



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: North Cow Creek School District

CDS Code: 45700786050421

School Year: 2023-24

LEA contact information:

Rob Effa

Superintendent

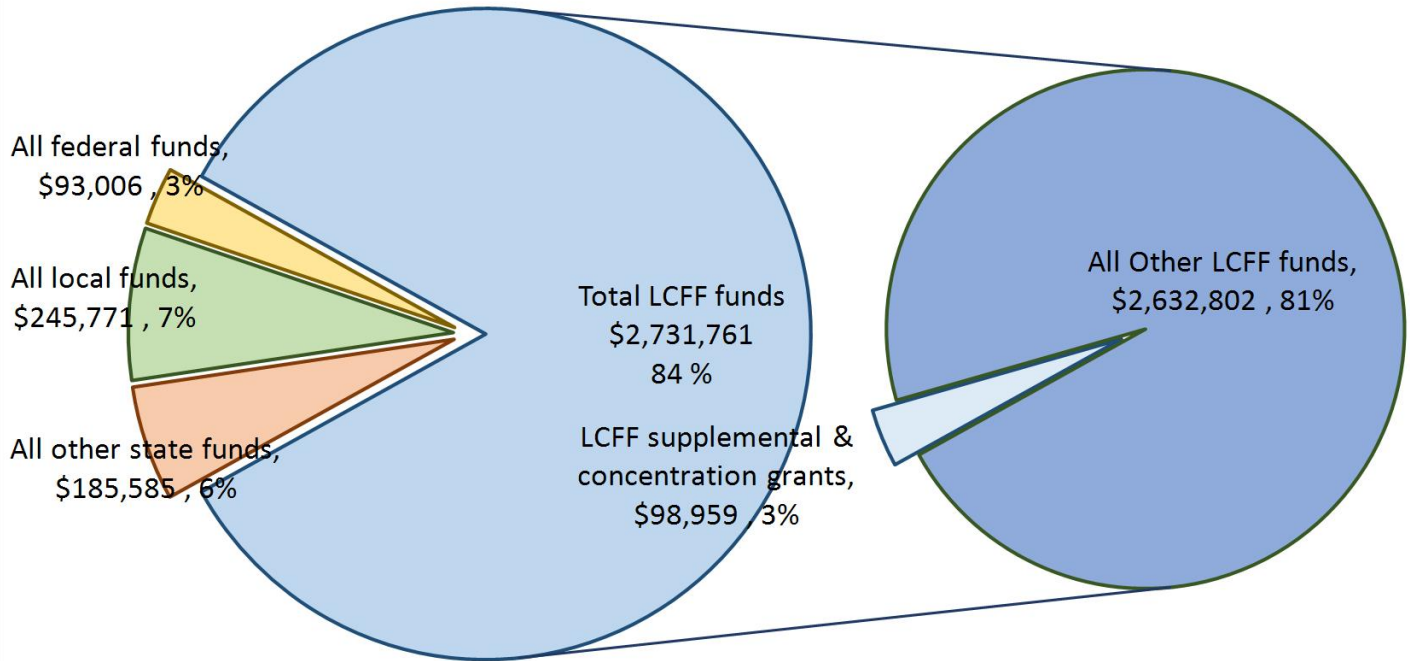
reffa@northcowcreek.org

(530) 549-4488

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 2023-24 School Year

Projected Revenue by Fund Source

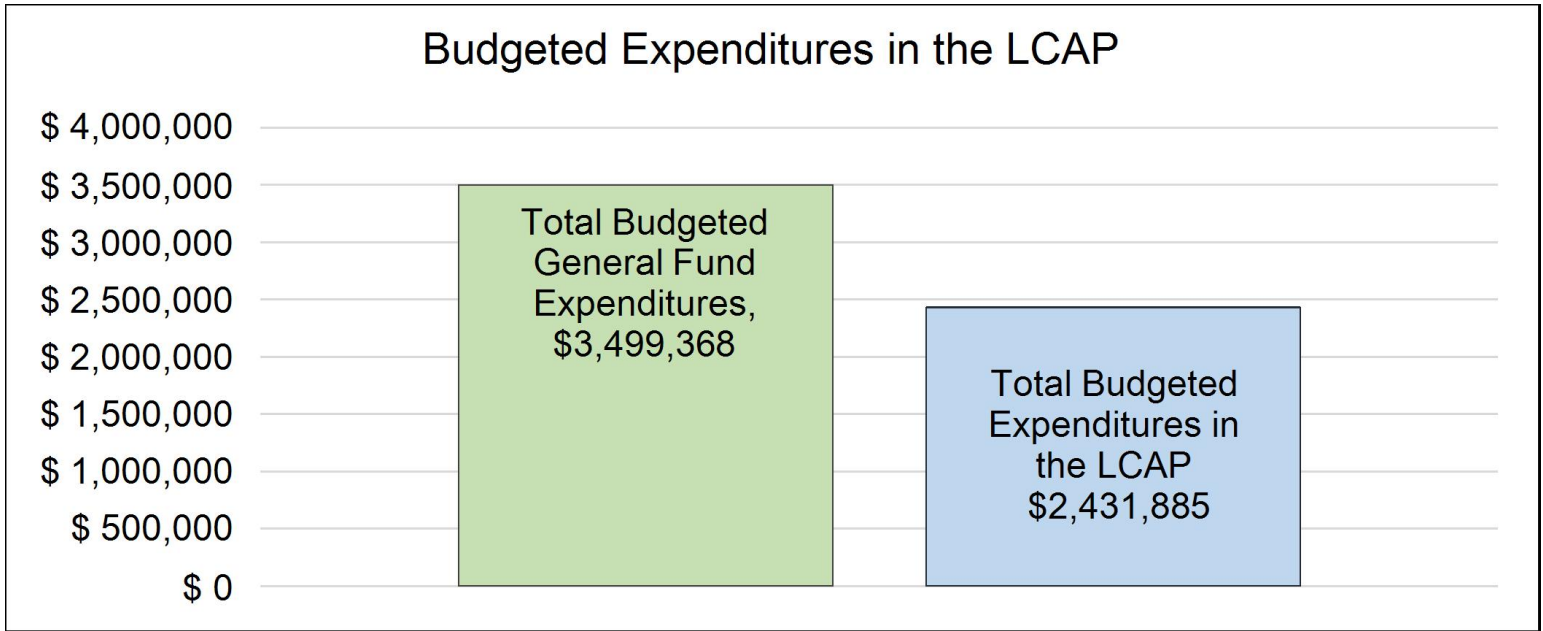


This chart shows the total general purpose revenue North Cow Creek School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for North Cow Creek School District is \$3,256,123, of which \$2,731,761.00 is Local Control Funding Formula (LCFF), \$185,585.00 is other state funds, \$245,771.00 is local funds, and \$93,006.00 is federal funds. Of the \$2,731,761.00 in LCFF Funds, \$98,959.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much North Cow Creek School District plans to spend for 2023-24. 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: North Cow Creek School District plans to spend \$3,499,368.00 for the 2023-24 school year. Of that amount, \$2,431,885.40 is tied to actions/services in the LCAP and \$1,067,482.6 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

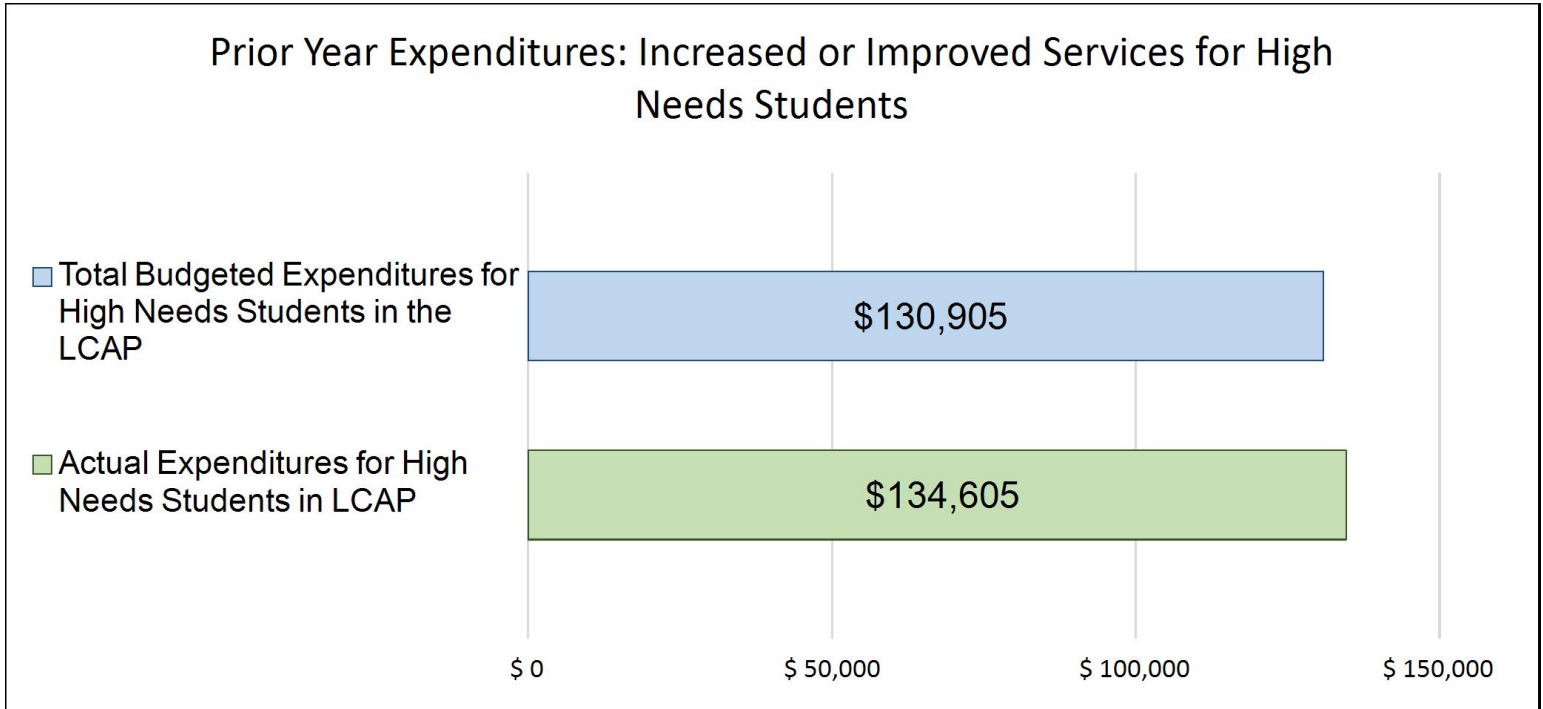
Items not included would be for core instruction and maintenance and operations tasks

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, North Cow Creek School District is projecting it will receive \$98,959.00 based on the enrollment of foster youth, English learner, and low-income students. North Cow Creek School District must describe how it intends to increase or improve services for high needs students in the LCAP. North Cow Creek School District plans to spend \$187,326.40 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 2022-23



This chart compares what North Cow Creek 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 North Cow Creek 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 2022-23, North Cow Creek School District's LCAP budgeted \$130,905.00 for planned actions to increase or improve services for high needs students. North Cow Creek School District actually spent \$134,605 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$3,700 had the following impact on North Cow Creek School District's ability to increase or improve services for high needs students:

Expenses were less than the original estimate but the district is still meeting the MPP requirement



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
North Cow Creek School District	Rob Effa Superintendent	reffa@northcowcreek.org (530) 549-4488

Plan Summary [2023-24]

General Information

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

North Cow Creek School (NCCS) is a small, rural school of approximately 257 students in grades K-8. The campus includes a gymnasium, computer lab, full playground and athletic fields as well as classrooms. NCCS has a strong focus on academics, as demonstrated by its consistently high scores on the State’s recent California Assessment of Student Performance and Progress (CAASPP) test. The school program is enhanced by sports and enrichment programs through regular field trips and an enrichment co-curricular program. Students receive formal technology education through multiple weekly visits to the Innovation Lab (iLab). Technology resources are enhanced through a 1 Gig fiber line and 1:1 Chromebook assignment to all students TK-8. North Cow Creek School offers a district-run After School child care program and a supplemental support program during non-school days during summer and throughout the year. North Cow Creek School is

proud to have an extremely high level of parent involvement in its various programs. There are formal opportunities for all parents to volunteer in classrooms, attend Back-to-School Night, Open House, as well as parent-teacher conferences. Additionally, a variety of other volunteer opportunities for parental involvement exist including participation in the school's Education Foundation, acting as classroom volunteers and chaperones for multiple field trips. Parents are involved in shaping school policy through public participation in school board meetings, District Advisory meetings, and by providing feedback on parent surveys. Approximately 60% of the students at North Cow Creek are attending on an inter-district transfer. These students' parents have chosen North Cow Creek for a variety of reasons including: consistent high performance of students, history of other family members attending the school, athletic programs, self contained classes, and the small school environment. The actual attendance area the school serves is approximately 2 square miles of rural land. The majority of students coming from this area live on 2-5 acre parcels with their families within the middle class designation. The school includes 20.2% socioeconomically disadvantage students, 0% English learners, and 0.8% foster youth.

The school faces many unique challenges including the following: helping students build positive peer relationships who have little contact outside of the school environment; providing an array of enrichment activities to middle school students within a self-contained classroom; providing intervention services to students performing below standard; providing opportunities for teachers to collaborate with other grade level peers as a result of one teacher per grade level; sustaining facilities and academic support materials with unpredictable finances resulting the economic impact on inter-district requests by parents (when the economy is strong, parents are willing to transport their children to our rural school); limited staff resources for special education services due to a low identification of special education students; and no access to district-provided transportation services.

During the past few school years, staff visited other schools within the Northern California area to review ways these schools were addressing student/staff culture challenges and providing intervention services to students. As a result, and in order to address perceptions of the school community and needs of students based on assessment data, the school implemented a universal access period for English language arts. During this time all support staff focus on providing small group instruction for students. In addition, the school developed a Positive Behavior Intervention Supports (PBIS) leadership team that led the process of implementing PBIS strategies within the school. A strong focus will be placed, on refining the PBIS structure with an emphasis placed on providing Tier 2 and Tier 3 behavior strategies for students. In addition, staff participated in the peaceful playground training with the intention of providing more developmentally appropriate activities for all students during recess and PE. To address staff and student culture improvements, several staff members attended the Fred Jones classroom management training, paraprofessionals attended Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) and small group management training, and the staff have embraced the implementation of a social/emotional program entitled "Leader in Me" that addresses any concerns about bullying and other similar issues. Staff, students, and parents also have commented on the value of increasing students' participation in Science Technology Engineering and Mathematics (STEM) activities and expanding "innovation lab" as well as continuing moving forward with a plan of all students having access to a Chromebook.

While gains were observed in offering intervention services in English language arts, the staff and parents feel math is an area to include in the intervention process. Finally, staff have embraced the early implementation of the Next Generation Science Standards curriculum.

Reflections: Successes

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

The CA School Dashboard shows the following:

High performance level in mathematics and English language arts.

Our performance level in English language arts is 21.8 points above standard and math is 10.6 points above standard.

White students were at a high performance level in English language arts.

Overall, we have a medium suspension rate. White students have a low rate of suspensions.

As a staff, we discuss best instructional practices at each staff meeting and set goals based on the practice. We also have designate universal access time that helps target identified student needs. Staff use data to drive instruction and target specific students in need of additional support. We believe that these practices along with support parents are part of the reason we are above standard in English language arts and math.

Reflections: Identified Need

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

The CA School Dashboard shows the following:

High chronic absenteeism-10.6% of students were chronically absent. The indicator is very high for socioeconomically disadvantaged students. White students had a high rate of chronic absenteeism.

The Socioeconomically disadvantaged student group is at a low performance level in English language arts. This is two levels below the white student group.

The socioeconomically disadvantaged student group is at the low performance level in mathematics. This is two levels below the white student group.

1.9% of students were suspended at least one day.

The socioeconomically disadvantaged student group is very high level for the suspension rate.

Support teams has been established, this year, to address attendance, behavior, and academics. Staff members are assigned to one of the areas to discuss challenges areas and celebrations. These teams have allowed us to use the data to targeted students that need additional support.

LCAP Highlights

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

We are proud of the following programs we have in place:

- * Small group reading instruction
- * Innovation Lab (iLab)
- * Garden club
- * Small class sizes
- * Positive Behavior and Intervention System (PBIS)

Areas of strength include:

- * Implementing and integrating National Geographic Reach for Reading Program and Study Sync,
- * Reading instruction with aids pushed-in to support individual students and small groups,
- * Providing SIPPS training for paraprofessionals and certificated staff,
- * Restorative practice
- * Innovation Lab where students are introduced and immersed in Science, Technology, Engineering, and Mathematics. The iLab promotes creativity, collaboration, communication and innovation.
- * And a focus on provided targeted instruction, staff collaboration, a schoolwide literacy and mathematics focus, using data to drive decisions, and staff with a great knowledge base.

Through this LCAP, some of the key improvements we will be able to offer include the following:

- * Adoption of a writing and science curriculum.
- * Implementation of a comprehensive SEL, leadership, and school connectedness focus.
- * Implementation of the Leader in Me
- * Support for a strong instructional program through the additional technology resources that will support 21st Century skills.
- * Expanding intervention supports through additional staff (certificated and classified) that address academic, behavioral, and attendance needs.

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

Staff, parents, students, and the School Board have collaborated through formal brainstorm sessions to address the unique challenges of the school resulting in the following key focus features of the LCAP:

State Priority 1: Ensuring the school facilities are well maintained and safe as well as housing the needed physical resources for programs. Ensuring all students have full access to curriculum materials and highly qualified teachers.

State Priority 2: Ensuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them develop and teach effectively. Providing supplemental materials (novels, etc.) in the English language arts program and math program.

State Priority 3: Provide resources and opportunities that help parents be active participants in helping their child(ren) successfully learn standards and develop the skills to manage their learning. Specific opportunities for parent involvement include Back to School Night, Education Foundation, Open House, parent/teacher conferences, classroom volunteers, and family event nights. Home to school communication includes but is not limited to school newsletter, classroom newsletters, school website, etc. Parents are encouraged to be part of the decision making process through Parent Club, LCAP Committee meetings, District Advisory/Safety Committee, and attending Governing Board meetings.

State Priority 4: Utilizing state assessment data, local assessments, and classroom-based assessment data to monitor student performance, develop intervention services for students, and inform instructional practices for continued student academic growth.

State Priority 5: Build within students a strong desire to be at school as they are motivated by a positive environment, a meaningful curriculum, and extra curricular activities that support learning goals.

State Priority 6: Incorporate leadership principles which helps students learn and use the effective habits in managing themselves and the way they work with others. Helping students develop leadership skills that apply to themselves, school involvement, and community involvement. Helping students develop the skills to build a positive and confident self-concept for themselves and others. Survey students, parents and teachers on the sense of safety and school connectedness.

State Priority 7: Provide a broad course of study that helps students integrate 21st Century skills; STEM related concepts, effective integration of technology resources, and activities that help students make connections with real-life applications. Providing intervention services to students who are struggling to meet standards through classroom Tier I, Tier II, Tier III supports.

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through community service projects, Student Council, athletics, STEM activities, reading and math focus days, etc. Supporting standards through effective integration of STEM activities at

all grade levels. Providing supplemental and extracurricular activities (field trips, math and reading events, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

Annual Update: Throughout the 2022-2023 school year, the District communicated with educational partners regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented data on all required state and local metrics to all educational partners.

All educational partner groups provided input regarding goals, metrics, and actions. The district prioritized the suggestions based on identified areas of need.

Year-round: Weekly discussions with faculty during Collaboration Meetings on district goals and actions based on state and local data.

Year-round: Individual meetings with classified staff and principal to identify areas of concern for their students. Goal setting aligns with district LCAP goals.

Year-round: Monthly presentation to the Board of LCAP actions/services that have been implemented for the past month and will be implemented in the coming months.

Winter: Annual presentation provided to the Governing Board at the regular meeting on California Assessment for Student Performance and Progress (CAASPP) results

Quarterly: Presentation provided to the Governing Board at the regular meeting on school wide intervention programs Student Academic Intervention Program.

Winter: Annual presentation to the Governing Board at the regular meeting on Dashboard Local Indicators

Year-round: Monthly meeting with the support staff to identify and refine areas of need to support students both academically and behaviorally and keep the overall school systems running efficiently and effectively. Feedback is solicited to make continuous improvements in our plan.

Winter and Spring: Annual presentation to the Governing Board, at a regularly scheduled meeting, and to the classified/certificated staff on the LCAP development process.

Fall and Winter: Presentation to the District Advisory Committee on California Assessment for Student Performance and Progress (CAASPP) results and CA School Dashboard results

Winter and Spring: Discussion with Budget Committee on Educational Partner Meeting- input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis

Fall and Spring: Presentation to the Governing Board at the regular meeting on staff professional development that supports both goals in the LCAP

Quarterly: Presentation to the District Advisory Committee on LCAP development process

Spring: Presentation to the Bargaining Units of the draft LCAP- input, revision, and summary

Winter and Spring: Presentation to the Governing Board at the regular meeting on Educational Partner Input Meetings - input, revision, and summary

Spring: Staff Meeting and surveys for feedback on LCAP

Spring: The Shasta County Office of Education met with the principal to discuss data as we were identified for Differentiated Assistance in chronic absenteeism and suspensions. We have put actions within our LCAP to address these concerns.

Spring: Bargaining Unit meeting to receive feedback on LCAP
Spring: Parents of Special Education students feedback on LCAP
Spring: District Advisory Committee meetings to receive feedback on LCAP and Differentiated Assistance for student groups in areas of need.
Spring: Parent Meeting and parent surveys on feedback for the development of the LCAP
Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.
Spring: Plan submitted to the SELPA Director
June 13, 2023: Public Hearing of the LCAP Annual Update, Local Indicators, Budget Overview Parent Summary, 2021-2024 LCAP, and budget at a regularly scheduled board meeting
June 16, 2023: LCAP Annual Update, Budget Overview for Parents, 2021-2024 LCAP, and budget adopted at a special board meeting

A summary of the feedback provided by specific educational partners.

Educational partners had a significant role in providing feedback and refining our plan. After reviewing local and state data and our current actions, services and goals in our draft plan, educational partners brainstormed our areas of strength and challenges in each of the eight state priorities. We prioritized the areas that educational partners suggested and developed the final plan. We brought back the final plan to all of our educational partners for further feedback. Finally, our LCAP Committee and Governing Board approved the 2023-2024 plan. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

Draft Goals and summary of proposed LCAP changes presented and input solicited from the following groups:

* LCAP Committee (Education Foundation, Parents, Staff, Governing Board Members, bargaining unit members, other community members)-After reviewing local data, student surveys, parent surveys, and staff surveys, the members would like to explore ways to help challenge students in academic areas beyond reading and math, ways to help parents support the academic program, and ways to increase student engagement, extra-curricular and co-curricular options for students.

Parent, student and staff Leader in Me surveys were administered twice this year. This survey is used to collect, analyze, and report on student, staff, family, and school-level outcomes. The survey tool is important for starting larger conversations about the school's growth in leadership, culture, and academics. For this reason, the scores within this report serve as a way to celebrate progress and inform decisions on where to effectively focus time and resources.

Survey Scoring is based on the following rubric:

90-100 Exemplary

80-89 Effective

70-79 Satisfactory

50-69 Needs improvement

0-49 Ineffective

Leadership scored 71, Culture 76 and Academics 76. These results indicated the need to improve upon student goal setting, instructional efficacy, family engagement, staff leadership, and interpersonal effectiveness. Areas of strength included school and family partnerships and staff voice.

Staff & Parent feedback:

State Priority 1: Staff wanted to continue Scholastic News, 1 to 1 Chromebooks, Study Sync online curriculum & workbooks, Universal Access Literacy time for students in grades TK-5. Staff suggested that we hire a PE Teacher, Music or STEAM Teacher and provide teacher prep time where minutes count. They requested Universal Access for Math, novel study book sets, and the return of a full-time librarian and a school library. Moreover, they would like a separate gymnasium.

State Priority 2: Staff liked the Being a Writer and Eureka Math curriculum. To implement state standards, staff suggested the following: Professional development options outside the district, SIPPS Training for new staff, new Social Studies curriculum, new language curriculum and alternatives to Study Sync to include systematic writing strategies. Additionally, they would like to see the following staff positions added: music and PE. Finally, they would like a school library.

State Priority 3: Staff appreciate the support from the Education Foundation and that students have access to athletics/Ski Club. Staff suggested implementing student clubs led by para's on Wednesdays/or stipend to teachers. They would like a school-wide parent app to increase communication.

State Priority 4: Staff like the addition of the Leader in Me program, the Independent Study/Intervention teacher, and the intervention specialist. Staff believe we need a focus on math intervention, math facts across all grade levels, and develop math benchmark assessments.

State Priority 5: Staff appreciate that students partner with students to learn goal setting and buddy reading. They also want to continue school wide events like Read Across America/YuleTide Tales and Treats. Staff would like to see improvements with consistent behavioral support between students/teachers and administration. They would like a school-wide documentation of student mishaps and Behavior Management Plans with action(s) decided on by parents, teachers, staff and students. Finally, they would like time for action teams.

State Priority 6: Staff like the student recognition/positive behaviors program, Friday Flag, and cross grade level connections. The staff would like to attend Capturing Kids' Hearts training, revise and continue to implement Positive Behavior Interventions and Supports. They would like to receive professional development in restorative practices so that they may implement the strategies.

State Priority 7: Staff like using the touch screen TV, voice magnification, 7th/ 8th Grade Electives, technology, art, and Camp Invention Summer Camp. They would like to have Chromebook issues addressed, training for teachers with language learners, new cords for TVs and teacher tech (longer and hidden cords), replacement of voice magnification systems, and updated access to online curriculum.

State Priority 8: Staff like iXL math program for progress monitoring. They would like to implement a student led conflict resolution team and collaboration with teachers, staff and admin on behaviors.

* SELPA-April 2023 The plan was submitted to the SELPA Director but no feedback was provided.

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

After reviewing the data and the 8 state priorities at our educational partner feedback meetings, the Leadership Team, staff and school board identified the following priorities for the coming school year: rebuild the music program, focus on math (Universal Access, interventions, enrichment), provide staff with professional development opportunities outside the school district, continue to focus on, implement and receive professional learning in Leader in Me, implement the Parent Square App to better communicate with our families, collaboration with teachers, support staff and administrator on student behaviors.

Goals and Actions

Goal

Goal #	Description
1	All teachers, staff, and parents will have the materials and resources to successfully address the academic needs of students ensuring students' progress towards meeting standards.

An explanation of why the LEA has developed this goal.

This goal was developed because it is our duty as a school district to provide a quality education for our students. We believe that the academic goal provide us with a road map for success. An academic goal provides concrete plans to work toward for our students and staff. We regularly monitor local and state data and our actions and services will change in our 3 year plan based on the academic data and identified professional development needs. The Leadership Team, staff and school board identified the following priorities for the coming school year: Rebuild the Music Program, Math (Universal Access, interventions, enrichment), professional learning, and Leader in Me.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Academic Indicator	GREEN performance level indicator 16.6 points above standard	The CA School Dashboard was suspended due to COVID.	High performance level indicator English language arts is 21.8 points above standard		BLUE performance indicator 30 points above standard
CA School Dashboard Mathematics Academic Indicator	GREEN performance level indicator 1.6 points above standard	The CA School Dashboard was suspended due to COVID.	High performance level indicator Math is 10.6 points above standard.		BLUE performance Indicator 30 points above standard
CAASPP English Language Arts Met or Exceeded Standard	51.1% met or exceed standards	62.10% students met or exceeded standards in English language arts	60.60% students met or exceeded standards in English language arts		70% students met or exceeded standards in English language arts

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		57.15% of 3rd graders at or above standards 65.39% of 4th graders at or above standards 56% of 5th graders at or above standards 33.33% of 6th graders at or above standards 80% of 7th graders at or above standards 70% of 8th graders at or above standards	58.33% of 3rd graders at or above standards 50% of 4th graders at or above standards 76.67% of 5th graders at or above standards 53.85% of 6th graders at or above standards 46.43% of 7th graders at or above standards 74.19% of 8th graders at or above standards		
CAASPP Mathematics Met or Exceeded Standard	39.73% met or exceeded standards	56.87% students met or exceeded standards in mathematics 52.39% of 3rd graders at or above standards 76.92% of 4th graders at or above standards 56% of 5th graders at or above standards 28.57% of 6th graders at or above standards 63.33% of 7th graders at or above standards 56.66% of 8th graders at or above standards	53.34% students met or exceeded standards in mathematics 58.33% of 3rd graders at or above standards 42.31% of 4th graders at or above standards 60% of 5th graders at or above standards 42.30% of 6th graders at or above standards 57.14% of 7th graders at or above standards 58.07% of 8th graders at or above standards		60% students met or exceeded standards in mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Other Student Outcomes Mathematics-5th Grade math facts	75% of 5th grade students have mastered their math facts.	97% of 5th grade students have mastered their math facts.	93% of 5th grade students have mastered their math facts.		95% of 5th grade students have mastered their math facts.
Local Indicator Access to State Standards	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum	100% of students have access to standards aligned curriculum		100% of students have access to standards aligned curriculum
Local Indicator Course Access	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .	100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .		100% of students have access to a broad course of study including unduplicated pupils & individuals with exceptional needs. 100% Williams Quarterly reports will show that all students have access to instructional materials including unduplicated pupils & individuals with exceptional needs. .
CA School Dashboard English Learner Progress Indicator Proficiency	We currently have 0 English Learner students.	We currently have 0 English Learner students.	We currently have 2 English Learner students and are unable to provide this		BLUE performance 100% proficient

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			data due to privacy concerns.		
CA School Dashboard English Learner Progress Indicator Reclassification	We currently have 0 English Learner students.	We currently have 0 English Learner students.	We currently have 2 English Learner students and are unable to provide this data due to privacy concerns.		BLUE performance indicator 100% reclassified
Local Indicator Implementation of Standards-Staff Survey	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 with 5 being full implementation)</p> <p>ELA = 3 ELD = 1 Math = 3 NGSS = 2 Social Science = 1</p> <p>The average rating for the district's progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 5 ELD = 2</p>	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 with 5 being full implementation)</p> <p>ELA = 4/5 ELD = 3.5/5 Math = 3.7/5 NGSS = 3.2/5 Social Sci. = 2.6/5</p> <p>The average rating for the district's progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 4.3/5</p>	We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.		We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math = 5 NGSS = 3 Social Science = 2</p> <p>The average rating for the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in:</p> <p>ELA = 2 ELD = 1 Math = 2 NGSS = 2 Social Science = 1</p> <p>The average rating for the district's progress in implementing each of the following academic standards adopted by the state board of education for all students in:</p> <p>CTE = 1 Health Ed = 2 PE = 1 VAPA = 1 World Language = 1</p>	<p>ELD = 4.2/5 Math = 4.3/5 NGSS = 3.7/5 Social Sci. = 2.1/5</p> <p>The average rating for the district's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards in:</p> <p>ELA = 3.6/5 ELD = 3.6/5 Math = 3.7/5 NGSS = 3/5 Social Sci. = 2.1/5</p> <p>The average rating for the district's progress in implementing each of the following academic standards adopted by the state board of education for all students in:</p> <p>CTE = 3/5 Health Ed = 2.6/5 PE = 2.9/5 VAPA = 2.6/5</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	The district's success at engaging in the following activities with teachers and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole = 3 Identifying the professional learning needs of individual teachers = 3	World Lang. = 1.3/5 The district's success at engaging in the following activities with teachers and school administrators: Identifying the professional learning needs of groups of teachers or staff as a whole = 3.7/5 Identifying the professional learning needs of individual teachers = 3.7/5			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Staff will receive professional development in the area of academic focus and the Leader in Me. Staff will be provided release time to attend relevant workshops and visit model schools, if identified as a need. Provide professional development outside of the district based on identified staff need(s).	\$27,209.00	No
1.2	Collaboration Time	Staff will use formative assessments to monitor the progress of students.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Staff will collaborate around formative assessments and enhance strategies for addressing SEL and Tier 2/3 intervention services during the Wednesday minimum days.</p> <p>Collaboration with teachers, support staff and administrator on student behaviors</p> <p>No Cost - built in collaboration days in school calendar</p>		
1.3	Technology	<p>Students and staff will have access to technology that enhances the instructional process and provides access to relevant and meaningful resources. Technology resources will include Chrome Books for each student, Touchscreen Smart Board Monitors and instructional software.</p> <p>Purchase cords for TVs and replace voice magnification.</p>	\$38,597.00	No
1.4	Instructional Materials	<p>Books and supplies</p> <ul style="list-style-type: none"> * Supplemental instructional materials for ELA and mathematics. * Leveled readers and SIPPS materials for k-3 staff, as needed. (kindergarten readiness) * Support materials for physical education. * Support materials for Innovation Lab. * Updated access to on-line curriculum 	\$13,000.00	No
1.5	Multi-Tiered System of Support	<p>Staff will meet in Attendance, Behavior and Course Outcomes (ABC) teams to discuss data and target students that need extra support. Support staff will be assigned to assist teachers in monitoring student progress and coordinating effective interventions.</p> <p>Implement student-led conflict resolution team</p>	\$2,412.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Curriculum	<p>Core Curriculum materials will be available and used by students and staff</p> <ul style="list-style-type: none"> * CPM Math and Eureka Math-On-line access for students/staff * National Geo (no additional cost) * Study Sync (no additional cost) * Handwriting without Tears * Science curriculum * Updated access to online curriculum 	\$18,540.00	No
1.7	Instructional aides English language arts and math intervention	<p>Support staff will provide assistance in students reaching curriculum standards in English language arts and mathematics.</p> <p>.4 FTE intervention specialist- salary and benefits 1 FTE Home Study/6-8 Intervention Teacher Hours for paraprofessionals will be increased to 5 3/4 / hours per day</p>	\$106,761.00	Yes
1.8	Summer School	Summer school	\$86,593.00	Yes
1.9	English Learner Services	<p>English Learner Coordinator The following will be implemented.</p> <p>English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum</p> <p>English Learner students will be monitored for annual progress.</p> <p>English Learner students are provided with both designated and integrated support within the school day.</p>	\$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.</p> <p>We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs.</p> <p>Purchase Lexia program for English language development support</p>		
1.10	Academic Focus	<p>Mathematics (Universal access, intervention, enrichment)</p> <p>Instructional and supplemental instructional materials</p> <p>Staff salaries and benefits</p>		No
1.11	Online Intervention Programs for Reading and Writing	<p>IXL diagnostic program utilized to assess student progress.</p> <p>IXL instructional program for reading and math support.</p> <p>This is a 3 year contract starting in 2022-2023 school year.</p>	\$0.00	No
1.12	Broad Course of Study	<p>Music Program</p> <p>Music Teacher</p>	\$34,401.00	No
1.13	Credentialed Teachers	<p>Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.</p>	\$1,266,457.00	No

Action #	Title	Description	Total Funds	Contributing
1.14	Foster Youth and Homeless Youth Services	<p>We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Intervene early when they are missing a lot of school. Provide them with community resources, as needed. Annually train staff to have an understanding of homelessness. Coordinate with the Homeless and Foster Youth liaison in the district. Make sure that the student is enrolled in free and reduced meal program. Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.). Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.</p>	\$250.00	Yes
1.15	Broad Course of Study	<p>Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, and small group activities . Staff will use technology to augment curriculum. Physical Education-Equipment budget 7th and 8th Activity Period-Supply budgets Supplies and books for STEAM related activities Art Services and other operating expenditures and licenses and subscriptions related services School will maintain one-to-one Chrome Books in grades 1st to 8th. We will look for ways to help challenge students in academic areas beyond reading and math, ways to help parents support the academic program, and ways to increase extra-curricular and co-curricular options for students.</p>	\$35,257.00	No

Action #	Title	Description	Total Funds	Contributing
1.16	Special Education Student Services	<p>Maintain Behavior Tech to work with students experiencing SEL and behavior challenges.</p> <p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p> <p>Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs.</p> <ul style="list-style-type: none"> • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) <p>Parents of students with exceptional needs provide the school with feedback based on their child's needs.</p> <ul style="list-style-type: none"> • Our special education personnel will be trained in ProAct 	\$381,221.00	No
1.18				

Action #	Title	Description	Total Funds	Contributing
1.19				
1.20				

Goal Analysis [2022-23]

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.

All actions in this goal were implemented with the exception of the music teacher. Our music teacher resigned two weeks before the start of the school year and we were unable to hire another music teacher. We posted the position for multiple months. We even changed the job from a music teacher to a STEAM teacher but were unable to hire the right candidate for the position. We have been able to implement universal access time with full staffing and want to expand it to mathematics next year.

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.

Action 1.1 Professional Development-we spent approximately \$13,000 in Leader in Me coaching
Action 1.3 Technology-We spent approximately \$21,000 more than budgeted due to cybersecurity issues.
Action 1.4 Instructional Materials-We spent approximately \$17,000 more in supplemental instructional materials to support interventions.
Action 1.6 Curriculum-We spent approximately \$12,000 more in reading and math curriculum.
Action 1.7 Instructional aides English language arts and math intervention-We spent approximately \$34,000 more as we settled negotiations with the classified staff.
Action 1.8 Mitigate Learning Loss-We spent approximately \$66,000. Tutoring was not provided this year as there was not enough interest for it.
Action 1.11 iXL math and reading support is a 3 year contract starting in 2022-2023 school year so there is no cost next year or the year after as the full expense was indicated in last year's LCAP.
Action 1.12 Music Program- We spent \$37,240.83 less because we were unable to hire a music teacher this past school year.

Action 1.13 Credentialed Teachers We spent approximately \$203,000 more as we settled negotiations after the budget
Action 1.16 Special Education Student Services- We spent approximately \$130,000 as we did not have many students with exceptional needs.
Action 1.17 Field Trips- We spent \$1800 less on field trips as most field trips were local and free or our parents paid for entrance fees. Since we have parent drivers and no school busses, we are able to keep the costs down.

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

These actions were effective at meeting our goals. Our English language arts and math performance levels are above standard. We want to increase student growth in mathematics so we added it as our academic focus for next year. We are also bringing back our music program.

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.

Removed the iReady metric as we haven't used this metric for the past few years.
Removed action within 1.4 -Purchase materials and supplies to enhance the music program, choir program, and instruments (7/8th).
Replaced action 1.5 with ABC Teams. We eliminated the reference to Title I targeted data.
Replaced action 1.8 with summer school. We eliminated classroom teachers will have the option to provide tutoring to students before/after school and Intersessions.
We added to action 1.9-purchase Lexia program for English language development support
Removed action 1.17 Field trips to expand students knowledge of the content areas and provide high-engagement activities. Provide opportunities for our unduplicated students that they would not normally have access to. Although students will be afforded the opportunity to go on field trips, we decided to streamline our LCAP and reduce some actions.
We added 1.10 academic focus area (math)
We refined our professional learning action to include professional development opportunities outside the district. We also added purchase cords for TV and replace voice magnification to our tech action. We added access to updated online curriculum, implement student led conflict resolution teams, and collaboration with teachers, support staff and administrator on student behaviors.
We streamlined the plan by eliminating some of the metrics that we were not using to measure progress or drive change. We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.

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

Goal #	Description
2	All members of the school community (parents, staff, students) will actively participate in supporting the academic, social, and behavior goals of students that address academic standards, 21st century learning outcomes, and leadership capacity.

An explanation of why the LEA has developed this goal.

After reviewing local and state data, we believe we need to refine our Tier 1, 2, and 3 levels of our Positive Behavior Intervention Systems. We also want to target students that need extra support. Continuing to build school culture will also be a focus for our staff development. We were identified for Differentiated Assistance as part of the CA School Dashboard for high chronic absenteeism rates for our low income students. We plan to target support for these students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Expulsions	0% expulsions	0% expulsions	0% expulsions		0% expulsions
Local Indicator Middle School Drop-Out Rate	0% of middle school drop-outs	0% of middle school drop-outs	0% of middle school drop-outs		0% of middle school drop-outs
CA School Dashboard Suspension Indicator	RED performance level 3.6% suspended at least once	No performance level data due to the CA School Dashboard being suspended. 1.9% suspended at least once (reported on April 28th)	Medium performance level 1.9% suspended at least once		Less than 2% suspended at least once BLUE performance indicator

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard Chronic Absenteeism Indicator	GREEN performance indicator for Chronic Absenteeism Chronic Absenteeism Rates All Students 4.1% Low income 5.2% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 11.8% White 3.4% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 9.1% Pacific Islander 0% Two or more races 7.1%	No performance level data due to the CA School Dashboard being suspended. Chronic Absenteeism Rates All Students 9.70% Low income 17.50% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 0% White 0.30% American Indian 23.10% Asian 0% African American 0% Filipino 0% Hispanic/Latino 13.30% Pacific Islander 0% Two or more races 4.30%	High performance level Chronic Absenteeism Rates All Students 10.6% Low income 21.2% Homeless Youth 0% Foster Youth 0% English Learners 0% Students with Disabilities 21.1% White 11.1% American Indian 23.10% Asian 0% African American 0% Filipino 0% Hispanic/Latino 6.7% Pacific Islander 0% Two or more races 4.2%		BLUE performance indicator Chronic Absenteeism Rates All Students 2.05% Low income 2.6% Homeless Youth % Foster Youth 0% English Learners 0% Students with Disabilities 5.9% White 1.7% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 4.55% Pacific Islander 0% Two or more races 3.55%
Local Indicators Parent Survey	Local Indicators Parent Survey I receive information that helps me support my child's education. 63% agree 16.7% neutral I receive communication about	Local Indicators Parent Survey-we refined the questions to glean different information. I feel my child is progressing academically in the area of reading. 77.5% agree	We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.		We took removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>my child's behavior (good or negative) at school. 38% agree 46% neutral</p> <p>My child is progressing academically in the area of reading. 75% agree 21% neutral 4% disagree</p> <p>My child is progressing academically in the area of mathematics. 83% agree</p> <p>If you had a choice between Everyday Math and Eureka Math (Grades K-5), which program would you like to see continued? 57% I don't have an opinion 24% Eureka Math 19% Everyday Math</p> <p>Parents provided the following feedback on communication</p>	<p>15% neutral 7.5% disagree</p> <p>I feel my child is progressing academically in the area of mathematics. 82.5% agree 7.5% neutral 10% disagree</p> <p>I feel my child receives help when needed to learn successfully. 75% agree 20% neutral 5% disagree</p> <p>I feel my child is challenged to learn in areas other than math and reading. 47.5% agree 42.5% neutral 10% disagree</p> <p>I receive information that helps me support my child's learning 57.5% agree 25% neutral 17.5% disagree</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>options that they would prefer: Monthly newsletters 88% Weekly agenda 75% Text messaging 92% Email messaging 88% School website 67% School mobile app 42% Aeries grade portal (grades 4-8 only) 25% Other 4%</p> <p>Student Survey 73.7% agree-I feel safe in bathrooms, on the yard, and on walkways at school. 90.2% agree-I feel welcome at school. 80.5% agree-All teachers at the school treat students with respect. 97% agree-I feel safe and able to learn in the classroom. 61% agree most students at the school treat each other with respect. 66% agree that PE has helped them become better fit.</p>	<p>The classroom offers my child opportunities to learn about topics that go beyond math and reading. 65% agree 27.5% neutral 7.5% disagree</p> <p>I feel North Cow Creek provides a positive learning environment for my child. 80% agree 15% neutral 5% disagree</p> <p>For each of the following forms of communication, please tell us how much value they are to you. Weekly events High value 90% Low value 7.5% Don't use 2.5%</p> <p>School website High value 60% Low value 32.5% Don't use 7.5%</p> <p>School mobile app</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>50% agree- PE has helped me learn athletic skills.</p> <p>83% agree that they have become a better reader this year.</p> <p>95% agree that they have become better in math this year.</p> <p>91% agree that their teacher challenges them to learn more than just reading and math.</p>	<p>High value 45%</p> <p>Low value 17.5%</p> <p>Don't use 32.5%</p> <p>Did not reply 5%</p> <p>Classroom Information</p> <p>High value 72.5%</p> <p>Low value 20%</p> <p>Don't use 2.5%</p> <p>Did not reply 5%</p> <p>We revised some of the questions in our student survey to glean other information to improve the student school experience.</p> <p>Student Survey</p> <p>72%agree-Most of the teaching staff make me excited about learning</p> <p>89% agree-I feel welcome at school.</p> <p>83.8% agree-I feel safe in bathrooms, on the yard, and on walkways at school.</p> <p>80.8% agree-I have become a better reader this year.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>88.9% agree that they have become better in math this year.</p> <p>69.7% agree- IXL has helped me become better in reading and better in math.</p> <p>73% agree that PE has helped them become better fit.</p> <p>69.7%- agree PE has helped me learn athletic skills.</p> <p>74% agree-I was able to learn new things through the STEM activities we did this year.</p> <p>61.6% agree -Most students at the school treat each with respect:</p> <p>85% agree-All teachers at the school treat students with respect.</p> <p>94% agree-I feel safe and able to learn in the classroom.</p> <p>89% agree- that their teacher challenges them to learn more than just reading and math.</p>			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>88% agree- I think the buildings and grounds at NCC make our school a great place to learn.</p> <p>59% agree- I think the consequences for bad behavior on the playground have made it safer for all students.</p> <p>69.7% agree- I think the staff help students learn to get along with one another.</p>			
Local Indicator Facilities	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.	100% of facilities were in good condition as measured by the Facilities Inspection Tool.		100% of facilities were in good condition as measured by the Facilities Inspection Tool.
Local Indicator Teacher Credentialing	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching.	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching	99% of teachers are fully credentialed in the subject area and for the pupils they are teaching		100% of teachers are fully credentialed in the subject area and for the pupils they are teaching
Local Indicator Attendance Rate	92.85% attendance rate	92.61% attendance rate	94.8% attendance rate as of May 1st		98% attendance rate

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Engagement	<p>We will enhance parent engagement through effective communications between school and home. We will provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals.</p> <p>For students in grades 4-8, the Aeries Student Information System (SIS) portal will be available for access by parents to monitor attendance and grades.</p> <p>Purchase and implement Parent Square App</p>	\$1,804.00	No
2.2	Counseling Services/Social Emotional Learning	<p>Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community.</p> <p>Positive Behavior Intervention and Supports and the Leader in Me will serve as the foundation for the SEL program.</p>	\$10,000.00	Yes
2.3	Professional Development	<p>Professional development includes but is not limited to the following:</p> <ul style="list-style-type: none"> Positive Behavior Intervention and Supports Paraprofessional training Leader in Me/Student Leadership Program Social Emotional Learning Mathematics Fred Jones Classroom Management School Culture by Design Workshop and conference fees 	\$23,800.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	High Quality Facilities	Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.	\$318,061.00	No
2.5				
2.6	Target Chronically Absent Students	<p>Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to:</p> <ul style="list-style-type: none"> • Set goals with students to attend school • Connect with students on a weekly basis • Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (SEL, PBIS, Leader in Me), • Connect families with local resources and community partners to reduce barriers for attending school, and • Implement an attendance campaign using Attendance Works resources. 	\$450.00	Yes
2.7	Parent Engagement	All parents, including parents of unduplicated student groups and exceptional needs, are encouraged to make decisions for the district and school through serving on the Education Foundation, participating in Parent Conferences, having access to the Aeries Student Portal, and providing feedback through District Advisory/Safety Committee,	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Board meetings and surveys. Parents of unduplicated students and individuals with exceptional needs are reached out to teachers, support staff, counselors and administration to encourage their participation in their children's education.		
2.8	Behavior Technician	Behavior Technician to support our most at-risk students.	\$63,372.40	Yes
2.9	Professional Development	Restorative Practices professional development to support Native American students who are at risk of dropping out of school. In-kind cost for staff time (hours x total number of staff to participate x hourly rate)	\$2,500.00	Yes
2.10	LCSP Native American Grant for Student Success	Quarterly collaborative sessions to support Native American students who are at risk of dropping out of school. In-kind cost for 1 school representative and 1 district representative to participate (4 sessions that are 90 minutes each=6 hours)	\$1,000.00	Yes

Goal Analysis [2022-23]

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.

We implemented all of the actions in this goal. The Behavior Tech was added for alternatives to suspension and to teach students how to solve problems. Although our chronic absenteeism was high last year, we have focused on targeting students early to reduce absences. Our Coordinator has worked diligently with students who are chronically absent to set goals. The Coordinator also worked with the chronically absent students families to remove the barriers that were keeping students from attending. We have implemented professional development. The teachers and support staff have learned and implemented Leader in Me. They would like to attend professional development outside of the school district.

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.

Action 2.1 Parent Engagement-We spent \$1,200 less than budgeted as we did not have as many parent events or Parent Club picked up the cost of the event.

Action 2.3 Professional development-We spent approximately \$11,000 less as we took advantage of the free PD through the Leading Learning Network.

Action 2.8 Behavior Tech-We added a behavior tech this school year in Action 2.8

Action 2.9 Professional development-We spent approximately \$11,000 less as we took advantage of the free PD through the Leading Learning Network.

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

These actions are effective at making progress towards our goal as evidence by staff, student, parent surveys. Our Behavior Technician has been a welcome addition to our plan. Chronic absenteeism has been a challenge due to the residual effects of COVID. We were identified for Differentiated Assistance (DA) and have put strategies in place to target our student groups that have a high number of absences. We have also established an attendance campaign for next year. We will encourage students to attend school and provide engaging lessons and extra curricular activities. The Shasta County Office of Education met with the Principal to discuss data that identified our school for Differentiated Assistance in chronic absenteeism. We have put actions within our LCAP to address these concerns.

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.

We removed our local data from the metrics section as the results are captured in the local indicator report that accompanies the LCAP. We also consolidated action 2.5 into 2.2. We refined actions 2.1 and 2.3. We added Parent Square to action 1.2 to better communicate with our families.

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 [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$98,959	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.84%	0.00%	\$0.00	3.84%

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.

All actions and services will be provided on an LEA-wide basis in our small, rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program. A significant amount of funding is being directed to our unduplicated students to support their academic and social emotional needs based on our feedback from our educational partners and our metrics. Specifically, our low-income student data indicates the need for added support within our multi-tiered system of support; academic interventions, engagement strategies, attendance interventions, and social emotional/behavior supports. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program by the required percentage noted above.

In determining the most effective use of supplemental and concentration funds, the following information was considered:

- * Review of the CA School Dashboard student group report to identify which student groups need additional support
- * Current local and state metrics with actions and services in place
- * History of success with actions and services in district programs
- * Refinement of district programs to improve services to students

* Validity of services based on best practices of effective schools and relevant research

With this analysis, the District has determined that the implementation of social emotional learning practices, professional development in learning and support, early intervention in reading and math, ensuring that students have access to electives, and small group support are the most effective uses of the supplemental dollars to meet the needs of our identified student group populations of socioeconomically disadvantaged, Foster Youth, and English Language Learning students.

We believe in providing and differentiating services and supports for each of our students. After much consideration, by our stakeholder groups, we identified actions and services that are principally directed to increase and improve services for our unduplicated population on a districtwide level. We believe these actions and services are the most effective in meeting our LCAP goals for unduplicated pupils.

Action 1.7 Instructional aides English language arts and math intervention

Action 1.8 Summer School

Action 1.9 English Learner Services

Action 1.11 Online Intervention Programs

Action 1.14 Foster Youth and Homeless Youth Services

Action 2.2 Counseling Services/Social Emotional Learning

Action 2.6 Target Chronically Absent Students

Action 2.8 Behavior Technician

Action 2.9 Professional Development

Action 2.10 LCSPP Native American Grant for Student Success

Instructional aides to support English language arts and math intervention-Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

Summer School-Support our unduplicated students with academics and enrichment activities.

English Learner Services-provide support to English learners and their families to be successful in school. Provide staff with the necessary resources and professional learning opportunities to provide quality instruction to our English learner population. Attend English Learner Advisory Committee to listen to parent concerns and provide necessary support to increase English proficiency. Reclassify students that meet the criteria.

Online Intervention Programs-math and English language arts programs to support students

Foster Youth and Homeless Youth Services-The Liaison will provide one-on-one support for our Foster/Homeless Youth. They will check in regularly with our Foster/Homeless Youth to ensure they have the necessary support to be successful in school. The Liaison will also connect the Foster Youth students to a trusted adult on campus so that they may have support from multiple caring adults. Furthermore, the Liaison will connect Foster/Homeless Youth and their families to necessary resources, support and programs like After School, extra curricular activities, etc.

Counseling Services/Social Emotional Learning-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Target Chronically Absent Students-Attendance Campaign and Attendance Meetings-We will targeted our unduplicated student groups that need support in attending school. The school will meet with the parents and student to address any concerns or barriers preventing students from attending school. School-wide attendance campaigns will be used to encourage all students to attend school as we know attendance and academics are directly linked. Chronic Absenteeism Coordinator will target students that are chronically absent, attend SART meetings, set goals with students to reduce absences, work with families to connect them with community resources to eliminate barriers to learning.

Behavior Tech-The tech provides additional support to our most at-risk students. Students will be provided with one-on-one support, Social Emotional Learning support, and check in/check out system.

Professional Development-We will also continue to provide professional development and support to our certificated teachers and classified staff to incorporate formative assessments to target student's needs, School Culture, Engagement Strategies, Best Instructional Practices, and Social Emotional Learning. This additional support will help students, especially those students identified as not performing at grade level, many of whom are from our targeted socioeconomically disadvantaged student group.

LCSP Native American Grant for Student Success-Restorative Justice Practices professional development for staff to support Native American students. Quarterly collaboration meetings to target support for our Native American student population in truancy and family engagement.

We expect that attendance and academic achievement will increase for our low-income students based on these actions/services and behavior issues will decline as students will have additional social emotional/behavior supports in place.

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

North Cow Creek ESD has a 20.21% unduplicated count and is well-below the state identified 55% unduplicated pupil count to receive additional funding. The district receives supplemental funding related to Low Income, Foster Youth, and English Learners. NCC will be spending supplemental funds as described above. It is our belief that the most effective way to provide opportunities to the pupils is through the actions steps goals 1, 2, 3, and 4. The supplemental funds provide for additional targeted interventions, lower student/staff ratios, counseling services, Response to Intervention model, Kindergarten readiness, and access to nutritional meals. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and Counselor directly support the unduplicated student groups. Financial support provided to the district operated preschool will ensure students entering TK/K will be better prepared to meet the standards and school expectations.

All services are planned to be implemented district-wide because of the low percentage of targeted students in a school district with small class sizes. The primary benefit is for the targeted students, but all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the educational program for the targeted student groups. Our overall strategy includes groupings of all students with similar needs regardless of whether or not they are in a targeted student group. Additionally, the planned services will avoid the potential negative stigma from a traditional targeted or pull out program and will allow students to maintain access to all other services available to students without interruption. Funds will be used primarily to support maintaining lower class sizes, provide

instructional aides and college/career counseling, behavioral supports, and interventions to strengthen the educational program.

Being a small, rural school district many of the strategies described are best applied universally, and although principally directed with unduplicated pupils in mind, these strategies will benefit all students.

As described in the LCAP, goals and actions will ensure unduplicated pupils make progress towards meeting academic standards, social emotional learning, and school expectations.

Following are links to evidenced-based programs and research that support our actions and services in our plan:

"What Really Counts When We Teach?" by Alan Schoenfeld in Achieve the Core, April 18, 2017, <http://achievethecore.org/aligned/what-really-counts-when-we-teach/>; Schoenfeld can be reached at alans@berkeley.edu.

"Learning from the Past: What ESSA Has the Chance to Get Right" by Danielle Dennis in The Reading Teacher, January/February 2017 (Vol. 70, #4, p. a395-400), <http://bit.ly/2jpuGfP>; Dennis can be reached at dennis@usf.edu.

"Time for Teacher Learning, Planning Critical for School Reform" by Eileen Merritt in Phi Delta Kappan, December 2016/January 2017 (Vol. 98 #4, p. 31-36), www.kappanmagazine.org.

"Beyond Teachers: Estimating Individual Guidance Counselors' Effects on Educational Attainment" by Christine Mulhern*Harvard University, January 30, 2020 http://papers.cmulhern.com/Counselors_Mulhern.pdf, Christine can be reached at Mulhern@g.harvard.edu.

Upshur, C. C., Heyman, M., Wenz-Gross, M. (2017). Efficacy trial of the Second Step Early Learning (SSEL) curriculum: Preliminary outcomes. *Journal of Applied Developmental Psychology*, 50, 15–25.

Low, S., Cook, C. R., Smolkowski, K., & Buntain-Ricklefs, J. (2015). Promoting social-emotional competence: An evaluation of the elementary version of Second Step. *Journal of School Psychology*, 53, 463–477.

Frey, K. S., Nolen, S. B., Edstrom, L. V., & Hirschstein, M. K. (2005). Effects of a school-based social-emotional competence program: Linking children's goals, attributions, and behavior. *Journal of Applied Developmental Psychology*, 26, 171–200.

Edwards, D., Hunt, M. H., Meyers, J., Grogg, K. R., & Jarrett, O. (2005). Acceptability and student outcomes of a violence prevention curriculum. *The Journal of Primary Prevention*, 26, 401–418. doi:10.1007/s10935-005-0002-z

Espelage, D. L., Low, S., Polanin, J. R., & Brown, E. C. (2013). The impact of a middle school program to reduce aggression, victimization, and sexual violence. *Journal of Adolescent Health*, 53(2), 180–186.

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and

victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564

Nickerson, A. B., Livingston, J. A., Kamper-DeMarco, K. (2018). Evaluation of Second Step child protection videos: A randomized controlled trial. Child Abuse & Neglect 76, 10–22.

Belfield, C., Bowden, B., Klapp, A., Levin, H., Shand, R., & Zander, S. (2015). The economic value of social and emotional learning. New York: Center for Benefit-Cost Studies in Education, Teachers College, Columbia University.

Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., & Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. Child Development, 82(1), 405–432.

Jones, D. E., Greenberg, M., and Crowley, M. (2015). Early social-emotional functioning and public health: The relationship between kindergarten social competence and future wellness. American Journal of Public Health. Advance online publication. doi:10.2105/AJPH.2015.302630

Smith, B. H., & Low, S. (2013). The role of social-emotional learning in bullying prevention efforts. Theory into Practice, 52(4), 280–287. doi:10.1080/00405841.2013.829731

Taylor, R.D., Oberle, E., Durlak, J.A., & Weissberg, R.P. (2017). Promoting positive youth development through school-based social and emotional learning interventions: a meta-analysis of follow-up effects. Child Development, 88(4): 1156–1171.

As stated above, the North Cow Creek ESD plans to use the supplemental funds to serve, increase and/or improve services for unduplicated pupils. Per the FCMAT LCFF Calculator we calculate the district will achieve proportionality percentage as noted above. The district budgeted expenditures and delivery of related services serves as a proxy measurement of services delivered to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement, the district achieve the required percentage, satisfying the minimum proportionality percentage requirement.

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.

Not applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	52	-
Staff-to-student ratio of certificated staff providing direct services to students	18	-

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,984,214.40	\$192,870.00	\$203,390.00	\$51,411.00	\$2,431,885.40	\$1,733,969.40	\$697,916.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All	\$10,000.00	\$17,209.00	\$0.00	\$0.00	\$27,209.00
1	1.2	Collaboration Time	All	\$0.00				\$0.00
1	1.3	Technology	All	\$38,597.00	\$0.00	\$0.00	\$0.00	\$38,597.00
1	1.4	Instructional Materials	All	\$13,000.00	\$0.00	\$0.00	\$0.00	\$13,000.00
1	1.5	Multi-Tiered System of Support	All				\$2,412.00	\$2,412.00
1	1.6	Curriculum	All	\$18,540.00	\$0.00	\$0.00	\$0.00	\$18,540.00
1	1.7	Instructional aides English language arts and math intervention	English Learners Foster Youth Low Income	\$89,554.00	\$17,207.00	\$0.00	\$0.00	\$106,761.00
1	1.8	Summer School	English Learners Foster Youth Low Income	\$20,000.00	\$66,593.00			\$86,593.00
1	1.9	English Learner Services	English Learners	\$200.00				\$200.00
1	1.10	Academic Focus	All					
1	1.11	Online Intervention Programs for Reading and Writing	All	\$0.00	\$0.00	\$0.00		\$0.00
1	1.12	Broad Course of Study	All	\$34,401.00				\$34,401.00
1	1.13	Credentialed Teachers	All	\$1,266,457.00				\$1,266,457.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.14	Foster Youth and Homeless Youth Services	Foster Youth	\$250.00			\$0.00	\$250.00
1	1.15	Broad Course of Study	All	\$35,257.00				\$35,257.00
1	1.16	Special Education Student Services	Students with Disabilities	\$128,832.00	\$0.00	\$203,390.00	\$48,999.00	\$381,221.00
2	2.1	Parent Engagement	All	\$1,804.00				\$1,804.00
2	2.2	Counseling Services/Social Emotional Learning	English Learners Foster Youth Low Income	\$10,000.00				\$10,000.00
2	2.3	Professional Development	All		\$23,800.00			\$23,800.00
2	2.4	High Quality Facilities	All	\$250,000.00	\$68,061.00			\$318,061.00
2	2.6	Target Chronically Absent Students	English Learners Foster Youth Low Income	\$450.00				\$450.00
2	2.7	Parent Engagement	All	\$0.00				\$0.00
2	2.8	Behavior Technician	English Learners Foster Youth Low Income	\$63,372.40				\$63,372.40
2	2.9	Professional Development	English Learners Foster Youth Low Income	\$2,500.00				\$2,500.00
2	2.10	LCSP Native American Grant for Student Success	Foster Youth Low Income	\$1,000.00				\$1,000.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,575,709	\$98,959	3.84%	0.00%	3.84%	\$187,326.40	0.00%	7.27 %	Total:	\$187,326.40
								LEA-wide Total:	\$187,326.40
								Limited Total:	\$200.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Instructional aides English language arts and math intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$89,554.00	
1	1.8	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
1	1.9	English Learner Services	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$200.00	
1	1.14	Foster Youth and Homeless Youth Services	Yes	LEA-wide	Foster Youth	All Schools	\$250.00	
2	2.2	Counseling Services/Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,000.00	
2	2.6	Target Chronically Absent Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$450.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Behavior Technician	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$63,372.40	
2	2.9	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,500.00	
2	2.10	LCSPS Native American Grant for Student Success	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,000.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,123,693.83	\$2,181,714.95

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	No	\$40,898.00	\$53,835.13
1	1.2	Collaboration Time	No	\$0.00	\$0.00
1	1.3	Technology	No	\$5,000.00	\$26,714.00
1	1.4	Instructional Materials	No	\$25,483.00	\$42,512.40
1	1.5	Mountain Valley Education Consortium Support-At-risk students	No	\$22,168.00	\$17,699.00
1	1.6	Curriculum	No	\$12,640.00	\$24,416.45
1	1.7	Instructional aides English language arts and math intervention	Yes	\$124,683.00	\$158,788.08
1	1.8	Mitigate Learning Loss	No	\$113,741.00	\$47,064.68
1	1.9	English Learner Services	Yes	\$200.00	\$261.32
1	1.11	Online Intervention Programs for Reading and Writing	Yes	\$11,457.00	\$11,457

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Music Program	No	\$37,240.83	\$0
1	1.13	Credentialed Teachers	No	\$1,158,665.00	\$1,361,902.22
1	1.14	Foster Youth and Homeless Youth Services	Yes	\$250.00	\$86.97
1	1.15	Broad Course of Study	No	\$53,926.00	\$53,926.00
1	1.16	Special Education Student Services	No	\$363,061.00	\$236,697.52
1	1.17	Field Trips	Yes	\$2,000.00	\$280.00
2	2.1	Parent Engagement	No	\$1,483.00	\$286.00
2	2.2	Counseling Services	Yes	\$10,000.00	\$13,581.00
2	2.3	Professional Development	No	\$23,800.00	\$12,829.11
2	2.4	High Quality Facilities	No	\$50,000.00	\$53,367.17
2	2.5	Social Emotional Learning	No	\$0.00	\$0.00
2	2.6	Target Chronically Absent Students	Yes	\$450.00	\$428.42
2	2.7	Parent Engagement	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.8	Behavior Technician	Yes	\$63,048.00	\$64,582.48
2	2.9	Professional Development	Yes	\$2,500.00	\$0.00
2	2.10	LCSPP Native American Grant for Student Success	Yes	\$1,000.00	\$1000.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
97,636	\$130,905.00	\$134,604.64	(\$3,699.64)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	Instructional aides English language arts and math intervention	Yes	\$40,000.00	38,649.05		
1	1.9	English Learner Services	Yes	\$200.00	200.00		
1	1.11	Online Intervention Programs for Reading and Writing	Yes	\$11,457.00	11,457		
1	1.14	Foster Youth and Homeless Youth Services	Yes	\$250.00	250.00		
1	1.17	Field Trips	Yes	\$2,000.00	2,000		
2	2.2	Counseling Services	Yes	\$10,000.00	3637		
2	2.6	Target Chronically Absent Students	Yes	\$450.00	0		
2	2.8	Behavior Technician	Yes	\$63,048.00	64,582.48		
2	2.9	Professional Development	Yes	\$2,500.00	12,829.11		
2	2.10	LCSP Native American Grant for Student Success	Yes	\$1,000.00	1,000		

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,406,021	97,636	0	4.06%	\$134,604.64	0.00%	5.59%	\$0.00	0.00%

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

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/>.

- **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/>.

- **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 schools(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.

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

California Department of Education
January 2022