

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nevada County Superintendent of Schools

CDS Code: 29 10298 0000000

School Year: 2022-23

LEA contact information:

Teena Corker

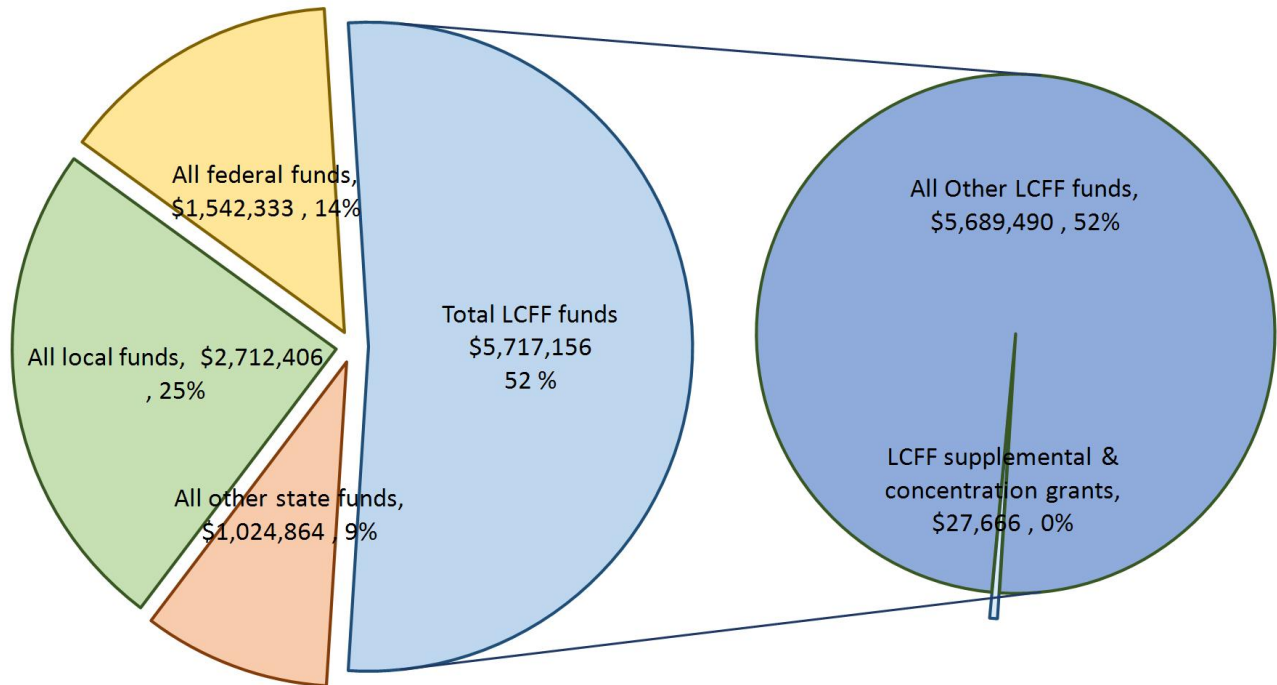
Assoc. Supt. Ed. Services

5304786400, ext. 2005

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



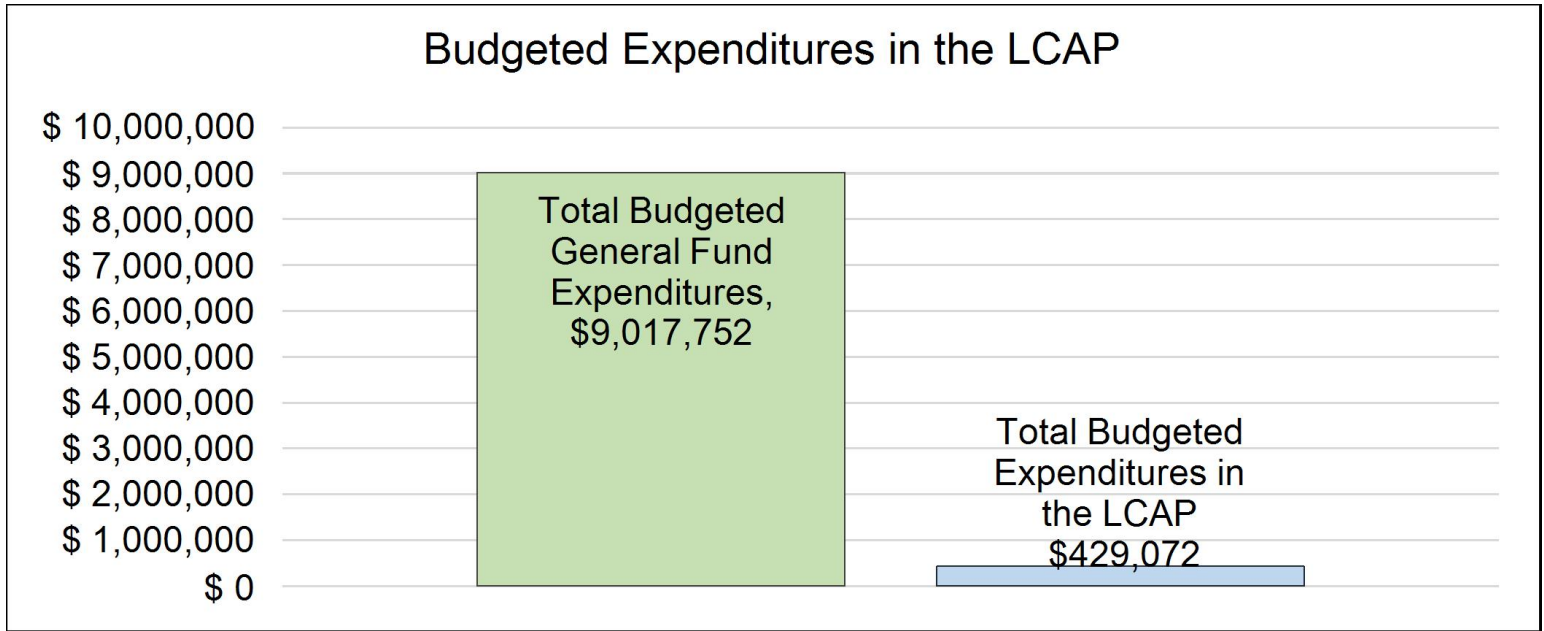
This chart shows the total general purpose revenue Nevada County Superintendent of Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nevada County Superintendent of Schools is \$10,996,759, of which \$5,717,156 is Local Control Funding Formula (LCFF),

\$1,024,864 is other state funds, \$2,712,406 is local funds, and \$1,542,333 is federal funds. Of the \$5,717,156 in LCFF Funds, \$27,666 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 Nevada County Superintendent of Schools plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nevada County Superintendent of Schools plans to spend \$9,017,752 for the 2022-23 school year. Of that amount, \$429,072 is tied to actions/services in the LCAP and \$8,588,680 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

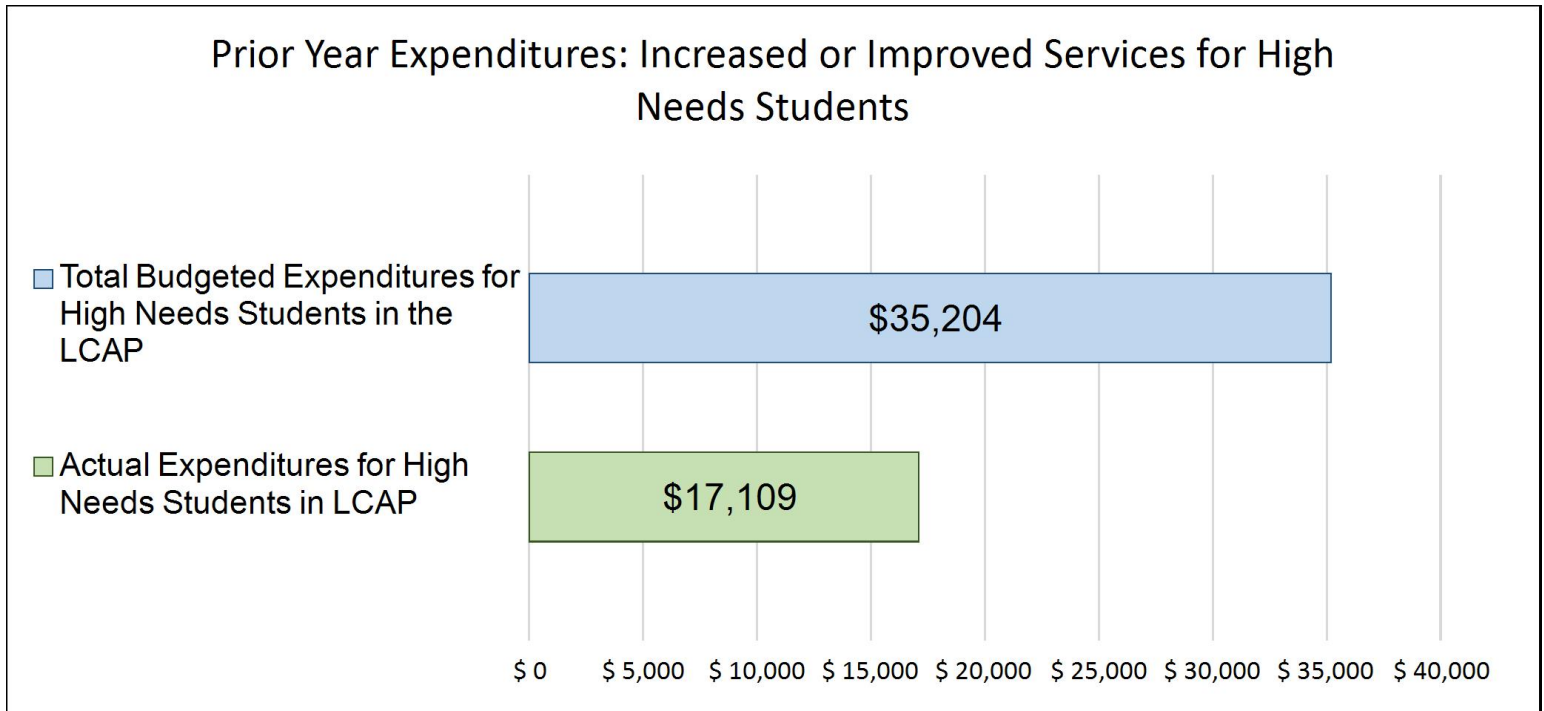
General Fund expenditures include costs to provide services for oversight and support to county LEA's, expenditures associated with grant funded special programs and operational costs for the County Office.

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

In 2022-23, Nevada County Superintendent of Schools is projecting it will receive \$27,666 based on the enrollment of foster youth, English learner, and low-income students. Nevada County Superintendent of Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Nevada County Superintendent of Schools plans to spend \$35,100 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Nevada County Superintendent of Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Nevada County Superintendent of Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Nevada County Superintendent of Schools's LCAP budgeted \$35,204 for planned actions to increase or improve services for high needs students. Nevada County Superintendent of Schools actually spent \$17,109 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-18,095 had the following impact on Nevada County Superintendent of Schools's ability to increase or improve services for high needs students:

Services were provided as planned, however costs were less due to less student enrollment than projected. There was no impact to student outcomes. Spending less than required created a need to carry forward the unspent MPP to be spent in future years.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada County Superintendent of Schools	Teena M Corker Associate Superintendent of Educational Services	tcorker@nevco.org 5304786400

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

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

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however, this feedback has been considered in the use of additional funds received. In addition, the LEA has engaged Educational Partners during the 2021-22 school year as follows:

-Educator Effectiveness Block Grant (https://drive.google.com/file/d/1ztG7tkb_UFXqpiQqafY2el9y-mclQxES/view?usp=sharing): Public meetings were held on 11/04/2021 (Earle Jamieson School Site Council via Zoom), and 10/28/2021 (in-person meeting with educational partners and department leads) regarding the Educator Effectiveness Block Grant and use of funds. Future meetings planned for the Earle Jamieson Site Council include 01/26/22, 02/16/22, 03/16/22, 04/20/22, 05/25/22 06/15/22 provide updates on the grant activities. A public meeting was held on November 10, 2021 to present the plan and another public meeting was held on December 14, 2021 to adopt the plan.

-The Safe Return to In-Person Instruction and Continuity of Services Plan (<https://nevco.org/wp-content/uploads/2021/09/NCSOS-Reopening-Document-2021-22-updated-Sept-10-2021.pdf>) is a plan that has been revised and updated by our School Safety Director who has provided multiple meetings throughout the 2021-22 school year on our programs with staff, administration, and county office personnel. The Director meets regularly (usually weekly) with the County Office Superintendent, LEA Superintendents and Charter Directors, the local Public Health Director, the County Office Health Educator/Nurse, and other state and local agencies, shares the updates from CDC and updates our plan and site templates as required. County agency meetings are held regularly (often twice a week) between our County Superintendent and the LEA Superintendents and Charter Directors where COVID-19 protocols and practices, county professional development offerings supporting mitigating learning loss, Social Emotional Learning strategies, Independent Studies and many other topics were discussed for plan development.

-Pre-Kindergarten Planning and Implementation Grant Program: We received funds for this grant program and are in the beginning stages of

setting up meetings with the districts and charters to determine our course of action. We will be working in collaboration with the Local Planning Council for Child Development in the construction of this plan (due for consideration by our board at a public meeting on or before June 30, 2022) to support countywide planning and capacity building. We had a county office leadership meeting (0/26/22) and have a second meeting scheduled (2/10/22). By the end of February we will be meeting with lead representatives from each district and charter to begin the planning discussions, conduct needs assessment surveys and throughout 2022-23, we anticipate participating in regularly scheduled meetings.

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

This prompt is not applicable to the county office.

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

Throughout the LCAP development process, the LEA receives input on a variety of district programs and services provided to students. Due to limited LCFF resources, not all of these expressed needs can be addressed in the LCAP, however this feedback has been considered the use of additional funds received. In addition, the LEA has engaged in meaningful consultation with Educational Partners during the 2020-21 and 2021-22 school years as follows:

Elementary and Secondary School Emergency Relief funds under the American Rescue Plan Act (ESSER III), (page 3) (<https://nevco.org/wp-content/uploads/2022/01/NCSoS-Brd.-Approved.ESSER-III-Expenditure-Plan.pdf>):

-Earle Jamieson Educational Options Program held monthly Zoom site council meetings with staff, community partners and students on 8/26/20, 9/30/20, 10/26/20, 1/27/21, 3/24/21, 4/28/21, 5/28/21, and 9/15/21.

-Nevada County Superintendent of Schools (NCSoS) engaged in Zoom meetings with educational partners and leadership advisory members on 9/20/21.

-SELPA community advocates, leadership members, certificated and classified representatives met via Zoom on 4/28/21, 5/6/21 and 9/20/21.

-The Safe Return to In-Person Instruction and Re-Opening Plan (<https://nevco.org/wp-content/uploads/2021/09/NCSOS-Reopening-Document-2021-22-updated-Sept-10-2021.pdf>): A plan that is revised and updated at least every six months by our School Safety Director who leads multiple on-going meetings throughout the school year on programs, with staff, administrators, and county personnel. Often, weekly meetings are held with county superintendents, charter directors, public health officers, and many other community and state partners sharing

CDC and local public health updates, testing and vaccination information and much more.

-NCSoS met with four local charter schools, of whom we are the authorizing agency, to engage in the opportunity to participate as subrecipients of funds in the development of an expenditure plan. The meeting was held via Zoom on 9/17/21

Expanded Learning Opportunities Grant (page 1) (<https://nevco.org/wp-content/uploads/2021/10/NCSOS-21-22-Expanded-Learning-Opportunities-Grant-Plan.pdf>): Meetings were held on 4/28/21 with Certificated Union leadership, 5/3/21 with the Community Advisory Council (CAC), 5/6/21 with CAC President, designated instructional service staff member, the Certificated Union President, the Special Education Principal, the Chief Business Officer and the SELPA Administrator to review all solicited feedback and develop a plan of action.

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

It is a priority of the Nevada County Superintendent of Schools (NCSoS) to ensure the health and safety of students, educators, and other staff as well as to ensure continuity of services, as required by the American Rescue Plan (ARP) Action of 2021 (ESSER III: (<https://nevco.org/wp-content/uploads/2022/01/NCSoS-Brd.-Approved.ESSER-III-Expenditure-Plan.pdf>) To this end, NCSoS has implemented the following:

- received and distributed shipments of PPE, cleaning and sanitizing equipment
- conducted a mid-year student performance assessment using a local assessment tool (STAR Renaissance)
- technology department replaced desktop computers with Chromebooks for students
- educators attended social-emotional learning Community of Practice webinars and began implementation on a restorative practice

Earle Jamieson continues to operate in-person despite the COVID-19 virus. We have a small student population (8 students) and staff (5 staff) with most students vaccinated. Our attention in supporting students' needs has pivoted significantly this year to support and address student behavioral concerns. We are recognizing the impact that COVID-19 appears to have had on our students where we are seeing a higher need to address incidences of trauma and socially unacceptable behaviors. We are addressing this need by implementing trauma-informed practices, leading restorative community circles, offering enrichment opportunities in the arts and ensuring any counseling needs are being met or referrals to outside agencies are occurring. Staff is attending professional development and our program is receiving support from the county office. The on-going challenge our school experiences is the high transition of students in and out of our program; students typically are enrolled for one or two semesters at most and then transition back to their home district. Despite the short time a student is enrolled, staff is able to address academic needs and progress continues to be monitored through local assessment tools.

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

NCSoS considers the LCAP to be the comprehensive planning document that captures the priorities, goals, and actions to improve student outcomes. As such, all additional funds received are viewed through the lens of the LCAP to determine where student needs exist and what services are needed to address those needs. NCSoS has summarized how we are using these fiscal resources to implement the requirements of applicable plans in a manner that is aligned with our LCAP. The following shows aligned actions/services between plans.

Safe Return to In-Person Instruction and Continuity of Services Plan: <https://nevco.org/wp-content/uploads/2021/09/NCSOS-Reopening-Document-2021-22-updated-Sept-10-2021.pdf>

Elementary and Secondary School Emergency Relief (ESSER III): <https://nevco.org/wp-content/uploads/2022/01/NCSoS-Brd.-Approved.ESSER-III-Expenditure-Plan.pdf>

Expanded Learning Opportunity Grant (ELO-G): <https://nevco.org/wp-content/uploads/2021/10/NCSOS-21-22-Expanded-Learning-Opportunities-Grant-Plan.pdf>

Local Control and Accountability Plan (LCAP): <https://nevco.org/wp-content/uploads/2021/10/NCSoS-2021-22-LCAP.Final-003.pdf>

Educator Effectiveness Grant Plan (EEG): https://drive.google.com/file/d/1ztG7tkb_UFXqpiQqafY2el9y-mclQxES/view?usp=sharing

The Expanded Learning Opportunity Grant plan includes alignment to the LCAP in the following areas:

- providing supports to students for credit deficiency to complete graduation or grade promotion requirements; (ELO-G page 2 and LCAP page 14)
- extend instructional learning time (ELO-G page 2 and LCAP page 5)
- expansion of learning supports, tutoring, etc. to bridge learning gaps; (ELO-G page 2 and LCAP page 14 and 29)
- professional development for educators in social-emotional learning and instructional practices (ELO-G page 3 and LCAP pages 13, 15 and 21)

The ESSER III Expenditure Plan includes an alignment to the LCAP and other plans in the actions and expenditures to address student needs section:

- providing PPE equipment (ESSER III page 6, LCAP page 12 and Safe Return to In-Person Instruction and Continuity of Services Plan)
- staffing to provide summer credit recovery and ELA and Math intervention (ESSER III page 7 and LCAP page 5)
- strategies to address learning loss (ESSER III page 7 and LCAP page 22)

The Educator Effectiveness Grant Plan includes alignment to the LCAP in the following areas:

- Coaching and mentoring teachers, teacher leaders, administrators; (EEG page 2 and LCAP page 13)
- Resource and Professional Development to improve instructional practices (EEG page 2 and LCAP page 13)

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

Prompt 1: *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support

recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada County Superintendent of Schools	Teena Corker Assoc. Supt. Ed. Services	tcorker@nevco.org 5304786400, ext. 2005

Plan Summary [2022-23]

General Information

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

The Nevada County Superintendent of Schools Office serves a predominantly rural population. The most recent data from the 2020 census indicated, from a population of approximately 98,747 citizens, Caucasians make up 93.3 percent of the county population. The remainder of the population includes Hispanic (9.8%), Asian (1.5%), African American (0.6%), and Native American (1.3%).

Our alternative education program, Earle Jamieson Educational Options (EJ) serves students in grades 7 – 12 who have been expelled, or referred through Probation or the County SARB Board.

Earle Jamieson Educational Options (EJ) program operates as a Trauma Informed School. School personnel are trained in Trauma Informed Care and in providing Trauma Informed Practices through academic application and a connection-based communications practice with all students. The staff have created an environment that meets the academic, personal, social, emotional and behavioral needs of all students, those in general education and those who receive special education services. Students are exposed to a culture that fosters resiliency through structure, consistency, choice based learning, promoting self-advocacy, self-empowerment, and self-awareness, providing brain breaks and daily exercise. The following state priorities are not applicable to our program: A-G course requirements, CTE Pathway completions, Early Assessment Program for college and Advanced Placement testing, High School Drop Out rates, and Graduation Rates.

We are honored to provide exemplary service and countywide educational support to our Foster Youth students as well as providing transitional support and Independent Living Skills training to youth who are aging out of the foster youth system.

Our goal to prepare students for college and career readiness will be accomplished through fiscal and curricular accountability, developing partnerships with stakeholders including parents, students, the business community, and other county agencies. We aim at hiring and training dedicated, innovative and creative staff members. We are committed to creating partnerships and programming that will support engaging and safe learning environments for our students.

Reflections: Successes

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

Earle Jamieson Educational Options Program:

The population at Earle Jamieson is too small to reflect the 2020-21 CAASPP data and other data from Data Quest in some indicators, including CA Health Kids Survey (CHKS). Data from CHKS was embedded into the overall county data report.

We met most of our targeted goals for the 2020-21 school year; 80% of all students showed evidence of earning 0.3 credits per day, 24% of students showed growth in math performance based upon local assessments and 14% of students showed growth in ELA.

Our local LCAP survey was where we could receive feedback on the academic and school climate from students and parents (only 5 students and 5 parents participated in the survey). We are proud of the progress we continue to make during the challenges of the pandemic in school climate, parent and student connectedness. Through the analysis of local measures, the student survey results of Earle Jamieson students reflect 100% felt positive school engagement, 100% felt safe at school and 100% felt positive respect for school and staff and felt respected by staff. Parent surveys revealed 75% felt part of the decision making process, 75% felt students have respect for staff and 100% felt staff have respect for students, and finally, 75% of parents felt school expectations placed on their student were reasonable. We believe relationships staff develop with each student and their parents helps create the relationship-centered atmosphere at school that can effectively shift students' immediate and long-term behaviors.

We will continue with the implementation of PBIS, attendance at the workshops offered by the Social Emotional Community of Practice and provide release time for our educators to attend the Universal Design for Learning countywide network training sessions. We will continue to provide healthy meals, and needed supplies to students to help with their basic needs. We will continue our collaborative partnership with the county's probation and Behavioral Health department along with consistent parent communication to encourage attendance and provide positive interventions to support good decision making. Full time on-site counseling as well as extensive staff development in trauma-informed care and non-crisis intervention training have also contributed greatly to student success and we will continue to implement.

Foster Youth Program:

Foster Youth within our county had a reduction in chronic absenteeism rates (46.9% in 2018-19 to 38.6% in 2020-21 as reported on DataQuest), and given the challenges of COVID-19 this past year with some students remaining disengaged and disconnected in their learning, we were pleased at this improved data. Percent of foster youth suspended improved from 3.3% in 2019 to 0.3% in 20-21. We continue community collaboration with quarterly Foster Youth Services Coordinating Program Advisory Council (FYSCPAC) meetings, working to build community partnerships in support of our youth. The current graduation rate of foster youth in our county is 60% and we attribute this success rate to the team working diligently with the foster youth students, keeping them engaged and motivated to make it to the finish line. We will continue to implement all services to support foster youth to be successful in school and at home.

All Local Indicators were "met" as reported at the end of the 2021-22 school year and reported to the board members.

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.

Earle Jamieson Educational Options Program:

With the low numbers in our population this year, our staff relied on local assessments to provide performance level information. There were no students who met or exceeded standards on CAASPP reports from spring, 2021. Earle Jamieson students continue to perform below grade level based on local assessments; 40% and 30% met/exceeded standards in Math/ELA, respectively. Our staff will continue to design individual learning plans and lessons designed to target the individual needs of each student. We will focus on targeting interventions and instruction-based strategies to improve skills, implement project-based instruction to increase engagement and ensure English Learners are receiving differentiated instruction to meet their needs.

This year Earle Jamieson enrolled more middle school students than high school as seen in previous years. Behaviors demonstrated by students this year were escalated to a higher level of concern than seen in past years with displays of increased aggression towards other students and staff, creating a safety concern. The collaboration between local law enforcement was critical to help maintain safety levels and build relationships with students and families. Staff conducted empathy interviews which play a key role as one of the most effective tools to use at our site, by finding out as much as possible about a student's experience as a learner, we can better meet them where they are. As a staff, it remains important to understand the choices that students make, why they make them and how we can improve as educators in our practice and program implementation. Restorative justice practices to address behaviors, suspension and chronic absenteeism will continue to be implemented allowing for students to reflect on their actions, help identify barriers for success, know the impact their actions have on others and themselves and provide opportunities for restorative options. Suspension as reported from DataQuest for 2020-21 was 0% and chronic absenteeism based on local student information system for 2021-22 is 77%. A continued focus on PBIS implementation and ongoing trauma informed practices along with onsite counseling will lead to improved behavior, engagement in school, a reduction in suspension and chronic absenteeism.

Foster Youth Program:

The current graduation rate of foster youth in our county is 60% (3 students), a reduction from 87.5% reported in 2021. We will continue to implement all services to support foster youth to be successful in school and at home. Our staff will continue to collaborate with our county agency partners to continue to provide provisions of services for our foster youth; including making regular connections with our local LEAs.

LCAP Highlights

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

Based on educational partnership's input and student state and local assessment data, we will continue to focus on three overall goals in the 2022-23 LCAP. The first two goals specifically address the students attending Earle Jamieson Educational Options program and the third goal addresses our countywide foster youth program:

- 1) To improve student achievement, focus on the areas of English Language Arts and Math.
- 2) To provide a safe and engaging learning environment for all students and address the needs of expelled students in our county
- 3) To provide services for the unique needs of foster youth in our county.

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.

Earle Jamieson is not identified for CSI.

Support for Identified Schools

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

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.

The Nevada County Superintendent of Schools (NCSoS) provides educational services for students in our alternative education program, Earle Jamieson Educational Options. NCSoS does not have a bargaining unit for certificated or classified personnel. The Parent Advisory Committee includes representatives from the following: teachers, classified staff, administrator, student representative, parents, community members, NCSoS Foster Youth Coordinator, probation department representative, SELPA director, and NCSoS Student Services Program Coordinator. Average enrollment at Earle Jamieson has been 2.67 students this year, attendance at meetings from all educational partners has been challenging but members did consistently attend zoom school site council meeting. Invitations were sent to all members via email, text message, telephone message, letter and meeting notices were posted on the school's webpage and on the front door. Meetings were held via Zoom and members were given the option of meeting virtually or by phone. Parent advisory meetings were conducted regularly and members could attend via Zoom or by phone (2021: 9/14; 11/03; 2022: 1/19, 2/16, 3/16, 4/20). Due to our small population, English Language or Foster Youth advisory groups do not apply. Materials were offered digitally or in a packet for pick up if requested. Educational partners were actively engaged in conversations regarding student progress, program implementation, health and safety protocols and staff and student wellness. On May 25, 2021, the final draft of the 2022-23 LCAP was presented to the Parent Advisory Committee for feedback. June 8, 2022 was the public hearing for the LCAP and Adopted Budget in accordance with Ed Code 52062(b)(1) and NCSoS notified the public of the opportunity to review and contribute feedback. The LCAP and Adopted Budget were board approved June 22, 2022. The Local Indicators were presented at the June 22, 2022 board meeting for their information.

A summary of the feedback provided by specific educational partners.

All educational partners understand the population of students we serve who often come to us having experienced trauma, behavioral concerns, and are academically struggling. Feedback from educational partners this year included concerns from staff for student and staff well-being. Additionally, parents shared that the drama education class was an enriching experience for their students. Staff feedback through our LCAP survey showed that the professional development opportunities better prepared them to use new teaching strategies.

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

Based on the parent and staff feedback, the current goals will remain in place and the administrator will look to provide additional opportunities for students to engage in art education. Professional Development actions will remain in place to continue to provide staff with new and innovative teaching strategies.

Goals and Actions

Goal

Goal #	Description
1	All students will improve their ELA and Math proficiency scores through increased access to higher learning strategies and access to Common Core State Standards and instructional best practices.

An explanation of why the LEA has developed this goal.

Based on educational partner input and through analysis of student performance on local benchmark and state assessments, data shows our students are behind in ELA and Math grade-level academic standards and graduation credit requirements. We have a need to increase student achievement in ELA and Math and performance toward graduation requirements and transferability back to a comprehensive school site.

The following metrics and actions, when grouped together, will help monitor and support the growth of ELA and Math proficiency skill levels of students. Through assessment and monitoring of performance using the local benchmark Renaissance STAR administered upon enrollment, at intervals during enrollment and then prior to transitioning back to a student's home district will show progress in ELA and Math skills. If a student is enrolled during CAASPP testing, the state-wide assessment will be administered and it will be another source of data to show progress. Based on results from local benchmark assessments and CAASPP data, educators will evaluate the data, adjust instructional practices to meet the students where they are currently performing and build skill levels through various technical assistance methods based on a multi-tiered intervention approach including but not limited to actions such as, small group instruction, one-on-one tutoring, re-teaching concepts, implementing Universal Design for Learning practices and creating hands on project activities to make the learning relevant. Integrating the arts and offering college and career opportunities will encourage and inspire students toward improved ELA and Math achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of students who meet/exceed standards in ELA, Math and Science on State Testing	2019 CAASPP Scores: ELA: 0% met/exceeded standards	2021-22 CAASPP Scores: ELA: 0% Met/Exceeded standards			ELA: 25% met/exceeded standards Math: 20% met/exceeded standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: CAASPP test results CAST test result, CAA test results	Math: 0% Met/Exceeded standards Only 5 students from EJ and 1 student from Sugarloaf tested. CAST: 0%: There is no baseline data available. CAA: 0%: There is no baseline data available.	Math: 0% Met/Exceeded standards 3 students tested CAST: No students tested CAA: No students tested			Science: 20% met/exceeded standards
Percent of students meeting/exceeding standards in ELA and Math on local benchmark assessments Data Source: Renaissance STAR test results	2021 ELA: 16% of students met/exceeded standard Math: 16% of students met/exceeded standard	2021-22 ELA: 30% of students met/exceeded standard Math: 40% of students met/exceeded standard 9 students tested throughout the school year			60% of students meeting/exceeding ELA standards 60% of students meeting/exceeding Math standards
Percent of students showing evidence of earning at least .3 credits per day in a broad course of study toward HS graduation and course completion, including unduplicated students	2021 79% of all students show evidence of earning at least .3 credits per day	2021-22 80% if all students show evidence of earning at least .3 credits per day			80% of all students show evidence of earning .3 credits per day

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
and students with exceptional needs Data Source: Local Indicator Local data					
Percent of EL students showing progress toward English Proficiency Data Source: CA Dashboard ELPI ELPAC test results	2020-21 0%: No baseline data available.	2021-22 0% EL students showed progress 1 student			80% of EL students made progress toward English Proficiency
EL Reclassification rates Data Source: DataQuest=ELs=Annual Reclassification (RFEP) Counts and Rates	2020-21 0%: No baseline data available.	2021-22 0% EL students reclassified 1 student			100% of eligible EL students will be Reclassified
Fully Credentialed and Appropriately Assigned Teachers Data Source: SARC/HR Department Local Indicator	Fall 2020 100%	Fall 2021 100%			100% Fully Credentialed and Appropriately Assigned Teachers

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Sufficient access to Standards-Aligned Instructional Materials</p> <p>Data Source: SARC Local Indicator Local Survey</p>	Fall 2020 100%	Fall 2021 100%			100% of students have access to Standards-Aligned Materials
<p>Sufficient access for EL learners to access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and EL proficiency</p> <p>Data Source: Renaissance STAR ELPI Indicator data</p>	Fall 2020 100%	Fall 2021 100%			100% of all EL learners have access to the CCSS and the ELD standards
<p>Implementation of state board adopted academic content and performance standards for all students</p> <p>Data Source: Dashboard Local Indicator</p>	2020 Fall 100%	Fall 2021 100%			100% Implementation of State Standards

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	<p>Provide ongoing professional development in the following areas:</p> <ul style="list-style-type: none"> • Common Core State Standards (CCSS) • Training and implementation of new ELA/ELD and Science curriculums • Instructional strategies using Universal Design for Learning methodology • Next Generation Science Standards (NGSS) • arts instruction with integration in the core curriculum • career and vocational support • blended learning strategies • Multi-tiered Systems of Support (MTSS) intervention strategies <p>Services for this Action are provided by the County Office of Education or by the curriculum publisher representatives at no cost to the school</p>	\$0.00	No
1.2	Supplemental educational services and materials	<p>Provide additional tutoring in ELA and/or Math to meet individual student needs based on progress monitoring</p> <p>Provide students will credit recovery opportunities with extended learning times (summer school)</p> <p>Maintain technology-based supplemental curriculum programs (e.g., Study Island)</p> <p>Supports/supplies for Arts & Music (for example, contracted services for music therapy and clay classes)</p> <p>Support students with offering Driver's Education and Driver's training as applicable</p>	\$10,450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide educational and career counseling along with support in vocational education activities		
		Provide English Language Learner Support as needed		

Goal Analysis [2021-22]

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

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

Action 1: All components for this action were fully implemented. The program lost a classified transitional aide position in the fall and efforts to hire a replacement was a challenge due to lack of qualified applicants, however, we were able to secure a credentialed substitute in this position for the duration of the school year. Staff meetings were successfully held either by Zoom or in-person.

Action 2: Implementation of professional development activities for the staff was a mixed-bag of successes and challenges. Training and implementation for ELA/ELD and Science curriculum has not happened due to curriculum not being selected yet. However, despite ELA/ELD curriculum not selected, the staff is implementing material from an ELA/ELD curriculum being considered for adoption. We are finding success at implementation of the other professional development areas highlighted in the action description and plan to strategize ways for the teacher of the classroom to participate in attending the county's Universal Design for Learning training (UDL) as we continue to struggle securing a substitute for release days.

Action 3: Despite ELA/ELD curriculum not selected, as stated above, the staff is implementing material from an ELA/ELD curriculum being considered for adoption. Staff continues to review ELA/ELD programs to find one that best fits the needs of our students.

While no progress has been made in researching science textbooks or review of the newly adopted Arts Education curriculum, students are provided Scholastic standards-aligned materials in Science. We can report success in the implementation of a collaborative effort between Earle Jamieson and the Nevada County Arts Council to bring a weekly project-based drama class experience for the students. The other components under this action were fully implemented.

Action 4: The provision of supplemental educational services and materials were successfully implemented with the exception of the challenges experienced with providing music therapy due to COVID restrictions and clay classes due to the kiln not installed yet.

Action 5: We provided primary language support to one student and family as needed. All the curriculum has an ELD embedded component. All newly adopted and piloting curriculum has ELD embedded within the structure of the curriculum. Translation supports were provided.

Action 6: All actions were implemented.

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 3, Standards aligned instructional services/materials: Less was spent in this area as less curriculum was purchased due to lower enrollment than expected.

Action 4, Supplemental educational services and materials: Less was spent for on-line resource licenses as less were needed due to lower enrollment.

Action 6, Students With Disabilities Support: More was spent for instructional support as more student IEP needs were identified.

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

Upon reflection of the effectiveness of Actions 1 (Program Staffing and Services), 3 (Standards Aligned Instructional Services/Materials), 5 (English Learner Support) and 6 (Students With Disabilities Support), we can report that they were effective in providing the elements of our base program. The elements within each action are operational tasks, provisions and expectations that staff do every day and reflect upon with regularity in order to meet students needs. Below in the next prompt discusses why we took action to delete the majority of these actions and keep the ones that directly impact the goal of improving student achievement.

Action 2: Professional development opportunities have proved successful as reported by teachers feeling better prepared and equipped to utilize newly learned strategies with students with diverse needs in our program.

Action 4: The new math supplemental program data is showing student growth scores based on formative assessments and reports from the teacher. Students express they enjoy participating in arts and drama classes and are meeting regularly with the administrator to create goals for future educational pathways beyond high school.

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 metric and desired outcome column for the measurement of student performance on local assessments was revised to read the percentage of students "meeting/exceeding standards" rather than percentage of students "showing growth towards standards".

After a thorough analysis of our actions, through discussions with the site council members and staff, it was determined that most of the actions reflect our base program that is provided to all students are not necessary to include any longer in the LCAP. Actions moving forward will be focused on increased and improved services that directly impact student achievement toward meeting the goal. The following actions were removed or edited:

Action 1: Program staffing and services (removed)

Action 3: Standards aligned instructional services/materials (removed); moved one item from this action (Maintain Technology-based Supplemental Programs (e.g., Study Island) to new Action 2

Action 5: English Learner Support (removed); moved one item from this action (Provide English Learner Support as needed) to new Action 2

Action 6: Students with Disabilities Support (removed)

Each of these actions remain fully implemented as part of our operational program, are measured through state and local priorities as evidenced in the metrics of the LCAP, the SARC and Local Indicators and do not need to be highlighted as additional services provided.

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

Goals and Actions

Goal

Goal #	Description
2	All students in grades 7-12 will be educated in learning environments that are engaging, safe, drug free, and conducive to learning. This includes providing a well-rounded course of study, healthy meals, positive intake and release procedures, behavior intervention strategies, increased parent involvement, and improved attendance rates.

An explanation of why the LEA has developed this goal.

Students are placed in our program through Probation, SARB or expulsion. As such, they have struggled to find success in a comprehensive school setting. Based upon surveys and intake data, many have little or no support at home and are distrustful of the educational process. High absenteeism and disruptive behaviors in the classroom are indicators of a need to increase positive behavior supports to ensure a safe and healthy learning environment where students find success. When grouped together, the metrics stated below to measure student progress and the actions listed and implemented will support the achievement of the goal by building of a positive learning environment that promotes the importance of communication and a collaborative effort necessary between staff, community partners and referring schools to support a student's entire successful experience in the smooth transitions upon entry, throughout a student's enrollment period and when exiting the program.

Our program is a temporary alternative education placement option for this subgroup of students who need, through a coordinated effort, to learn problem solving skills, self-care and behavior management skills and fill gaps in academic achievement and be able to return to find success in a less restrictive educational setting and graduate career and/or college ready. For example, addressing the chronic absenteeism rate of this unique at-risk student population is a constant challenge. Staff will be using our tiered system of intervention for students who are disengaged and not attending regularly. The metrics we are using to measure student success in areas of engagement and conditions of learning will require staff to be highly trained in trauma-informed practices, crisis intervention strategies, restorative justice techniques, substance use and mental health needs and referral processes and procedures to outside agencies. The actions listed below will support the staff's professional expertise in all these areas. Staff will also be participating in the local Community of Practice for Social Emotional Learning, making sure we meet the needs of students but also ensuring we meet the needs of our staff and monitoring everyone's social emotional well-being. Our partnerships with county agencies, contracts with specialists who provide anger management, substance use intervention, peer counseling, along with encouraging parents/guardians involvement in their student's experience at Earle Jamieson are critical in the successful operation of our school for expelled youth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Attendance (ADA) Data Source: CALPADS Local data	2021 72.5%	2021-2022 76.6%			89% ADA
Chronic Absenteeism rate Data Source: CALPADS DataQuest Local data (attendance tracking)	2021 80% 5 students enrolled 2020-21	2022 77% 11 students enrolled 2021-22			20%
Middle School Drop-out rate Data Source: CALPADS	2021 0%	2022 0%			Less than 1%
Suspension rate Data Source: Dashboard CALPADS DataQuest	2021 0%	2022 23.8%			Less than 5%
Expulsion rate Data Source: CALPADS DataQuest	2021 0%	2022 0%			Less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Promoting parent participation in programs for unduplicated pupils and for individuals with exceptional needs. Measuring average number of contacts per week at least one time.</p> <p>Data Source: Local Indicator Local LCAP Survey</p>	<p>2021 100% of parent contacted weekly</p>	<p>2022 100% of parents contacted weekly</p>			100%
<p>Parent input in decision making processes. Measuring contacts/attendance at School Site Council/Advisory and Board meetings</p> <p>Data Source: Local Indicator Local LCAP Survey</p>	<p>2021 100% of parents contacted to provide input</p>	<p>2022 100% of parents contacted to provide input</p>			100%
<p>Facilities in good repair</p> <p>Data Source: FIT Report</p>	<p>2021 Exemplary</p>	<p>2022 Exemplary</p>			Exemplary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC					
<p>Sense of safety and positive school connectedness</p> <p>Data Source: Local Indicator CHKS report Local LCAP survey</p>	<p>2021 61% Students 74% Parents</p>	<p>2022 75% Students 75% Parents</p>			<p>95% Students 95% Parents</p>
<p>Racidity Rate The measurement at which a student commits another offense after being released and then returns to incarceration.</p> <p>Data Source: Local data</p>	<p>2021 10%</p>	<p>2022 10%</p>			<p>15% or less</p>
<p>Percent of successful transitions to a less restrictive environment or earn a HS diploma</p> <p>Data Source: Local data</p>	<p>2021 100%</p>	<p>2022 100%</p>			<p>85% or higher</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of eligible students who graduate	2021 100%	2022 100%			98% or higher
Data Source: Local data					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Professional Development	<p>Staff will participate in professional development opportunities that contribute and add to their professional skill level and growth as educators serving at-promise students. Professional development will include but is not limited to the following:</p> <ul style="list-style-type: none"> • non-crisis intervention training and implementation (annual refresher) • drug intervention training • social emotional learning best practices training (participation in the monthly SEL Community of Practice meetings) • restorative justice practices training 	\$1,500.00	No
2.2	Specialized Services and Activities that promote well-being	<p>Provide specialized food services to promote good nutrition and encourage school attendance</p> <p>Provide transportation assistance to encourage school attendance</p> <p>Continue multi-tiered system of intervention strategies developed in 2020-21 for the Learning Continuity Plan to promote improved attendance and reduce chronic absenteeism</p>	\$110,208.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Continue Positive Behavior Intervention and Supports program (PBIS) with ongoing data collection and positive support incentives</p> <p>Continue Base Education online program</p> <p>Contract with outside agencies to educate students on drug, alcohol, tobacco, anger management and healthy relationship building, mental health services, and other services as needed</p> <p>On campus counselor will provided ERMHS services as needed, as well as assist in social and emotional learning strategies, implement restorative justice practices, assist in attendance outreach, and act as school liaison for the Tobacco Use Prevention Education program (TUPE).</p>		
2.3	Staff support services	Provide transitional aide support to assist with students in the classroom, providing social and emotional support, 1:1 and/or small group academic support	\$49,258.00	No

Goal Analysis [2021-22]

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

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

Action 1: All staff participated in the professional development opportunities. All certificated staff participated in social emotional community of practice workshop options hosted by the county office of education, the training for NARCAN for safety protocols, 2 of the 3 online trainings of new ELA curriculum we were piloting, and the supplemental math program online training. The school psychologist attended the brief intervention training this year. Classified staff attended all required trainings for McKinney Vento and Foster Youth monitoring procedures. Not all of our staff are full time staff so we have had to adjust schedules in order to ensure staff had the opportunity to attend these professional development opportunities.

Action 2: All tasks under the Alternative Education Program Provisions were implemented with the exception of summer school. This was not offered to students due to COVID and staffing issues. To date, the implementation of the County-wide Expulsion plan has been successful in providing a more equitable process for student transition to Earle Jamieson and a return to district.

Action 3: The tasks under this action were successfully implemented. No outside agencies provided services this year, unless it was private counseling services. The implementation of the PBIS program has continued to improve and implementation of incentives continues to be a large part of the day. The school counselor transferred to another county position however we received a county school psychologist to replace the counselor's position and continue services for students.

Action 4: Implementation of the action has continued with continuous contact with parents through various forms of communication with no challenges.

Action 5: This action has been implemented and we have maintained a transitional aide throughout the school year to support the students.

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, Professional Development: Less was spent in this action due to professional development being provided at no cost.

Action 2, Alternative Education Program Provisions: There were no expenditures in this action due to summer school not being provided.

Action 3, Specialized Services and Activities that promote well-being: Less was spent in this action due to less food costs than anticipated as a result of lower enrollment. Additionally, counseling support through outside agencies was not provided due to COVID restrictions.

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

Upon reflection of the effectiveness of Actions 2 (Alternative Education Program Provisions), and 4 (Parent Involvement), we can report that they were effective in providing the elements of our base program. The elements within each action are operational tasks, provisions and expectations that staff do every day and reflect upon with regularity in order to meet students needs. Below in the next prompt discusses why we took action to delete these actions and keep the ones that directly impact the goal of improving student achievement.

Action 1: The Social emotional curriculum and the Prepare Curriculum, have shown to be effective. The counselor and teacher provide the lessons and strategies using these curriculums for appropriate social emotional interactions and staff has observed students utilizing the strategies taught. Staff report feeling better prepared to work with dis-regulated student behaviors as a result of having participated in the professional development offerings.

Action 3: Actions that have been effective include activities that promote well-being as evidenced in attendance rate on a Thursday for the drama activity as students express their interest in attending this enrichment class. Students often use de-escalation strategies prior to entering the classroom in order to have a more positive experience in class. This year we have improved our PBIS incentive program and students are mindful of their point system and this has resulted in increased motivation for school work and positive behaviors.

Action 5: We have daily successes with the transitional aide who effectively leads students throughout the campus transitioning from various services and activities. He is effective in providing 1:1 student support within the classroom under the supervision of the teacher and successfully calculates the daily positive behavior points for the 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.

After a thorough analysis of our actions, through discussions with the site council members and staff, it was determined that most of the actions reflect our base program that is provided to all students are not necessary to include any longer in the LCAP. Actions moving forward will be focused on increased and improved services that directly impact student achievement toward meeting the goal. The following actions were removed or edited:

Action 2: Alternative Education Program Provisions (removed)

Action 4: Parent Involvement (removed)

Each of these actions remain fully implemented as part of our operational program, are measured through state and local priorities as evidenced in the metrics of the LCAP, the SARC and Local Indicators and do not need to be highlighted as additional services provided.

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
3	Provide a countywide Foster Youth Services Coordinating Program to ensure educational stability of all foster youth in the county. Through community partnerships, case management, and collaborative efforts we will work to decrease disruption of educational services for foster youth after a change in residential placement and increase the percentage of foster youth for whom key stakeholders have the education-related information needed to identify educational strengths, needs, and necessary services. We will provide services and resources necessary to remove barriers to education and promote success.

An explanation of why the LEA has developed this goal.

Based on national research, foster youth require improved coordination of services due to higher experiences of delays in enrollment or appropriate placement and may not receive partial credit toward course completion. Additionally, based on community input, there is a need to educate and inform schools and community agencies on the unique needs of foster youth to support their academic and social and emotional success.

Together, the metrics and actions that follow will help achieve this goal; specifically, the actions listed will sustain the progress exemplified by the related metrics. Lead by the County Office of Education's Foster Youth and Independent Living program dedicated staff, the coordinated efforts to remain consistent in the provision of services, trainings, ongoing collaboration with schools, parents, students, and a myriad of county and governmental agencies, are key in ensuring Foster Youth receive what they need. Trainings, tutoring schedules, county-wide collaborative meetings with county agencies are already on the calendar for 2022-23 school year. Once school is in session, the team reaches out to all site FY liaisons and reviews referrals procedures and calendars quarterly meetings. Through the local indicator self-reflection tool, our department evaluates our service efforts and reviews results from the local stakeholders survey which provides feedback on services to school sites, students, and agencies. Data from surveys is reviewed and services are adjusted and improved if necessary. The department files are continually being updated and student progress is monitored.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of foster youth suspended or expelled countywide	2019 3.3% suspended 0.06% expelled	2020-21 0.3% suspended 0% expelled			15% or less suspended 10% or less expelled

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Data Quest					
Average time for release of school and health records, including the health and education passport on change of placement Data Source: Local data	2021 1 day	2022 1 day			1 day
Access for district foster youth liaisons, STRTPs and community partners to annual trainings on county-wide policies and current legislation pertaining to foster youth education. Data Source: Local data	2021 100% for foster youth liaisons and STRTPs 2021 Community partners offered 2 opportunities to participate in trainings	2022 100% of foster youth liaisons and STRTPs 2022 100% of Community partners were offered 3 opportunities to participate in 2 trainings			100% of foster youth liaisons, STRTPs and community partners had access to annual county-wide policies and current legislation pertaining to foster youth education
Percent of Grade 12 foster youth who received HS diploma Data Source: CALPADS	2021 87.5%	2022 60%			90% or above

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Average daily attendance and chronic absenteeism of foster youth countywide</p> <p>Data Source: Local data Data Quest</p>	<p>2018-19 44.8% Chronic Absenteeism No countywide attendance rate</p>	<p>2020-21 38.6% Chronic Absenteeism (DATAQUEST 2021-22 1.13% countywide (CALPADS)</p>			<p>98% or above for attendance rate 30% or less for chronic absenteeism</p>
<p>Percent of foster youth who exhibit mental health concerns concerns are referred to county behavior health for assessment. REMOVED 2022-23</p> <p>Data Source: Local data</p>	<p>2021 100%</p>	<p>2020-21 100%</p>			<p>100%</p>
<p>Percent of eligible foster youth who actively participate in the Independent Living Program (ILP)</p> <p>Data Source: Local data</p>	<p>2021 94%</p>	<p>2022 94%</p>			<p>95% or above</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Percent responding to requests from juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services</p> <p>Data Source: Local data</p>	<p>2021 100%</p>	<p>2022 100%</p>			100%
<p>Percent working with county child welfare agency to minimize changes in school placement</p> <p>Data Source: Local data</p>	<p>2021 100% participation in inter-agency placement committee by FYSCP staff</p>	<p>2022 100%</p>			100% participation in inter-agency placement committee by FYSCP staff
<p>Percent providing requested education-related information to child welfare agency to assist in the delivery of services to foster youth, including educational status and progress information that is required to be included in court reports.</p>	<p>2021 100%</p>	<p>2022 100%</p>			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: Local data					

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Coordination of education services by NCSoS FYSCP staff	In a coordinated effort, the foster youth team work together to provide support services to youth currently in foster care where services are designed to increase educational stability as well as improve education performance and personal achievement. This action includes all coordinated efforts to provide trainings and workshops across the county with local LEAs and service agencies.	\$139,428.00	No
3.2	Foster youth tutoring services/case management PreK-12	<p>FYSCP Education Liaison Case Worker provides tutorial services to FY in grades Pre-K-12 along with educational case management</p> <p>FYSCP Education Specialist provides support for the Independent Living Program (ILP) for transition-age FY (ages 16-21)</p> <p>FYSCP Education Liaison will continually throughout the year reach out to individual teachers for all foster youth for directions on what supports are needed to bridge gaps in their learning</p> <p>Transportation to field trips facilitated by FYSCP provided</p>	\$112,263.00	No

Goal Analysis [2021-22]

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

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

Action 3.1: All trainings and workshops identified under these action were successfully implemented either through zoom or in-person at the county office. The rest of the services described under this action title were all implemented with no challenges.

Action 3.2: Implementation of the FYSCP Education Liaison tutorial services to foster youth in grades Pre-K-12 along with educational case management presented a challenge when this liaison went on administrative leave mid-year. We were successfully able to employ the services of the previous liaison who fulfilled these services until the end of the 2021-22 school year. She maintained communication with teachers of foster youth ensuring there were no gaps in the provision of services. We are currently recruiting for this position for the fall. FYSCP Education Specialist provided support for the Independent Living Program (ILP) for transition-age foster youth (ages 16-21) successfully without any challenges and provided services either through zoom or in-person meetings. This year, there were no schools reaching out for transportation support to fund field trips for foster youth.

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, Coordination of education services by NCSoS FYSCP staff: More was spent on this action due to additional time spent from our Foster Youth Specialists to support students and LEA's.

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

Action 3.1: Sensitivity training, such as Nurtured Heart training and Commercial Sexual Exploitation of Children training were reported to be effective based on post surveys of attendees from the trainings who felt they were better informed and trained to meet the needs of foster youth in their care. The Executive Advisory Council (EAC) met bi-monthly and members reported the meetings were informative and collaborative and should continue via zoom next year. The annual Raise Them Up Community Event returned successfully reporting over 140 families attending. Countywide agencies provided resources to families and prospective foster youth families at this fun-filled event. At the three district liaison trainings this year, all districts had the opportunity to attend and receive information and resources more specific to the needs of FY and trauma. Three training opportunities as well as one-on-one coaching by FYSCP, the Coordinator and specialists were made available to all districts and STRTP (short term residential therapeutic programs). Measurement of effectiveness in services can also occur in the child and family team meetings and the family stabilization collaboration meetings. Both meetings had 100% attendance by FYSCP staff. We formalized a youth mentorship and ambassador program after much planning. Former foster youth are selected to be mentors and are hired through the county office to receive more in-depth training to work with the unique needs of foster youth. Ambassadors, who are current foster youth, are selected and participate in youth events begin to learn how to utilize their voice to create impact on services currently provided for foster youth. Additionally, ambassadors receive incentives through the Independent Living Program to participate and attend Executive Advisory Council meetings, FY Educational Summit conferences and are collaborating on the inter-agency leadership team. County wide MOU is completed and being reviewed annually to make changes as necessary in the inter agency leadership team.

The FYSCP Coordinator and specialist participated in 100% of family stabilization collaborative meetings and the CFT meetings pertaining to school of origin. FYSCP specialist worked with 100% of eligible high school aged youth towards education and transition goals.

Action 3.2: We discovered after the loss of the educational liaison, services were not occurring as reported and therefore, this action was not effective in meeting the needs of our foster youth. We have identified new training strategies for future education liaisons based on reflections of current and prior practices; especially as it relates to monitoring of actual services being administered. There will be more of an oversight for these services by the program coordinator moving forward.

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 metric definition of "Percent of foster youth who exhibit mental health concerns concerns are referred to county behavior health for assessment" was removed as it was an unnecessary metric due to the fact that all foster youth who enter the system automatically receive a referral to behavioral health and begin receiving support.

The metric definition and desired outcomes for measuring percent of participation of foster youth liaisons, STRTPs and community partners trained annually on county-wide policies and current legislation was revised to measure percent of access to trainings for these groups.

Action 3.1: (Coordination of education services by NCSoS FYSCP staff): Description of the action was revised to be more of a generalized statement of services provided for foster youth, rather than list all standard and expected services.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$27,666	\$0.00

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
0.49%	0.11%	\$4,359.00	0.60%

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.

Due to the nature of our program, our students come to us as an expelled youth with past trauma, behavioral and attendance concerns, displaying mental health issues and are behind academically. We also received students through the referral process from probation; these are students who have been incarcerated or have not been incarcerated and are on probation status. Historically, enrollment in Earle Jamieson is small and fluctuates throughout the year based on expulsion referrals, probation referrals and School Attendance Review Board referrals (SARB) and are enrolled with us for one or two semesters at most. For the 2021-22 school year, an average of 10 students were enrolled with the highest enrollment in the spring of 2022 at 11 students enrolled.

Goal 1, Action 2: 100% of our low income students are not meeting standards in ELA or Math based on 2021 CAASPP test results and only 30% and 40% of all students are meeting ELA and Math standards, respectively, on our local benchmark assessment, Renaissance STAR. Monitoring of students' academic performance will increase frequency to bi-weekly collection of local performance assessment data, shared at bi-weekly staff meetings where this data is evaluated. Based on the data, instructional practices will be adjusted, intervention support implemented and progress measured. After school tutorial services are offered as necessary and built into the end of the day schedule. These targeted actions will be effective in moving toward achievement of the LCAP goal and meeting expected outcomes of academic performance. Performance is also measured through routine assessments (upon enrollment, during enrollment and prior to disenrollment).

when returning to their home district). This action is continued from the 2021-22 LCAP where outcome data showed that targeted support provided to students continues to be critical in ELA and Math for this population who are credit deficient and come to us as low-performing. This action is principally directed toward our low income students and accessible to all students LEA-wide.

Goal 2, Action 2: Based on data reported from DataQuest chronic absenteeism remains high for low income students at 77%. This action addresses the mental health and socio-emotional needs of students by providing a positive school climate, increased student and family engagement, healthy meals, transportation support, and ERMHS services from a school psychologist. Our program also incorporates healthy hygiene practices, fitness activities, art activities and contracts with local agencies to provide drug/alcohol education and cessation strategies. Prior to COVID19, chronic absenteeism was at 23% and by the end of 2020-21, it was 0%. These actions are principally directed towards this population, however, all students will have access to these support services and implemented LEA-wide. This action is continued from the 2020-21 LCAP and we anticipate improved attendance, reduced chronic absenteeism, improved mental health and well-being as measured by the CA Dashboard, LCAP surveys and CA Healthy Kids Survey.

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

Additional services provided for Low Income, Foster Youth and English Learner students are increased and improved by more than the minimum requirement of 0.60% as compared to services provided for all students. The actions and services identified in the LCAP are increased with additional supports by providing tutoring services, art and music programs, educational and career counseling, professional development for staff in English Learner instructional strategies, translation services, nutritious meals, transportation, positive behavior supports and incentives, drug, alcohol and tobacco counseling and social and emotional counseling.

These services will improve the quality of the school experience for our students. Increased arts education will develop aesthetic appreciation of the arts and improve skills of creative expression as well as improve students' well-being. Increased student participation in restorative circles or in peer group education classes contribute to long-term success in building social emotional well-being, self-awareness, confidence and trust in working with others and learning to accept or ask for help when needed. We can monitor this success and proficiency rates with surveys, project-based learning presentations, improved academic State and local assessments, observing the benefits and seeing increased participation socially and academically. These are all services that bear on the ability to satisfy these students' unique given needs.

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.

N/A

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

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$35,100.00	\$4,698.00	\$176,869.00	\$206,440.00	\$423,107.00	\$381,457.00	\$41,650.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	All					\$0.00
1	1.2	Supplemental educational services and materials	English Learners Foster Youth Low Income	\$5,400.00	\$3,500.00		\$1,550.00	\$10,450.00
2	2.1	Professional Development	All				\$1,500.00	\$1,500.00
2	2.2	Specialized Services and Activities that promote well-being	English Learners Foster Youth Low Income	\$29,700.00	\$1,198.00		\$79,310.00	\$110,208.00
2	2.3	Staff support services	All				\$49,258.00	\$49,258.00
3	3.1	Coordination of education services by NCSoS FYSCP staff	All			\$139,428.00		\$139,428.00
3	3.2	Foster youth tutoring services/case management PreK-12	All			\$37,441.00	\$74,822.00	\$112,263.00

2022-23 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
\$5,689,490	\$27,666	0.49%	0.11%	0.60%	\$35,100.00	0.00%	0.62 %	Total:	\$35,100.00
								LEA-wide Total:	\$35,100.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental educational services and materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,400.00	
2	2.2	Specialized Services and Activities that promote well-being	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$29,700.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$574,832.00	\$581,875.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Program staffing and services	No	\$104,088.00	\$104,919
1	1.2	Professional Development	No	\$0.00	\$0.00
1	1.3	Standards aligned instructional services/materials	No	\$2,464.00	\$789
1	1.4	Supplemental educational services and materials	Yes	\$11,560.00	\$9,237
1	1.5	English Learner Support	Yes	\$0.00	\$0.00
1	1.6	Students With Disabilities Support	No	\$44,479.00	\$45,736
2	2.1	Professional Development	No	\$4,000.00	\$230
2	2.2	Alternative Education Program Provisions	No	\$3,500.00	\$0.00
2	2.3	Specialized Services and Activities that promote well-being	Yes	\$130,462.00	\$116,583
2	2.4	Parent Involvement	No	\$0.00	\$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Staff support services	No	\$39,988.00	\$36,316
3	3.1	Coordination of education services by NCSoS FYSCP staff	No	\$130,833.00	\$154,746
3	3.2	Foster youth tutoring services/case management PreK-12	No	\$103,458.00	\$113,319

2021-22 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)
\$21,378	\$35,204.00	\$17,019.00	\$18,185.00	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	1.4	Supplemental educational services and materials	Yes	\$6,100.00	\$3,059	0	0
1	1.5	English Learner Support	Yes		\$0.00	0	0
2	2.3	Specialized Services and Activities that promote well-being	Yes	\$29,104.00	\$13,960	0	0

2021-22 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)
\$3,837,371	\$21,378	0	0.56%	\$17,019.00	0.00%	0.44%	\$4,359.00	0.11%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in EC Section 42238.02, that the LEA estimates it will receive in the coming year.

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

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
 - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
 - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
 - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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