td>Yes</td>
<td>LEA-wide</td>
<td>Low Income</td>
<td>All Schools</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## 2021-22 Annual Update Table

<table>
<thead>
<tr>
<th>Last Year's Goal #</th>
<th>Last Year's Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributed to Increased or Improved Services?</th>
<th>Last Year's Planned Expenditures (Total Funds)</th>
<th>Estimated Actual Expenditures (Input Total Funds)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.1</td>
<td>Maintain highly qualified teachers</td>
<td>No</td>
<td>$259,568.00</td>
<td>$274,004</td>
</tr>
<tr>
<td>1</td>
<td>1.2</td>
<td>Professional development /Increasing Teacher capacity</td>
<td>No</td>
<td>$2,000.00</td>
<td>$3,059</td>
</tr>
<tr>
<td>1</td>
<td>1.3</td>
<td>Provide current high quality Common Core materials</td>
<td>No</td>
<td>$2,000.00</td>
<td>$3,555</td>
</tr>
<tr>
<td>1</td>
<td>1.4</td>
<td>Student Physical, Social and Emotional Health</td>
<td>Yes</td>
<td>$5,000.00</td>
<td>Counseling was provided at no cost to District through a grant. Would have cost $19,000.</td>
</tr>
<tr>
<td>1</td>
<td>1.5</td>
<td>Technology IT Support</td>
<td>No</td>
<td>$2,000.00</td>
<td>$1,200</td>
</tr>
<tr>
<td>1</td>
<td>1.6</td>
<td>School to Home communication</td>
<td>No</td>
<td>$1,000.00</td>
<td>$1,000</td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Extended day-Tutoring</td>
<td>Yes</td>
<td>$9,000.00</td>
<td>$8,666</td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Career awareness, technology and science/maker education</td>
<td>Yes</td>
<td>$10,000.00</td>
<td>$31,000</td>
</tr>
<tr>
<td>1</td>
<td>1.9</td>
<td>Opportunities for student leadership, performing arts, cross-age tutoring, community service projects, field and school events</td>
<td>No</td>
<td>$2,000.00</td>
<td>$885</td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Intervention/staffing</td>
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<td>$46,964.00</td>
<td>$58,229</td>
</tr>
<tr>
<td>Last Year's Goal #</td>
<td>Last Year's Action #</td>
<td>Prior Action/Service Title</td>
<td>Contributed to Increased or Improved Services?</td>
<td>Last Year's Planned Expenditures (Total Funds)</td>
<td>Estimated Actual Expenditures (Input Total Funds)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------------</td>
<td>-----------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>1</td>
<td>1.11</td>
<td>Enrichment Programs</td>
<td>No</td>
<td>$0.00</td>
<td>$3,000</td>
</tr>
<tr>
<td>2</td>
<td>2.1</td>
<td>School facilities grounds are clean and well maintained.</td>
<td>No</td>
<td>$14,113.00</td>
<td>$17,069</td>
</tr>
<tr>
<td>2</td>
<td>2.2</td>
<td>Provide engaging activities</td>
<td>No</td>
<td>$3,000.00</td>
<td>$1,873</td>
</tr>
<tr>
<td>2</td>
<td>2.3</td>
<td>Parent/Community Involvement and support</td>
<td>No</td>
<td>$1,500.00</td>
<td>Lack of implementation due to COVID restrictions</td>
</tr>
<tr>
<td>2</td>
<td>2.4</td>
<td>Student Engagement and School Climate/Culture</td>
<td>No</td>
<td>$1,000.00</td>
<td>Included with toolbox above</td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Maintain low suspension and expulsion rate</td>
<td>Yes</td>
<td>$500.00</td>
<td>Social emotional learning, included with counseling and toolbox</td>
</tr>
<tr>
<td>2</td>
<td>2.6</td>
<td>Attendance and Chronic Absenteeism</td>
<td>No</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
<tr>
<td>2</td>
<td>2.7</td>
<td>Maintain middle school dropout rate to 0%</td>
<td>No</td>
<td>$0.00</td>
<td>$0.00</td>
</tr>
</tbody>
</table>
### 2021-22 Contributing Actions Annual Update Table

<table>
<thead>
<tr>
<th>Last Year’s Goal #</th>
<th>Last Year’s Action #</th>
<th>Prior Action/Service Title</th>
<th>Contributing to Increased or Improved Services?</th>
<th>Last Year’s Planned Expenditures for Contributing Actions (LCFF Funds)</th>
<th>Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)</th>
<th>Planned Percentage of Improved Services</th>
<th>Estimated Actual Percentage of Improved Services (Input Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1.4</td>
<td>Student Physical, Social and Emotional Health</td>
<td>Yes</td>
<td>$100.00</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.7</td>
<td>Extended day-Tutoring</td>
<td>Yes</td>
<td>$9,000.00</td>
<td>$8,666</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.8</td>
<td>Career awareness, technology and science/maker education</td>
<td>Yes</td>
<td>$100.00</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>1.10</td>
<td>Intervention/staffing</td>
<td>Yes</td>
<td>$18,304.00</td>
<td>$29,175</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>2.5</td>
<td>Maintain low suspension and expulsion rate</td>
<td>Yes</td>
<td>$50.00</td>
<td>$0.00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### 2021-22 LCFF Carryover Table

<table>
<thead>
<tr>
<th>9. Estimated Actual LCFF Base Grant (Input Dollar Amount)</th>
<th>6. Estimated Actual LCFF Supplemental and/or Concentration Grants</th>
<th>LCFF Carryover — Percentage (Percentage from Prior Year)</th>
<th>10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)</th>
<th>7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)</th>
<th>8. Total Estimated Actual Percentage of Improved Services (%)</th>
<th>11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)</th>
<th>12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)</th>
<th>13. LCFF Carryover — Percentage (12 divided by 9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$264,829</td>
<td>$19,274</td>
<td>$0.00</td>
<td>7.28%</td>
<td>$37,841</td>
<td>0.00%</td>
<td>14.29%</td>
<td>$0.00</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse educational partners and the broader public.

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

Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

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

**Plan Summary**

**Purpose**

2022-23 Local Control Accountability Plan for Montgomery School District
A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA’s community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

**General Information** – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA’s LCAP.

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

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

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

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

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

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

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

**Engaging Educational Partners**
Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

**Local Control and Accountability Plan:**
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

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

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

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

Goals and Actions

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

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

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

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

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

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

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

At a minimum, the LCAP must address all LCFF priorities and associated metrics.
Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated
Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description**: Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA’s eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement**: A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description**: Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the school(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**Measuring and Reporting Results**: For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.
Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

Timeline for completing the “Measuring and Reporting Results” part of the Goal.
<table>
<thead>
<tr>
<th>Metric</th>
<th>Baseline</th>
<th>Year 1 Outcome</th>
<th>Year 2 Outcome</th>
<th>Year 3 Outcome</th>
<th>Desired Outcome for Year 3 (2023–24)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2021–22.</td>
<td>Enter information in this box when completing the LCAP for 2022–23. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2023–24. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2024–25. Leave blank until then.</td>
<td>Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.</td>
</tr>
</tbody>
</table>
Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

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

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

*Projected LCFF Supplemental and/or Concentration Grants:* Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.
**Projected Additional LCFF Concentration Grant (15 percent):** Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

**Total Percentage to Increase or Improve Services for the Coming School Year:** Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA’s percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 CCR Section 15496(a)(7).

**Required Descriptions:**

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

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:
An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

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

**Action Tables**

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
Table 2: Contributing Actions Table (for the coming LCAP Year)

Table 3: Annual Update Table (for the current LCAP Year)

Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year**: This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —
Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

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

If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

- **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”

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

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
• **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  
  o **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

• **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

• **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

• **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

• **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

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

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

### Contributing Actions Table

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

**Annual Update Table**

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

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

**Contributing Actions Annual Update Table**

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants**: Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

**LCFF Carryover Table**

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).
10. **Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

**Calculations in the Action Tables**

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

**Contributing Actions Table**

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services
  - This percentage is the total of the Planned Percentage of Improved Services column

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

**Contributing Actions Annual Update Table**

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)
• 7. Total Estimated Actual Expenditures for Contributing Actions
  o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)

• Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

• 5. Total Planned Percentage of Improved Services (%)
  o This amount is the total of the Planned Percentage of Improved Services column

• 8. Total Estimated Actual Percentage of Improved Services (%)
  o This amount is the total of the Estimated Actual Percentage of Improved Services column

• Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

• 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

• 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

• 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
• 13. LCFF Carryover — Percentage (12 divided by 9)
  
  o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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