Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nevada City School of the Arts	Holly Ann Pettitt Director	director@ncsota.org (530) 273-7736 ext. 1007

Plan Summary [2021-22]

General Information

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

Nevada City School of the Arts (NCSA) is a County-Wide Benefit Charter currently serving 452 pupils in Transitional Kindergarten through 8th Grade since 1994. High school metrics are not applicable. 48% of NCSA's pupils are low-income and 13% are pupils with disabilities. All pupils with disabilities participate in the general education program to the maximum extent possible. Educational services in ELA and Math are provided according to IEP goals for each student and Extended School Year is provided as appropriate. NCSA does not have over 1% of English Language Learners.

The mission of NCSA is to nurture and inspire academic excellence through the Arts. NCSA operates under a Policy Governance model of leadership with the Ends Policies paving the way forward. Our Ends Policies are as follows:

Nevada City School of the Arts exists so that students, families, staff and the greater community have:

- an arts-based choice for elementary education.
- an educational institution that facilitates academic, artistic, and social- emotional achievement.
- a collaborator and contributor to the greater community.
- a safe, respectful, and equitable conditions for learning and working.

We strive to encourage students to be self-motivated, competent, lifelong learners through self-directed learning opportunities initiated and pursued through collaboration between students, parents, and teachers; for students to perform and achieve as well as or better than pupils in traditional California public schools by the end of 8th grade; for students to demonstrate arts-integrated learning across major subject areas; and to provide experiences and activities which develop the whole child academically, socially, emotionally, culturally, and physically. NCSA is committed to creating a school culture where all members of different gender identities, sexual orientations, religions, races, ethnicities, and physical and developmental abilities are welcomed, valued, and celebrated. We are dedicated to proactively identifying and addressing biases, practices, policies, and institutional barriers that perpetuate injustice and inequality in our school. Anti-racist and anti-oppressive practices will be guideposts that allow us to consistently reflect on our policies and curriculum ensuring they are promoting equity

and representation for all students. In doing so, our goal is to foster the development of positive identities for all students, promote their abilities to build productive and genuine relationships with people across differences, and work towards ensuring equal access to opportunities and achievement for all students. We want our students to be able to understand stereotypes and their counternarratives, along with systems of oppression and learn how to intervene and interrupt injustice when confronted with it. We believe that all our lives are enriched when communities are equitable and inclusive.

Reflections: Successes

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

In 18/19, NCSA achieved significant growth on the 18/19 CAASPP scores and received the designation of "green" for all students on the CA Dashboard in both ELA and Math. Our success was due to increased academic rigor, continuing to focus on consistent use of Positive Discipline in all classes and in the common student areas, refining our rubric scoring process with Writing By Design, implementing standards based grading at the middle school level, upgrading our campus to better support our students outdoor activities and increasing teacher salaries. Finally, we wanted to continue to bring more diversity and cultural awareness to our students as well as continually increase the overall feeling of safety and belonging in our school community. When the pandemic hit, we quickly pivoted to Distance Learning. The school navigated both Distance Learning and Hybrid Learning quite well, with over 90% of parents acknowledging we did a good job educating our students under such extraordinary circumstances. However, because of the pandemic and lack of assessment opportunities in the 19-20 school year, we were unable to fully measure success towards those goals. As of February, our students were not scoring as well on our local iReady assessments as we would like, but preliminary results on our local assessments as of May 14, 2021 look promising.

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.

NCSA reviewed and revised the LCAP goals to encompass and address the needs of our students as evidenced by our CAASPP and local assessment scores, Local Indicators from the CA Dashboard, and suggestions in our Parent, Staff and Student Surveys. Although we scored in the "green," we had several other dashboard indicators we we felt needed our focus.

Orange Indicator - Chronic Absenteeism - Socioeconomically Disadvantaged (SED), Two or more races, White
Yellow Indicator - Math - SED and Students with Disabilities
Orange Indicator - Suspension Rate - Hispanic Students

Regardless of how well NCSA did to meet the educational needs of our students during the pandemic, we still need to address the discrepancies in our Dashboard Indicators. Both our reading and math scores on the February iReady Assessments were much lower than they were previously and we noticed a number of students who began to struggle with their emotional health. We have identified these as

areas of focus. Again, we were not able to measure academic success as well as before, but we know these are areas of need among all student subgroups and unduplicated pupils. All of the steps we are taking to address these needs are reflected in our actions and services.

LCAP Highlights

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

Overall, what should be noted in the plan going forward is our dedication to lowering class size, the hiring of an additional counselor, increased training for staff and teachers and the hiring of additional staff to support academic recovery. In addition, we are particularly proud of our work on our standards aligned and social justice based curriculum maps being worked on by all teachers. Finally, we have done a great deal of work to imbed our arts program into the academic program so students are receiving even more arts integration in music and dance, not just the visual arts.

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.

Nevada City School of the Arts stakeholders are engaged and involved in the review and implementation of our LCAP goals in a variety of ways.

- Normal Monthly Parent Advisory Group (PAG) meetings were held twice this past year because of the pandemic, with representation from parents of pupils in both significant subgroups. This year we also held additional meetings to ask for feedback on how best to spend the significant funds we received through the CARES Act (ESSER, GEER & LLM), CRRSA Act (ESSER II & GEER II) and the newly approved ARPA (ESSER III & GEER III). Stakeholders provided feedback on ELA and Math planning. They also discussed strategies to maintain connection between pupils, teachers, and parents and to voice concerns about facilities needs.

- Monthly Staff and Team Meetings were held to discuss progress with LCAP goals and identify areas of need for teacher and pupil support.

- Weekly Team Meetings allow stakeholders the opportunity to express needs and concerns pertaining to instruction and assessment in ELA and Math, especially for unduplicated pupils.

- Weekly Student Support meetings were held to discuss the academic and emotional needs of special education students and students who were identified as needing more intervention. The team continues to refine a support structure for the MTSS process and pupils with disabilities. These meetings are fundamental in identifying ways to support teachers in providing explicit instruction to support students' needs.

- Twice-monthly Advisory Group meetings involve stakeholders in the school-wide decision-making process by allowing representatives to mediate staff concerns prior to final decisions about ELA, Math, Conditions of Learning, and Stakeholder engagement goals.

- Teachers/Staff Surveys, Parent Surveys, and Pupil Surveys are distributed to gain feedback on satisfaction with school support and suggestions for improvement.

- Monthly Charter Governance Council board meetings are held to share, discuss, and receive feedback on LCAP goals and actions/services.

At the January, February and March CGC meetings - Discussed proposed goals for LCAP.

In the development of the annual update, stakeholder involvement and engagement in supporting the implementation of the LCAP was sought through monthly Charter Governance Council board meetings, two Parent Advisory Group meetings, bi-weekly Advisory Committee

meetings, monthly staff meetings, weekly Special Education Team meetings, and surveys to parents, staff, and students. At every Parent Advisory Group and CGC board meeting, updates on curriculum, student progress, and learning environment are given through the Director's Monitoring Reports and FYI Reports.

November 19, 2021 - Mental Health and Well-being surveys were sent to 4th-8th grade students.

February 2021 - Stakeholders were asked to complete staff surveys. Two surveys were created, one for certificated staff and one for classified staff, in order to include specific stakeholder feedback about employment. These surveys also provided feedback about actions and services to support students, directly or indirectly, including unduplicated pupils. Results of this survey were compared to the prior year to measure progress and analyzed for modifications and additions to actions and services.

February 2021 - Instructional support for and assessment of pupils with disabilities was discussed with stakeholders. The purpose was to ensure that measurable outcomes were appropriate and to ensure that actions and services provided are meeting the needs of MTSS students and pupils with disabilities.

March 28, 2020 Parent surveys were completed and suggestions documented.

April 22, 2021 - CGC Meeting - Power Point Presentation identifying all the proposed actions, services and changes for the following year, discussed baselines and presented new LCAP Goals for 2021/22 school year.

May 5, 2021 - reviewed goals, metrics, baselines and actions with all staff during each team meeting.

May 10, 2021 - 6th-8th Grade student Surveys were completed.

May 20, 2021, at 5:00 pm - Public Meeting held to review LCAP

NCSA has no bargaining unit - staff and admin work together on all issues to build consensus.

June 17, 2021 - The LCAP was brought to CGC for approval, followed by review of the budget for approval.

A summary of the feedback provided by specific stakeholder groups.

Parent, Student and Staff Feedback on programs they would like to see at NCSA:
Gen Ed Counselor
Parenting Support
Family Therapy
Teacher Training
Summer School
After school tutoring

Librarian/Library
Expaned Classroom Libraries
Social Justice Focus/classes for students and parents
Cooking classes
More Instructional Assistants
Low Ropes Course
NGSS Science Curriculum
New Math Curriculum
Revampeed Electives Program
More Dance/Performance - FT Dance/Performance Teacher.

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

We have included in our LCAP virtually all of the above suggestions and some additional ones. Those that are not yet included in the LCAP will most likely be in the next few years, i.e., Low Ropes, Cooking Classes, new science & math curriculum.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: Academic Achievement - Increase achievement in English language arts, mathematics and science for all students, including English Language Learners, low-income students and students with disabilities who did not score in the "green" on the CA Dashboard Local Indicators (Priorities - 1, 2, 4, 7, & 8).

An explanation of why the LEA has developed this goal.

Although NCSA was labeled as "green" for both math and ELA on the CA Dashboard, we still need to raise our assessment scores for our low income and students with disabilities on both the state and local assessments, so that all students score at or above state standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - ELA number of points above or below standard as reported on the CA Dashboard	All School - 12 pts Above Low Income - 5 pts Below Students with Disabilities 53 pts Below (CA Dashboard 18/19)				Increase ELA scores by 10 points on the CA Dashboard for the school and listed subgroups.
CAASPP - Math number of points above/below standard as reported on the CA Dashboard	School - 18 Pts Below L. I.- 39 pts below				Increase Math scores by 10 points on the CA Dashboard for the school and listed subgroups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SWD - 81 pts below (Dashboard 18/19)				
CST - Science % of 5th and 8th grade students who score at above Standard.	45% of 8th grade students scored at or above standard on the CST - Science 50% of 5th grade students scored at or above standard on the CST - Science				5th and 8th grade students will increase scores by 5% on the CST - Science.
% of all 6th-8th grade students who score at or above standard on the Writing By Design assessment.	57% of 6th-8th grade students scored at or above standard on the Writing By Design assessment.				72% of 6th-8th grade students will score at or above standard on the Writing By Design assessments.
% of K-5 Pupils who score at or above standard on the iReady ELA Diagnostic assessments.	72% of K-5 students scored at or above standard on the iReady Reading Diagnostic (May 2021)				75% of K-5 students will score at or above standard on the iReady Reading/ELA Diagnostic.
% of K-7 Pupils who score at or above standard on the iReady Math	62% of K-5 students scored at or above standard on the iReady Math				65% of K-5 students will score at or above standard on the iReady Math

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Diagnostic assessments.	Diagnostic assessments 6/7 students did not take the test this year. (May 2021)				Diagnostic assessments.
% of English Language Learners who improve on the ELPAC Test)	100% of EL's improved on the ELPAC.				100% of EL's will improve on the ELPAC.
% of English Language Learners who are reclassified FEP (Fluent English Proficient) on the ELPAC.	75% of EL students students have been reclassified as FEP on the ELPAC.				100% of EL students students will be reclassified as FEP on the ELPAC
% of students who receive broad course access to standards aligned curriculum as measured by Local Academic Indicator on the CA Dashboard.	100% of pupils received a broad course of study and access to standards aligned curriculum as measured by the Local Academic Indicator on the CA Dashboard (19/20)				100% of pupils will receive a broad course of study and access to standards aligned curriculum as measured by the Local Academic Indicator on the CA Dashboard.
% of completed standards and social justice aligned curriculum maps for TK-8th grades.	0% of teachers have completed these. They are currently creating comprehensive standards aligned curriculum maps for each core subject at every level.				100% of standards and social justice aligned curriculum maps will be completed for TK-8th grades.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are appropriately assigned & credentialed	91% of teachers were appropriately assigned & credentialed (20/21)				100% of teachers will be appropriately assigned and credentialed.
% of teachers who participate in peer/formal observations	0% of teachers have participated in peer observations yet.				100% of teachers will participate in peer observations 2 times a year.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Purchase General Curriculum for ELA, Math, SS and Science	Maintain budget for purchase of curriculum in ELA, Math, SS, and Science that are standards aligned. Including science supplies.	$13,250.00	No
2	iReady Math and Reading Diagnostic Assessment K-8	Implement and purchase a site license for K-8 reading and math diagnostic and instruction form iReady	$19,250.00	No
3	Classroom Support (General)	Provide Paraprofessionals/Instructional Assistants & Subs for every grade K-3rd grade & Middle School	$221,301.00	Yes
4	Classroom Support (Special Education	Provide 1:1 support to students with disabilities, Incl Subs	$95,898.00	No
5	Classroom Support (Title I)	Provide two Instructional Assistants to offer enrichment and academic support for students in Middle School	$59,909.00	No

Action #	Title	Description	Total Funds	Contributing
6	Credentialed Teachers	Provide Fully Credentialed Teachers in all grades TK-8th	$1,641,739.00	No
7	Credentialed Reading Specialist	Provide 1 FT Credentialed Reading Specialist (Local Assignment, EC 44258.3)	$87,118.00	Yes
8	Credentialed Math Intervention Specialist	Provide 1 FT Credentialed Math Intervention Specialist (Local Assignment, EC 44258.3)	$76,627.00	Yes
9	School Administrators	Provide 2 FT Administrators - 1 School Director & 1 Assistant Principal to support students, staff & families	$282,290.00	No
10	General Classroom Supplies	Provide classroom supply budgets to all teachers for student support in classrooms (Additional supplies budgeted for return to in-person instruction using ESSER funds)	$52,950.00	No
11	Technology Supplies & Services	• Continue to purchase 1:1 Devices and supplies needed for in-person instruction • Continued Hotspot services for families without internet	$38,135.00	Yes
12	School Operations & Administrative Support	• Provide admin support for overall operations of school and it's necessary functions • Provide budgeted items for administrative supplies and services to support overall operations of school	$856,809.00	No

Action #	Title	Description	Total Funds	Contributing
13	Technology Safety	Technology safety programs and subscriptions for online learning and google classroom support	$10,621.00	Yes
14	Digital Services	Additional Digital curriculum & services for 1:1 devices	$6,460.00	No
15	Math Support in Middle School	Provide 1 PT Math Intervention Specialists to support middle school students to close the achievement gap and 1 PT Math Tutor for afterschool support	$80,843.00	Yes
16	Professional development	Professional development for staff (Orton Gillingham, Admin Support PD, SPED & BTSA)	$28,738.00	No

Goal Analysis [2021-22]

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

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

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	Goal 2: Safe, Respectful, and Equitable Conditions for Learning and Working - Provide a school environment that focuses on equity, inclusion and the overall well being of students, families and staff through targeted actions that support positive student outcomes (Priorities - 1, 3, 5, 6).

An explanation of why the LEA has developed this goal.

We developed this goal based on our student, staff and parent survey results from 18/19 that indicated we needed to build more community engagement and create a more inclusive environment, especially for Black, Indigenous, and students of color (BISOC), in order to continue to provide the most equitable education and safe learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of families who feel engaged and a part of decision making; including participation in programs for unduplicated pupils including students with disabilities.	96% of families feel engaged and a part of the NCSA community (20/21 Parent Survey)				95% of families will feel engaged and a part of decision making; including participation in programs for unduplicated pupils including students with disabilities.
% of staff who feel engaged and a part of decision making. (Staff Survey)	92% of staff feel engaged and a part of decision making. (20/21 Staff survey)				A minimum of 90% of staff will feel engaged and part of decision making.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students who report engagement in school. (Student Survey)	87% of students report engagement in school. (18/19 Student Survey)				A minimum of 75% of students will report engagement in school.
% of families who feel satisfied w/ NCSA's overall program.	95% of families feel satisfied w/ NCSA's overall program (20/21 Parent Survey)				A minimum of 90% of families will feel satisfied w/ NCSA's overall program (20/21 Parent Survey)
% of parents who feel students are safe at school.	90% of parents feel students are safe at school (18/19 Parent Survey)				Maintain at least a 90% Safety Satisfaction Rate
% of staff who feel knowledgeable about the school Safety Plan.	95% of staff feel knowledgeable about the school Safety Plan (19/20 Staff Survey)				100% of staff will report they are knowledgable of our Safety Plan & Procedures
% of Facilities in "good" repair measured by Facility Inspection Tool (FIT).	100% facilities are in "good" repair.				Maintain 100% facilities are in "good" repair.
% of middle school students who report that NCSA has an	91% of middle school students report that NCSA has an				Maintain a 90% inclusivity rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
environment that is inclusive & respectful of all students.	environment that is inclusive & respectful of all students (18/19 Student Survey)				
% of families who report NCSA has an environment that is inclusive & respectful of all families.	96% of families report NCSA has an environment that is inclusive & respectful of all families (18/19 Parent Survey)				Maintain at least a 90% Parent Inclusivity Rate
% of chronically absent students who are identified as low income students and students with disabilities.	Overall Chronic Absenteeism is 11% 64% of chronically absent students are low income. 8% of chronically absent students are students with disabilities. Indicator is Orange (18/19 Dashboard)				Reduce Low Income chronic absenteeism to by 10% Reduce SWD Chronic Absenteeism to 0% Reduce overall Chronic Absenteeism by 5%
% suspension rate for low-income and	2% of low income/and				0% of students will be suspended.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
students with disabilities.	students with disabilities were suspended. (18/19 Dashboard)				
Maintain middle school dropout rate of 0%	0% Drop out rate				Maintain middle school dropout rate of 0%
Maintain expulsion rate of 0%	0% Expulsion rate				Maintain expulsion rate of 0%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Special Education Services	Provide special education services through a JPA (include Speech & Language, 1 Psychologist, 2 Resource Specialists, etc.)	$443,499.00	No
2	Provide Counseling Services (SPED)	Hire 2nd School Psychologist (included in Action 1 above)	$100,000.00	No
3	Provide Counseling Services (General Education)	Hire Full Time licensed MFT to offer counseling for students in general education	$100,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Parent Resource Coordinator & Engagement	Implement a Parent Resource Coordinator position to offer Positive Discipline parenting classes and support to families and classroom instructional assistants & paraprofessionals.	$73,246.00	Yes
5	Summer Enrichment	• Provide a 3 week summer enrichment program for students to get support that are behind (ELO - Personnel) • Provide budget for supplies needed for summer enrichment program	$20,911.00	No
7	School Nurse	Provide a PT School Nurse	$12,510.00	No
8	Afterschool Program	• Provide space and staffing to support an afterschool program for students & families • Provide Supplies for afterschool program needs	$160,940.00	No
9	School Nutrition Program	• Provide 1 FT Director and 1 PT Food Handler to support the school nutrition program • Provide budget for purchasing food & cafeteria supplies for school nutrition program	$225,960.00	No
10	Custodial & Cleaning	Provide 2 FT Custodians including subs to keep facilities clean and sanitized/Summer help to beautify & prepare campus for 21/22 school year included	$146,995.00	No

Action #	Title	Description	Total Funds	Contributing
11	Social/Emotional & Diversity PD	Provide professional development for social emotional support and cultural diversity trainings	$17,300.00	Yes
12	Facilities Maintenance	Provide a budget for continued deferred maintenance on buildings, Including rent for school buildings and utilities expenses and any additional construction needed for safe return to FT school	$820,720.00	No
13	Classroom Furniture	Flexible seating, stand up desks & classroom furniture that support students needs	$3,800.00	Yes
14	Student Activites & Performances	Reserve a budget for student performances and activities on campus	$8,600.00	No
15	Afterschool Enrichment	Provide subsidies for enrichment programs afterschool giving priority to unduplicated pupils	$100,000.00	Yes
16	Afterschool Sports	Stipends for coaching afterschool sports	$12,111.00	No

Goal Analysis [2021-22]

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

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

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
3	Goal 3: Arts-Based Choice for Education - All students will have access to specialized and high quality arts materials, will be exposed to art in a variety of forms, and will be able to artistically communicate their understanding of an academic subject to an audience through an art form of their choice. (Priorities - 4, 5, 6, 7 & 8)

An explanation of why the LEA has developed this goal.

As an arts-integrated charter, NCSA is dedicated to having arts embedded into the academic program at no extra cost to students. It is important that we formalize how we use art to enhance learning opportunities for all students. Further, our arts program is one of the most important ways we engage our students in academic learning, with a special emphasis on our low income students and students with disabilities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of grade levels that have a clearly defined plan of how arts integration is embedded in each unit within the curriculum maps, that includes either visual, music or performance arts.	0% of grades have formalized their Arts Integrated units of study within Grade Level Curriculum Maps				100% of grades have formalized their Arts Integrated units of study within Grade Level Curriculum Maps

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of 2nd, 5th, and 8th grade assessments that reflect students' proficiency in using an art form to communicate content.	0% of 2nd, 5th, and 8th grade assessments reflect the students' proficiency in using an art form to communicate content.				50% of 2nd, 5th, & 8th grade students will score proficient on the VAPA Aligned end-of-year arts assessments.
% of teachers that receive Arts Integrated professional development every other year.	25% of teachers have received arts integration training.(Professional Development Log)				100% of teachers have received arts integration training.
% of teacher that indicate that they have received adequate training to incorporate art into their lessons.	50% of teachers have received adequate training on how best to incorporate art into their academic lessons. 18/19)				100% of teachers will receive adequate training on how best to incorporate art into their lessons.
% of 8th grade students that leave NCSA having attended at least 8 professional art venues/performances that reflect or represent the different	80% of 8th grade students leave NCSA having attended at least 8 professional art venues/ performances that reflect or represent the different art forms				Maintain 80% rate of 8th grade students that leave NCSA having attended at least 8 professional art venues/ performances that reflect or represent the different art forms

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
art forms listed in the VAPA Standards.	listed in the VAPA Standards.				listed in the VAPA Standards.
% of all art examples/forms used in lessons that emphasize a wide range of diversity of artists.	50% of all art examples/forms used in lessons emphasize a wide range of diversity of artists.				100% of all art examples/forms used in lesson will emphasize a wide range of diversity of artists.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Art & Music Program	Provide budget for general supplies and services needed to support the Art & Music program Provide 1 FT & 1 PT Credentialed Art teacher and 1 FT Classified Art teacher & 1 PT Art Assistant Provide 1 FT Music Teacher	$390,367.00	No
2	PE/Movement Program	Provide 1 FT Movement/PE Teacher Provide 1 FT Dance/Performance Teacher Provide supplies for movement program	$163,593.00	No
3	Elective options	Provide staff to oversee electives Provide Language Software program for elective option	$47,564.00	No

Action #	Title	Description	Total Funds	Contributing
4	Fundraising/Development	• Provide 1 FT Development Coordinator to fundraise for school arts program and advertise to bring in new families • Supplies & Services expense needed to support fundraising & advertising for school	$82,398.00	No

Goal Analysis [2021-22]

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

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

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.

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
9.95%	356,786

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.

G1- A3 - Instructional Assistants - Instructional assistants are essential to in order to fully support students, especially those with academic struggles, and those with IEPs. While these aides serve all students, many of those in need are our unduplicated pupils. The funding we receive from Title I does not fully cover the cost of our instructional assistants. We believe having aides in the classroom will support our unduplicated pupils to increase their success in reading and math.

G1-A7&8 - After addressing the needs, conditions and circumstances of our students, we learned through a review of diagnostic data (CA Dashboard/Local assessment), that our socio-economically disadvantaged youth display gaps in reading comprehension and math. While, our Reading & Math Specialists meet the needs of all students who need additional support in reading and math, including our Title I students, priority access to our specialists are given to unduplicated pupils. Currently 66% of students who see our Reading & Math Specialists are unduplicated.This support will help increase our unduplicated students' math and reading scores which were in the 'Yellow" on the CA Dashboard.

G1-A11 - Technology - Purchasing 1-1 devices and hotspots for students who don't have home devices or internet access is essential to their success in school. Because 48% of our students are low income, many of them need this support. We also purchased a safety platform that allows us to monitor students' usage and filters their content even more than the High Schools content filter we used to use.

G2 - A3 - Counseling - We are hiring a General Education counselor in order to allow our School Psychologist to focus on providing mental health services to students with disabilities who are part of our unduplicated population. In addition, the Gen Ed counselor will be made available first to low income students and students struggling socially and emotionally in order to support reduction in Chronic Absenteeism and increased student engagement (Chronic absenteeism was an "orange" indicator for low income students).

G2-A4 - Parent Engagement - The Parent Resource Coordinator's primary focus will be to re-engage low income families and help decrease chronic absenteeism among low income and biracial students which were indicated on our dashboard as a need.

G2 -A15 - After School Enrichment - Subsidies for after school electives will only go to students who are identified as low income which will allow them equal access to the after school music program supporting increased student attendance & engagement in school.

G2-A13 - Classroom Furniture - Flexible Seating. Many of our students with disabilities benefit from flexible seating such as stand-up desks, wiggle stools, ball chairs, etc. However, these are accessible to all students if they need them.

G1-A15 - Math - Middle School Math Intervention & PT After school tutor - Unduplicated pupils receive priority access to both of these support providers. Since our unduplicated pupils were "yellow" on the dashboard for math, we believe offering them this service first will help to increase their math scores.

Using the calculation tool provided by the state, NCSA has calculated that it will receive $349,265 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of these expenditures are itemized above and in the Goals, Actions & Services section of this plan to better serve our highly at risk population of Socio-economically disadvantaged students, and students with disabilities. All actions and expenditures of funds marked as contributing to increased or improved services were developed specifically to focus on the needs of our unduplicated population based on a careful analysis of data and input from our stakeholders. All these actions are principally directed toward our unduplicated student population to help NCSA be effective in meeting the goals of the LCAP and the identified needs of the unduplicated student population.

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

Under each action marked for increased or improved services is a detailed explanation of how that action is principally directed toward the unduplicated student population and is effective in helping those students close equity gaps and meet the goals of NCSA. Since our unduplicated student population count is about 50%, all of these actions and services are being performed on a school-wide basis in order increase efficiency delivery and effectiveness of these actions and services. NCSA has demonstrated that it has met the 9.95% by expending $496,295 in funds on actions and services that are principally directed towards the unduplicated student population as summarized above and as explained in detail in this plan in the Goals, Actions & Service section. The implementation of the above actions actually represents 12.5% of NCSA's LCFF funding. The increased quantity and quality in services should increase our unduplicated pupils test scores and decrease their Chronic Absenteeism by at least 9%.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$3,941,128.00	$1,532,467.00	$468,011.00	$560,846.00	$6,502,452.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$4,214,388.00	$2,288,064.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Purchase General Curriculum for ELA, Math, SS and Science	$2,000.00	$8,000.00		$3,250.00	$13,250.00
1	2	All	iReady Math and Reading Diagnostic Assessment K-8				$19,250.00	$19,250.00
1	3	English Learners Foster Youth Low Income	Classroom Support (General)	$221,301.00				$221,301.00
1	4	Students with Disabilities	Classroom Support (Special Education		$95,898.00			$95,898.00
1	5	All	Classroom Support (Title I)				$59,909.00	$59,909.00
1	6	All	Credentialed Teachers	$1,641,739.00				$1,641,739.00
1	7	English Learners Foster Youth Low Income	Credentialed Reading Specialist				$87,118.00	$87,118.00
1	8	English Learners Foster Youth Low Income	Credentialed Math Intervention Specialist				$76,627.00	$76,627.00
1	9	All	School Administrators	$282,290.00				$282,290.00
1	10	All	General Classroom Supplies	$6,000.00	$11,100.00		$35,850.00	$52,950.00
1	11	English Learners Foster Youth Low Income	Technology Supplies & Services	$4,300.00			$33,835.00	$38,135.00
1	12	All	School Operations & Administrative Support	$715,616.00	$1,000.00	$138,193.00	$2,000.00	$856,809.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	13	English Learners Foster Youth Low Income	Technology Safety	$10,621.00				$10,621.00
1	14	All	Digital Services				$6,460.00	$6,460.00
1	15	English Learners Foster Youth Low Income	Math Support in Middle School				$80,843.00	$80,843.00
1	16	All	Professional development		$3,531.00	$18,267.00	$6,940.00	$28,738.00
2	1	Students with Disabilities	Special Education Services	$138,974.00	$237,922.00		$66,603.00	$443,499.00
2	2	Students with Disabilities	Provide Counseling Services (SPED)		$100,000.00			$100,000.00
2	3	English Learners Foster Youth Low Income	Provide Counseling Services (General Education)	$66,994.00			$33,006.00	$100,000.00
2	4	English Learners Foster Youth Low Income	Parent Resource Coordinator & Engagement	$73,246.00				$73,246.00
2	5	All	Summer Enrichment		$20,911.00			$20,911.00
2	7	All	School Nurse	$12,510.00				$12,510.00
2	8	All	Afterschool Program	$7,000.00		$153,940.00		$160,940.00
2	9	All	School Nutrition Program		$225,960.00			$225,960.00
2	10	All	Custodial & Cleaning	$124,495.00	$17,000.00		$5,500.00	$146,995.00
2	11	English Learners Foster Youth Low Income	Social/Emotional & Diversity PD	$9,500.00			$7,800.00	$17,300.00
2	12	All	Facilities Maintenance	$178,870.00	$605,995.00		$35,855.00	$820,720.00
2	13	English Learners Foster Youth Low Income	Classroom Furniture	$3,800.00				$3,800.00
2	14	All	Student Activites & Performances	$8,600.00				$8,600.00
2	15	Low Income	Afterschool Enrichment	$100,000.00				$100,000.00
2	16	All	Afterschool Sports			$12,111.00		$12,111.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**1**	All	Art & Music Program	$127,515.00	$199,750.00	$63,102.00		$390,367.00
3	**2**	All	PE/Movement Program	$163,593.00				$163,593.00
3	**3**	All	Elective options	$42,164.00	$5,400.00			$47,564.00
3	**4**	All	Fundraising/Development			$82,398.00		$82,398.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$489,762.00	$808,991.00
LEA-wide Total:	$0.00	$0.00
Limited Total:	$100,000.00	$100,000.00
Schoolwide Total:	$389,762.00	$708,991.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	**3**	Classroom Support (General)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$221,301.00	$221,301.00
1	**7**	Credentialed Reading Specialist	Schoolwide	English Learners Foster Youth Low Income	All Schools		$87,118.00
1	**8**	Credentialed Math Intervention Specialist	Schoolwide	English Learners Foster Youth Low Income	All Schools		$76,627.00
1	**11**	Technology Supplies & Services	Schoolwide	English Learners Foster Youth Low Income	All Schools	$4,300.00	$38,135.00
1	**13**	Technology Safety	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,621.00	$10,621.00
1	**15**	Math Support in Middle School	Schoolwide	English Learners Foster Youth Low Income	All Schools		$80,843.00
2	**3**	Provide Counseling Services (General Education)	Schoolwide	English Learners Foster Youth Low Income	All Schools	$66,994.00	$100,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	**4**	Parent Resource Coordinator & Engagement	Schoolwide	English Learners Foster Youth Low Income	All Schools	$73,246.00	$73,246.00
2	**11**	Social/Emotional & Diversity PD	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,500.00	$17,300.00
2	**13**	Classroom Furniture	Schoolwide	English Learners Foster Youth Low Income	All Schools	$3,800.00	$3,800.00
2	**15**	Afterschool Enrichment	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$100,000.00	$100,000.00

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.