

LCFF Budget Overview for Parents

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

CDS Code: 29 10298 0000000

School Year: 2023-24

LEA contact information:

Teena Corker

Assoc. Supt. Ed. Services

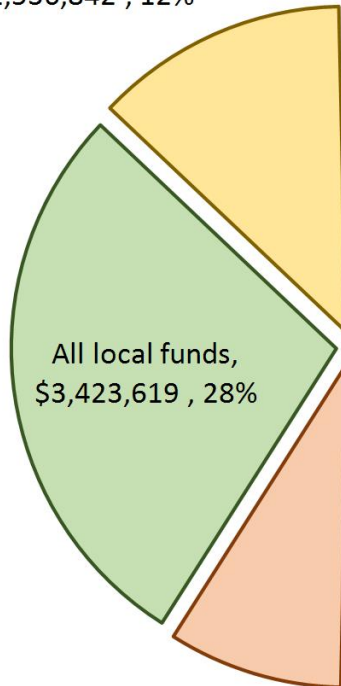
5304786400, ext. 2005

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 2023-24 School Year

Projected Revenue by Fund Source

All federal funds,
\$1,536,842 , 12%



Total LCFF funds
\$6,187,908
51 %

All Other LCFF funds,
\$6,187,908 , 51%

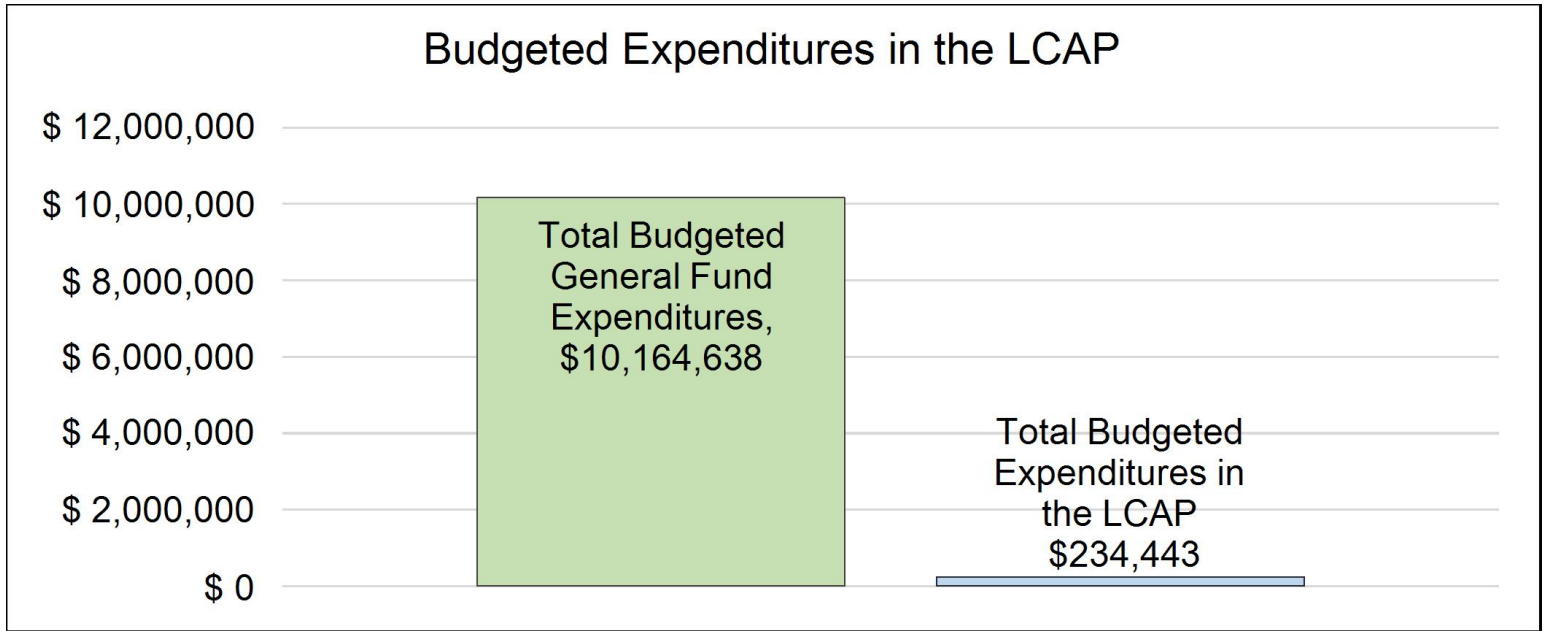
All other state funds,
\$1,058,397 , 9%

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 \$12,206,766, of which \$6,187,908 is Local Control Funding Formula (LCFF), \$1,058,397 is other state funds, \$3,423,619 is local funds, and \$1,536,842 is federal funds. Of the \$6,187,908 in LCFF Funds, \$0 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nevada County Superintendent of Schools plans to spend \$10,164,638 for the 2023-24 school year. Of that amount, \$234,443 is tied to actions/services in the LCAP and \$9,930,195 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

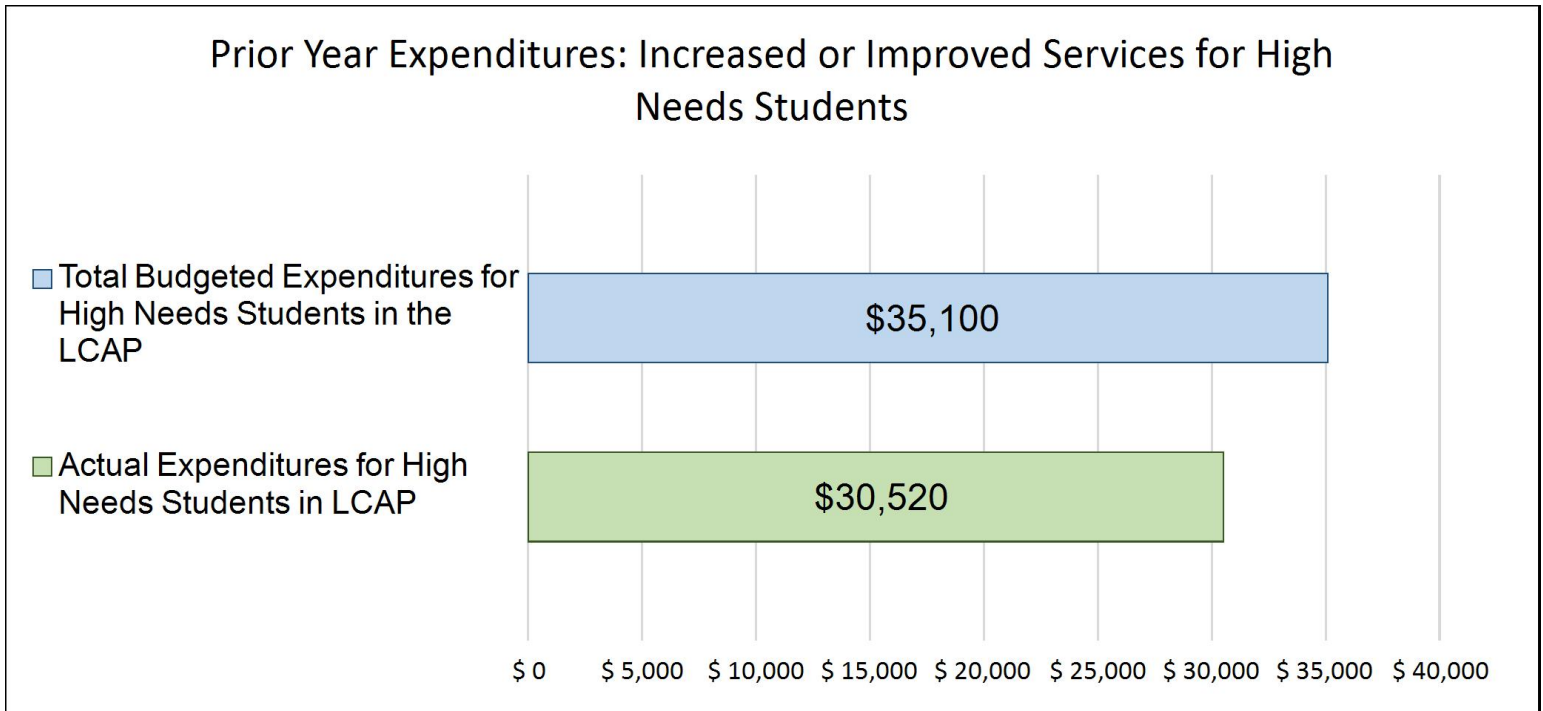
General Fund expenditures include costs to provide services for oversight and support to county Local Educational Agencies, expenditures associated with grant funded special programs and operational costs for the County Office.

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

In 2023-24, Nevada County Superintendent of Schools is projecting it will receive \$0 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 \$0 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



This chart compares what 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 2022-23, Nevada County Superintendent of Schools's LCAP budgeted \$35,100.00 for planned actions to increase or improve services for high needs students. Nevada County Superintendent of Schools actually spent \$30,520.00 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of \$-4,580 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 some contracted services were provided at no cost. There was no impact on student outcomes.

Local Control and Accountability Plan

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

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

Plan Summary [2023-24]

General Information

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

The Nevada County Superintendent of Schools (NCSoS) Office serves a predominantly rural population. The most recent data from the 2021 census indicated, from a population of approximately 97,466 citizens, Caucasians make up 93 percent of the county population. The remainder of the population includes Hispanic (10%), Asian (2%), African American (1%), and Native American (1%).

During the 2022-23 school year, our alternative education program, Earle Jamieson Educational Options (EJ) served students in grades 6 – 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.

Beginning the school year 2023-24, NCSoS will not be operating any educational programs. In this LCAP, we will be removing the Goals directly related to Earle Jamieson and establishing one Goal that will solely focus on Priority 9, Coordination of Expelled Youth and Priority 10, Coordination of Foster Youth Services. NCSoS facilitates the Foster Youth Services Coordinating Programs (FYSCP) that are captured in CALPADS (any youth who meets the Local Control Funding Formula definition of foster that is school aged K-12) which includes those in placement, family reunification, and family maintenance. We also serve foster transition age youth, voluntary cases, and non-dependent legal guardianships. Our team regularly attends community meetings where the focus is on prevention and early intervention to work collaboratively at increasing school stability, coordination of services and strengthening relationships between foster program participants and local service agencies. Our program supports services to close foster youth achievement gaps so that students in foster care can reach their full potential, and reach college and career goals while becoming independent, productive members of society. NCSoS will continue 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.

NCSoS serves as a liaison between the California Department of Education and the schools and districts within Nevada County. We serve as a continuous improvement regional service and support provider for the districts and charter schools within the county and serve as the administrative unit for the county Special Education Local Area Plan (SELPA) providing regional support. The LCAPs for school districts and charter schools within the jurisdiction of the Superintendent of Nevada County contain specific goals, actions and services to support students with exceptional needs and are available on the NCSoS website (www.nevco.org).

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 2022 CA Dashboard data, 2021-22 CAASPP summative results for ELA and Math, and other data from Data Quest, including data from the 2022-23 CA Healthy Kids Survey (CHKS). CHKS data from Earle Jamieson was embedded into the overall county secondary data report.
- Student performance demonstrated for the 2022-23 school year; 88% of all students showed evidence of earning 0.3 credits per day. 65% of students met or exceeded standard in ELA performance and 53% of students met or exceeded standard in Math based on local Renaissance STAR data (17 students assessed throughout the school year).
- Five (5) students and five (5) parents submitted feedback from the local LCAP survey on academic and school climate. We are proud of

the progress we continue to make during the ongoing challenges of the residual impact COVID has on student engagement, school climate, and parent and student connectedness. Through analysis these local measures, 100% of students reported positive school engagement, feeling safe at school, a positive respect for school and staff and felt respected by staff. Parent surveys revealed 75% felt part of the decision making process, felt students have respect for staff, and felt school expectations placed on their student were reasonable. 100% of parents felt staff have respect for students. 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 anticipate this program will continue to implement PBIS, attendance at the workshops offered by the county office of education on Social Emotional Learning and other PD opportunities and provide release time for educators to attend the Universal Design for Learning countywide network training sessions. Students will continue to receive healthy meals and needed supplies to support their basic needs. The program will continue the 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 will continue to be implemented.

Foster Youth Services Coordinating Program (FYSCP):

- Staff participated in a Trauma Informed Practices Trainer of Trainers workshop in October and successfully facilitated a trauma informed parenting class and co-facilitated a leadership training workshop with the Los Angeles COE. More trainings are scheduled for next year.
- Our Foster youth ambassadors and youth mentors made a positive and powerful impact in the expression of their "voice" at numerous educational partner events. Having foster youth engaged in local community and school panels (including LCAP panels) brings awareness to members on the panel and in the audience of the foster youth experience; the successes and challenges. Raising awareness of what is working and not working from the foster youth perspective affords an agency and school to better improve services and resources for improving student outcomes. Event opportunities provided for the foster youth voice included speaking at the Interagency Leadership Team (ILT) and the Child Welfare RFA approval process meetings in May where prospective foster families can learn best practices in raising foster youth. This meeting with the Child Welfare department proved so successful, more meetings are being scheduled to include social workers and current licensed parents.
- Supported by the FYSCP, foster youth led the Youth in Placement Action Team (YPAT) meeting in April in a focus discussion for school administrators and how foster youth can be a "voice" in the LCAPs. The FYSCP team escorted a team of six (6) foster youth to the annual Foster Youth Education Summit in Anaheim this year where they attended full-day youth leadership training workshops and learned to build their capacity in speaking about the benefits and challenges of being a foster youth and how communities can improve services and supports. And finally, local foster youth helped plan and facilitate several booths at the second "Raise Them Up Fair", participating in promotion of the event by appearing on the local television news station, Ed Talk, hosted by the county superintendent, Scott W. Lay.
- In celebration of Foster Parent month in May, NCSoS sponsored the Second Annual "Raise Them Up Discovery Fair" and appreciation

lunch for current foster, Kincaid, adoptive families, transition age foster youth, and prospective foster parents. This fair also brought and highlighted primary licensing agencies as well as other local resources and services that support foster youth in placement.

All Local Indicators were "met" as reported at the end of the 2022-23 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 enrollment numbers continuing to be a factor in our population, staff relied on local assessments to provide performance level information. There were no students who met or exceeded standards on CAASPP ELA and Math reports from spring, 2022 (one (1) student tested). Based on local Renaissance STAR assessments; 35% and 47% of students are not meeting or exceeding standards in ELA and Math, respectively. Staff will continue to design individual learning plans and lessons designed to target the individual needs of each student. Focus will remain on targeting interventions and instruction-based strategies to improve skills, implement project-based instruction to increase engagement and ensure all learners are receiving differentiated instruction to meet their needs.

This year Earle Jamieson saw an increase in enrollment of middle school students than previous years. Behaviors demonstrated by students were escalated to a higher level of concern than seen in past years with displays of increased aggression towards other students and staff, thus 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. Evidence showed that finding out as much as possible about a student's experience as a learner, staff can better meet students where they are and provided the needed supports. Staff agree on the importance of understanding the choices that students make, why they make them and how they can improve as educators in practice and program implementation. Restorative justice practices to address behaviors, suspension and chronic absenteeism 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 and the Dashboard for 2021-22 was 42.9% and chronic absenteeism was 56.3%. For the 2022-23 school year, 29% of students have been suspended based on local data. A continued focus on PBIS implementation and ongoing trauma informed practices along with onsite counseling will lead to reduced suspension, improvement in attendance and engagement in school. Local data shows 53% chronic absenteeism for 2022-23 school year.

Foster Youth Services Coordinator Program:

- Youth, community partners, and LEAs have identified, based on survey results, the need for trauma informed professional development. NCSoS FYSCP staff provided one workshop in May and more are scheduled for the next school year. Additionally, FYSCP staff will be trained in October, 2023, on the social emotional learning evidenced-based curriculum, Nurtured Heart, and provide two professional development opportunities throughout the school year.
- Feedback from foster families and attendees at the Annual Raise Them Up Fair, included the importance of holding this event annually because of all it has to offer for current and prospective foster youth families. Funding for this event was planned for three years and next year will be the third year. The local service agencies will be collaborating to discuss sustainability moving forward for future years.
- Feedback from the foster youth advocacy focus group meeting expressed having a person identified as a point of contact for foster youth at each school site. Currently, there is a foster youth liaison per district for each LEA required by law; however, that person is not always available at each school site within a district. NCSoS will be working with each LEA to ensure foster youth at each school site has a trusted adult identified as the point of contact to assist in times of need for a variety of supports.
- DataQuest reports 2022 graduation rate of foster youth in our county as 36.8% (7 students), chronic absenteeism was 59.6% (reporting 31 students chronically absent for a total of 52 students who were eligibly enrolled), and suspension rate was 4.5% (reporting 5 suspensions total for a cumulative enrollment of 67 foster youth). 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 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.

Beginning July of 2023, Earle Jamieson Education Options Program for expelled youth will be operated by the John Muir Charter School located in Nevada County. Because NCSoS no longer runs this educational program, the LCAP is solely focused on Priority 9, Coordination of Expelled Youth and Priority 10, Coordination of Foster Youth Services.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

The Nevada County Superintendent of Schools (NCSoS) provided 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 included 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 continues to be low and attendance at meetings from all educational partners has been challenging but members did consistently attend zoom school site council meetings. 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 (2022: 9/21; 10/26; 11/30 2023: 1/31, 3/29, 5/31. 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. Members were informed of the shift of the program to the John Muir Charter School beginning in July, 2023 to a new campus and that this program would no longer be run by the county office. On May 24, 2023, the final draft of the 2023-24 LCAP was presented to the Parent Advisory Committee for feedback. June 7, 2023 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 21, 2022. The Local Indicators were presented at the June 21, 2023 board meeting for their information.

The Foster Youth Services Coordinating Program Executive Advisory Council meet quarterly to discuss Community Partner updates, share challenges and successes at schools servicing foster youth, communication on how to provide timely support to students during a traumatic event, the need for ongoing trauma informed training and social emotional learning, legislative updates, ILP updates, youth voice and many other topics related to foster youth and local service agencies in attendance. Dates the Council met were: 2022: 9/26, 11/28, 2023: 3/13, 5/15.

The Interagency Leadership Team (ILT), in accordance with the AB 2083 Countywide Memorandum of Understanding (MOU), was created to support the goals of the MOU as the administrative team with collaborative authority over the interrelated child welfare, juvenile justice, education, health, and mental health children's services. The goal of this MOU is to address systemic barriers to the traditional provision of interagency services, and to promote, develop and implement an MOU setting forth the roles and responsibilities of agencies and other entities that serve children and youth in foster care who have experienced severe trauma. To the extent possible, the implementation of the MOU must use existing processes and structures within and across the respective organizations that are parties to it. Discussions included system work among all agencies, prevention services (FFPSA funds), LCAP input, youth and tribal engagement, multi-tiered systems of support, SMART team administration, trauma informed care training, coordination of services with LEAs and local agencies, foster youth law and IEP support. Dates the ILT met: 2022: 8/29, 9/12, 10/24, 11/21; 2023: 1/17, 2/27, 3/20, 4/17, 5/15, 6/19.

The Children Interagency Advisory Council (CIAC) was established in the AB 2083 Countywide MOU to complete assigned tasks as prescribed by the ILT. Work done in the CIAC included revision of the Countywide MOU, SMART team inclusion in the Countywide MOU, data collection and resource mapping for the Family First Prevention ACT (FFPSA) community prevention services plan, and Family Stabilization Collaborative (FSC) facilitation. Dates the CIAC met: 2022: 8/31, 9/29, 9/30, 10/13, 11/10, 11/21, 12/8; 2023: 1/5, 2/9, 3/16, 4/13, 5/3, 5/4, 6/8.

FYSPC Program Coordinator is a member of the Guardian Scholars Advisory Committee and the EOPS/CARE Advisory Committee for Sierra College. They both meet once in the fall and once in the spring.

A needs assessment survey was distributed to all local service agencies, LEAs, foster youth liaisons, foster youth students and others who directly work with foster youth was in April-May, 2023. Our Annual Youth In Placement Action Team (YPAT) youth focus group was held on 4/25/23.

A summary of the feedback provided by specific educational partners.

EJ 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. There was no additional feedback.

Educational partner feedback from meetings, focus groups, and surveys from foster youth included:

- Youth want more inclusion in educational decision making, especially in IEPs. They want a trauma informed staff member identified immediately upon school enrollment, on each campus, available to help address any needs that may arise. They want access to school events, field trips, yearbooks, etc. for free to help them engage in school culture and community. They want increased collaboration between schools and their outside agency support such as therapists and doctors. They want staff trained in trauma informed practices. They don't want to move schools when placement changes happen. They are happy with the transitional support provided by the Independent Living Program (ILP). They want to be heard.
- Community partners expressed the need for trauma informed practice training for school staff but were happy with the foster youth services coordinating program's "consistent, comprehensive, and effective services to, and on behalf of foster youth in our educational community and work to identify and close any gaps or potential gaps in services". Additionally, it was expressed that "the advisory meetings are very helpful and valuable to learn about the resources and connections in the community".

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

Due to the EJ program shifting to the John Muir Charter School, goals 1 and 2 will be eliminated. For the year 2023-24, the LCAP will have one goal that focuses on Priority 9, Coordination of Expelled Youth and Priority 10, Coordination of Foster Youth Services.

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 Data Source:	2019 CAASPP Scores: ELA: 0% met/exceeded standards Math: 0% Met/Exceeded	2020-21 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
CAASPP test results CAST test result, CAA test results	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	Math: 0% Met/Exceeded standards 2 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	2022-23 ELA: 65% of students met/exceeded standard Math: 53% of students met/exceeded standard 17 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 and students with exceptional needs	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	2022-23 88% 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
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	2022-23 0% No EL Students		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	2022-23 0% No EL Students		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%	Fall 2023 100%		100% Fully Credentialed and Appropriately Assigned Teachers
Sufficient access to Standards-Aligned Instructional Materials	Fall 2020 100%	Fall 2021 100%	Fall 2023 100%		100% of students have access to Standards-Aligned Materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Data Source: SARC Local Indicator Local Survey					
Sufficient access for EL learners to access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and EL proficiency Data Source: Renaissance STAR ELPI Indicator data	Fall 2020 100%	Fall 2021 100%	Fall 2023 100%		100% of all EL learners have access to the CCSS and the ELD standards
Implementation of state board adopted academic content and performance standards for all students Data Source: Dashboard Local Indicator	2020 Fall 100%	Fall 2021 100%	Fall 2023 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	
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> <ul style="list-style-type: none"> -Provide students will credit recovery opportunities with extended learning times (summer school) -Maintain technology-based supplemental curriculum programs (e.g., Study Island) -Supports/supplies for Arts & Music (for example, contracted services for music therapy and clay classes) -Support students with offering Driver's Education and Driver's training as applicable -Provide educational and career counseling along with support in vocational education activities -Provide English Language Learner Support as needed 	\$0.00	

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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

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

Action 1.1: All components of this action were fully implemented. Weekly collaboration and professional development time for the implementation of state standards was utilized as a way for staff to analyze data and share learner outcomes to enhance classroom instruction. In addition to ongoing UDL training and support in areas such as care and implementation of state standards, this time provided great opportunity for staff to discuss specific student needs and share successful instructional strategies. This time has also proven to increase staff cohesiveness as they work together to provide a shared and consistent vision.

Action 1.2: Student access to career counseling activities, including the monthly Career Cafe' presentations, continued to be well-received by students. Community members support has been a tremendous asset to outreach efforts.

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.

Not applicable.

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

Action 1.1: Staff reported that attending professional development opportunities around UDL and implementing learned multi-tiered intervention strategies have better prepared them with instructional strategies to meet the diverse needs of our students.

Action 1.2: ELA and Math scores increased according to our local assessments from 30% -65% in ELA, and math scores increased from 40% to 53% at grade level. Students are earning the targeted .3 credit/day. Providing supplemental programs and materials to students as necessary provided opportunities for increased credit recovery, an opportunity to learn at one's own pace and being afforded the opportunity to work 1:1 with the transitional aide and monitor academic progress. Two students met the criteria for graduation at the end of the school year. Contracts were implemented with outside agencies to provide enrichment activities for the students, such as arts and music classes.

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.

Goal 1 and metrics and actions are eliminated for the 2023-24 school year.

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%	2022-2023 78%		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	2023 53% (Local Data) XXX students enrolled 2022-23 56.3% (Data Quest) 2021-22		20%
Middle School Drop-out rate Data Source: CALPADS	2021 0%	2022 0%	2023 0.17%		Less than 1%
Suspension rate Data Source: Dashboard CALPADS DataQuest	2021 0%	2022 23.8%	2023 29% (Local data) 42.9% (Data Quest & CA Dashboard) 2021-22		Less than 5%
Expulsion rate Data Source: CALPADS	2021 0%	2022 0%	2023 0%		Less than 1%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DataQuest					
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. Data Source: Local Indicator Local LCAP Survey	2021 100% of parent contacted weekly	2022 100% of parents contacted weekly	2023 100% of parents contacted weekly		100%
Parent input in decision making processes. Measuring contacts/attendance at School Site Council/Advisory and Board meetings Data Source: Local Indicator Local LCAP Survey	2021 100% of parents contacted to provide input	2022 100% of parents contacted to provide input	2023 100% of parents contacted to provide input		100%
Facilities in good repair Data Source:	2021 Exemplary	2022 Exemplary	2023 Exemplary		Exemplary

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
FIT Report SARC					
Sense of safety and positive school connectedness Data Source: Local Indicator CHKS report Local LCAP survey	2021 61% Students 74% Parents	2022 75% Students 75% Parents	2022 100% Students 100% Parents		95% Students 95% Parents
Racidity Rate The measurement at which a student commits another offense after being released and then returns to incarceration. Data Source: Local data	2021 10%	2022 10%	2023 12%		15% or less
Percent of successful transitions to a less restrictive environment or earn a HS diploma Data Source: Local data	2021 100%	2022 100%	2023 100%		85% or higher

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%	2023 94%		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 	\$0.00	
2.2	Specialized Services and Activities that promote well-being	<p>Provide specialized food services to promote good nutrition and encourage school attendance</p> <ul style="list-style-type: none"> –Provide transportation assistance to encourage school attendance –Continue multi-tiered system of intervention strategies developed in 2020-21 for the Learning Continuity Plan to promote improved attendance and reduce chronic absenteeism –Continue Positive Behavior Intervention and Supports program (PBIS) with ongoing data collection and positive support incentives 	\$0.00	

Action #	Title	Description	Total Funds	Contributing
		Continue Base Education online program 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 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).		
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	\$0.00	

Goal Analysis [2022-23]

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

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

Actions and services for this goal were implemented as planned with some additions.

Action 2.1: Weekly collaboration and professional development time for the implementation of SEL strategies and, PBIS, as a way for staff to analyze data and share student behavior outcomes to enhance classroom instruction. In addition to ongoing training and support in areas such as trauma informed practices and restorative practices, SEL and UDL Communities of Practice trainings and implementation of state standards, provided great opportunity for staff to discuss specific student needs and share successful instructional strategies. This time has also proven to increase staff cohesiveness as they work together to provide a shared and consistent vision.

Action 2.2.: Student access to career counseling activities, including the monthly Career Cafe' presentations, continues to be well-received by students. Community members support has been a tremendous asset to outreach efforts. Partnerships with outside agencies has provided tremendous outreach to students with engaging and relevant activities. A challenge this year included working with districts to meet the needs of referred students with identified services such as access to ERMHS counseling through Tela-Health. We continued to experience the challenge of not be able to hire a school counselor this year.

Action 2.3: Transitional aide support provides opportunities for students to find healthy and supportive respite when triggered in the classroom and unable to function appropriately. Transportation to school in the form of bus passes with the local transit company has helped to increase students' ability to get to school.

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

Action 2.1 is less than original budget due to professional development provided at no cost.

Action 2.2 is less than original budget due to contracted counseling services being provided at no cost and Psychologist services changed to Counseling services with a vacancy part year of staff.

Action 2.3 is less than original budget due to vacancy with mid-year hire of staff.

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

Action 2.1: All staff participated in the professional development offerings throughout the school year. All certificated participated in social emotional community of practice workshops hosted by the county office. Classified staff and special education staff attended trainings offered by the county office.

Action 2.2: Chronic absentee rates decreased from 77% to 53%. Bus passes allocated to students were a direct result of the decrease in absenteeism. Specialized food services provided 100% of the nutritional needs of the students. These specialized foods provide a variety of choices students have for breakfast and lunch and are often the the only well-rounded meals these students receive. We continued to implement the PBIS incentive program with 100% fidelity with students mindful of their point system and thus, resulting in increased motivation for completion of school work and maintaining behaviors. Probation department officers conducted regular restorative justice "circle" discussions with students and staff participated as well.

Action 2.3: All students were able access their individualized and group supports for behavior, health and safety plans. Suspension rates, however, were a disappointment this year as they rose from 23% to 29%. The transitional aide leads students throughout the campus 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.

Goal 2 and all metrics and actions are eliminated for the 2023-24 school year.

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. Additionally, we will provide resources and support necessary to increase educational outcomes, remove barriers to education and promote success for both foster youth and expelled students in Nevada County.

An explanation of why the LEA has developed this goal.

Based on national research, foster and expelled 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, it is important to educate and inform schools and community agencies on the unique needs of these students to support their academic and social and emotional success.

Specifically for foster youth, 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.

Together, the metrics and actions listed will sustain the progress exemplified by the related metrics and provide the best possible options and resources for these students. Lead by the County Office of Education's Foster Youth Service Coordinating program, the Independent Living program and the Educational Services department 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 and Expelled Youth receive what they need.

Trainings, tutoring schedules, professional development opportunities, county-wide collaborative meetings with county agencies are already on the calendar for 2023-24 school year. Through the local indicator self-reflection tool and local surveys, our department evaluates services and collaborative efforts with school sites, students, and agencies. Feedback is shared and processes are adjusted and improved where 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
<p>Percent of foster youth suspended or expelled countywide</p> <p>Data Source: Data Quest</p>	<p>2019 3.3% suspended 0.06% expelled</p>	<p>2020-21 0.3% suspended 0% expelled</p>	<p>2022-23 3% suspended 0% expelled</p>		<p>15% or less suspended 10% or less expelled</p>
<p>Average time for release of school and health records, including the health and education passport on change of placement</p> <p>Data Source: Local data</p>	<p>2021 1 day</p>	<p>2022 1 day</p>	<p>2023 1 day</p>		<p>1 day</p>
<p>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.</p> <p>Data Source: Local data</p>	<p>2021 100% for foster youth liaisons and STRTPs</p> <p>2021 Community partners offered 2 opportunities to participate in trainings</p>	<p>2022 100% of foster youth liaisons and STRTPs</p> <p>2022 100% of Community partners were offered 3 opportunities to participate in 2 trainings</p>	<p>2023 100% of foster youth liaisons and STRTPs</p> <p>2023 100% of Community partners were offered 8 opportunities to participate in trainings</p>		<p>100% of foster youth liaisons, STRTPs and community partners had access to annual county-wide policies and current legislation pertaining to foster youth education</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of Grade 12 foster youth who received HS diploma Data Source: CALPADS	2021 87.5%	2022 60%	2023 83.3% Current Foster Youth 90% ILP Eligible		90% or above
Average daily attendance and chronic absenteeism of foster youth countywide Data Source: Local data Data Quest	2018-19 44.8% Chronic Absenteeism No countywide attendance rate	2020-21 38.6% Chronic Absenteeism (DATAQUEST 2021-22 1.13% countywide (CALPADS)	2022-23 93% attendance rate (local data) 12% Chronic Absenteeism (local data)		98% or above for attendance rate 30% or less for chronic absenteeism
Percent of foster youth who exhibit mental health concerns concerns are referred to county behavior health for assessment. REMOVED 2022-23 Data Source: Local data	2021 100%	2020-21 100%	REMOVED		100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percent of eligible foster youth who actively participate in the Independent Living Program (ILP) Data Source: Local data	2021 94%	2022 94%	2023 93.5%		95% or above
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 Data Source: Local data	2021 100%	2022 100%	2023 100%		100%
Percent working with county child welfare agency to minimize changes in school placement Data Source: Local data	2021 100% participation in inter-agency placement committee by FYSCP staff	2022 100%	2023 100%		100% participation in inter-agency placement committee by FYSCP staff

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<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>Data Source: Local data</p>	<p>2021 100%</p>	<p>2022 100%</p>	<p>2023 100%</p>		<p>100%</p>
<p>Coordination of Instruction of Expelled Pupils (COE only)</p> <p>Data Source: Local Indicator Reflection Tool</p>	<p>2022-23</p> <p>'Met' status at the Full Implementation and sustainability phase in all 4 areas.</p>				<p>Maintain a 'Met' status at the Full Implementation and sustainability phase in all 4 areas.</p>
<p>Coordination of Services for Foster Youth (COE only)</p> <p>Data Source: Local Indicator Reflection Tool</p>	<p>2022-23</p> <p>'Met' status at the Full Implementation in all 8 areas.</p>				<p>Maintain a 'Met' status at the Full Implementation in all 8 areas.</p>

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.	\$127,833.00	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>	\$106,610.00	No
3.3	Expelled Youth Plan	<p>NCSoS will coordinate with local districts to provide services to expelled youth to include continuation of achieving credits and to continue on the college/career pathway.</p> <p>Follow county-wide policy for expelled youth and revise the plan for 2023-24 school year due to Earle Jamieson Educational Options program change.</p>	\$0.00	No

Goal Analysis [2022-23]

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

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

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

Action 3.2: As the new Education Liaison was hired in October, there was a slight delay in tutorial services. Case management was continuous as the Coordinator and Specialist did such for the K-8 grade students until the new hire was adequately trained. The 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 through ILP classes or one on one via zoom or in person meetings. This year, there were no schools reaching out for transportation support to fund field trips for foster youth. However, ILP and FYSCP provided field trips directly, such as to colleges, and provided transportation to them. Transportation was also provided to and from ILP class. FYSCP paid for one student to attend a journalism conference in San Francisco she was selected to attend through her school. The school provided transportation.

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 3.1 exceeded original budget due to salary increase from an organizational compensation study.

Action 3.2 is less than original budget due to a vacancy and mid-year hire of staff.

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 Trauma Informed Practice training were reported to be effective based on post surveys of attendees from the trainings who felt 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. Noteworthy is the increase of youth voice in the EAC which has been valuable to all EAC attendees toward their respective practices with their foster youth. The second annual Raise Them Up community collaborative event returned successfully reporting over 100 attendees. Countywide agencies provided resources to current and prospective foster families, Kincare and Adoptive families, and transition age foster youth at this fun-filled event. At the eight 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 informed practice. Eight training opportunities as well as one-on-one coaching by FYSCP staff were made available to districts and STRTPs (Short-Term Residential Therapeutic Programs). Measurement of effectiveness in services can also occur in the Child and Family Team (CFT) meetings and the Family Stabilization Collaborative (FSC) meetings. Both meetings had 100% attendance by FYSCP staff. Our youth mentor and ambassador program increased

significantly this year as did youth voice opportunities such as 3 RFA trainings, YPAT, Raise Them Up promotion, the Foster Youth Ed Summit, and attendance by a youth ambassador at all EAC's and one ILT. A youth mentor was made available to all ILP youth throughout the year and attended every ILP class to support the students. Former foster youth are selected to be mentors and are hired through NCSOS to receive more in-depth training to effectively work with the unique needs of foster youth. Ambassadors, who are currently foster youth, are selected and participate in youth events begin to learn how to utilize their voice to create impact on services currently provided to foster youth. Additionally, ambassadors receive incentives through the Independent Living Program (ILP) to participate and attend the EAC and Interagency Leadership Team (ILT) meetings, youth panels for Resource Family Approval (RFA) Trainings and Youth in Placement Action Team (YPAT), and FY Educational Summit. The AB 2083 Countywide MOU is completed and being reviewed annually to make changes deemed necessary through the Interagency Leadership Team (ILT) and the ILT has sought youth voice from our youth throughout the process. FYSCP staff participated in all relevant meetings pertaining to school of origin.

Action 3.2: As the new Education Liaison was hired in October, there was a slight delay for some services. However, this did not seem to impact the quality of service for our students as the Coordinator and Specialist was able to bridge the gap in case management until the new Education Liaison was hired and adequately trained. The only delay was in tutoring supports. Other than tutoring, 100% of this action of achieved.

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.

Added two new metrics: Priority 9 (Coordination of Instruction of Expelled Pupils) and Priority 10 (Coordination of Services for Foster Youth) measuring status 'Met' or 'Not Met' as reported in the Local Indicators Reflection Tool.

Added one new action (3.3) addressing a revised Expelled Youth Plan for the school year 2023-24.

Metric 4: Percent of grade 12 who received a high school diploma. We included two numbers for the 2022-23 outcome measures. The first number reflects the number of students that are still in care and the ILP number reflects youth that are current and former youth that are ILP eligible.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

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

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.

Nevada County Superintendent of Schools will not generate any supplemental/concentration funding.

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

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$0.00	\$127,833.00	\$51,818.00	\$54,792.00	\$234,443.00	\$234,443.00	

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.2	Supplemental educational services and materials		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.1	Professional Development		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.2	Specialized Services and Activities that promote well-being		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2	2.3	Staff support services		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3	3.1	Coordination of education services by NCSoS FYSCP staff	All	\$0.00	\$127,833.00	\$0.00	\$0.00	\$127,833.00
3	3.2	Foster youth tutoring services/case management PreK-12	All	\$0.00	\$0.00	\$51,818.00	\$54,792.00	\$106,610.00
3	3.3	Expelled Youth Plan	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$5,689,490	\$0.00	0.00%	0.00%	0.00%	\$0.00	0.00%		Total:	\$0.00
								LEA-wide Total:	\$0.00
								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 (%)
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This table is automatically generated and calculated from the Goal section(s) of the 2023 LCAP.

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$423,107.00	\$358,242.00

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	Professional Development	No	\$0.00	\$0.00
1	1.2	Supplemental educational services and materials	Yes	\$10,450.00	\$10,370.00
2	2.1	Professional Development	No	\$1,500.00	\$150.00
2	2.2	Specialized Services and Activities that promote well-being	Yes	\$110,208.00	\$70,033.00
2	2.3	Staff support services	No	\$49,258.00	\$38,124.00
3	3.1	Coordination of education services by NCSoS FYSCP staff	No	\$139,428.00	\$160,531.00
3	3.2	Foster youth tutoring services/case management PreK-12	No	\$112,263.00	\$79,034.00

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$26,330.00	\$35,100.00	\$30,520.00	\$4,580.00	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	1.2	Supplemental educational services and materials	Yes	\$5,400.00	\$13,271.00	0.00%	0.00%
2	2.2	Specialized Services and Activities that promote well-being	Yes	\$29,700.00	\$17,249.00	0.00%	0.00%

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$4,735,778	\$26,330.00	0.00%	0.56%	\$30,520.00	0.00%	0.64%	\$0.00	0.00%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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