

**Board Supplemental Packet
210615C**

**2021/2022
Local Control Accountability Plan
LCAP**



Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

North Cow Creek School (NCCS) is a small, rural school of approximately 265 students in grades K-8. The campus includes a gymnasium, computer lab, full playground and athletic fields as well as classrooms. NCCS has a strong focus on academics, as demonstrated by its consistently high scores on the state's recent California Assessment of Student Performance and Progress (CAASPP) test. The school program is enhanced by sports and enrichment programs through regular field trips and an enrichment elective program at the 7th and 8th grade levels. Students receive formal technology education through multiple weekly visits to the computer lab. Technology resources are enhanced through a 1 Gig fiber line and 1:1 chromebook assignment to all students TK-8. North Cow Creek School also offers a district-run After School day-care program and a preschool program operated by the YMCA. North Cow Creek School is proud to have an extremely high level of parent involvement in its various programs. There are formal opportunities for all parents to volunteer in classrooms, attend

Back-to-School Night and at Open House, as well as during parent-teacher conferences. Additionally, a variety of other volunteer opportunities for parental involvement exist including, participating in the school's Education Foundation, acting as classroom volunteers and chaperones for field trips. Parents are involved in shaping school policy through the annual LCAP Board/Parent/Staff workshop and by providing feedback on parent surveys. Approximately 60% of the students at North Cow Creek are attending on an inter-district. These students' parents have chosen North Cow Creek for a variety of reasons including: consistent high performance of students, history of other family members attending the school, athletic program, self contained classes, and the small school environment. The actual attendance area the school serves is approximately 2 square miles of rural land. The majority of students coming from this area live on 2-5 acre parcels with their families within the middle class designation. The school includes 29.2% socioeconomically disadvantage students, 0% English learners, and 0% foster youth.

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

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

While gains were observed in offering intervention services in English language arts, the staff and parents feel math is an area to include in the intervention process. Finally, staff are excited to begin implementing the Next Generation Science Standards curriculum.

Reflections: Successes

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

During our year of addressing COVID, we have been able to offer in-person instruction as well as a home study program for students unable to attend. Even with the challenges placed on us by the California Department of Health guidelines (cohorting students, social distancing, quarantining students and classes, and the inconsistency of student attendance due to illness) we have been able to address the needs of students through regular interventions, providing opportunities for school connectedness, and maintaining consistent instructional practices. Evaluations of student i-Ready scores, our students have shown growth in meeting ELA and math standards. Students suspensions have decreased from the previous year as are disciplinary referrals. We have been able to maintain our broad course of study including students' participation in music and technology classes. Teacher use of technology to enhance instruction has expanded dramatically as has their personal skill integrating the use of this technology (chromebooks use by students, use of Google classroom, use of instructional playlists to organize curriculum for students, etc.). Many of the lessons learned throughout this past year has had a positive impact on our planning for next year as is evidenced in the goals and actions written into the 2021/2022 LCAP.

Summary of Prior Year Dashboard Information: We show a GREEN performance indicator in the areas of Chronic Absenteeism, English language arts and mathematics. We are proud of the progress we have made with our academic indicator and strive to earn a BLUE performance indicator in all areas.

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.

From a review of school data (i-Ready, grades, attendance data, student and parent surveys, staff stakeholder input) the following are areas to specifically address in this LCAP.

- 1) There is a need to provide direct intervention for students performing below grade level to address the learning gap present in math and ELA.
- 2) Math is an area of lower performance with a need for a comprehensive curriculum that builds and supports foundation skills and prepares students for success in High School.
- 3) A schoolwide focus on SEL, positive culture, and continuity of addressing behavioral needs, is an area to be addressed as an entire school community.
- 4) Writing and Science are two areas identified for improvement with a need for a comprehensive curricular adoption in each of these areas that is standards-based.

Summary of prior year needs a review of the Dashboard: We show an increase in our suspension rate data. We went from a BLUE performance indicator to a RED performance indicator. We have addressed these concerns through alternative suspension programs like refining our Positive Behavior Interventions System (PBIS), our behavior matrix, the Leader in Me, professional development on school culture, and implementing Peaceful Playground games and protocols. Moreover, we provide supports to our students through Tier 1, 2, and 3 interventions. Although we show no significant performance gaps among our student groups, we will focus on our low socioeconomically

disadvantaged students so that they have additional support needed to succeed both in and out of school. We believe that our small population causes the suspension rate to have volatile swings in the performance indicator.

LCAP Highlights

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

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

- * Interventions
- * Innovation Lab
- * Small class sizes
- * Positive Behavior and Intervention System

Areas of strength include:

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

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

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

State Priority 2: Insuring all curriculum and instruction is standards aligned. Supporting teachers with professional development that helps them grow and teach effectively. Providing supplemental materials in the English language arts and math program.

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

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

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

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

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

State Priority 8: Other student outcomes-Provide opportunities for students to be involved through Student Council, athletics, STEM activities, etc. Supporting standards through effective integration of STEM activities at all grade levels. Providing supplemental and extracurricular activities (field trips, music program, etc.) that help students develop talents and make meaningful connections with real-life applications.

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

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

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

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

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

Spring: Discussion with Board and stakeholders during collaborative workshop - input, revision, summary, Budget Overview for Parents (BOP) and the LCAP annual analysis.

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

Spring: Presentation to the EdFoundation on draft and final LCAP - input, revision, and summary.

Spring: Staff Stakeholder Meeting for feedback on LCAP

Spring: Parent, staff and student survey data to inform the local indicators and LCAP development.

June 15, 2021: Public Hearing of the LCAP Annual Update, Budget Overview Parent Summary, LCAP, and budget at a regularly scheduled board meeting

June 18, 2021: LCAP Annual Update, Budget Overview for Parents, LCAP, and budget adopted at a special board meeting

Annual Update: Throughout the 2020-2021 school year, the District communicated with stakeholders regarding the implementation of LCAP strategies and the progress towards goals. In order to evaluate the effectiveness of the LCAP, the District presented student achievement data to all stakeholders, including schoolwide performance tasks and local assessment results in math and literacy. All stakeholder groups were presented data on CAASPP assessments as well as California School Dashboard data. The District presented data on all required state metrics.

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

A summary of the feedback provided by specific stakeholder groups.

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

* School Board- The school board members indicated the need for the middle school students to be better prepared to meet high school requirements as several of them have seen their own children struggle with the transition from middle school to high school. It was suggested that teachers collaborate with the high school teachers and counselors to brainstorm ways to support the transition for students. Additionally, one board member suggested students learn about Cornell notes before entering high school. Finally, it was suggested that the

superintendent coordinate site visits for the governing board to observe systems and programs that we may want to consider bringing to North Cow Creek in the future.

* LCAP Committee (Education Foundation, Parents, Staff, Governing Board Members, bargaining unit members, other community members)-After reviewing local data, the CA School Dashboard, student surveys, parent surveys, and staff surveys, the members were excited about the growth students are showing in mathematics and English language arts from the beginning of the year. Staff have seen growth with their students using iReady but students would like to see the program eliminated as they find that it takes too much time away from direct instruction.

* Bargaining Unit/Classified staff and Bargaining Unit/Certificated staff-The staff suggested the following changes to enhance the goals: Increase family engagement activities (ELA/Math night, Family Maker night), implement the Leader in Me program, add a school library or mobile cart with books, increase more community involvement, technology to support classrooms, focus on mathematic interventions, review and implement Social Emotional Learning curriculum, add Being a Writer program or Step Up to Writing, update and clean staff room, purchase PE equipment, change from iReady to iXL, update STEM activities and implement at STEM fair, adopt a science program for the new school year, and change from Everyday Math to Eureka Math. The middle school would like to see a Universal Access Time for upper grades and a tutoring component. Finally staff would like to see a change in the way Action Teams are implemented, increased opportunities for field trips, rallies, spirit weeks, and assemblies. Staff were very proud of the following actions/services and would like to see them continue: School STEM Days, iLab, update English language arts curriculum, one-to-one Chromebooks, newsletters, weekly emails, School App, Class Dojo, Positive Behavior Intervention and Supports, monthly Character Traits, Peaceful Playground framework, culture team building, Action Committees, Interventions (SIPPS k-3, iReady, and Universal Access), small group interventions, introduction of Eureka math grades k-5, CPM math 6-8, and implementing StudySync and National Geographic curriculum. Finally, staff would like to see consistent communication between staff, office staff, and yard duty.

* Parent and student surveys- Parent surveys indicated that they were pleased with interventions, iLab, electives, choir, music, sports, student planners, action teams, After School Care but would like to see more counseling, more challenging work, more science/STEM, instrumental music, library, field trips, 4H, electives, and tutoring. Student surveys indicated that they liked the PE program and parents felt that more PE should be provided. Students also appreciated the small, family friendly school environment, the iLab, Chromebooks, playground games, STEM, music, action teams, sports, friends, and the safe and friendly staff. Students would like the following things to be improved at school: bathrooms, library, gym, more sports, Spanish, art, more STEM, better/more playground, VAPA room, landscaping, students taking care of the campus, follow-through on consequences, other action teams and better food in the cafeteria.

* SELPA-We added actions and services to support Special Education students as recommended by the SELPA.

Stakeholders had a significant role in providing feedback and refining our plan for 2021-2024. After reviewing local and state data and our current actions, services and goals in our draft plan, stakeholders brainstormed areas of strength and concern in each of the eight state priorities. We prioritized the areas that stakeholders suggested and developed the final plan. We brought back the final plan to all of our stakeholders for further feedback. Finally, our LCAP Committee and Governing Board approved the plan 2021-2024. We believe this comprehensive plan provides a road map for our district in the coming years and will adjust the plan as necessary to support continuous improvement.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

After reviewing the data and the 8 state priorities at a Stakeholder feedback meetings, we identified areas of concern in the following: utilizing a district-wide data management/instructional online system that is student/staff friendly, utilizing a math program that more directly addresses standards and meets the instructional needs of students/teachers, providing stronger middle school interventions, providing more access to library books, strengthening the transition between middle school and high school, and developing stronger and consistent communication between yard duty, staff and the office.

New actions have been placed in the actions to support these areas of concern. We added the following actions/services: mathematics interventions, implement the Leader in Me framework, provide tutoring, adoption of a Science program, collaboration with high school staff/counselor and the middle school staff, provide professional development in writing, Social Emotional Learning, transitioning to iXL as a district assessment/instruction platform, adopting Eureka Math at the k-4 level, and CPM for the 6-8 level. Provide professional development to our paraprofessionals. Increase paraprofessional hours to support our at-risk students and decrease learning loss. Hire a Home Study/6-8 Intervention teacher. Purchase more Chromebooks and smart TVs to enhance 21st skills and provide greater access to online learning resources. Additionally, goals were refined for the 2021-2024 plan based on stakeholder input.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

This goal was developed because it is our duty as a school district to provide a quality education for our students. We believe that the academic goal provide us with a road map for success. An academic goal provides concrete plans to work toward for our students and staff. We regularly monitor local and state data and our actions and services will change in our 3 year plan based on the academic data and identified professional development needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Language Arts Academic Indicator	GREEN performance level indicator 16.6 points above standard				BLUE performance indicator 30 points above standard
CA School Dashboard Mathematics Academic Indicator	GREEN performance level indicator 1. 6 points above standard				BLUE performance Indicator 30 points above standard
CAASPP English Language Arts Met or Exceeded Standard	51.1% met or exceed standards				70% Smarter Balanced Assessments Consortium English language arts
CAASPP Mathematics Met or Exceeded Standard	39.73% met or exceed standards				60% Smarter Balanced Assessments

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					Consortium mathematics
Other Student Outcomes iReady	<p>55% of students made typical growth in mathematics 31% in Tier 1 62% in Tier 2 7% in Tier 3</p> <p>56% of students made typical growth in English language arts 36% in Tier 1 50% in Tier 2 14% in Tier 3</p>				<p>100% of students will make typical growth in mathematics 75% in Tier 1 22% in Tier 2 3% in Tier 3</p> <p>100% of students will make typical growth in English language arts 75% in Tier 1 22% in Tier 2 3% in Tier 3</p>
Local Indicator Other Student Outcomes Mathematics-5th Grade math facts	% of 5th grade students have mastered their math facts.				95% of 5th grade students have mastered their math facts.
Local Indicator Access to State Standards	100% of students have access to standards aligned curriculum				100% of students have access to standards aligned curriculum
Local Indicator Course Access	100% of students have access to a broad course of study. 100% Williams Quarterly reports will show that all students have access to instructional materials.				100% of students have access to a broad course of study. 100% Williams Quarterly reports will show that all students have access to instructional materials.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CA School Dashboard English Learner Progress Indicator Proficiency	We currently have 0 English Learner students.				BLUE performance indicator
CA School Dashboard English Learner Progress Indicator Reclassification	We currently have 0 English Learner students.				BLUE performance indicator
Local Indicator Implementation of Standards-Staff Survey	<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 will 5 being full implementation)</p> <p>ELA = 3 ELD = 1 Math = 3 NGSS = 2 Social Science = 1</p> <p>The average rating for the districts progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 5</p>				<p>Staff surveys indicated the average rating for district progress in providing professional learning for teaching to the recently adopted academic standards in: (on a scale from 1-5 will 5 being full implementation)</p> <p>ELA = 5 ELD = 5 Math = 5 NGSS = 5 Social Science = 5</p> <p>The average rating for the districts progress in making instructional materials that are aligned to the recently adopted academic standards in: ELA = 5</p>

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development	<p>Staff will receive professional development in the area of writing, science, and the Leader in Me.</p> <p>Stipends will be paid to teachers for attending extra days prior to the school year in 2021-2022 school year.</p> <p>Staff will be provided release time to attend relevant workshops and visit model schools.</p>	\$70,225.00	No

Action #	Title	Description	Total Funds	Contributing
2	Collaboration Time	Staff will use formative assessments to monitor the progress of students. Staff will collaborate monthly around formative assessments and enhance strategies for addressing SEL and Tier 2/3 intervention services.		No
3	Technology	Students and staff will have access to technology that enhances the instructional process and provides access to relevant and meaningful resources. Technology resources will include chromebooks for each student, Touchscreen SmartBoard Monitors and instructional software.	\$54,000.00	No
4	Instructional Materials	Books and supplies * Supplemental instructional materials for ELA and mathematics. * Leveled readers and SIPPS materials for k-3 staff, as needed. * Support materials for physical education. * Support materials for Innovation Lab. * Purchase materials and supplies to enhance the music program, choir program, and instruments (7/8th).	\$22,900.00	No
5	Mountain Valley Education Consortium Support-At-risk students	Staff will be assigned to assist teachers in monitoring student progress and coordinating effective intervention. Mountain Valley Education Consortium-Title I at-risk students	\$7,500.00	No
6	Curriculum	Core Curriculum materials will be available and used by students and staff * CPM Math and Eureka Math-On-line access for students/staff * National Geo (no additional cost) * Study Sync (no additional cost) * Handwriting without Tears	\$56,640.00	No

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> * Writing curriculum * Science curriculum 		
7	Instructional aides English language arts and math intervention	<p>Support staff will be hired to provide assistance in students reaching curriculum standards in English language arts and mathematics.</p> <p>.4 FTE intervention specialist- salary and benefits 1 FTE Home Study/6-8 Intervention Teacher Hours for paraprofessionals will be increased to 5 3/4 / hours per day</p>	\$120,529.00	Yes
8	Mitigate Learning Loss	Classroom teachers will have the option to provide tutoring to students before/after school.	\$4,000.00	Yes
9	English Learner Services	<p>Using the English Learner Road Map as our guide, we will provide our English Learners with the following strategies:</p> <p>Language development will occur in and through subject matter learning and is integrated across the curriculum, including integrated ELD and designated ELD.</p> <p>Students are provided a rigorous, intellectually rich, standards-based curriculum with instructional scaffolding that increases comprehension and participation and develops student autonomy and mastery.</p> <p>Teaching and learning emphasize engagement, interaction, discourse, inquiry, and critical thinking with the same high expectations for English learners as for all students in each of the content areas.</p> <p>English learners are provided access to the full curriculum along with the provision of appropriate English learner (EL) support and services.</p>	\$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Students' home language is understood as a means to access subject matter content, as a foundation for developing English, and, where possible, is developed to high levels of literacy and proficiency along with English.</p> <p>Parents will be encouraged to participate in their child's education. Rigorous instructional materials support high levels of intellectual engagement. Explicit scaffolding enables meaningful participation by English learners at different levels of English language proficiency.</p> <p>Integrated language development, content learning, and hands-on opportunities will be provided to all English Learners.</p> <p>English learners are provided choices of research-based language support/development programs (including options for developing skills in multiple languages) and are enrolled in programs designed to overcome language barriers and provide access to the curriculum</p> <p>English Learner students will be monitored for annual progress.</p> <p>English Learner students are provided with both designated and integrated support within the school day.</p> <p>We strive to provide our English Learners with the support needed for purposeful English development. We support and encourage English learners to use language to interact meaningfully in school and beyond.</p> <p>We also support English learners to be knowledgeable about English and utilize language as a resource for communicating and learning.</p> <p>We provide tiered intervention for students not progressing in the ELD standards and modify instruction based on student needs.</p> <p>We provide professional learning opportunities for our staff to ensure they understand how to support English language learners in the classroom and allow for universal access. The professional development activities enable district administrators, after</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>school/extended day program directors and staff to work together to effectively enrich and augment regular day learning experiences related to the CA ELD Standards for English learners.</p> <p>Teachers also work in grade-level teams, in order to understand the ELD Standards and how they are aligned to the CA CCSS for ELA/Literacy. They regularly collaborate during professional learning community time to improve student literacy and English language development across the content areas. Teachers continue to assess existing instructional materials and supplement them with resources from the library, Internet, and primary source documents to develop CA ELD Standards aligned lessons.</p> <p>Finally, we see parents as critical partners in their child's education and provide parent outreach with our English Learner families on an ongoing basis.</p>		
11	Online Intervention Programs for Reading and Writing	IXL diagnostic program utilized to assess student progress. IXL instructional program for reading and math support.	\$11,500.00	Yes
13	Credentialed Teachers	Ensure a proficient and skilled staff that is appropriately credentialed through competitive wage structures, retention of skilled teachers, focused professional growth, effective professional collaboration, and staff leadership involvement in the school improvement process.	\$1,049,300.00	No
14	Foster Youth and Homeless Youth Services	<p>We provide the following support for Foster and Homeless Youth: Coordinate with the case worker and attendance staff. Ensure that transportation is not a barrier. Intervene early when they are missing a lot of school. Provide them with community resources, as needed. Annually train staff to have an understanding of homelessness.</p>	\$200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Coordinate with the Homeless and Foster Youth liaison in the district. Make sure that the student is enrolled in free and reduced meal program.</p> <p>Ensure that students have access to a full range of educational services (Title I, English learners, gifted and talented activities, tutoring, etc.).</p> <p>Finally, we see parents as critical partners in their child's education and provide parent outreach with our families on an ongoing basis.</p>		
15	Broad Course of Study	<p>Student engagement within a Broad Course of Study will be enhanced through supplemental activities that integrate the core curriculum areas, help students make personal connections with their learning and possible career/college choices, 21st century learning skills, STEAM, and small group activities.</p> <p>Staff will use technology to augment curriculum.</p> <p>Physical Education-Equipment budget</p> <p>7th and 8th Activity Period-Supply budgets</p> <p>Supplies and books for STEAM related activities</p> <p>Music Teacher salary and benefits</p> <p>Books and supplies for music program</p> <p>Services and other operating expenditures and licenses and subscriptions related services</p> <p>School will maintain one-to-one Chromebooks in grades 1st to 8th.</p>	\$47,500.00	No
16	Special Education Student Services	<p>Personnel hired as a behavior tech to work with students experiencing SEL and behavior challenges.</p> <p>General and special educators work together to implement programs and services that enable students with disabilities to access the state academic content standards.</p>	\$227,505.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Special Education students are provided with Tier 1, 2 , and 3 supports both academically and socially. Staff meet regularly to adjust goals and discuss each individual student needs.</p> <ul style="list-style-type: none"> • Special Education staff will ensure Individualized Education Plans (IEP) are implemented and that each student understands the goals that they are working towards. • Students will be regularly progressed monitored to identify areas of strength and concern in order for staff to target their individual areas of need. • Special Education students will be both challenged and supported by their regular ed teacher, Special Ed teacher, and any other support staff. • Effective communication strategies will be utilized between the general ed teacher and special ed staff (speech teacher, counselor, psychologist, instructional aide, Special Ed teacher, etc.) • Our SDC personnel will be trained in ProAct 		
18				
19				
20				

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

After reviewing local and state data, we believe we need to refine our Tier 1, 2, and 3 levels of our Positive Behavior Intervention Systems. We also want to target students that need extra support. Building school culture will also been a focus for our staff development.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Indicator Expulsions	0% expulsions				0% expulsions
Local Indicator Middle School Drop-Out Rate	0% of middle school drop-outs				0% of middle school drop-outs
CA School Dashboard Suspension Indicator	3.6% suspended at least once RED performance indicator				Less than 2% suspended at least once BLUE performance indicator
CA School Dashboard Chronic Absenteeism Indicator	GREEN performance indicator Chronic Absenteeism Rates All Students 4.1% Low income 5.2%				BLUE performance indicator Chronic Absenteeism Rates All Students 2.05% Low income 2.6%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Homeless Youth % Foster Youth 0% English Learners 0% SWD 11.8% White 3.4% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 9.1% Pacific Islander 0% Two or more races 7.1%				Homeless Youth % Foster Youth 0% English Learners 0% SWD 5.9% White 1.7% American Indian 0% Asian 0% African American 0% Filipino 0% Hispanic/Latino 4.55% Pacific Islander 0% Two or more races 3.55%
Local Indicators Parent Survey	Local Indicators Parent Survey 63% agree-I receive information that helps me support my child's education. 16.7% of parents were neutral. 38% agree- I receive communication about my child's behavior (good or negative) at school. 46% were neutral. 75% agree that their child is progressing academically in the area of reading. 21% are neutral. 4% disagree 83% agree that their child is progressing				Local Indicators Parent Survey 95% agree-I receive information that helps me support my child's education. 95% agree- I receive communication about my child's behavior (good or negative) at school. 95% agree that their child is progressing academically in the area of reading. 95% agree that their child is progressing academically in the area of mathematics. 95% agree we provide multiple, effective

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>academically in the area of mathematics. If you had a choice between Everyday Math and Eureka Math (Grades K-5), which program would you like to see continued?</p> <p>57% I don't have an opinion 24% Eureka Math 19% Everyday Math</p> <p>Parents provided the following feedback on communication options that they would prefer:</p> <p>Monthly newsletters 88% Weekly agenda 75% Text messaging 92% Email messaging 88% School website 67% School mobile app 42% Aeries grade portal (grades 4-8 only) 25% Other 4%</p> <p>Student Survey 73.7% agree-I feel safe in bathrooms, on the yard, and on walkways at school.</p>				<p>ways of communication.</p> <p>Student Survey 95% agree-I feel safe in bathrooms, on the yard, and on walkways at school. 95% agree-I feel welcome at school. 95% agree-All teachers at the school treat students with respect. 95% agree-I feel safe and able to learn in the classroom. 95% agree most students at the school treat each other with respect. 95% agree that PE has helped them become better fit. 95% agree PE has helped me learn athletic skills. 95% agree that they have become a better reader this year. 95% agree that they have become better in math this year. 95% agree that their teacher challenges them to learn more</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>90.2% agree-I feel welcome at school.</p> <p>80.5% agree-All teachers at the school treat students with respect.</p> <p>97% agree-I feel safe and able to learn in the classroom.</p> <p>61% agree most students at the school treat each other with respect.</p> <p>66% agree that PE has helped them become better fit.</p> <p>50% agree PE has helped me learn athletic skills.</p> <p>83% agree that they have become a better reader this year.</p> <p>95% agree that they have become better in math this year.</p> <p>91% agree that their teacher challenges them to learn more than just reading and math.</p>				than just reading and math.
Local Indicator Facilities	100% of facilities were in good condition as measured by the				100% of facilities were in good condition as measured by the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Facilities Inspection Tool.				Facilities Inspection Tool.
Local Indicator Teacher Credentialing	100% of teachers are fully credentialed in the subject area and for the pupils they are teaching.				100% of teachers are fully credentialed in the subject area and for the pupils they are teaching

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Engagement	<p>Parents of pupils will receive information on how they can support their child in meeting academic goals.</p> <p>We will enhance parent engagement through effective communications between school and home. We will provide academic supports to parents that allow them to become effective partners with the school in helping their child achieve academic goals.</p> <p>The participation of parents of unduplicated students and students with exceptional needs will be promoted through parent/teacher conferences, Student Study Team meetings, IEP meetings, and progress reports.</p> <p>Sharp Schools (web/app/phone) will be utilized to keep parents informed of school events and resources for supporting their students.</p> <p>For students in grades 4-8, the Aeries Student Information System (SIS) portal will be available for access by parents to monitor attendance and grades.</p>	\$3,685.00	No
2	Counseling Services	Staff will utilize effective strategies for building social and academic skills that build within students the capacity to set and achieve	\$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>personal goals, interact positively with others, and make positive contributions to their school and community.</p> <p>A .2 FTE counselor will be hired to support students. Supplies and professional development will be provided to the counselor.</p>		
3	Professional Development	<p>Professional includes but is not limited to the following:</p> <p>Positive Behavior Intervention and Supports</p> <p>Paraprofessional training</p> <p>Culture</p> <p>Social Emotional Learning</p> <p>Workshop and conference fees</p>		Yes
4	High Quality Facilities	Support, maintain, and enhance the school environment through well maintained facilities and physical resources that promote pride within the school community and support effective teaching and learning.	\$50,000.00	No
5	Social Emotional Learning	Staff will utilize effective strategies for building social and academic skill that build within students the capacity to set and achieve personal goals, interact positively with others, and make positive contributions to their school and community. PBIS and the Leader in Me will serve as the foundation for the SEL program.		No
6	Target Chronically Absent Students	<p>Using the LCSSP grant funds, we will target students that are chronically absent to eliminate any barriers that are keeping them from attending school. We will target chronically absent students using an Attendance Coordinator and Data Coordinator to:</p> <ul style="list-style-type: none"> • Set goals with students to attend school • Connect with students on a weekly basis 	\$450.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Meet with School Attendance Clerk and the Principal weekly to review data to target students, • Attend School Attendance Review Teams (Tier 2), • Attend School Attendance Review Board (Tier 3), • Coordinate and provide professional development for staff (SEL, PBIS, Leader in Me), • Connect families with local resources and community partners to reduce barriers for attending school, and • Implement an attendance campaign using Attendance Works resources. 		
7	Parent Engagement	All parents are encouraged to make decisions for the district and school through serving on the EdFoundation, participating in Parent Conferences, having access to the Aeries Student Portal, and providing feedback through Board meetings and surveys. Parents of unduplicated students and individuals with exceptional are reached out to by teachers, support staff, counselors and administration to encourage their participation in their children's education.		No
8	Behavior Technician	Behavior Technician to support our most at-risk students.	\$40,000.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
5.31%	\$113,734

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

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

All actions and services will be provided on an LEA-wide basis in our rural school district. The supplemental funds will be principally directed to support the unduplicated pupils and enhance the overall program.

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

- * Review of the CA School Dashboard student group report to identify which student groups need additional support
- * Current local and state metrics with actions and services in place
- * History of success with actions and services in district programs
- * Refinement of district programs to improve services to students
- * Validity of services based on best practices of effective schools and relevant research

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

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

- * Interventions

- * Teacher Collaboration
- * Counseling
- * Parent engagement
- * Professional development
- * Small group support with instructional assistants
- * Homeless/Foster Youth Coordinator
- * Attendance Clerk and attendance campaign
- * School Attendance meetings for chronically absent students
- * Field Trips
- * After School Tutoring
- * After School activities
- * English Learner Coordinator
- * Provide communication about the week and upcoming events
- * Provide incentives and accolades
- * Music Program
- * Innovation Lab
- * Kindergarten Readiness
- * Student Study Team
- * Physical Education
- * Classified Instructional Aides
- * Support Staff
- * College/Career Lessons
- * Behavior Tech

Intervention-daily intervention and extension time offered for all students in literacy and mathematics. Response to Interventions - k-8, Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California. Will be able to provide instructional services to our identified low-performing students. Teachers will also be able to collaborate to ensure that students are receiving appropriate intervention services, making adequate progress, and are able to participate in the classroom as much as possible.

Teachers will collaborate regularly with the district academic coach and administration to identify students needing extra support both academically and socially. Students are provided with targeted interventions based on data analysis and teacher observation. Identify students that are struggling/excelling and provide the necessary interventions to support their growth

Counseling-The Counselor is instrumental in providing support to our most vulnerable population. We believe the extra support increases student engagement and provides the skills necessary for students to make better choices and provide them with the social and emotional support to be successful in and out of school. These services will be improved and increased in this LCAP as we continue to grow our Social Emotional Practices and Tier 1, 2, and 3 behavior and academic supports. This extra support allows students to succeed both

socially and academically. A Harvard study shows the Counselor effects on educational attainment are similar in magnitude to teachers' effects, but they flow through improved information and direct assistance, rather than through improved cognitive or non-cognitive skills. Counselor effectiveness is most important for low-achieving and low-income students, perhaps because these students are most likely to lack other sources of information and assistance. Good counselors tend to improve all measures of educational attainment but some specialize in improving high school behavior while others specialize in increasing selective college attendance. Improving access to effective counseling may be a promising way to increase educational attainment and close socioeconomic gaps in education.

Parent Engagement- We will also use our School Counselor, Foster Youth/Homeless Coordinator, and Principal to bridge and connect families with local community resources.

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

Instructional Aides and teachers provide daily interventions and extensions, principally directed at our unduplicated student groups. We will target individual student needs to close the achievement gaps that persist in California.

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

Food Services-To ensure that the basic needs of our low income students are met, we will also be subsidizing the cost of both breakfast and lunch meals for low income students that qualify for reduced school meals. This service will ensure that these students will have their basic needs met so that they can be able to engage and be available for learning in the classroom.

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

Attendance Campaign and Attendance Meetings-We will targeted our unduplicated student groups that need support in attending school. The school will meet with the parents and student to address any concerns or barriers preventing students from attending school. School-wide attendance campaigns will be used to encourage all students to attend school as we know attendance and academics are directly linked.

Field trips-provide exposure of new learning within our community and outside our community. Provides enrichment activities to support learning and socialization.

After School Tutoring & After School Day Care-Tutoring provides one on one support for students struggling in math or literacy. These programs also allows for a safe place for students to complete their work instead of going home to an empty house (if their parents are working).

After School activities-provides a safe place for students to socialize and learn new skills.

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

Communication-effectively communicate through a variety of platforms with our most at-risk student populations. May include email, social media, home visits, community events, newsletters, robo calls, text, flyers, etc. May also include Week at a Glance from Superintendent and Principals to staff and a Weekly Agenda sent out to all parents.

Incentive/Accolades-provide students and staff with incentives and accolades about good things taking place.

Music Program-provides unduplicated students an opportunity to learn new skills and promotes confidence.

Innovation Lab-provide students with an opportunity to create, collaborate, communicate, and compete with their peers and other school sites. Introduce students to STEM opportunities.

Kindergarten Readiness-This program provides a jump start for parents of unduplicated students. The assessments, information and resources provide specific information for each child in order for parents and teachers to target students in math, literacy, fine/gross motors skills and social skills. This program also provide for parent engagement and bridges school to home communication and services.

Student Study Team substitutes-Substitutes are provided to allow the teacher to attend Student Study Team meetings to support unduplicated students and develop a plan for interventions and assessments.

Physical Education-This program allows teachers to implement interventions and targeted our most at-risk student populations with math and English language arts.

Classified Instructional Aides-This program provides one on one support for students to differentiated instruction and provide interventions for our most at-risk students.

Support Staff-Our support staff have proven to be instrumental in providing support to students district-wide. Their services are especially beneficial to students in our targeted student group of low income students because they are able to engage and provide one-on-one support to them. Without their services, it would stretch our already small staff. We believe this will maximize student learning in the classroom and provide them with the much needed emotional and academic services.

College/Career Lessons-exposes students to goal setting, growth mindset, colleges, careers, and soft skills. Steps for planning for student's futures.

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

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

North Cow Creek ESD has a 29.2% unduplicated count and is well-below the state identified 55% unduplicated pupil count to receive additional funding. The district receives supplemental funding related to Low Income, Foster Youth, and English Learners. NCC will be spending supplemental funds as described above. It is our belief that the most effective way to provide opportunities to the pupils is through the actions steps goals 1, 2, 3, and 4. The supplemental funds provide for additional targeted interventions, lower student/staff ratios, counseling services, Response to Intervention model, Kindergarten readiness, and access to nutritional meals. The English Learner Coordinator, Foster/Homeless Youth Coordinator, and Counselor directly support the unduplicated student groups. Financial support provided to the district operated preschool will ensure students entering TK/K will be better prepared to meet the standards and school expectations.

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

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

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

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

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

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

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

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

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

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

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

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

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

Espelage, D. L., Polanin, J. R., & Rose, C. A. (2015, in press). Social-emotional learning program to reduce bullying, fighting, and victimization among middle school students with disabilities. Remedial and Special Education, doi: 10.1177/0741932514564564

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

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

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

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

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

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

As stated above, the North Cow Creek ESD plans the supplemental funds to serve, increase and/or improve services for unduplicated pupils during the 2021-2022 school year. Per the FCMAT LCFF Calculator we calculate the district will achieve proportionality percentage as noted above. The district budgeted expenditures and delivery of related services serves as a proxy measurement of services delivered to unduplicated pupils. When applied to the budgeted LCFF Base Funding entitlement, the district achieve the required percentage, satisfying the minimum proportionality percentage requirement.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,220,535.00	\$343,864.00		\$218,735.00	\$1,783,134.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,501,234.00	\$281,900.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Professional Development	\$1,500.00	\$28,000.00		\$40,725.00	\$70,225.00
1	2	All	Collaboration Time					
1	3	All	Technology				\$54,000.00	\$54,000.00
1	4	All	Instructional Materials	\$18,900.00			\$4,000.00	\$22,900.00
1	5	All	Mountain Valley Education Consortium Support-At-risk students				\$7,500.00	\$7,500.00
1	6	All	Curriculum		\$12,730.00		\$43,910.00	\$56,640.00
1	7	English Learners	Instructional aides English language arts and math intervention	\$32,000.00	\$88,529.00			\$120,529.00
1	8	English Learners Foster Youth Low Income	Mitigate Learning Loss				\$4,000.00	\$4,000.00
1	9	English Learners	English Learner Services	\$200.00				\$200.00
1	11	English Learners Foster Youth Low Income	Online Intervention Programs for Reading and Writing		\$11,500.00			\$11,500.00
1	13	All	Credentialed Teachers	\$1,049,300.00				\$1,049,300.00
1	14	Foster Youth	Foster Youth and Homeless Youth Services				\$200.00	\$200.00
1	15	All	Broad Course of Study	\$47,500.00				\$47,500.00
1	16	Students with Disabilities	Special Education Student Services		\$203,105.00		\$24,400.00	\$227,505.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Parent Engagement	\$3,685.00				\$3,685.00
2	2	English Learners Foster Youth Low Income	Counseling Services	\$17,000.00				\$17,000.00
2	3	English Learners Foster Youth Low Income	Professional Development					
2	4	All	High Quality Facilities	\$50,000.00				\$50,000.00
2	5	All	Social Emotional Learning					
2	6	English Learners Foster Youth Low Income	Target Chronically Absent Students	\$450.00				\$450.00
2	7	All	Parent Engagement					
2	8	Foster Youth Low Income	Behavior Technician				\$40,000.00	\$40,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$49,650.00	\$193,879.00
LEA-wide Total:	\$49,650.00	\$193,879.00
Limited Total:	\$200.00	\$200.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	7	Instructional aides English language arts and math intervention	LEA-wide	English Learners	All Schools	\$32,000.00	\$120,529.00
1	8	Mitigate Learning Loss	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$4,000.00
1	9	English Learner Services	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$200.00	\$200.00
1	11	Online Intervention Programs for Reading and Writing	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,500.00
1	14	Foster Youth and Homeless Youth Services	LEA-wide	Foster Youth	All Schools		\$200.00
2	2	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,000.00	\$17,000.00
2	3	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	6	Target Chronically Absent Students	LEA-wide	English Learners	All Schools	\$450.00	\$450.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
2	8	Behavior Technician	LEA-wide	Foster Youth Low Income	All Schools		\$40,000.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.