



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nord Country School

CDS Code: 04614240110551

School Year: 2023-24

LEA contact information:

Kathy Dahlgren

Principal/Superintendent

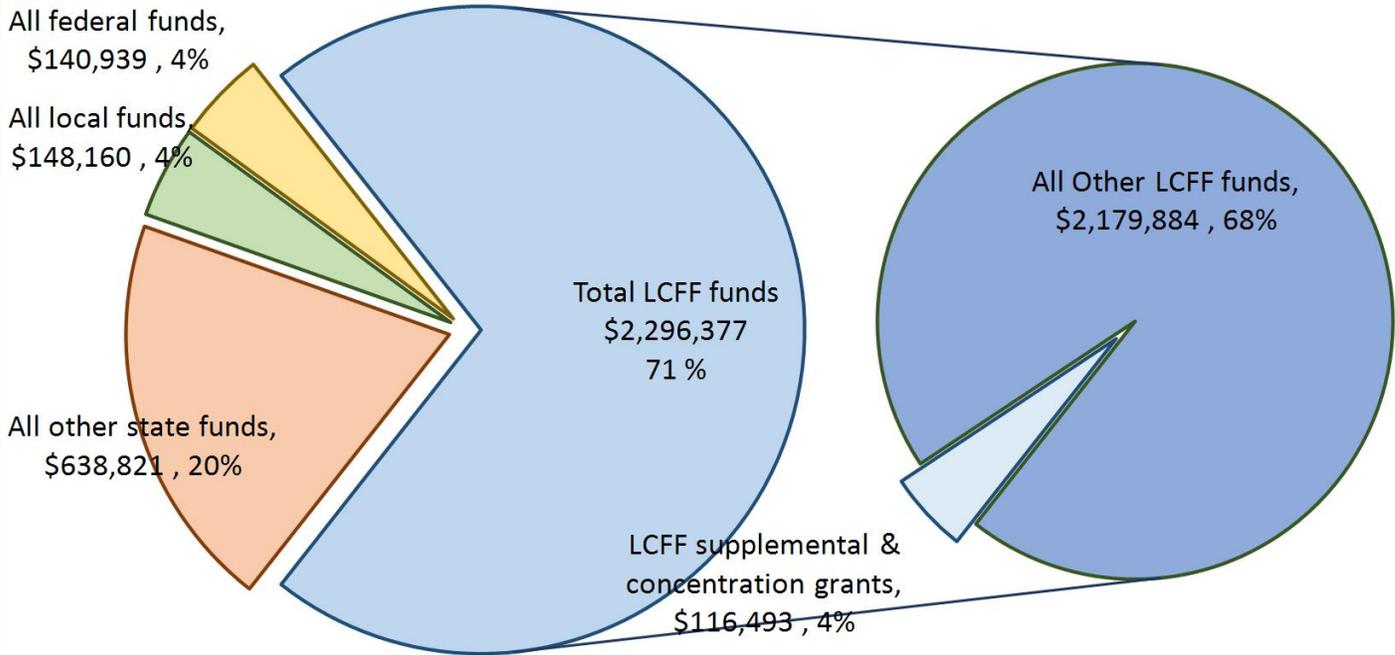
[kdahlgren@nordk8.org](mailto:kdahlgren@nordk8.org)

5308913138

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

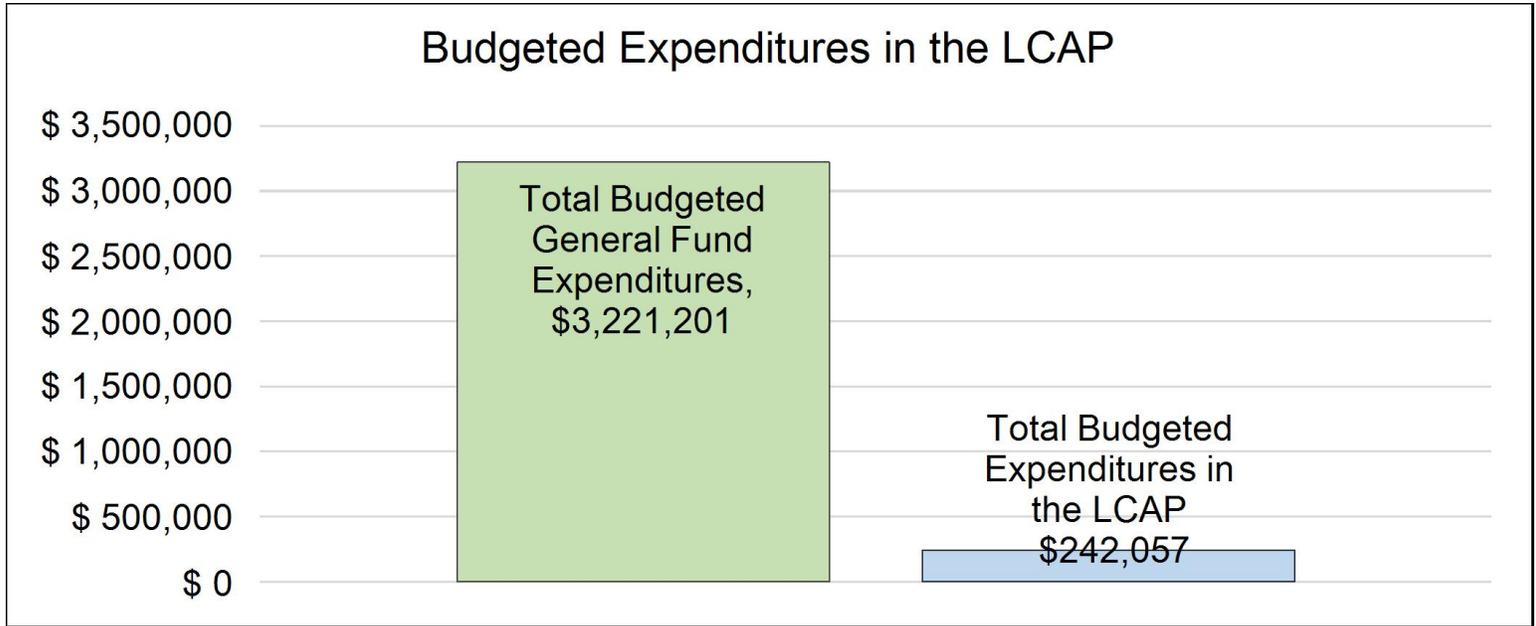


This chart shows the total general purpose revenue Nord Country School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nord Country School is \$3,224,297, of which \$2,296,377 is Local Control Funding Formula (LCFF), \$638,821 is other state funds, \$148,160 is local funds, and \$140,939 is federal funds. Of the \$2,296,377 in LCFF Funds, \$116,493 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 Nord Country School 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: Nord Country School plans to spend \$3,221,201 for the 2023-24 school year. Of that amount, \$242,057 is tied to actions/services in the LCAP and \$2,979,144 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

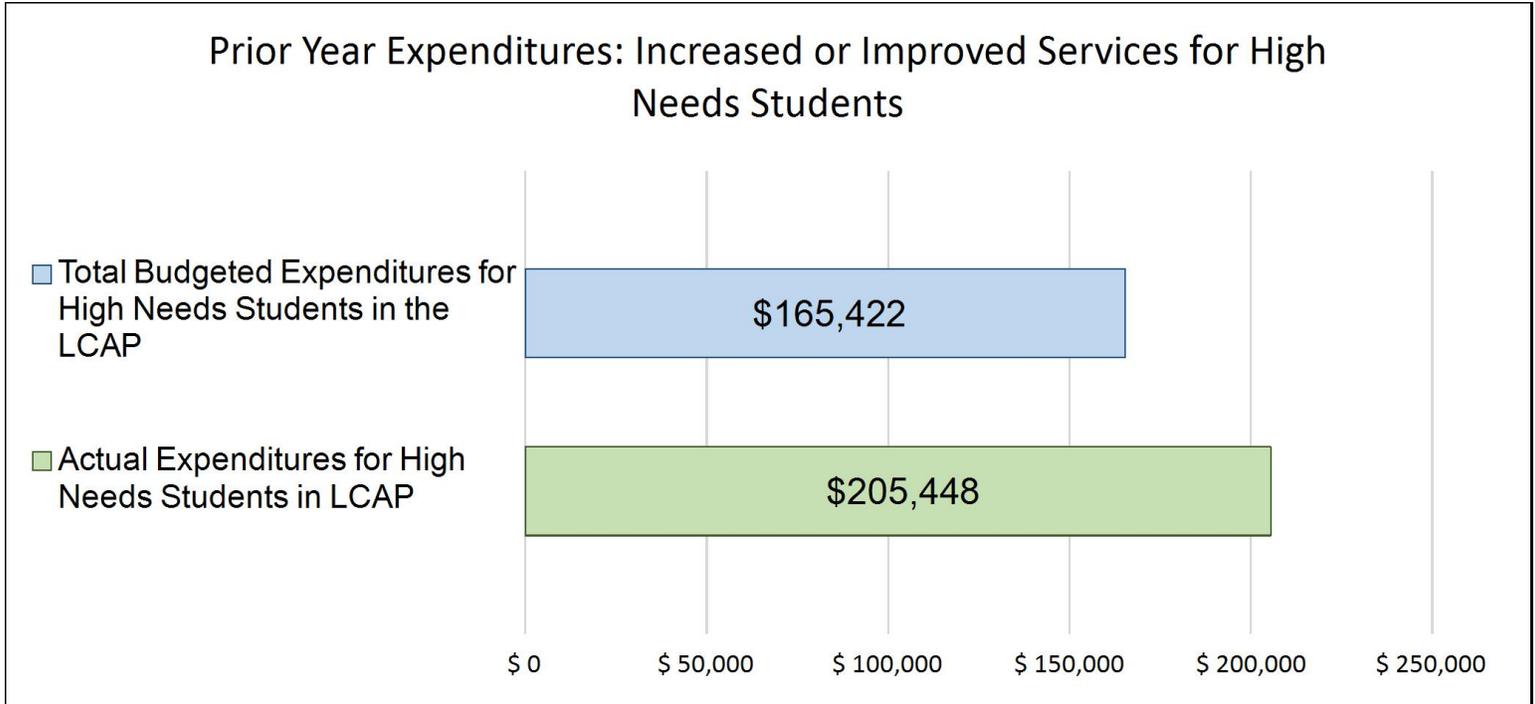
Expenditures not included in the Local Control and Accountability Plan (LCAP) are those usual and customary expenses for the day-to-day operation of an elementary school.

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

In 2023-24, Nord Country School is projecting it will receive \$116,493 based on the enrollment of foster youth, English learner, and low-income students. Nord Country School must describe how it intends to increase or improve services for high needs students in the LCAP. Nord Country School plans to spend \$169,982 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 Nord Country School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nord Country School 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, Nord Country School's LCAP budgeted \$165,422 for planned actions to increase or improve services for high needs students. Nord Country School actually spent \$205,448 for actions to increase or improve services for high needs students in 2022-23.



## 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
Nord Country School	Kathy Dahlgren Principal/Superintendent	kdahlgren@nordk8.org 5308913138

## 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.

Nord Country School (Nord) is a small, K – 8 community that provides a well-rounded education fostering academic excellence, local and global citizenship, and positive character development.

Located ten miles north of Chico, California, Nord is a charter school founded in 2005 by community members, educators, and parents. Nord is currently working on our Charter Renewal for board adoption, and anticipate that its authorizer, Chico Unified School District, will allow a five-year renewal, beginning in June of 2024.

Nord has positively impacted their students and their families. This achievement is largely attributed to Nord's family/community feel and the staff's commitment to academic, behavioral, and social-emotional growth for all students. For the 2023-2024 school year, enrollment is projected to be at 211, with waiting lists in almost every grade. Nord's reputation as a successful charter providing high quality K-8 education spreads among different community groups. Its student population includes those students from low-income families, students with disabilities, and students of different races and ethnicities. According to the California Department of Education Data Quest site's student group information, the state-identified student groups reflect a very similar makeup to those from the 2021-2022 school year. Thirty percent of Nord students fall into the "Socioeconomically Disadvantaged" group. Eighteen percent of the student population are Hispanic, and 74% are White. Two percent are English Learners.

Early intervention and individualized student support is valued at Nord, and students are regularly assessed to identify targeted academic, behavioral, and social-emotional needs. All classes are self-contained, with no more than 24 (K-2) and 25 (3-8) students per grade. A 12:1 student-to-adult ratio is maintained in Kindergarten-Fifth grade. The 6-8 middle school provides rotating classes with different teachers, low teacher-student ratio electives, and writing courses. The Response to Intervention (RTI) process is established and continues to be refined each year.

Nord recognizes the increased need for trauma-informed practices, and as a staff the SEL element of the LCAP remains central to the school's philosophy and mission. Through professional collaboration, data-driven teaching practices, SEL curriculum implementation, and continued learning centered around positive character traits, we have measurable successes and accomplishments to celebrate from the 2022-2023 school year. As a school community, Nord has taken time to review progress made toward goals, in light of both quantitative and qualitative data analysis.

# Reflections: Successes

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

Upon review of the California School Dashboard and local data, Nord celebrates successes in the areas of academic performance and conditions/climate. Many elements that have contributed to our successes are tied to the action items in Nord's LCAP. Upon completion of the "Fidelity Integrity Assessment," (FIA), Nord is considered "Sustaining Schoolwide Implementation" in Data-Based Decision-Making (3.3), Partnerships with Families (7.1) and Behavior/SE Support (4.1). Nord also attributes its successes to a collective commitment to specific LCAP actions items including: the provision of counseling services, the implementation of "What I Need" (WIN) groups, the addition of support staff and intervention teachers, the added support of math professional development, and refinement of professional collaborative practices.

## ACADEMIC PERFORMANCE

Nord continues to show gains in supporting the academic development of all students. English Language Arts (ELA) state assessment results from the Spring of 2022 were High for all students, attaining 13.9 points above the standard. Local indicators showed that Professional Development for curriculum in the Common Core State Standards (CCSS) for English, NGSS, and CCSS for Math are at "Full Implementation." Math teachers are participating in a grant that supports the implementation of strategies to teach number sense. Additionally, the North Valley Community Foundation Butte Strong Grant provided support for professional development in math instructional techniques, methodology, mentor coaching, and guidance in K-8 curriculum connections. The instructional materials for ELA CCSS are at "Full Implementation." "What I Need" (WIN) provides students with small group intervention time to target needed skill-building, and these groups alternate between addressing math and ELA skills. Planning for WIN and other instruction is carried out during collaborative time, driven by local student assessment data. Policy & Program support is at "Full Implementation and Sustainability" for CCSS ELA, CCSS Math, and Next Generation Science Standards (NGSS). With the help of additional administrative staff, there has been a greater effort towards ensuring that the needs of teachers are met through informal conversations, surveys, and discussions at staff meetings. This targeted professional collaboration has led to plans to refine and target the most important areas of professional learning. Specifically, our collaboration efforts will be further refined to address students in targeted identified groups with the aim of sharing effective practices.

## CONDITIONS AND CLIMATE

### Parent & Family Engagement:

Based on our Schoolwide Implementation Tool (SIT), NCS is "Approaching Full Implementation and Sustainability" in the area of respecting the historical and cultural context of students, families, and the community as a whole. Nord hosted several community events throughout the year, and special efforts were made to personally invite community members through phone calls and texts. These strategies were used particularly for partners who may not have learned about the events through traditional modes of communication. A family engagement tab was added to our website. This tab provides free resources to support families in parenting, mental well being, community activities, and literacy support. Over 25% of our families attended a social media safety night, some of whom were traditionally less likely to attend. Family responses to the Spring 2023 Kelvin survey were high with 92% participation. This survey reflected a highly favorable impression of Nord Country School by all, yielding strongly favorable results in all dimensions.

### School Climate:

Based on the FIA, Nord is at the "Sustaining Schoolwide" level for community vision. The physical, mental, and emotional well-being of our students and staff are prioritized. The school intentionally creates and provides opportunities for students to develop self-awareness, self-knowledge and a belief in self. Results from student surveys indicate that cultural and linguistic competency was 91%, while students' sense of safety was favorable for 86% of the students. Our on-site school counselor serves several weekly friendship groups, 24 students on a weekly basis, and 24 additional students on an as-needed basis. One second grader who sees the on-site counselor on a weekly basis stated, "She [the counselor] helps me think about how to make friends." A fifth grader, who also sees the counselor on a weekly basis, stated, "She taught me how to use positive self-talk and deep breathing, and that really helped me." One middle schooler who had recently switched schools explained, "She helped me adjust to a new school." The on-site counselor also is a resource for teachers and administrators.

## 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.

### ACADEMICS

The California Assessment for Student Progress and Performance (CASSPP) for the 2022-2023 school year will be made available in the Fall of 2023. Due to changes in the length and difficulty of the tests related to the learning loss caused by the COVID-19 school closures, Nord is cautious in the attempt to review the data until the 2022-2023 results are posted on the CDE Dashboard, when there will be three years of testing that reflect similar length and difficulty.

### SOCIAL-EMOTIONAL LEARNING (SEL)

#### SEL Parent Education

There is a need to communicate the definition and goals of social emotional well-being to our educational partners. This need emerged from community surveys and discussions at PTO, School Site Council, Board, and Staff Meetings. Further, individual conversations with our partners suggested that parents would benefit from learning more about promoting SEL in the home.

#### SEL Curriculum Review/Possible adoption of different SEL Curriculum

After taking an informal survey and engaging in several focus discussions, Nord faculty would like to ensure that Second Step and/or supplemental social-emotional curriculum is effective and aligned with school programming priorities. Reviewing the Second Step Curriculum may then open doors for adjustments and/or refinements or our K-8 SEL program. This action could indicate a need to diversify Nord's SEL curriculum needs, based on grade band.

### PBIS Training and Refinement

After engaging in a year of reviewing the referral, detention, "Golden Ticket," and "Nighthawk Note" affirmations, Nord sees the need to reflect upon and re-evaluate the incentive program to encourage maintaining and improving a positive school climate. These adjustments include refining the positive incentives and modifying the traditional language associated with mal-adaptive behavior. Last, increased staff-wide training in PBIS is also needed to ensure that there is a common understanding of protocols related to Tier 1, Tier 2, and Tier 3 identified students.

## LCAP Highlights

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

An important highlight in our 2023-2024 LCAP is that we are changing the language of the existing goals to align with our new strategic plan.

In addition to the original action items, most of which are retained, we will add some structural objectives to help us with implementation and accountability. These include:

- \*Collaborating with our educational partners to support the plan implementation;
- \*Utilizing an online collaborative timeline tool for plan implementation;
- \*Adding prioritized elements/action items that connect to the strategic plan.

## 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.

Nord Country School was NOT identified as requiring comprehensive support and improvement.

### ***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.

Below is a summary of the various methods that were used in order to engage with our educational partners, followed by the dates and descriptions of specific events. A balanced approach to gathering both formal and informal feedback was implemented. Notes were taken at meetings. Additionally, Nord sought to increase its understanding of student experiences through informal conversations with faculty, admin, and staff, and then thoughtfully apply the findings to

## REGULAR MEETINGS:

Educational Partners were engaged through participation in a variety of ways, including attendance at or participation in School Board Meetings, the Parent Teacher Organization (PTO), and the School Site Council (SSC). Further, volunteer opportunities throughout the school year helped parents have a first-hand understanding of LCAP goals through direct experience. Faculty have weekly meetings, and Nord classified staff members convened monthly with the principal. All staff gathered for extended meetings on the monthly early release days. The input and feedback received during these meetings guided and informed Nord's progress on the LCAP. Comments and suggestions are welcome at all meetings and recorded in the minutes. The admin team and faculty considered and discussed the feedback, ensuring that there was clear communication and reflection on input received. Throughout the school year, all groups were presented with our CASSP and local assessment data, survey results, and principal/teacher reports that provided insight into student progress. All educational partners were presented with a clear picture of the LCAP goals and objectives during the fall of 2022, and progress on the goals were reported through the presentation of data from local assessments, state assessments, and surveys in a timely manner. When reviewing the different data sets, Nord educational partners shared insights, asked questions, and offered suggestions for improving progress. Staff held several work sessions in order to analyze progress towards goals and clarify the implementation processes. The 2023-2024 LCAP reflects the input from our educational partners.

## STRATEGIC PLAN:

In the fall of 2022, a Strategic Planning process was initiated and planned. A group of individuals with different backgrounds and school roles representative of the Nord school community met in January of 2023 to launch the process. Out of the strategic plan emerged a mission revision, and several important work sessions that helped our school community articulate the ultimate goals of our school. The Board of Directors adopted a new mission statement, and through this process, the LCAP goals were seen as an important part of the student achievement/well-being portion of the vision.

## SURVEYS:

Our school community participated in a consortium through the Butte County Office of Education to administer school climate surveys through Kelvin. Nord surveyed its students, families, and staff members in the fall of 2022 and the spring of 2023. The survey results were reviewed and shared with educational partners. Participation in the survey was high, and a summary of the results were shared with our

partners. Many of the responses reflected favorable community feedback that reflects a general feeling of satisfaction with the progress being made toward the overarching LCAP goals of 2022-2023.

#### COMMUNICATING OUR LCAP UPDATE TO OUR EDUCATIONAL PARTNERS:

2/8/23: PTO Meeting  
1/31/23 Faculty & Staff Meeting  
4/4/23 School Site Council  
5/24/23 Board Meeting  
5/30/23 Faculty & Staff Meeting

#### Surveys

October, 2022: Family, Staff, & Student (3-8) Surveys  
March, 2023: Family, Staff, & Student (3-8) Surveys

#### Summary of Survey Results for Fall:

10/11/22 Faculty & Staff  
10/17/22 School Site Council  
11/30/22 Board Meeting  
1/10/23 Faculty

#### Summary of Survey Results for Spring:

4/4/23 Faculty & Staff  
4/4/23 School Site Council  
4/11/23 PTO  
4/26/23 Board Meeting

#### Strategic Planning Meetings/Updates

1/10/23 Faculty Meeting  
1/21/23 Board of Directors and representatives from different groups  
2/8/23 PTO  
5/31/23 Faculty & Staff

A summary of the feedback provided by specific educational partners.

In summary, engagement with Nord educational partners led to discussions about refining the LCAP goals and actions in order to increase effectiveness. Regarding the academic goal, our educational partner feedback from some board members was for careful investigation of math standards and teaching so students are successful in high school coursework. Some Parent Teacher Organization and School Site

Council members were curious about the gap between the socioeconomically disadvantaged group compared to the all-student group. During strategic planning meetings, the importance of developing cross-walks that are clear between all grade levels in every subject emerged as a valued process. With regard to the social emotional goal, parents, through direct communication with teachers, expressed a need to better understand the why, what, and how behind social-emotional learning. Similar to the academic goal, teachers also saw the need to articulate the student outcomes that are borne out of the Second Step Curriculum, and determine the effectiveness of the curriculum. Overall, most feedback directly addressed the LCAP goals and actions, and related to how Nord can continue to improve and refine the objectives and goals for 2023-2024.

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

The components of the LCAP that were influenced by specific input from educational partners relate to both the academic and social-emotional goals. Regarding the academic goal, refining collaborative practices to improve instruction and student outcomes was borne out of shareholder input. Similarly, refining our WIN groups to ensure that outcomes are measurable emerged in our LCAP academic goal. It was also clear to most educational partners that students in state-identified groups were not explicitly targeted for separate interventions, and that there needs to be a way to measure student progress and effective interventions that is specific to the groups, other than the standardized assessments, including CAASSP and our verified local data, "Let's Go Learn," or LGL. The social emotional goal was influenced by our educational partners in several ways as well. First, through our fall survey analysis and discussions, it became apparent that parents need support in understanding the SEL program, and home-school connections related to SEL. Parent-School communication surrounding SEL is further defined in our 2022-2023 LCAP. Creating measurable student outcomes to ensure the effectiveness of our SEL curriculum was also an area of importance.

# Goals and Actions

## Goal

Goal #	Description
1	Through Regular Collaboration that is Data-Driven and Research-Supported, Improve Academic Rigor for All Students.

An explanation of why the LEA has developed this goal.

The LCAP is understood to be a process to promote continuous improvement. Research and time have proven that collaborative professional practices rooted in data support positive results in student academic achievement (Koppich, D., Expanding Multi-Tiered Systems of Support in California, Lessons from Sanger Unified and the Pivot-Sanger Multi-Tiered Systems of Support Project, 2020). The Nord school community anticipates that Goal #1 connects to and amplifies a primary component of NCS's mission, which is to provide a well-rounded education fostering academic excellence. In order to prepare all learners for success beyond 8th grade, Nord strives to ensure that students have ample time to develop their minds through learning experiences that are meaningful, effective, carefully planned, and implemented. As a community of educators, Nord aims to increase and refine collaboration among colleagues in order to monitor student progress, establish reasonable outcomes, plan or share the use of effective methodologies and strategies, and analyze student or school performance data. In order to ensure that students who are socioeconomically disadvantaged or other subgroups are given the necessary support, teachers will continue to devote collaborative time to address barriers these students may have to achieving their academic potential. Moving forward, 2023-2024 promises to be a time to continue to refine the continuous academic experience of the Nord student.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Achievement - CA School Dashboard English Language Arts Indicator - percent of students who meet or exceed standard	Data Source: 2018/2019 CAASPP ELA Scores	Data Source: 2020-2021 CAASPP ELA Scores*	Data Source: 2021-2022 CAASPP ELA Scores*		
	All Students Group: 58.71%	All Students Group: 61.95%	All Students Group: 58.4%		All Students Group: 65%
	White Student Group: 66.20%	White Student Group: 62.03%	White Student Group: 60.22%		White Student Group: 70%
	Socio-economically Disadvantaged	Socio-economically Disadvantaged	Socio-economically Disadvantaged		Socio-economically Disadvantaged Group: 53%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Student Group: 46.67%</p> <p>Hispanic Student Group: 39.28%</p>	<p>Student Group: 57.89%</p> <p>Hispanic Student Group: 60%</p> <p>*Although Scores were recorded, the test is not comparable to the baseline since it was shortened due to the COVID-19 modifications made to state testing.</p>	<p>Student Group: 45.65%</p> <p>Hispanic Student Group: 51.85%</p> <p>*Comparable to Year 1</p>		Hispanic Group: 45%
<p>Pupil Achievement - CA School Dashboard Math Indicator - percent of students who meet or exceed standard</p>	<p>Data Source: 2018/2019 CAASPP Math Scores</p> <p>All Students Group: 47.71%</p> <p>White Student Group: 52.12%</p> <p>Socio-economically Disadvantaged Student Group: 40%</p> <p>Hispanic Student Group: 39.29%</p>	<p>Data Source: 2020-2021 CAASPP Math Scores*</p> <p>All Students Group: 46.90%</p> <p>White Student Group: 53.16%</p> <p>Socio-economically Disadvantaged Student Group: 42.11%</p> <p>Hispanic Student Group: 32%</p> <p>*Although Scores were recorded, the</p>	<p>Data Source: 2021-2022 CAASPP Math Scores*</p> <p>All Students Group: 47.16%</p> <p>White Student Group: 50.0%</p> <p>Socio-economically Disadvantaged Student Group: 45.66%</p> <p>Hispanic Student Group: 44.45%</p> <p>*Comparable to Year 1</p>		<p>All Students Group: 54%</p> <p>White Students Group: 58%</p> <p>Socio-economically Disadvantaged Group: 46%</p> <p>Hispanic Group: 45%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		test is no comparable to the baseline since it was shortened due to the COVID-19 adjustments and changes.			
Pupil Achievement - Local Benchmark Assessment -Let's Go Learn Diagnostic Assessment Results-  ELA/DORA: percent of students who scored Proficient or Above  MATH/ADAM: percent of students who scored Proficient or Above	Let's Go Learn (LGL) Diagnostic Assessment results:  ELA (DORA Scores)  All Students Group: 76.8%  White Student Group:79.5%  Socioeconomically Disadvantaged Group: 67%  Hispanic Group:77.8%  Math (ADAM Scores)  All Students Group: 45.2%  White Student Group: 52.9%	Let's Go Learn (LGL) Diagnostic Assessment results-- 2021-2022  ELA (DORA Scores)  All Students Group: 87.4%  White Student Group: 90.4%  Socioeconomically Disadvantaged Group: 72.2%  Hispanic Group: 82.9%  Math (ADAM Scores)  All Students Group: 78.4%  White Student Group: 84.6%	Let's Go Learn (LGL) Diagnostic Assessment results -- 2023-2023  ELA (DORA Scores)  All Students Group: 91.3%  White Student Group: 92.6%  Socioeconomically Disadvantaged Group: 78.6%  Hispanic Group: 88.6%  Math (ADAM Scores Grades 1-7)  All Students Group: 79.4%  White Student Group: 82%		ELA (DORA Scores)  All Students Group: 75%  White Student Group: 75%  Socio-economically Disadvantaged Group: 75%  Hispanic Student Group: 75%  Math (ADAM Scores)  All Students Group: 75%  White Student Group: 75%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged Group: 34%  Hispanic Group: 32.3%	Socioeconomically Disadvantaged Group: 61.7%  Hispanic Group: 65.7%	Socioeconomically Disadvantaged Group: 76.5%  Hispanic Group: 66.6%		Socioeconomically Disadvantaged Group: 75%  Hispanic Group: 75%
Basic - Internal audit of access to curriculum/material	100% of students have access to core curriculum/material	100% of students have access to core curriculum.	100% of students have access to core curriculum.		100% of students have access to core curriculum
Basic - Internal audit of teacher assignments	91% of our teachers are appropriately assigned.	100% of our teachers are appropriately assigned.	100% of our teachers are appropriately assigned.		100% of teachers are appropriately assigned.
Implementation of Common Core Standards - Internal teacher rubric	100% of the teachers implement common core standards in math and language arts	100% of the teachers implement common core standards in math and language arts.	100% of the teachers implement common core standards in math and language arts.		100% of the teachers implement common core standards in math and language arts
Course Access Local checklist	100% of students have access to a broad course of study	100% of students have access to a broad course of study.	100% of students have access to a broad course of study.		100% of students continue to have access to a broad course of study

## Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Diagnostic Assessment System	School uses an adaptive diagnostic assessment system in reading and math that provides information on student progress and which identifies individual academic strengths and growth areas.	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher & Paraeducator Training in the Science of Reading & Writing	In order to increase rigor and a common approach to ELA instruction, teachers and paraeducator will pursue training in the science of reading and writing. Trainings are anticipated to be free of charge.		No
1.3	Create Cyclical Schedule for Curriculum Review for all core content areas of instruction	In order to ensure that there is continuity in instruction across grade levels, a cyclical schedule for curriculum review will be developed. The school community sees this action as an additional effort to ensure that our K-8 academic program has continuity and that core areas are given the attention necessary in order to provide academic rigor, and team approaches to academic growth.		No
1.4	Software	Renew software licenses to support academic achievement: Go-Guardian and Generation Genius will be continued. Additionally, project implementation management software will be purchased.	\$3,120.00	Yes
1.5	Retain ELA Intervention Teacher	ELA Intervention teacher will work with students needing pull out support. Students in identified groups as well as any student needing support receives specialized attention in reading with an instructional team trained in current best practices for reading intervention and support.	\$67,265.00	Yes
1.6	Retain Math Intervention Teacher	The Math intervention Teacher will work with students who are either below grade level, or who are needing more individualized support in math concepts.	\$39,506.00	Yes
1.7	Retain Classroom Aides	Classroom Aides will support students during "What I Need" (WIN) time, which targets specific areas as determined by the diagnostic tests. Aides will also support instructional time during class, supporting	\$46,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who are below grade level in math and ELA, or who need more support for academic success. Through collaboration time, instructional plans will be refined in order to support state-identified targeted students, especially those who fall below grade level.		
1.8	Expand Teacher Collaboration	Teachers will collaborate regularly to analyze assessment data to establish instructional priorities, inform classroom/intervention instruction, provide enrichment or extended learning opportunities, and appropriately place and exit students from support programs. A priority for collaboration will be to ensure that the intervention structures are effective through pre- and post- assessments, as well as progress monitoring. Teachers will further refine their grade-band meetings and data teams in order to increase effectiveness across grade levels in all core areas.		No
1.9	Access to Basic Services	Continue provision of hotspots to students in identified groups for internet access at home.	\$1,200.00	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.

The first 2022-2023 LCAP goal was to "provide all students with a rigorous instructional program that increases achievement and reduces disparity in academic performance between state-identified student groups." All actions were carried out to the extent possible, given the challenges with staffing. Next, it is important to keep in mind that the local assessment results are the only current standardized test results we have to review for the current academic year, as the CDE Dashboard Report for our recent state test from 2023 will not be ready until the late fall of 2023. Overall, each action for Goal #1 was carried out with integrity and commitment to research-supported best practices. Most collaboration time, aside from the time spent planning for "W.I.N" sessions, was spent on developing instructional capacity in math through data team meetings, math professional development, and peer observational cycles. The 2nd through 5th grade teachers were trained in WONDERS via webinars. It was not possible to schedule in-person trainings.

LOCAL ASSESSMENT DATA: LET'S GO LEARN (LGL) RESULTS

## 1. ELA

When analyzing the local data of Let's Go Learn (LGL) ELA results, the gap between all students and those of state-identified student groups narrowed, when comparing the scores from Spring of 2022 to those of Spring 2023. For the Socioeconomically Disadvantaged student group, there was a 2.6 point gap reduction between this group and All Students. Similarly, the Hispanic student group's gap was narrowed by 2.8 percentage points. Additionally, the overall score for All Students at Nord improved by 5.2 percentage points in ELA, moving from 87.4% at or above proficient in the Spring of 2022 to 92.6% in Spring of 2023.

## 2. MATH

When comparing the 2022-2023 with the 2021-2022 LGL math test results, the Socioeconomically Disadvantaged student group showed significant improvement. The overall percentage of socioeconomically disadvantaged students who scored at or above proficiency for their grade level was 61.7% in the Spring of 2022, and rose 14.8 points in the Spring of 2023 to 76.5%. This positive leap narrowed the gap between All students and the Socioeconomically Disadvantaged Students from 16.7 points in 2022 to 2.9 points in the Spring of 2023.

Based on the above findings, Nord has made progress on Goal #1, especially for the Socioeconomically Disadvantaged student group in math. Math has been an area of focus for professional development and collaboration, and this heightened attention to math instruction may explain this success in math. Moving forward, Nord plans to continue implementing similar strategies of collaboration, and apply them to other core areas for student success and growth in academics.

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 Let's Go Learn Assessment Software had a material difference between planning spending and actual spending. Planned spending, based on the quote from Let's Go Learn, indicated costs at \$9,740. Actual billed costs came in at \$6,150. The action was fully implemented, it simply cost less than anticipated.

All other actions were either very close to planned or cost more than anticipated. All actions were fully implemented.

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

Action 1.1 LGL Assessment Software: This action was effective in helping instructors identify specific academic strengths or standards that needed support. These scores were used during W.I.N collaboration time, and informed the lesson planning and decision-making.

Action 1.2 Professional Development in ELA: This action was effective in supporting instructors in grades 2-5 in implementing the WONDERS ELA Curriculum, and may have been impactful in the improvement in ELA scores noted above. As we review the 2023 CASSPP ELA results, we will be able to further understand the effectiveness of Action 1.2.

Action 1.4 Software Purchase: Software purchases were completed and successfully supported academic achievement, specifically for students who needed extra practice in core content areas. One software application, Learning A-Z, will not be purchased due to low interest. Access to software is essential for our teachers to address individual student learning needs, as well as to use technology with integrity.

Action 1.5-1.7 Retain Math, ELA teachers and Teacher Aides: All staffing was essential in implementing our small group instructional practices and our W.I.N. Groups. For example, one of our second graders who has been in interventions with us since before 1st grade made improvements by meeting regularly with the ELA Intervention Teacher. The intervention strategies brought him from an at-risk category to achieving a score above benchmark. Additionally, a new intervention implemented this year was "Book Club." This small group read a chapter book aloud together once a week. All members increased their reading accuracy. Prior to this intervention they read 84-90% of words correctly. At the end of the year, they were all meeting the benchmark of reading with 97-99% accuracy.

Action 1.8 Data Teams to Improve Math Instruction: Data Teams were fully implemented. Confidence in collaborative practices has increased, and the instructional decisions borne out of the processes reflect overall progress and cohesiveness. Staff recognizes that this action item is ongoing, and covers a wide breadth of academic areas. Math was a main focus for the 2022-2023 school year, and it is recognized that all core areas need attention. Awareness of the value of professional collaboration and data analysis is high.

Action 1.9 Access to Basic Services: Providing Chromebooks & Hotspots helped to reduce digital divide and supported our socioeconomically disadvantaged students.

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.

The language of Goal #1 was changed to reflect the spirit of the Nord Country School strategic plan. The main idea of the goal, to improve academic rigor among all groups, remains. Although targeted student groups are not specifically mentioned, collaboration will include data analysis that highlights our high needs students.

Metrics will stay the same. We hesitate to alter the data points, as the local assessment data will only be on its third year, and the CASSPP will likely still be shortened for the 2023-2024 school year. Even though our socioeconomically disadvantaged group and Hispanic group met the desired 2023-2024 outcome early (see Box #1), Nord will not edit the desired outcomes.

In the coming year, most action items remain, as we intend to refine our practices for improving student outcomes. A decision was made to expand our collaboration goal to address all core areas that connects to a planned schedule (see Action Item 1.3). We have added an item described as establishing a curricular cycle in which core areas--ELA, Math, Social Sciences, and Science--are reviewed on an assigned year. This action item intends to add structure to the curriculum review process and increase accountability across all grade levels.

**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	Through MTSS and Action Teams, Cultivate a Positive School Environment and Provide a Safe, Caring Climate where students, staff, and parents feel safe, valued, and connected.

An explanation of why the LEA has developed this goal.

Trauma-informed practices have pervaded classrooms at Nord since the Camp Fire in 2018. Providing a safe and caring school climate became more important throughout the COVID-19 pandemic, which may have triggered further increases in student, family, and staff anxiety levels, symptoms of Post-Traumatic Stress Disorder, and overall feelings of uncertainty and fear. As research suggests, maintaining student emotional safety is a pre-requisite to learning ("What Does the Research Say? Hundreds of Independent Studies Confirm: SEL Benefits Students, CASEL Webpage, retrieved on June 13th, 2023, <https://casel.org/fundamentals-of-sel/what-does-the-research-say/>). Consequently, the overarching target of Goal #2--creating a safe school climate where all community members feel safe, valued, and connected--is essential in order for Goal #1 to be achievable.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Involvement Rubric - Local Self Reflection Performance Indicator	2020-2021 Rated an overall score of 3.5 (between initial and full implementation) in seeking parental input in decision making	2021-2022 Rated an overall score of 4.7 (approaching full implementation and sustainability) in seeking parental input in decision making	2022-2023 Rated an overall score of 5 (full implementation and sustainability) in seeking parental input in decision making		Rate an overall score of 5 (full implementation and sustainability) in seeking parental input in decision making
Pupil Engagement - Dashboard Attendance Rate	2018-2019 97%	2021-2022 Attendance Rate 94%	2022-2023 Attendance Rate 96%		Attendance Rate will remain at or above 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupil Engagement - Dashboard Chronic Absenteeism Rate	2020-2021 Chronic Absenteeism Rate is 1.46% (skewed year due to distance learning)	2021-2022 Chronic Absenteeism Rate is 9.13%	2022-2023 Chronic Absenteeism Rate is 5.6%		Chronic Absenteeism Rate remains below 5% at P2
Pupil Engagement - Student Survey	<p>2019-2020</p> <p>Middle School 88.4% felt like they were an important part of the middle school. 100% felt that they were safe at school. 93% felt the teacher supports them when they are struggling. 86% felt comfortable talking with their teachers</p> <p>3rd - 5th Grade 100% felt safe in their classroom. 98.3% felt comfortable talking with their teacher</p>	<p>2021-2022</p> <p>Middle School 85% felt like they were an important part of the middle school "family." ___ felt that they were safe at school.* 75% felt the teacher supports them when they are struggling. 89% felt that yard duties help them solve problems during break and lunch 98% felt that they have friends to sit with at lunch.</p> <p>3rd - 5th Grade 88% felt safe in their classroom. 95% felt that their teacher respects them</p> <p>*This question was not included in the</p>	<p>2022-2023</p> <p>Middle School 76% felt like they were an important part of the middle school "family." 87% felt that they were safe at school. 93% felt the teacher supports them when they are struggling. 90% felt that yard duties help them solve problems during break and lunch 76% felt that they have friends to sit with at lunch.</p> <p>3rd - 5th Grade 85% felt safe in their classroom. 89% felt that their teacher respects them</p>		<p>Middle School At least 90% will feel like they are an important part of the middle school. At least 90% will feel safe at school. At least 90% will feel the teacher supports them when they are struggling. At least 90% will feel that yard duties help them solve problems at lunch. At least 90% will feel that they have friends to sit with at lunch.</p> <p>3rd - 5th Grade At least 90% will feel safe in their classroom. At least 90% will feel that their teacher respects them.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		2021-2022 Middle School Survey.			
School Climate - Dashboard Suspension Rate	2020-2021 1.1% (2 students)	2021-2022 0.5% (1 student)	2022-2023 0.5%% (1 student)		Suspension Rate remains below 3%
School Climate - Data Quest Expulsion Rate	2020 - 2021 0%	2021-2022 0%	2022-2023 0%		Expulsion Rate remains at 0%
School Climate - Parent Survey	2019-2020  84.6% of parents stated they felt connected to the school. 79.5% of parents stated they felt that their input was valued by the school. 94.9% of parents stated the school provides a safe environment. 93.5% of parents stated they felt welcome at the school	2021-2022  92.2% of parents responded that they felt connected to the school. 96.7% of parents responded that they felt that the principal and office responds to their concerns.  98.9% of parents responded that they felt the school provides a safe environment. 98.9% of parents responded that they felt that the school promotes a caring environment.	2022-2023  97% of parents responded that they felt connected to the school. 95% of parents responded that feel their input is valued by they school.  99% of parents responded that they felt the school provides a safe environment. 99% of parents responded that they felt that the school promotes a caring environment.		At least 90% of parents will state that they feel connected to the school. At least 90% of parents will state that they feel their input is valued by they school At least 90% of parents will state the school provides a safe environment At least 90% of parents will feel welcome at the school

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Basic - Local Dashboard Williams Facility Inspection Tool	2020-2021 Exemplary Rating	2021-2022 Exemplary Rating	2022-2023 Exemplary Rating		Continued Rating Score of Exemplary

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Student Mental Health Support	Retain social worker/counselor 2 days a week to support the social and emotional well being of our students.	\$37,000.00	No
2.2	MTSS Training	All staff will be offered and invited to participate in Year One of the Multi-Tiered System of Support Pathways training, with at least 85% completing the training. This training will: allow staff to be aware of the purposes of Positive Behavior Interventions and Support (PBIS), support the development of a positive school climate, and support measures to address safety concerns.	\$35,075.39	No
2.3	Social/Emotional Learning	Retain Second Step Curriculum in order to continue supporting students' social and emotional well being. Evaluate Second Step, and Explore needed additional materials, resources, or curriculum for a cohesive K-8 experience in SEL.	\$1,700.00	Yes
2.4	Family Outreach	Provide support to families through at least two parent education events, as well as one new family outreach night. Also, provide at least two community-wide social activities, and ensure that all student groups are included and feel welcome.	\$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Communication	Encourage communication between school and home through School Wise parent portal for middle school grades, school website including new Family tab, newsletters, and social media.	\$3,800.00	Yes
2.6	Middle School Positive Relationship Building	With the guidance of the counselor and lead teachers, middle school will provide skill-building opportunities to promote positive peer-to-peer relationships during guided SEL time, rallies, and assemblies.		Yes
2.7	Refine & Improve PBIS	We will add a metric to track major and minor referrals, detentions, mandatory study halls, in addition to tracking the identified student groups. We will also use collaboration time to disaggregate data, articulate our PBIS language and approaches, and refine the PBIS process.		
2.8	Develop Teams and Timelines for Strategic Plan	In order to ensure accountability and follow through, teams will be developed to address the strategic planning/LCAP goals and initiatives.		

## 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.

TRENDS IN DATA for 2022-2023:

The following metrics met the "Desired Outcome" for 2023-2024:

~Parent Involvement Rubric--Overall score "full implementation and sustainability" in seeking parental input in decision making

~Pupil Engagement Dashboard-- Attendance Rate of at or above 95%

~Pupil Engagement Parent Survey--

At least 95% of parents state they felt connected to the school;

At least 96% of parents stated that the school provides a safe environment.

~School Climate Dashboard Suspension Rate -- Remained Below 3%

Expulsion Rate -- Rate remained at 0%

~Basic - Local Dashboard Williams Facility Inspection Tool -- Continued Rating of "Exemplary"

The following metrics were very near to having met the "Desired Outcome" for 2023-2024:

~Pupil Engagement Dashboard Chronic Absenteeism Rate -- 5.6% (Desired Outcome is 5%)

~Pupil Engagement Student Survey:

Middle School: 93% feel their teachers help them when they are struggling; the Desired Outcome is 95%)

3rd-5th Graders: 86% responded favorably to feeling safe; the Desired Outcome is 96%.

Growth areas in the student survey emerged in the area of feelings of belonging in the Middle School and feelings of safety in grades 3-5:

~Middle Schoolers feelings of belonging: 75% responded that they felt they belonged; the Desired Outcome is 92%.

~3rd-5th Graders feelings of safety: 75% responded favorably to feeling safe; the Desired Outcome is 95%.

The following actions were partially implemented, and will be a focus for 2023-2024:

2.2 MTSS Training: Thirty-two percent of the twenty-two staff members are progressing and are well on their way to completing the training. It is anticipated that several will complete the training by fall of 2023. The MTSS leadership team continues to offer workshops for support to all staff who are enrolled.

2.3 Social/Emotional Learning: The Second Step Curriculum was purchased; however, several grade levels do not implement the program. Some teachers fully implement Second Step, and others use alternative resources. This lack of consistency in utilizing the curriculum indicates that there is a need to explore the effectiveness of Second Step at all grade levels, explore other SEL curriculum/resources and/or seek the online training opportunities in the Second Step Curriculum.

2.7: Refine and Improve PBIS: Positive incentives and referrals/detentions were reviewed on a monthly basis. For the 2023-2024 school year, state-identified student group analysis will be added. Other modifications to PBIS will be pursued. For example, it has been recommended to include a less extrinsic rewards for positive behavior, and instead focus on the benefits of a student's good behavior on a happy school community.

Upon review of the data, there is a positive trend toward our desired outcomes. Some results from the survey scored higher percentages in the 2021-2022 year. It is difficult to compare survey results and the other Dashboard metrics between the last two school years due to the very different environment that was imposed upon the 2021-2022 school culture during the COVID Pandemic, which included long quarantining periods, 100% masking indoors for part of the year, conflicting opinions and feelings about health protocols, and disrupted learning environments due to staffing shortages and student absences. In summary, the data--survey results, informal discussions, and feedback from educational partners-- seemed to be effective and relevant to positive progress towards Goal #2.

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 School Counselor had a material difference between planned spending and actual spending. When budgeting we used the amount of \$35,000 for the action. When we actually executed the contract it was for \$31,885. The action was fully implemented and simply cost less than the budgeted projection.

Action 2.2 MTSS Pathways Training had a material difference between planned spending and actual spending. When budgeting we used the amount of \$50,000 for the action. While participation with staff was good, it was not as good as was hoped. Estimated actual spending is \$12,523. We have rolled the remaining funds of \$35,075 into FY 2023/24 hoping to increase staff participation and stipend payments, thereby fully implementing the action and completing planned spending.

Action 2.4 Family Outreach Supplies for LCAP Goals had a material difference between planned spending and actual spending. We budgeted \$1,500 but the events that we had only cost \$525.92. The action was fully implemented and simply cost less than expected.

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

Nord's second LCAP goal for the 2022-2023 school year was to "use MTSS to cultivate a positive school environment and provide a safe, caring climate where all students, staff, and parents feel safe, valued, and connected." Upon review of the data, many specific actions were highly effective in making progress towards this goal. Other actions may not be developed enough yet to indicate effectiveness. Our community and student survey results, local indicators, and qualitative data all seem to support this claim. See below for analysis of specific action items.

Action 2.1 Retain School Social Worker for 2 days/week: Our on-site school counselor serves several weekly friendship groups, 24 students on a weekly basis, and 24 additional students on an as-needed basis. One second grader who sees the on-site counselor on a weekly basis stated, "She [the counselor] helps me think about how to make friends." A fifth grader, who also sees the counselor on a weekly basis, stated, "She taught me how to use positive self-talk and deep breathing, and that really helped me." One middle schooler who had recently switched schools explained, "She helped me adjust to a new school." The on-site counselor also is a resource for teachers and administrators.

Action 2.2: MTSS Training: Due to the low number of completion to date, it is not yet clear if MTSS will support the overarching goal. As more staff complete the training, we will be able to draw conclusions about the effectiveness of this action item. Informal discussions surrounding the MTSS strategies initially point towards a positive outcome. For example, positive community benefits emerged from the "Happy Phone Call Home." SEL assessment charts were used by the majority of classroom teachers.

Action 2.3 Retain Second Step SEL Curriculum: Although it is clear that teachers implement social emotional learning lessons, it is still unclear how impactful the Second Step curriculum is. In 2023-2024, staff and admin intend to evaluate the curriculum of Second Step, and address necessary changes or additional needs.

Action 2.4 Family Outreach: The social and parent education events were broadcast and communicated in various ways. It was clear that all were welcome to attend. There are still some parents who choose not to participate, but some who had typically not attended, decided to attend. We attribute this to the added efforts made to reach out to parents.

Action 2.5 Communication: Based on survey results above, our communication with parents is effective. Through a variety of communication tools, it is clear that our families feel welcome and invited to activities. Effective communication practices included ensuring that each grade band used the same mode of communication.

Action 2.6 Middle School Positive Relationship Building: Many strides were made in this area, particularly in the implementation of SEL cross-grade level classes, the use of outdoor education and ropes courses, and internet safety seminar. Being a relatively unstable time of life and full of change (cite research here), the middle school team continues to seek out new ways to connect with students and encourage positive social experiences.

Action 2.7 Refine and Improve PBIS: In addition to some added changes mentioned above, it is possible that, once staff complete more of the MTSS training, staff will see the added importance of increasing and refining high leverage practices that include trauma informed practices, especially for our students who are high needs.

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.

The following changes have been made to Goal #2 for the coming year:

GOAL: The language of the goal was changed slightly. Prior to this year, the goal read, "Nord Country School will use MTSS to cultivate a positive school environment and provide a safe, caring climate where students, staff, and parents feel safe, valued, and connected." It now reads: "Through MTSS and Action Teams, Cultivate a Positive School Environment and Provide a Safe, Caring Climate where students, staff, and parents feel safe, valued, and connected." This change in language reflects the newly developed Strategic Plan, and points to the collective and community aspect of our LCAP.

METRICS:

Due to changes in survey administration, the Middle School Student Survey Desired Outcomes have been modified to better align with the newer Kelvin survey. Although this shift in survey administration is not ideal, Nord would like to ensure that the reporting supports its progress monitoring, which, especially after COVID, ensures that Nord students are equipped with social skills that they will need throughout their lives. To that end, we have added the following "Desired Outcome:" "At Least 90% of Middle Schoolers will feel that they have friends to

sit with at lunch." Additionally, we will be removing the metric that states, "I am comfortable talking with my teachers." We find that this question can be ambiguous and that it is not helpful. Rather, the question addressing if middle school students feel that their teacher supports them when they are struggling gives us the needed information. Next, we have amended the language on the "Desired Outcomes" for the 3-5th grade student survey to read "At least 95% feel that their teacher respects them." Again, this better aligns with our current survey language, and the word "respect" seems to ensure that there are healthy student/teacher relationships. All other metrics will remain as written.

#### ACTIONS:

Most actions remain the same. Some of the descriptors for Action 2.3 (Social/Emotional Learning) have been edited to reflect the potential need for evaluating the Second Step Curriculum. Similarly, the descriptors for Action 2.7 (Refine and Improve PBIS) was adjusted to ensure that state-identified student groups are monitored as a way to ensure equitable treatment of all learners. One Action Item has been added, Action 2.8, which is to create action teams to ensure that all stakeholders are accountable in ensuring that the strategic plan and LCAP action items are implemented.

#### DESIRED OUTCOMES:

As the Nord student/family population continues to rise, shareholders have decided to reduce the "Desired Outcome" of any parent/student survey metric that is above 90% to be lowered to 90%. Although Nord has historically achieved favorable results beyond 95%, it is agreed that a realistic target for any survey--which is a affective snapshot of a given day -- should be no higher than 90%.

**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)
\$116,493	N/A

## 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
5.07%	0.00%	\$0.00	5.07%

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.

After reviewing student achievement data, exploring research-based evidence, and getting stakeholder input, we identified two main goals to support students. Most actions in both Goal 1 and 2 will serve students school-wide, however, the needs of unduplicated pupils will be the primary focus of these services. Please see that action items below, with the reasons supporting our decisions.

### GOAL 1 INCREASED ACADEMICS

Action 1.1 - Diagnostic Assessment System - Our identified subgroup scores (Low SES and Hispanic) will be compared to all students and White students. Analysis of subgroup outcomes will allow us to gauge the effectiveness of interventions in place.

Action 1.2 - Teacher/Paraeducator Training in the Science of Reading & Writing - By obtaining training in current research related to the science of learning to read and write, teachers and paraeducators will be better able to support students continued progress toward mastery of the grade level standards. The training will address needs of EL learners and those students who are below grade level.

Action 1.3 - Software - Maintaining updated software and educational programs ensures that teachers are prepared and intervention staff is using the latest versions of testing material to better determine learning gaps among identified groups.

Actions 1.4, 1.5 & 1.6 - Retaining Intervention Personnel - We will focus our targeted intervention on our Hispanic, low income and special education student subgroups who are performing below grade level in math. By retaining these teachers, students will receive more targeted intervention services to close the achievement gap.

Action 1.8 - Expand Teacher Collaboration - Through collaboration and data-driven planning, teachers will be better equipped to address the gaps that are present in our current local and state testing results. Due to the achievement gap in the core academic areas among low SES and Hispanic students, this effort places a priority on students who require intervention. (See above comments for Action 1.1, 1.4, 1.5, & 1.6)

Action 1.9 - Access to Basic Services - Providing reliable internet connection to prioritized low-income students helps bridge the digital divide, and increases the opportunities for students to have access to education through technology.

## GOAL 2 SOCIAL/EMOTIONAL WELL-BEING

Action 2.1 & 2.3 - Mental Health Support/Social & Emotional Learning - High ACES (adverse childhood experiences) scores have been linked to low academic performance as well as behavioral issues in the classroom. Butte County has the highest ACES score of any county in the State and we have seen evidence of this in our students. A majority of the students referred for counseling last year were low income students with high incidences of adverse childhood experiences. Our counselor provided one-to-one counseling services, friendship groups, and group presentations for our students. Action one ensures that our low income students continue to receive the needed counseling services. Continuing to use our social/emotional curriculum will also support these students.

Action 2.2 - MTSS Training -A major focus of MTSS training centers around equity, and creating the best intervention supports at the right time for students.

Action 2.4 - Family Outreach (social events) - Research shows that when parents are involved in their student's education, students perform better in school and attend school more regularly. In order to help get parents more involved we will be providing family social events. We will have Spanish speaking staff reach out personally to all Spanish speaking families. We will also have translators on site for those events.

Action 2.5 - Communication - Home to School communication is extremely important. Effective communication helps parents engage in their child's education, especially for working parents who are not able to be on campus. By having a system where parents can receive school information via email, texts or phone calls and where they can check their child's grades we give our parents an easier way to engage with the school at all levels. We will be working on providing more communication in Spanish for our Hispanic families. We will also ensure that our low-income students' families will have a personal phone call that identifies their most comfortable way to receive information and communication.

Action 2.6: Middle School Positive Relationship Building: Developing peer-to-peer positive relationship building skills in the middle school considers the needs of low-income students. The counseling referral data indicates that 81.8% of students referred for counseling services in the middle school were low-income.

2.7 - Refine and Improve PBIS - By tracking identified student groups and analyzing PBIS data, it is anticipated that an intentional increased awareness/discussions of equitable practices will occur.

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

For the 2023/24 school year, we assume an enrollment of 218 students with 60 (27%) unduplicated pupils. Using the most recent FCMAT calculator version 24.1, this results in LCFF funding of \$2,296,377, of which \$116,493 is supplemental funds based on the enrollment of our unduplicated pupils. We anticipate spending \$169,982 which exceeds the increased apportionment, thereby meeting the goal of increasing services for foster youth, English learners, and low-income students by the percentage required.

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.

Nord Country School does not receive Concentration Grant Funding.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

## 2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$169,982.00	\$72,075.39			\$242,057.39	\$225,662.00	\$16,395.39

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Diagnostic Assessment System	English Learners Foster Youth Low Income	\$6,000.00				\$6,000.00
1	1.2	Teacher & Paraeducator Training in the Science of Reading & Writing	All					
1	1.3	Create Cyclical Schedule for Curriculum Review for all core content areas of instruction	All					
1	1.4	Software	English Learners Foster Youth Low Income	\$3,120.00				\$3,120.00
1	1.5	Retain ELA Intervention Teacher	English Learners Foster Youth Low Income	\$67,265.00				\$67,265.00
1	1.6	Retain Math Intervention Teacher	English Learners Foster Youth Low Income	\$39,506.00				\$39,506.00
1	1.7	Retain Classroom Aides	English Learners Foster Youth Low Income	\$46,891.00				\$46,891.00
1	1.8	Expand Teacher Collaboration	All					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.9	Access to Basic Services	English Learners Foster Youth Low Income	\$1,200.00				\$1,200.00
2	2.1	Student Mental Health Support	All		\$37,000.00			\$37,000.00
2	2.2	MTSS Training	All		\$35,075.39			\$35,075.39
2	2.3	Social/Emotional Learning	English Learners Foster Youth Low Income	\$1,700.00				\$1,700.00
2	2.4	Family Outreach	English Learners Foster Youth Low Income	\$500.00				\$500.00
2	2.5	Communication	English Learners Foster Youth Low Income	\$3,800.00				\$3,800.00
2	2.6	Middle School Positive Relationship Building	English Learners Foster Youth Low Income					
2	2.7	Refine & Improve PBIS						
2	2.8	Develop Teams and Timelines for Strategic Plan						

## 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
\$2,296,377	\$116,493	5.07%	0.00%	5.07%	\$169,982.00	0.00%	7.40 %	<b>Total:</b>	\$169,982.00
								<b>LEA-wide Total:</b>	\$169,982.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$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	1.1	Diagnostic Assessment System	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
1	1.4	Software	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,120.00	
1	1.5	Retain ELA Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$67,265.00	
1	1.6	Retain Math Intervention Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$39,506.00	
1	1.7	Retain Classroom Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,891.00	
1	1.9	Access to Basic Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	

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	2.3	Social/Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,700.00	
2	2.4	Family Outreach	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
2	2.5	Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,800.00	
2	2.6	Middle School Positive Relationship Building	Yes	Schoolwide	English Learners Foster Youth Low Income			

## 2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$254,422.00	\$249,855.96

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	Diagnostic Assessment System	Yes	\$9,740.00	\$6,150.00
1	1.2	Professional Development in Common-Core Aligned Language Arts Curriculum	No	\$4,000.00	\$0.00
1	1.4	Software	Yes	\$2,315.00	\$5,946.19
1	1.5	Retain ELA Intervention Teacher	Yes	\$63,574.00	\$75,544.85
1	1.6	Retain Math Intervention Teacher	Yes	\$38,272.00	\$46,855.91
1	1.7	Retain Classroom Aides	Yes	\$44,121.00	\$63,117.88
1	1.8	Data Teams to Improve Math Instruction	No		
1	1.9	Access to Basic Services	Yes	\$1,200.00	\$1,185.30
2	2.1	Student Mental Health Support	No	\$35,000.00	\$31,885.30
2	2.2	MTSS Training	No	\$50,000.00	\$12,522.61

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	2.3	Social/Emotional Learning	Yes	\$1,700.00	\$2,329.00
2	2.4	Family Outreach	Yes	\$1,500.00	\$525.92
2	2.5	Communication	Yes	\$3,000.00	\$3,793.00
2	2.6	Middle School Positive Relationship Building			
2	2.7	Refine & Improve PBIS			

**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)
\$108,972.00	\$165,422.00	\$205,448.05	(\$40,026.05)	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	1.1	Diagnostic Assessment System	Yes	\$9,740.00	\$6,150.00		
1	1.4	Software	Yes	\$2,315.00	\$5,946.19		
1	1.5	Retain ELA Intervention Teacher	Yes	\$63,574.00	\$75,544.85		
1	1.6	Retain Math Intervention Teacher	Yes	\$38,272.00	\$46,855.91		
1	1.7	Retain Classroom Aides	Yes	\$44,121.00	\$63,117.88		
1	1.9	Access to Basic Services	Yes	\$1,200.00	\$1,185.30		
2	2.3	Social/Emotional Learning	Yes	\$1,700.00	\$2,329.00		
2	2.4	Family Outreach	Yes	\$1,500.00	\$525.92		
2	2.5	Communication	Yes	\$3,000.00	\$3,793.00		

**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)
\$2,077,406	\$108,972.00	0.00%	5.25%	\$205,448.05	0.00%	9.89%	\$0.00	0.00%

# Instructions

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[Engaging Educational Partners](#)

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[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](mailto: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 <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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).

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