

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Northern United - Siskiyou Charter School

CDS Code: 4710470 0000000

School Year: 2022-23

LEA contact information:

Shari Lovett

Director

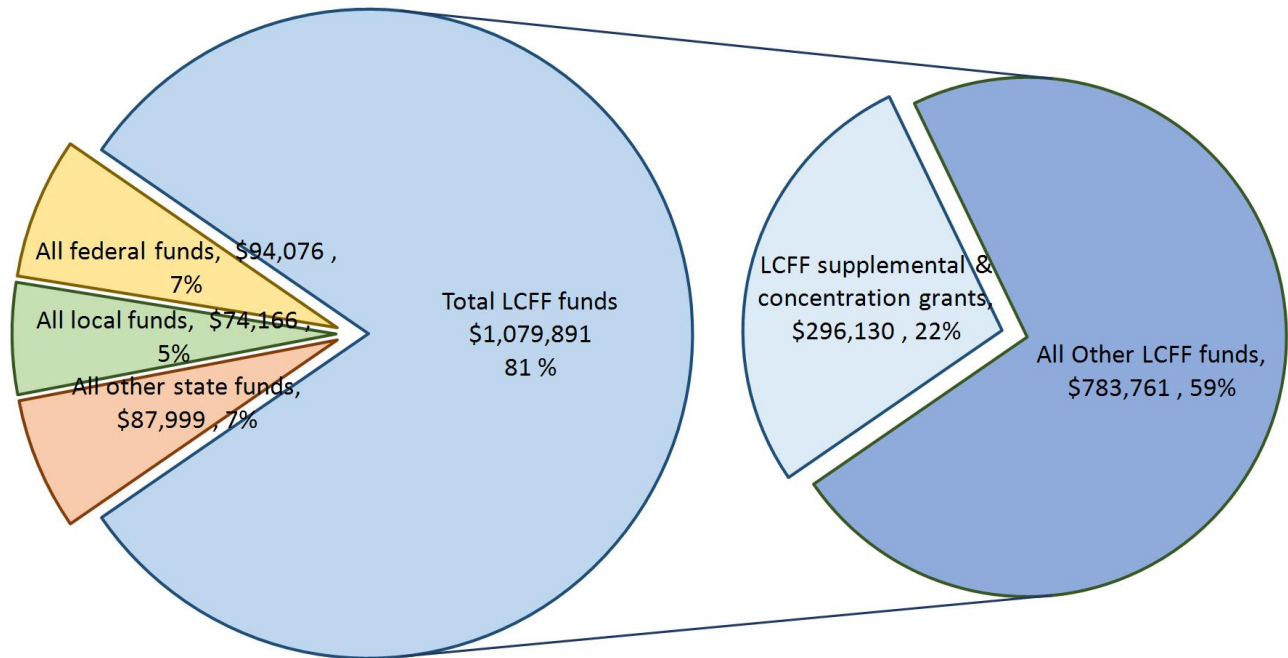
slovett@nuarters.org

707.445.2660

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

Budget Overview for the 2022-23 School Year

Projected Revenue by Fund Source



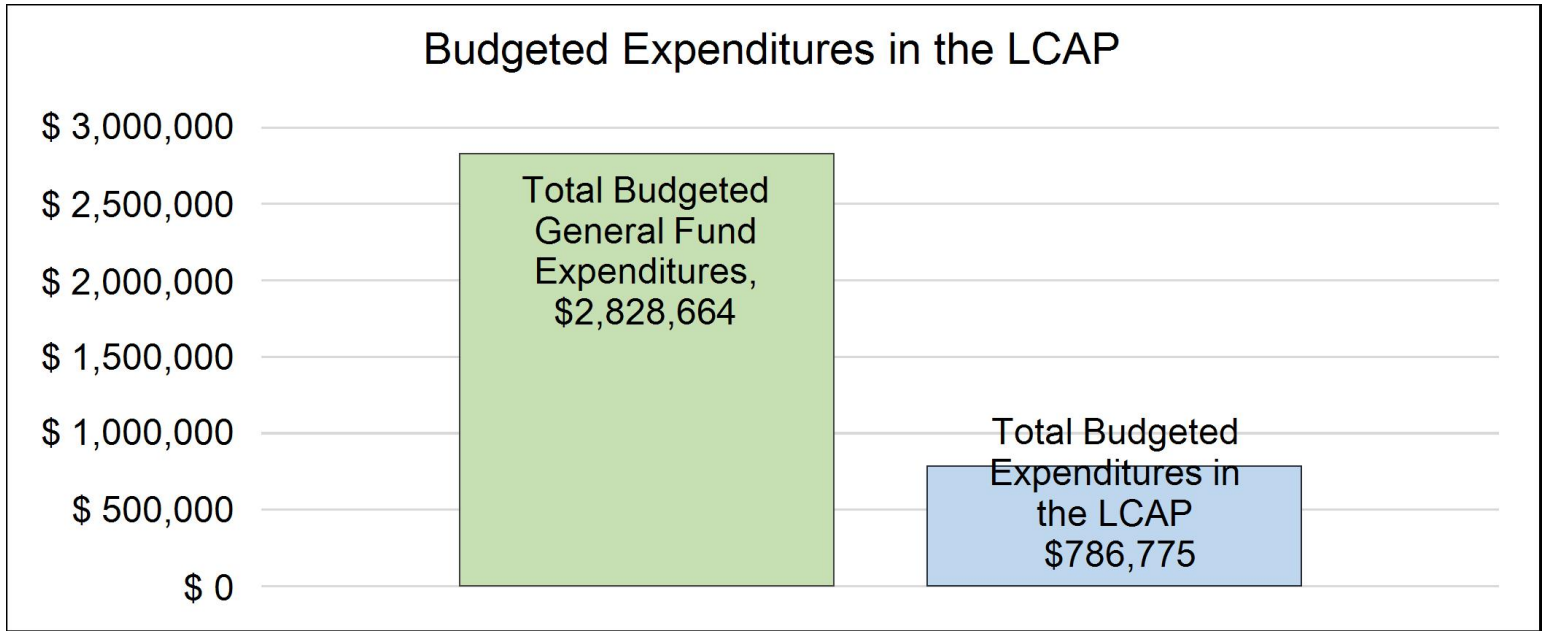
This chart shows the total general purpose revenue Northern United - Siskiyou Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Northern United - Siskiyou Charter School is \$1,336,132, of which \$1,079,891 is Local Control Funding Formula (LCFF), \$87,999 is other

state funds, \$74,166 is local funds, and \$94,076 is federal funds. Of the \$1,079,891 in LCFF Funds, \$296,130 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Northern United - Siskiyou Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Northern United - Siskiyou Charter School plans to spend \$2,828,664 for the 2022-23 school year. Of that amount, \$786,775 is tied to actions/services in the LCAP and \$2,041,889 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

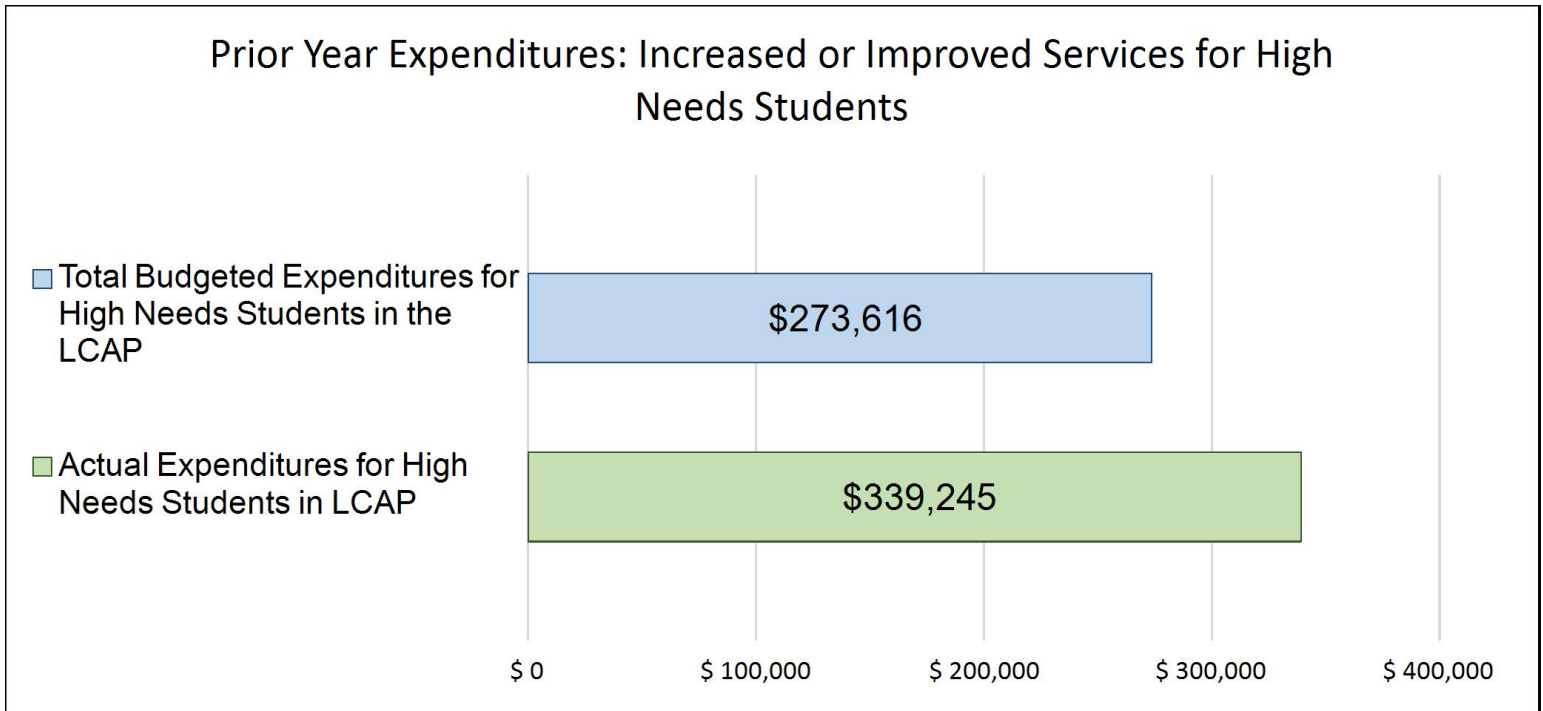
liability insurance, telephone services, electricity services, water services, waste disposal, audit fees, legal fees, fingerprinting fees, authorizing fee, and equipment rental

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

In 2022-23, Northern United - Siskiyou Charter School is projecting it will receive \$296,130 based on the enrollment of foster youth, English learner, and low-income students. Northern United - Siskiyou Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Northern United - Siskiyou Charter School plans to spend \$384,099 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Northern United - Siskiyou Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Northern United - Siskiyou Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Northern United - Siskiyou Charter School's LCAP budgeted \$273,616 for planned actions to increase or improve services for high needs students. Northern United - Siskiyou Charter School actually spent \$339,245 for actions to increase or improve services for high needs students in 2021-22.

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett School Director	slovett@nuarters.org 707-445-2660 x110

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

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

Northern United - Siskiyou Charter School has received or will receive funds provided through the Budget Act of 2021. These funds include increased revenue on our Concentration grant, an A-G Completion Grant program, Educator Effectiveness Block Grant, and funds for TK expansion. As a nonclassroom-based charter school, we did not receive funding for the Expanded Learning program. In order to engage our educational partners a survey was sent to parents, teachers, staff, and students on November 1, 2021. The survey asked for input on areas of perceived strength and needed improvement. It also asked for input on additions our community partners would like to see for our students and schools. There were 36 respondents and of these respondents, 44.4% were parents, 13.9% were teachers, 30.6% were staff, and 11.1% were students. As more funds are provided, we will release additional surveys specific to the funding received.

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

Northern United - Siskiyou Charter School received the additional concentration grant add-on funding. This money will be used to employ additional tutors and teachers who will provide direct services to students on school facilities. These staff members will provide services principally targeted toward students who are low-income, English learners and foster youth. However, we had an overall reduction in our Supplemental/Concentration funds due to declining enrollment resulting in an overall reduction in our LCFF apportionments.

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

Northern United - Siskiyou Charter School sent a survey to parents, students and staff regarding the Expanded Learning Opportunities Grant. The Siskiyou SELPA was also consulted. For the parent and student survey, we had 83 responses. Of the respondents, 94% were parents and 6% were students. For the staff survey, we had 23 respondents. Both surveys were sent out on 12/16/21. Additionally, input was gathered from school administration at the March and May 2021 admin meetings. Input from teachers was also received at the April and May 2021 independent study teacher meetings. The ELO plan was agendized, presented and adopted at the May 13, 2021 NUCS Board of Directors meeting. This survey specifically elicited feedback from these community members regarding strategies and activities to be implemented by Northern United. Also, meetings were held where feedback was collected regarding additional strategies the community would like to see our school implement. Because both of these surveys sought community consultation relevant to ESSER III, the resulting feedback was used to help develop this plan. However, a survey specific to ESSER III was also distributed to families, students, administrators, teachers, school leaders, other educators, and school staff. On October 10, 2021, a meeting to gather feedback from school administrators was also held. During multiple meetings of the Northern United Charter Schools' Board of Directors, prevention and mitigation strategies were discussed. These meetings held in public always included an opportunity for public comment. On November 14, 2021, the ESSER III plan was agendized, presented and adopted by the NUCS Board of Directors.

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

The ESSER III funds will be used to continue the intervention coordinator position into the 2022-23 school year and we will extend our funding of an additional counselor to provide social, emotional, and mental health support through one-on-one and group counseling through the 2022-23 and 2023-24 school years. We also are using the funds for tutoring, intervention curriculum, training for tutors, social emotional professional development and mental health supports.

All members of the community expressed a need for additional in-person, direct instruction opportunities. In order to offer this, the school needs a secure facility to offer continuity, engagement, mental health and intervention supports in a private setting. In order to have this secure facility, we need to have security doors. The doors we used ESSER funds for are the type that allow for the doors to remain locked from the outside, but unlocked from the inside. The doors remaining unlocked from the inside is a fire code necessity. However, the door remaining locked from the outside allows us to ensure everyone who enters undergoes our active COVID-19 screening process (temperature check and screening questions). Currently, our doors must remain unlocked from the outside in order to be unlocked from the inside. This means, if a staff member is not at the door, people may enter the building without being screened for COVID-19.

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

Northern United - Siskiyou Charter School will be using fiscal resources received for the 2021-22 school year to employ an intervention coordinator, an additional school counselor, teachers, and instructional aides. The instructional staff will address learning loss that occurred during the COVID-19 pandemic through direct instruction, intervention strategies and expanded tutoring opportunities, as well as expanded summer programs. The social-emotional needs of the students will be addressed through the focus of the additional counselor. The intervention coordinator will support staff in determining necessary interventions and through frequent monitoring in order to modify strategies as needed. All of these actions are in alignment with our 2021-22 LCAP.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fq/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fq/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

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

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

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

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

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

California Department of Education
November 2021

Local Control Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Northern United - Siskiyou Charter School	Shari Lovett Director	slovett@nuarters.org 707.445.2660

Plan Summary [2022-23]

General Information

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

Northern United - Siskiyou Charter School (NU-SCS) is an independent study charter school serving Siskiyou County. NU-SCS serves students in grades TK-12, with four facilities in two Siskiyou County communities. We are WASC accredited and are an AVID certified school. We offer our students a variety of instructional opportunities including concurrent enrollment, CTE pathways, and outdoor science education. NU-SCS is a non-classroom based charter serving students through a standards-based comprehensive education.

Enrollment numbers and demographics:
2021
Enrollment 164
White 59.8%
American Indian 4.3%%
African American 0.6%
Asian 1.2%
Two or more races 14.6%
Hispanic 19.5%
Students with disabilities 8.5%
Homeless and Foster 8.5%
Socio-economically disadvantaged 80.5%
English Learners 0.0%

Students who choose NU-SCS, typically do so for one or more of the following reasons:

- flexibility in school schedule,
- small learning environment,

- social atmosphere,
- special education services,
- credit deficiencies,
- personalize learning opportunities,
- small teacher to student ratio,
- individualized pacing and geographical isolation of families and students who needed educational options.

Northern United – Siskiyou Charter School students are educated through personalized learning programs. Within that context, students may receive their instruction through home-based learning and through classes and/or activities at a learning center. Students completely home-based meet with their teacher a minimum of once every 20 days, as required by law, to assess each student’s educational progress. Some students meet with teachers on a more frequent basis to receive instructional support based on identified needs. Classes occur four days a week, in-person, online, or both. Online classes are offered synchronously and asynchronously. Tutoring is available every day, both in-person and online. Students who chose to attend one of our learning centers meet with their teachers on a more regular basis.

Parent teacher collaboration is important at NU-SCS. While many of our students attend classes that provide direct instruction in core and elective subjects up to four days a week, parents remain the primary facilitators of their child's instruction, and are responsible for direct instruction, with guidance and support from a credentialed teacher, in the subject areas not covered through class offerings.

Professional learning and parent education are available and encouraged. We work with all of our students and parents by providing them with educational resources, a credentialed teacher, and access to a team of educational staff. Parents/guardians and their children collaborate with their teachers to determine their educational goals and objectives, create their individualized curriculum, and determine their individual methods of teaching and learning.

Northern United - Siskiyou Charter School provides a safe environment and positive culture for our students. We utilize PBIS, a behavioral framework, to help support our students achieve improved social and academic outcomes. We are an ALiCE-certified school with staff who are trained in active shooter response. To help support the social/emotional needs of our students, we have a counselor and school psychologist. We are also participating in the community of practice created by Siskiyou County Office of Education promoting social and emotional learning in schools.

Reflections: Successes

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

Our successes based on local data and from the California School Dashboard:

~Star Renaissance screening assessments are administered three times each year to provide data to our staff that will identify students in need of additional support. Our students in grades 2-8 demonstrated overall growth in reading and math for this year. The average student growth percentile rank in grades 2-8 for the fall to spring windows rose from 48 to 52 in Reading and from 38 to 45 in math.

~In addressing college readiness, we increased our number of high school graduates who met the UC/CSU eligibility requirements from no students to one, and have increased the number of students who are currently on track. In 2021-22 we had 6 students take the SAT. This has exceeded our goal as this is the outcome we had hoped to meet in 2023-24.

~The graduation rate increased from 60.7% to 82.1% in 2020-21.

~The suspension rate in 2020-21 was 0%, primarily due to learning center classes being suspended until March 29 because of the pandemic. The suspension rate for the 2019-20 school year was 1.0%.

~The attendance rate in 2019-20 was 93.3% and in 2020-21 it was 97.46%

~Our chronic absenteeism rate went from 13.48% in 2019-20 to 10.9% in 2020-21, mainly due to increased efforts to refer students to our missed assignment policy procedures.

~Dropouts decreased from seven students in 2019-20 to five in 2020-21.

~Increase in number of students taking an e approved language other than English.

~Increase number of middle school students taking an AVID Elective.

Our successes based on education partner feedback:

~Very open communication with teachers

~My 7th grader is happy when I pick him up from school

~I like how our child can interact and turn in homework online

~Any time I message teachers they respond quickly and are open and willing to help

~I get emails and I am always contacted by the teachers if they need anything from me

~Very happy masks required

~The ability to individualize student curriculum

~I have a high school student who is taking AP classes and she really likes Emile online courses. They offer more support for her AP subjects. Apex has been useful for Independent Study students

~Classes are small allowing teachers to target individual needs. Students have plenty of opportunity to address specific needs whether they be academic, social or emotional.

- ~I appreciate the promptness that my teacher has with regard to communication with students and student performance with students in her in-person classes
- ~The school secretary helped train me and always responds promptly when I have a question by email or phone.
- ~Administration has forwarded me information on furthering education and how to get a teaching credential.

Actions included in our 2021-24 LCAP intended to maintain or improve upon successes from the prior LCAP include:

- ~An increase in our academic tutoring program to support improvements in student academic achievement, college or career readiness, dropout rate, chronic absenteeism rate and attendance rate.
- ~An increase in social and emotional supports for students to maintain and build upon our positive and welcoming school climate. This will not only help us maintain a positive stakeholder perception of our school climate, and help support a low suspension rate, but it will also aid in keeping students engaged, which has a positive impact on chronic absenteeism and dropout rates.
- ~Positive outcomes regarding parent involvement and school/parent communication channels will be improved upon by creating parent training programs, and by switching to a more comprehensive school/family notification and communication platform.

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.

Through an analysis of our local data, as well as our California School Dashboard, we find that our unduplicated students are not overrepresented in our chronic absenteeism rate and our dropout rate. They also outperform all students in both the ELA and math SBAC. However, all of these metrics are far from our desired outcomes. With this in mind, we have identified the following needs for all students:

~Scores from the CAASPP SBAC Summative Assessments in the spring of 2021 showed a decrease in performance in both ELA and math.

2020-21 - ELA - met or exceeded

All students - 36.36%

SED: 27.5%

SWD: 25%

EL: N/A no current EL students

H/L: 33.34%

AI/AN: Too few to report

2020-21 - math - met or exceeded

All students - 19%

SED: 15%

SWD: 25%

EL: N/A no current EL students
H/L: 7.14%
AI/AN: Too few to report

~Star Data from the 2021-22 school year confirms that our students, on average, are underperforming compared to the state benchmark.

~We need to increase the number of students who score ready for college on the EAP.

~In 2018-19, 9 students took the PSAT. In the fall of 2019-20, and were on track to exceed our goal for students taking the PSAT until cancellation of test administrations. In the 2021-22 school year, only 1 student took the PSAT.

~We also need to continue to emphasize concurrent enrollment for our students at the local community college.

~Our graduates meeting a-g eligibility and taking AP courses needs to increase.

~While we have had some success in addressing our chronic absenteeism rate, it needs to continue to decrease.

~We have new staff who have not yet had an opportunity to be trained in PBIS.

~While we have shown improvement in our graduation rate, we still would like to improve.

Through an analysis of feedback from stakeholders, we have identified some additional needs.

~We would like to see our participation rate in our stakeholder surveys for engagement and school climate increase, as well as an increase in participation by parents in our LCAP surveys and meetings.

~Increase the number of staff and department meetings, which allows for more teacher collaboration time to review and understand the importance of our Star Renaissance screening tool and other data, discuss student needs, and professional learning with regard to independent study best practices.

~Purchase intervention curriculum in both ELA and math, coordinate the math curriculum between locations, and improve our social studies choices.

~Improve art curriculum and class offerings.

~Create parent training materials, including clearly defined benchmarks, to help provide instructional support and monitor the progress of their children more effectively.

~Increase online Zoom class offerings as a way to expand access to direct instruction to serve student unable to attend in-person.

~Increase online options for AP courses.

~Improve communication of local PD opportunities for staff members.

~Create additional social/emotional services for students.

LCAP Highlights

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

With input from our community and an analysis of our school data, we developed our LCAP with three goals and supporting actions. These goals and actions are designed to meet the needs of our students by addressing the eight State priorities.

Highlights of the 2022-23 LCAP include:

An increase in our academic intervention program to support the conditions for learning (Priorities 1, 2, 3 and 7).

An increase in social and emotional supports to improve student outcomes (Priorities 4, 6 and 8).

Improved access to a broad course of study to support our college and career readiness goals (Priorities 1, 5 and 7).

Parent training to increase parent engagement and student achievement through supported student learning in the home (Priority 3 and 4).

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

NU-SCS actively solicited stakeholder feedback through public input meetings. Meetings where the LCAP was discussed included our annual Northern United Charter Schools Summit (both schools, all staff training days in August), monthly NUCS administration meetings, monthly teacher's circle meetings, NUCS board meetings, School Site Council meetings, weekly staff meetings, back-to-school events, and one parent meeting in April that combines north and south county families. Surveys regarding State Priorities 3 and 6 were distributed to all students, parents and staff. Links to the surveys are also on our school website. We consulted with the SELPA director via Zoom meeting on May 3rd.

A summary of the feedback provided by specific educational partners.

In general, the feedback we received from our stakeholders was fairly uniform in nature. The common themes were social/emotional support and academic interventions. Parents and staff addressed the mental health needs of our students. Feedback focused on ways to support our students with their social/emotional wellbeing, in particular they expressed concerns related to the pandemic. Our stakeholders suggested additional counseling support and interventions, as well as more training for staff in this area. Stakeholders also expressed a need for more academic support for our students. Increased tutoring staff and academic interventions were specific feedback provided.

Our teacher circle professional learning days have been well received by those who have attended regularly. They also have been happy with the professional learning opportunities presented by the county office of education. Some teachers reported that they would like to see more professional learning related to nonclassroom based best practices. Some staff reported that they would like students to have more access to a counselor. They would also like to see a return to group life and leadership skills building activities.

Additional feedback was given about things we are doing well. Staff appreciate how we can provide small personalized settings for students who do not work well in the traditional classroom environment with an alternative path to academic success. Parents and students also appreciate the flexibility to move through material at a pace that's dictated by student interest or level of understanding. Staff have reported that they appreciate how attentive our leadership and other staff have been regarding communication. They felt communication regarding learning record completion could be improved. Most parents and students were also happy with the timeliness and effectiveness of communication, and appreciate the flexibility our school provides.

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

Goal 1: Improve student performance on statewide assessments and other performance outcomes. Feedback centered around the need for the academic growth of our students and potential learning loss due to the pandemic. As a result, we created actions related to increasing our targeted intervention program, including hiring an intervention coordinator, additional intervention curriculum, additional tutors and increased training for staff. We also created an action related to staff PLCs in which we review and analyze

student data. Based on stakeholder input related to meeting the needs of independent study students, we created an action for supporting parents in educating their children at home.

Goal 2: Provide all students access to appropriate educational conditions of learning and a broad course of study. Our stakeholders gave feedback regarding our curriculum and course offerings. This prompted the creation of actions related to purchasing additional curriculum in math, social studies and art. We also created actions to expand CTE pathways, AP courses, Spanish and AVID electives.

Goal 3: Increase stakeholder engagement and maintain a positive school climate. A number of stakeholders responded that they were concerned about the mental health of our students. This prompted us to create several actions related to supporting the social/emotional wellbeing, including increasing our counseling staff, contracting with a teen empowerment specialist and partnering with local counseling services. Additionally, we created actions related to professional learning for our staff in SEL support and strategies.

Goals and Actions

Goal

Goal #	Description
1	NU-SCS will improve student performance on statewide assessments and other performance outcomes.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities 4 and 8, student outcomes.

When NU-SCS first opened in the fall of 2018, the WASC visiting committee left us with three areas of focus. Two of them - increasing the numbers of students taking college entrance exams and increasing the number of students graduating with a-g eligibility requirements met - addressed improving outcomes related to college and career readiness. The third related to staff professional development goals. Actions related to college and career readiness are included in Goal 1 and Goal 2 of this LCAP. Staff professional development is included in all three of our goals.

Upon reflection of our current and historical student performance data on the California School Dashboard, our local data and feedback from stakeholders, we identified barriers to learning that many of our students face. In order to improve student performance, we created actions to help address those barriers, including lack of supplies, food, transportation, technology, and internet connectivity. We also are increasing our academic intervention program to support students who are demonstrating gaps in skills or knowledge, and expanding our academic course offerings (a-g and AP) and academic counseling efforts.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: CAASPP ELA (Priority 4) Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL);	2018-19 All students - 43% met or exceeded SED: 45% SWD: 45% EL: N/A no current EL students H/L: 49%	2020-21 All students - 36.36% met or exceeded SED: 27.5% SWD: 25% EL: N/A no current EL students H/L: 33.34%			20-21 Statewide average: 49.01% 20-21 Countywide average: 40.54% All students - 52% met or exceeded SED: 52% SWD: 50% (county avg. 15.20%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Hispanic or Latino (H/L); American Indian or Alaskan Native (AI/AN) (California School Dashboard)	AI/AN: Too few to report	AI/AN: Too few to report			EL: N/A no current EL students H/L: 52% AI/AN: Typically, too few to report
Academic Indicator: CAASPP math (Priority 4) Socioeconomically Disadvantaged (SED); Students with Disabilities (SWD); English Learner (EL); Hispanic or Latino (H/L) (California School Dashboard)	2018-19 All students - 21% met or exceeded SED: 22% SWD: 0% EL: N/A no current EL students H/L: 8% AI/AN: Too few to report	2020-21 All students - 19% met or exceeded SED: 15% SWD: 25% EL: N/A no current EL students H/L: 7.14% AI/AN: Too few to report			20-21 Statewide average: 33.76% 20-21 Countywide average: 26.75% All students - 32% met or exceeded SED: 32% SWD: 10% (county avg. 9.90%) EL: N/A no current EL students H/L: 32% AI/AN: Typically, too few to report
Assessments: Star Renaissance English/Language Arts assessments (Priority 8)	2020-21: Average student growth percentile, grades 2-8: Fall/Spring: 48 (nationwide percentile ranking)	2021-22: Average student growth percentile, grades 2-8: Fall/Spring: 52 (nationwide percentile ranking)			Average student growth percentile, grades 2-8: Fall/Spring: 58
Assessments: Star Renaissance math	2020-21:	2021-22:			Average student growth percentile. Grades 2-11:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
assessments (Priority 8) Increase the number of students who meet their projected growth	Average student growth percentile. Grades 2-11: Fall/Spring: 38 (nationwide percentile ranking)	Average student growth percentile, grades 2-8: Fall/Spring: 45 (nationwide percentile ranking)			Fall/Spring: 48
Weekly tutoring minutes available per student per week	2020-21: 12 minutes per student per week	2021-22: 26 minutes per student per week			24 minutes per student per week
Number of students graduating with A-G eligibility	2019-20: 0 students	2020-2021: 1 student			10 students
Percentage of students with IEPs or 504 plans receiving appropriate services	100% of students with IEP or 504 plan receive appropriate services	100% of students with IEP or 504 plan receive appropriate services			100% of students with IEP or 504 plan will receive appropriate services
Number of students taking the PSAT	2020-21 - zero students (due to pandemic)	2021-22 - 1 student			10 students
Number of students taking the SAT	2020-21 - zero students (due to pandemic)	2021-22 - 6 students			8 students
Number of students concurrently enrolled	2020-21 - 3 students (lower than what is typical due to pandemic)	2021-22 - 2 students			15 students
Number of students passing an AP course with a score of 3 or higher	2020-21 - No students taking AP courses	2021-22 - Two students taking AP courses, AP test results reported in 2022-23 LCAP			5 students

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner (EL) pupils who are Reclassified Fluent English Proficient (RFEP)	Zero EL students in 2020-21	Zero EL students reclassified in 2021-22			Zero EL students in 2020-21
English Learner Progress Indicator	One EL student in 2019-20, no ELPAC due to COVID-19	Zero EL students in 2020-2021			100% of EL students will demonstrate progress based on ELPAC scores
Percent of graduates considered college and career Prepared per the California School Dashboard CCI	2018-19 - 13.6%	2019-20 - 7.1%			35%

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Provide professional development to staff related to CAASPP	Provide training around SBAC and using interim assessments, the CERS, and Smarter Tools for Teachers. Priority 4 CAASPP Coordinator 0.10 of FTE (Kirk Miller)	\$10,163.00	No
1.2	Expand academic intervention program	Hire intervention coordinators to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance. \$3,000	\$33,692.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Pay stipends for staff to participate in regular and ongoing review of data, guided collaboration and implementation of needed adjustments, with increased focus on unduplicated students and students with disabilities. \$8,500</p> <p>Provide tutors to students Kate O'Brien-Mann - \$12,400 Rachel Brill - \$22,923 Andy Allen - \$12,792</p> <p>Provide tutor training (National Tutoring Association) Tutoring training \$1000 Total: \$61,455</p>		
1.4	Provide supplies and technology to unduplicated students	<p>Purchase backpacks and other school related supplies to provide to unduplicated students Provide additional data to students who do not have reliable internet access at home.</p> <p>Priority 4 School and personal hygiene supplies provided by SCOE</p> <p>Hotspot Data: \$3,082 for unlimited data</p>	\$3,802.00	Yes
1.5	Purchase Chromebooks and hot spots	<p>Maintain a 1:1 device ratio. Replace outdated, broken, or missing Chromebooks and hot spots</p> <p>Priority 4 Cost of replacement Chromebooks and hot spots</p> <p>Chromebooks: \$7,000 for Chromebooks with built in cell network connectivity.</p>	\$7,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Total: \$7,000		
1.6	Purchase online curriculum, intervention and academic support platforms for students	<p>Purchase various online services to support student achievement, such as: Star Renaissance, Apex, Study.com, and iXL.</p> <p>Priority 4 and 8 Star Renaissance \$3,200 Actual was \$9,085 - paid for three years, through 2324 62-0000-0-5800-1110-1000-000-00000</p> <p>Apex \$9,472 62-0000-0-5800-1110-1000-000-00000</p> <p>Study.com \$2,000 62-0000-0-5800-0000-2700-000-00000</p> <p>iXL 3 years pre-paid on 4-6/21</p> <p>Total: \$1</p>	\$11,472.00	No
1.7	Create parent training program	<p>Create and provide training to parents regarding various topics including, but not limited to, interpreting assessment results, supporting student instruction at home, and determining individual student needs.</p> <p>Provide childcare to assist parents in accessing training sessions.</p> <p>Stipend for building program and materials creation Stipends for meeting coordination Stipends for leading meetings Stipends for providing childcare</p>	\$14,180.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Expand A-G course offerings	<p>Make UC Scout available to students Expand synchronous online A-G courses offered</p> <p>Priority 4 UC Scout is free</p> <p>Spanish teacher Maria's HS hours (See Goal 2) French teacher Emma ??? (If yes, see Goal 2) *****</p> <p>Provide Emile/Subject, an online curriculum company that has many a-g approved courses and AP courses. \$3,000 (62-0000-0-5800-1110-1000)</p> <p>LCFF Personnel Online math teacher Donnie Allen (75%) \$39,400 Online math teacher Diana Diyarza \$9,410 (5800-contracted service) Eric Clause science labs and higher math classes \$14,250 Paul Moore tutoring hours (10%) \$4,705</p> <p>Total: \$70,765</p>	\$70,765.00	No
1.9	Increase FTE of academic counselor	<p>Provide academic counseling - increase FTE of counseling staff</p> <p>Priority 4 Nakoa, M (5800) \$52,063.80 (LCFF)</p> <p>Total: \$52,063.80</p>	\$52,063.80	Yes
1.10	Provide AP courses	Provide AP courses using online curriculum companies	\$900.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Priority 4 (LCFF) AP Tutor Stipend \$1,200 (included in Action 1.8) AP exam costs: \$200 (62-0000-0-5800-1110-1000) UC Scout \$700 (62-0000-0-5800-1110-1000) Subject (Included in Goal 1.8)</p> <p>Total: \$900</p>		
1.11	Support AVID at all grade levels	<p>NU-SCS will remain an AVID certified school and implement AVID strategies designed to close the achievement gap by preparing all students for college readiness and success. Provide AVID digital training Employ AVID coordinator Provide academic planners to support AVID program goals</p> <p>Priority 4 and 8 AVID yearly cost - \$4,700 Cost of planners \$250 (62-0000-0-4300-1110-1000)</p> <p>AVID Summer Institute Hotel: \$1,957 (62-0000-0-5200-0000-2700) Registration: \$2,625 (62-0000-0-5200-0000-2700) Mileage and parking: \$1,000 (62-0000-0-5200-0000-2700) Total: \$5,582</p> <p>(AVID also addressed by actions in Goal 2.4)</p> <p>Total: \$10,532</p>	\$10,532.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Provide Support to EL students	Hire and train EL coordinator and ELPAC test administrators Provide translated materials Provide translation services to parents for parent training and other school events Priority 4 and 8 [No Current EL students, so no charge as yet] Coordinator Rebekah Davis ***** Test Administrator	\$0.00	Yes
1.13	Increase FTE to student ratio	Create new middle school program in Mt Shasta to serve students in grades 6-8. Jon Dove \$68,877	\$68,877.00	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.

Some actions were not implemented as planned. Action 1.2, Expand academic intervention, was partially implemented, however, providing tutor training did not occur. Unfortunately, the intervention coordinator position was more focused on servicing students who qualify for special education and was unable to coordinate the tutor training. Action 1.7, Create parent training program, was not fully implemented. The staff member who was going to create this program was unable to due to personal circumstances. In order to address the training needs of parents, our parents were invited to participate online in a training program offered by Northern United - Humboldt Charter School. Action 1.8, Expand A-G course offerings, was partially implemented. The A-G course offerings were expanded, but not through the use of UC Scout.

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

Action:
1.1 The material difference is due to a miscalculation of the salary and benefits of the CAASPP coordinator.

1.2 The material difference is due to a \$3,971 in additional tutoring hours, an additional \$1,596 in the coordinator hours, as well as an error in projections when developing the LCAP last year. Benefits were not included in the projection. The total expenditures for benefits were \$19,458.

1.4 The material difference of \$4,460 is due to purchasing an unlimited plan in the spring of 2022.

1.5 We anticipated replacing lost or broken hot spots and Chromebooks, however that proved to not be needed.

1.6 We neglected to include a \$1,500 charge for Apex technology courses. We spent an additional \$5,885 more for Renaissance due to pre-paying for three years in advance. We also spent \$2,004 less in Study.com. We also spent an additional \$540 on an IXL license upgrade.

1.7 The planned expenses for the parent training program did not occur due to staff members targeted to lead that program either leaving the school or otherwise being unavailable. The other school in our network provided a similar program, so we were able to participate at no cost.

1.10 We had projected to spend \$900 on UC Scout fees and AP Exam costs. Instead, we used two different providers for our AP courses. Apex Learning Virtual School (ALVS) and Emile (now called Subject). Those total expenses were about \$1,700 more than UC Scout. The cost for the AP Exams were about \$100 less than projected.

1.11 We had to pay for our AVID director's year two training costs and AVID summer experience expenses increased due to additional staff attending.

1.13 This action was not included in our LCAP when it was developed last year. We added it now to demonstrate how we were using LCFF money to benefit unduplicated students.

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

The number of students who met or exceeded standards on CAASPP SBAC Summative assessments decreased from 2019 to 2021 in both ELA and math. The effectiveness of the actions in the 2022-24 LCAP won't be completely known until the results from the 2022 test window are released over the summer.

The average student growth percentile rank in grades 2-8 for the fall to spring windows rose from 48 to 52 in Reading and from 38-45 in math. This can be attributed to our efforts to increase our efforts in the RTI process. Tutoring minutes went up from an average of 12 minutes per student, per week to 26 minutes available per student per week.

A-G grads went up due to efforts of counselors in working with staff and students to develop four-year high school plans with each student. Counselors worked with teachers and students to develop four year plans with each high school student. They also identified students who would benefit from retaking a course to improve a previous D grade or missing credits in an a-g approved class. Those students attended a summer program, supported with ELO funding, at which they made up missing credits or improved grades.

NU-SCS special education department faced staffing challenges to begin the 2021-22 school year. Though, initially, all service hours were provided virtually, students still receive their required hours. Once NU-SCS was able to hire an in-person special education tutor in November, students received in-person services as well.

PSAT/SAT - Actions we took to increase participation were effective. Increasing the number of hours in our counseling department helped provide the support needed to successfully administer the PSAT and SAT tests at one of our learning centers.

Our concurrent enrollment number decreased by one student (from 3 to 2). The total high school students enrolled in NU-SCS during the 2020-21 school year was 73. In 2021-22, that number decreased to 57. COS was closed for in-person classes last year, which made some of our students decide not to enroll.

One NU-SCS student is currently taking two AP courses online. Results of the test will not be available in time to be included in this report, however, NU-SCS has not had any students take an AP level course in the past.

NU-SCS currently has one student who was reclassified RFEP in 2015, prior to enrolling. We currently do not have any EL students, but we do have a coordinator who is trained in administering the ELPAC.

The College and Career Indicator for NU-SCS was 13.6% in 2018-19. It fell to 7.1% in 2019-20. More will be known about the effectiveness of our efforts when the 2022 CA Dashboard Data becomes available.

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.

Northern United - Siskiyou Charter School did not change the goal, action or desired outcomes, however, we did add a metric. The metric is the percent of graduates who are college and career prepared as indicated on the California School Dashboard College and Career Indicator.

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

Goals and Actions

Goal

Goal #	Description
2	NU-SCS will provide all students access to appropriate educational conditions of learning and a broad course of study.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities LCFF Priorities 1, 2 and 7, the basic conditions for learning.

NU-SCS has a significant number of teachers who are new to the profession, as well as a few who are nearing retirement. For this reason, we feel it is appropriate to place an emphasis on recruiting and retaining qualified and effective teachers. Based on teacher survey data regarding implementation of standards, will provide professional learning and collaboration opportunities that are designed to deepen understanding of the California State Standards and how to integrate them into their daily practice. Results of that survey also informed a review of our curricula. We have identified an inconsistency between learning centers regarding our elementary math curriculum, so we will purchase enough so all teachers have the same curriculum, which will allow seamless sharing of Zoom classes. and make whole school collaboration more meaningful. We also identified social studies curriculum as a weakness, especially in the elementary grades.

NU-SCS seeks to develop and maintain facilities that meet state standards for safety, cleanliness, and adequacy, as well as promote the health and wellbeing of occupants, conserve energy and water, and promote clean indoor air. NU-SCS must also consider the manner in which a facility best supports our personalized learning program.

Actions in this goal related to priority 7, course access, were chosen to align with our previously stated WASC identified areas of need that focus on college and career readiness. We want to continue to work with SCOE to create outdoor science opportunities for our students, to offer students access to field experiences in science. A core group of teachers will participate in a multi-year project to create a coding pathway across grades, schoolwide. To expand course access we will also seek to expand our ASL program and hire a high school Spanish teacher.

To provide access to in-person classes at our facilities, we will continue to provide bus passes, and also offer van pickup, as needed. We also want to continue to offer Zoom classes so that students are not limited to access to classes by geographic location.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers inappropriately assigned	2020-21: One teacher	2021-22: No teachers inappropriately assigned.			Zero teachers
Average score for Priority 2 State Standards self reflection tool.	2020-21: 3.65	2021-22: 3.2			4.5
Number of students that meet both A-G and CTE completion	Zero students meet both requirements	One student met both requirements			6
Number of parents who attend parent-educator workshops.	Zero (new program)	Zero			30
Number of students taking AVID Electives per year	2020-21: Middle school: 0 2020-21: High School: 8	2021-22: Middle school: 6 students 2021-22: High School: 6 students			Middle school: 8 High School: 16
Percentage of parent training attendees who report initial implementation of standards	Zero (new program)	Zero			60%
Percentage of students who have access to standards based curriculum	2020-21: 100%	2021-22: 100%			100%
Percentage of facilities scoring in good repair on FIT	2020-21: 100%	2021-22: 100%			100%
Percentage of staff PBIS trained	2020-21: 90%	2021-22: 53%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of students taking teen skill building or life coaching classes	Zero (new program)	Zero			24
Number of students taking "e" approved language other than English requirement	2020-21: 3 students	2021-22: 15 students			10 students
Number of students participating in the SCOE Outdoor Education program	2020-21: 38 students participated	2021-22: 35 students			60 students participating
Number of students completing CTE pathway	2020-21: 3	2021-22: 1			24
Number of teachers participating in coding pathways professional learning	Zero (new program)	Zero			5

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Recruit and retain qualified and effective teachers.	<p>Hire certificated teachers. Provide ATE induction to newly credentialed teachers ATE-Tehama Co. Dept. or Ed \$8,400 (Title II) 62-4035-0-5800-1110-1000-000-00000 (\$5,097) 62-0000-0-5800-1110-1000 (\$3,303)</p> <p>Total: \$8,400</p>	\$8,400.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Equipping Staff - Professional Development	<p>Provide professional development designed to deepen teachers' understanding of the California State Standards.</p> <p>Priority 2 LCFF, Personnel PL coordinator - \$2,500 (R. Davis - 62-0000-0-5800-0000-2700)</p> <p>LCFF, Non-Personnel (62-0000-0-5200-0000-7200) PD registration \$1,700 (APlus) Mileage \$1,000 (APlus and Summit) Lodging \$5,100 (APlus and Summit) County Office of Education - \$1,000 Other external partners \$1,000</p> <p>Total: \$12,300</p>	\$12,300.00	No
2.3	Establish a culture of ongoing collaboration	<p>Designate time for meaningful collaboration between teachers of center and/or Zoom classes and independent study teachers to communicate individual student needs.</p> <p>Implement intervention screening collaboration meetings, which includes designated time for staff to review student assessment data, collaborate on response to student needs, and creation of an action/intervention plan for identified students.</p> <p>Establish communication channel between academic counselor and independent study teachers to monitor student readiness for high school and college or career training.</p> <p>Priority 2 Included in Goal 1, Action 2</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Expand AVID Elective course offerings	<p>Expand AVID Elective class for middle school Expand AVID Elective for high school Provide AVID Elective training to staff</p> <p>Priority 7 AVID Elective teacher - Colleen Allen \$74,700 AVID Summer Institute (included in Goal 1.11)</p> <p>Total: \$74,700</p>	\$82,273.00	Yes
2.5	Supporting Parent Educators	<p>Provide training materials to parents regarding state standards. Provide training to parents relating to using standards based curriculum. Administer survey to parents regarding understanding of state standards</p> <p>Priority 4 Included in Goal 1.7</p>	\$0.00	Yes
2.6	Purchase standards based curriculum	<p>Purchase math curriculum for new middle school program in Mt Shasta that matches the curriculum used in Yreka. Purchase new social studies, ELA and science curriculum for middle school program in Mt Shasta. Purchase K-8 standards based Art curriculum for Mt Shasta.</p> <p>Priority 1 Curriculum costs (62-1100-0-4100-1110-1000 & 62-1100-0-4110-1110-1000) Math - \$5,000 Social Studies - \$5,000 ELA - \$10,000 Science - \$5,000</p>	\$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Art - \$3,000 Total: \$28,000		
2.7	Lease and maintain facilities	<p>Continue to lease facilities in Mt Shasta and Yreka. Perform ongoing maintenance of property and buildings to keep them in good repair.</p> <p>Install fence at Alder St. and security cameras at Alder St. and Pine Grove.</p> <p>Priority 1 423 S. Broadway \$37,800 505 S. Broadway - \$40,800 427 Alder St. - \$33,072 1124 Pine Grove Dr. - \$31,800 Total leases: \$143,472 (62-0000-0-5612-0000-8700)</p> <p>Alder St fence: \$10,000 (62-0000-0-6170-0000-8100) Alder St and Pine Grove security cameras: \$18,000 (62-0000-0-6400-0000-8100)</p> <p>Other maintenance costs \$2,000 (62-0000-0-5800-0000-8100-00000) Total: \$167,472</p> <p>Custodians \$39,800 (62-0000-0-2200-0000-8100-0000)</p> <p>Total: \$208,772</p>	\$208,772.00	No
2.8	Support non-academic needs of students	<p>Maintain school meal program Hire food service staff Provide PBIS staff training</p>	\$49,780.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Provide resilient mindset staff training To support the social and emotional needs of students, contract with local counselors to provide individual counseling and social skills building classes. Hire life coach for regular teen group sessions. Contract with Health Services department of SCOE for nursing services</p> <p>Priority 7 Food - \$12,000</p> <p>Food staff - Dillen \$10,000</p> <p>PBIS - Dr. Dale - \$3,000 Ernie Mendes training - \$5,000 Lassen Counseling - \$3,000 (individual student counseling) Courtney Chase - \$8,280 (Weekly teen life skills and empowerment groups)</p> <p>SCOE Nursing \$8,500 62-0-0000-0-5800-1110-3140-000-00000</p> <p>Total: \$49,780</p>		
2.9	Course Access and College readiness	<p>Hire ASL teacher Hire Spanish teacher Contract with SCOE to provide outdoor education days Hire CTE Sustainable Ag teacher Create CTE Digital Media Arts pathway and hire teacher Create K-12 coding pathway</p> <p>Priority 7 LCFF Non-Personnel</p>	\$95,906.00	Yes

Action #	Title	Description	Total Funds	Contributing
		SCOE Outdoor Ed \$7,200 Fuel for vans for field trips \$1,000 (62-0000-0-4300-1110-1000-000-00000) Total: \$8,200 LCFF Personnel Spanish teacher - Jimenez - Total Pay - \$12,168 Dawn Fryling (50%) 62-0000-0-1100-1110-1000-000-00000) \$47,181 CTE Sustainable Ag teacher - O'Brien - Total Pay - \$28,357 CTE Digital Media Arts - Donnie Allen - included in earlier action Total Personnel - \$87,706 Total - \$61,855		

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.

Goal 2.2 - The staff member slated to be the professional development coordinator took a position at a different school in mid-August, 2021. We were unable to find someone to fill that position. Additionally, travel expenses related to professional development, conferences, and our back to school in-service did not happen to the extent we had planned due to Covid related issues. The summer AVID Institute and our end of summer Summit were held on Zoom, rather than in-person.

Goal 2.5 - We did not create our own parent training program, as the staff member who had planned to coordinate the meetings and create the materials was pulled away in August for a family related issue and we were unable to find someone to take on that role.

Goal 2.6 - We spent more on curriculum than we had planned.

Goal 2.8 - We spent less than we had planned on PBIS Support that didn't happen, due to Covid. We had a teen empowerment and life skills provider planned for twice a month sessions with high school students, however staffing loss immediately prior to the begin of the school year necessitated a change in the master schedule at our learning center in Yreka that would not work for the provider. Finally, prior to the year, we entered into an MOU with the same counseling service across the street from our Yreka learning center that we have used for the last few years. They lost both of their counselors during the school year, and were not able to replace them, so weren't able to refer our students to them.

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

Goal 2.1 - Teacher induction costs from Tehama County Department of Education increased by \$1,600.

Goal 2.2 - The stipend for the professional development coordinator was going to be \$2,500. The APlus Conference registration fees were projected to be \$3,500.00, but fewer staff than anticipated attended the conference. The actual cost was \$1,617.00. We actually spent more on mileage, airfare, and hotels than anticipated because the conference was in Anaheim, rather than Sacramento. The difference was \$1,335. Our annual Fall Summit was planned for in-person in Eureka in August, however due to Covid, it was held virtually instead, saving an estimated \$3,000. Other projected expenditures that didn't happen due to Covid amounted to \$2,750.

Goal 2.5 - The planned expenses for the parent training program were included with goal 1.7, and did not occur due to staff members targeted to lead that program either leaving the school or otherwise being unavailable. The other school in our network provided a similar program, so we were able to participate at no cost.

Goal 2.6 - We purchased an additional \$13,783 in Savvas math curriculum to ensure both learning centers were aligned. Our estimate of social studies curriculum needed was too large, we spent \$4,554 less than anticipated. The net difference was \$9,229.

Goal 2.8 - We spent less than we had planned on PBIS Support that didn't happen, due to Covid. We had a teen empowerment and life skills provider planned for twice a month sessions with high school students, however staffing loss immediately prior to the begin of the school year necessitated a change in the master schedule at our learning center in Yreka that would not work for the provider. Finally, prior to the year, we entered into an MOU with the same counseling service across the street from our Yreka learning center that we have used for the last few years. They lost both of their counselors during the school year, and were not able to replace them, so weren't able to refer our students to them.

Goal 2.9 - None of our students or families requested bus passes. We spent \$800 more on fuel for vans than projected. The ASL teacher retired and was not replaced. The Spanish teacher worked fewer hours than anticipated as her time was split with two other schools. Projections for the CTE Sustainable Ag teacher were off by about \$900. The stipend for creation of a CTE Media Arts pathway will be paid in the 2223 school year once the work is completed.

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

- 2.1 - Recruit and retain qualified and effective teachers. - In prior years, we had one teacher inappropriately assigned. This year, we had none.
- 2.2 - Equipping Staff - Professional Development and (2.6) standards based curriculum - Average score for Priority 2 State Standards self reflection tool decreased from 3.65 to 3.2. Also, the number of staff who are trained in PBIS went down.
- 2.3 - Establish a culture of ongoing collaboration included in
- 2.4 - Expand AVID Elective course offerings - We successfully created an AVID Elective middle school class. The number of high school students attending high school AVID Elective class decreased.
- 2.5 - Supporting Parent Educators - We were not able to take this action ourselves, for reasons described above. Northern United - Humboldt offered a parent support group once a month on Zoom, which we publicized to our parents, however, none of our parents attended.
- 2.7 - Lease and maintain facilities - FIT 100%
- 2.8 - Support non-academic needs of students
- 2.9 - Course Access and College readiness actions resulted in an increase in the number of students graduating both a-g eligible and having completed a CTE pathway. Also, the number of students taking "e" approved language other than English requirement increased. The numbers of students who participated in SCOE's Outdoor Ed stayed the same. The number of students completing a CTE pathway went down a little as well from what we expected.

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.

There were no changes made to the goal, metrics, desired outcomes or actions.

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

Goals and Actions

Goal

Goal #	Description
3	NU-SCS will increase stakeholder engagement and maintain a positive school climate.

An explanation of why the LEA has developed this goal.

NU-SCS has developed this goal to address LCFF Priorities LCFF Priorities 3, 5, and 6, engagement.

While feedback from parents and guardians was overwhelmingly positive in terms of communication, NU-SCS continues to strive for increased communication among all stakeholders, and to increase parent and student engagement.

In the 2020-21 school year our attendance rate, chronic absenteeism rate, high school dropout rate, and high school graduation rate all improved. Our efforts to reengage students through our missed assignment policies and procedures, and MTSS program were effective in improving outcomes in this area. We want to now ensure that we maintain the gains we made in this area. Because our dropout rate was twice as high as countywide and statewide rates, we prioritized strategies and actions to ensure students are actively engaged in our school, and are being provided a broad course of study. In the 2021-22 school year, only one 11th grader left our school and did not enroll in another.

While our attendance rate and chronic absenteeism rate improved from 2020-21, we want to continue to improve in this area.

Because of the pandemic and the impact that it has had on all students and staff, we are aware that we will need to support our stakeholders. Promoting school climate and student/parent engagement can only occur when the mental health needs of our community are met. This is a very important goal for our school to concentrate on given the unprecedented times we have lived through.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent engagement survey results	2020-21: Percent who responded positively:	2021-22: Percent who responded positively:			Percent who respond positively: Building Relationships between School Staff and Families -

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Building Relationships between School Staff and Families -</p> <ul style="list-style-type: none"> *Relationships 95.7 *Environment 91.4 *Cultural knowledge of students 82.7 *Communication 82.7 <p>Building Partnerships for Student Outcomes -</p> <ul style="list-style-type: none"> *Information and resources 82.7 *Made aware of legal rights 91.3 <p>Seeking Input for Decision-making -</p> <ul style="list-style-type: none"> *Opportunities to participate 78.2 *Made aware of advisory groups 65.2 	<p>Building Relationships between School Staff and Families -</p> <ul style="list-style-type: none"> *Relationships 100% *Environment 82.3% *Cultural knowledge of students 70.5% *Communication 88.2% <p>Building Partnerships for Student Outcomes -</p> <ul style="list-style-type: none"> *Information and resources 82.3% *Made aware of legal rights 70.5% <p>Seeking Input for Decision-making -</p> <ul style="list-style-type: none"> *Opportunities to participate 70.5% *Made aware of advisory groups 52.9% 			<ul style="list-style-type: none"> *Relationships - 98 *Environment - 98 *Cultural knowledge of students - 90 *Communication - 90 <p>Building Partnerships for Student Outcomes -</p> <ul style="list-style-type: none"> *Information and resources - 90 *Made aware of legal rights - 98 <p>Seeking Input for Decision-making -</p> <ul style="list-style-type: none"> *Opportunities to participate - 85 *Made aware of advisory groups - 75
School climate survey results	<p>2020-21:</p> <p>Percent who responded positively:</p> <p>Students:</p> <ul style="list-style-type: none"> Safety - 100% Relationships - 92.3% Conditions for learning - 92.3% Empowerment - 100% 	<p>2021-22:</p> <p>Percent who responded positively:</p> <p>Students:</p> <ul style="list-style-type: none"> Safety - 100% Relationships - 94.6% Conditions for learning - 93% Empowerment - 100% 			<p>Percent who responded positively:</p> <p>Students:</p> <ul style="list-style-type: none"> Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parents: Safety - 100% Relationships - 92.9% Conditions for learning - 92.9% Empowerment - 92.9% Staff: Safety - 100% Relationships - 85.7% Conditions for learning - 85.7% Empowerment - 61.9%	Parents: Safety - 85.7% Relationships - 87.9% Conditions for learning - 97% Empowerment - 75.8% Staff: Safety - 100% Relationships - 100% Conditions for learning - 90.3% Empowerment - 75%			Parents: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95% Staff: Safety - 100% Relationships - 95% Conditions for learning - 95% Empowerment - 95%
Percent of stakeholders who respond to climate survey.	2020-21: Parents - 9.6% Students - 3.4% Staff - 36.8%	2021-22: Parents - 9% Students - 4.2% Staff - 20.1%			Parents - 25% Students - 70% Staff - 70%
Attendance rate	2019-20: 93.3%	2020-21: 97.46%			97%
Chronic absenteeism	2019-20: 13.48%	2020-21: 10.9%			7%
HS Dropout rate	2019:-20 17.8%	2020-21: 10.7%			3.5%
Graduation rate	2019-20: 60%	2020-21: 82.1%			80%
Suspension rate	2019-20: 3%	2020-21: 0%			2%
Expulsion rate	2019-20: 0%	2020-21: 0%			0%
Middle school dropout rate	2019-20: 0%	2020-21: 0%			0%

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Provide opportunities for parental engagement	<p>Publicize School Board and School Site Council meetings. Provide a dedicated email address for parent input. Purchase a new, more engaging parent notification system. Maintain school website parent and student resource page Maintain and publicize back-to-school and open house events Provide school newsletter to keep stakeholders informed about school news, events and activities, and opportunities for parent involvement. Provide transportation and child care support for parents to attend school events or training sessions.</p> <p>Priority 3 Notification System - Parent Square - \$1,700 Mailing supplies - \$40 Postage - \$250 Transportation expenses (included in Goal 2.9) Child care - (included in Goal 1.7) Total - \$1,990</p>	\$1,990.00	Yes
3.2	Pupil engagement	<p>Provide behavioral interventions: Hire intervention coordinator Hire school psych</p> <p>Support student social, emotional, and mental health: Contract with Lassen Counseling Provide teen life coaching classes Build Capacity for Staff Support and Wellness Provide professional learning opportunities, SEL, PBIS, MHFA, Restorative Justice</p> <p>Create and distribute student surveys to aid in programmatic planning.</p>	\$15,908.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Priority 5 Intervention Coordinator (included in Goal 1)</p> <p>School Psych - Mitch Salary - \$10,908</p> <p>Lassen Counseling (included in Goal 2)</p> <p>Courtney Chase (included in Goal 2)</p> <p>Professional development SCOE - \$2,000 Dr. Dale (included in Goal 2) Other - \$3,000</p> <p>Total: \$15,300</p>		
3.3	School Climate	<p>Administer school climate survey on safety, relationships, conditions for teaching and learning, and empowerment. Promote PBIS principals school-wide to provide a supportive and engaging physical environment Hire intervention coordinator Provide a continuum of supports to student mental health: Provide student and staff suicide prevention training Purchase Anti-bullying curriculum - D.A.R.E., provided by the Siskiyou County Sheriff free of charge included anti-bullying curriculum and lessons. Purchase student safety and device management software Expand school counseling or school social work services to student groups and grade levels at risk of poor school attendance Post climate survey results on school website</p> <p>Priority 6 Dr. Dale (included in Goal 2)</p>	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Mitch (included in Goal 3, Action 2)		
		Suicide prevention training - free Living Works Youth Summit		
		Lassen Counseling (included in Goal 2)		
		Courtney Chase (included in Goal 2)		

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.

3.1 - As explained in an earlier goal, there were no in-person parent training and/or support actions, so no transportation or child care were needed.

3.2 - As explained in an earlier goal, even though we entered into a MOU with Lassen Counseling, our students were not able to receive any services since there were no counselors available. Also, we were not able to have our planned PBIS training with dr. Dale. Finally, we were not able to schedule the life coaching and teen empowerment classes as we had hoped.

3.3 - We did not yet purchase anti-bullying curriculum. D.A.R.E. classes were provided by the Siskiyou County Sheriff free of charge and it included anti-bullying curriculum and lessons. Also, as explained above and in earlier goals, we did not receive any counseling services from Lassen Counseling, nor did we have classes taught by Courtney Chase, and teen empowerment coach.

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

3.1 - As explained in an earlier goal, there were no in-person parent training and/or support actions, so no transportation or child care were needed. We had budgeted these costs in Goals 1 and 2. We had planned on spending \$290 on mailing supplies and postage for parental engagement activities, but some of those activities didn't happen, and for those that did, we found that using ParentSquare worked well. ParentSquare was estimated to cost \$3,000. Our other Northern United school in Humboldt County entered into an agreement with ParentSquare as well, meaning that we ended up getting a district deal, paying \$1,689, which included our share of training costs.

3.2 - The portions of this goal that did not happen were included in Goal 2, Action 8, and were explained in that section.

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

Provide opportunities for parental engagement - Survey results were mixed. The percentage of parents responding positively with regard to relationships went up. The percentage of parents responding positively with regard to being provided information and resources stayed the same. The percentage of parents responding positively to the other engagement related questions, such as school environment, cultural knowledge of students, and empowering parents to know their legal rights and become part of the decision making process went down. This is likely due to two factors. The first factor is likely the pandemic and the impact that had on the school community. The second factor is the size of the sample. Again, we had only about 9% of parents responding to this survey. With such a small sample, one or two negative responses can have a large impact on the results.

The pupil engagement action taken were effective because the attendance rate went up, the chronic absenteeism rate went down, the dropout rate went down, the graduation rate went up, the suspension rate went down.

The effectiveness of the school climate action taken cannot yet be determined. The school climate survey results were mixed. Some areas went up and some down. This can be attributed to two things, the fact that some actions didn't happen due to the pandemic and the size of the sample of the survey was small.

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.

There were no changes made to the goal, metrics, desired outcomes, or actions.

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$296,130	\$31,580

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
29.54%	0.30%	\$3,713.00	29.83%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

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

Goal 1, Action 2

Expand academic intervention program:

On the 2021 CA School Dashboard our Socioeconomically Disadvantaged (SED) rate was 80.5%. On the 2020 dashboard, the rate was 80.6%, and in 2019 it was 84.7%. With such a high historic rate of students eligible for SED students, actions targeted to them should provide a benefit to all students. We only have one student currently in foster care. That student is also represented in the SED percentage.

To improve our academic performance we will have an intervention coordinators at each learning center to lead data analysis efforts and create an early warning system that uses individual student data to generate indicators of “on-track” status and enable staff to identify and monitor progress of students falling below an identified threshold, and work with teachers to consider additional actions and services designed to help each student improve his or her performance. This action will be effective because it will allow us to better understand the needs of each individual student through an analysis of periodic screening data, a personalized intervention plan, and an expansion of one on one tutoring opportunities. Data from our intervention program this year demonstrated a nationwide percentile growth of 4 percent in ELA and 7 percent in math for grades 2-8 on our Star Renaissance growth reports.

We will also designate time for staff to participate in regular and ongoing review of data, both on an individual student level and an aggregate, school wide level, to spot trends in individual students and/or groups of students. In 2021-22, the regular data meetings were well attended. We paid a total of \$8,500 in stipends.

To ensure that our tutors are equipped with the strategies and resources needed to serve our students, we will provide tutor training. An improvement in the effectiveness of our tutors will result in improved student outcomes. In 2021-22, we more than doubled our tutoring hours.

Goal 1, Action 4

Provide supplies and technology to unduplicated students:

Unduplicated students, low-income students in particular, often lack the supplies and educational technology needed to be successful. By providing materials and supplies, including backpacks, Chromebooks, hotspots, and bus tickets or van transportation to unduplicated youth, we will remove barriers that limit their access to our educational program and from learning that might otherwise stand in the way of their academic success. This action is available to all students, but is principally directed towards SED and other unduplicated students.

Goal 1, Action 7

Create parent training program:

To be successful in a nonclassroom based, independent study, personalized learning school, parents need to be thoroughly engaged in their child's education. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of learning at home. Improving parents' ability to provide instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish.

Goal 1, Action 9

Increase FTE of academic counselor:

Because our unduplicated students are not meeting their expected academic progress, we considered how increasing academic counseling staff could enhance student access to a broad course of study and overall academic success rate of unduplicated students' success.

By employing an additional academic counselor, unduplicated students will receive more academic, college/career, and transition plan guidance. The focus will be placed on postsecondary transition planning in order to ensure the success of unduplicated students after high school.

This action was included in our 2019-20 and it was successful in that we increased the number of students who took the PSAT and were on track to take the SAT (before cancellation of testing dates). Due to budget concerns, this action was not included in the 2020-21 school year. We resumed this action in the 2021-22 school year, and were successful in increasing the numbers of students who took the PSAT and SAT. Additionally, we had a student take two AP courses this year. Test results are pending.

Goal 1, Action 12

Provide Support to EL students

English Learners were considered first when developing this action. The objective is to support English learners so they can not only excel in academics, but they can also partake in social activities and have the ability to communicate with their peers and teachers. Taking EL a step beyond primary and secondary school is the objective for students to perform well in institutes of higher education.

Goal 1, Action 13

Increase FTE to student ratio

The more one-on-one attention and individualized teaching students can glean, the higher the quality and personalization of their learning. A lower ratio tends to indicate a more positive and tailored teaching approach that benefits high need students. By creating a new middle school program in Mt Shasta, we are able to both increase the number of teachers relative to students, but also reduce the size of the grade span that our teachers are responsible for.

Goal 2, Action 3

Establish a culture of ongoing collaboration:

Meeting the needs of students in any educational setting can only be improved by embedding a culture of collaboration among school personnel. When meeting the needs of socio-economically and/or educationally disadvantaged students, it is especially important that a team-centered, whole child approach is utilized. Due to the fact that our school is a countywide benefit school, with learning centers in two different communities, and the fact that as independent study teachers, our staff regularly personalizes their approach to facilitating their students' education, it is easy for them to work completely independently, without much collaboration among colleagues. Making a concerted effort to create a collaborative culture in our school will help staff learn from each other, have discussions about resources, academic interventions and instructional strategies, and create a team centered approach to eliminating barriers our students may face in accessing all that our program has to offer.

Goal 2, Action 4

Expand AVID Elective courses offered:

Socio-economically disadvantaged students often live in situations where attending college is not an expectation (14.4% of our parents completed a four year college degree). AVID Elective courses provide all students with the tools necessary to be able to achieve academic success and it prepares them to be successful in any post-secondary endeavor.

Goal 2, Action 5

Supporting Parent Educators:

As stated in Goal 1, Action 7, parents perform an important instructional role in our school setting, and as such, would benefit from an increased understanding of state standards and how to effectively use standards based curriculum when working with their children enrolled in our school. With such a high percentage of unduplicated students, it is likely that their parents might need additional support in terms of understanding state standards. Improving parents' ability to provide standards-based instructional support at home will improve student outcomes, and shorten the gap between when a student needs support and when it is available to them. Removing barriers to participating in evening training sessions we make available is also important, so we decided to provide childcare and/or transportation to assist parents' ability to attend if they wish.

Goal 2, Action 8

Support non-academic needs of students:

Unduplicated students, especially those with low income, have food insecurity as a barrier to learning. Because of this, these students were considered first. Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success. Because our unduplicated students are overrepresented in many of our school metrics, including dropout rate, suspension rate, and chronic absenteeism, employing an additional school counselor will benefit and add to the unduplicated students' success.

By offering a food program, we will remove barriers from learning that might otherwise stand in the way of their academic success. By providing additional learning opportunities in PBIS, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. By employing an additional counselor who will be addressing the social/emotional needs of students, unduplicated youth will receive additional support in addressing their mental health.

All students benefit from a food program, however, unduplicated students will receive the greatest benefit by removing this barrier that might otherwise stand in the way of their academic success. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease. Increased counseling services will increase student engagement for all students, but will principally benefit the unduplicated students.

Goal 2, Action 9

Course Access and College readiness:

Because we have such a high rate of unduplicated students, any action to increase college readiness will benefit those students. Working towards ensuring that all students gain the necessary skills to be prepared to enter college or the workforce by having access to a broad course of study will help our traditionally underserved students as well.

By hiring an ASL teacher, Spanish teacher, CTE sustainable Ag teacher, CTE digital media arts teacher, creating a k-12 coding pathway, contracting with the county office of education, and providing transportation to students to attend classes at one of our learning centers, we will become more effective at preparing all students for post secondary plans.

Individual actions previously included in our school's LCAP include the ASL teacher, CTE sustainable Ag teacher, and providing transportation. These actions have helped us increase the number of students graduating with a-g eligibility requirements met and have additional students on track to graduate a-g eligible. We hope to increase student participation in those already existing actions. The rest are new to this next LCAP cycle.

Goal 3, Action 1

Provide opportunities for parental engagement:

Since our chronic absenteeism rate is higher for unduplicated students than other groups, finding efficient means to communicate with parents regularly regarding completion of assignments, performance in assessments, and participation in learning center activities is crucial. Our current notification system is not always user-friendly or engaging. Switching to a new platform that has a better track record of improving outcomes with regard to engagement will lead to more engagement and improved student outcomes.

As noted in earlier actions, unduplicated students and their families often face barriers to participation in school events. Providing transportation and child care support for parents to attend school events or training sessions will not only help increase parent understanding of providing standards based instructional support, it will also improve overall parent engagement.

Goal 3, Action 2

Pupil engagement:

Because our unduplicated students are overrepresented in our dropout rate, suspension rate, and chronic absenteeism, providing professional learning in social/emotional, climate and engagement strategies, our staff will gain knowledge to address the specific barriers that unduplicated students face in their academic success.

By providing additional learning opportunities in PBIS, SEL, PBIS, MHFA, and Restorative Justice, staff will gain additional knowledge to help support unduplicated student's behavioral and emotional needs. Professional learning in SEL provides staff with increased strategies to support student engagement for all students, therefore the overrepresentation of unduplicated students in our dropout and suspension rate should decrease.

By employing a school psychologist to target the behavioral and social/emotional needs of unduplicated students through the RTI process, they will gain targeted additional support in this area. By reintroducing the Elevate program, unduplicated students will participate in life skills building and life goal setting group sessions designed to improve student engagement and school performance outcomes. Implementing behavioral RTI is essential to academic progress, in particular for our unduplicated students. Homeless, foster youth, and low-income students may need additional interventions to help eliminate barriers to success. By implementing behavioral RTI, all students, especially homeless, foster and low-income students will benefit, however, these actions are principally directed toward unduplicated youth.

The Elevate program was part of our 2019-20 LCAP, and it proved to be popular with students. We were unable to have Elevate the last two years due to the pandemic in 2020-21 and due to staffing shortages. Because we had to suspend this in-person program due to the pandemic, data is unavailable to determine the effectiveness of the program. PBIS training was also included in our previous LCAP. The effectiveness of our PBIS program is difficult to gauge. During the 2020-21 we had zero suspensions, however, this was largely due to the fact that we were closed for in-person instruction for all but two months of the 2020-21 school year. We also had zero suspensions during the 2021-22 school year, in part due to many students choosing to stay home and participate in meetings and instruction on Zoom.

Goal 3, Action 3

School Climate:

According to a study of low-income families conducted by a Georgetown University professor, the pandemic has impacted the family ecosystem, including children's development, stress and well-being and parent-child interactions. It has negative effects on young children and family functioning, and the balancing act that parents had to do was "challenging enough for financially stable families, but low-income families may have [had] to choose between making rent and buying groceries."

To have a positive impact on the academic growth, health and well-being of unduplicated students and their families, it will be important for NU-SCS to provide resources in terms of instructional support, food, social and emotional support, and access to the internet. Creating a welcoming and safe climate for learning will make it easier for students to receive the kinds of support that we offer. Administering a school

climate survey on safety, relationships, conditions for teaching and learning, and empowerment early in the year will provide us data to recognize and respond to student and family needs. By distinguishing between families who are able to cope with the consequences of COVID-19 from those less able to withstand the pandemic-related stressors, we can inform the development and targeting of home and school-based interventions. Our intervention coordinator and school psychologist will help us quickly identify students in need of academic and/or mental and emotional health. Providing a continuum of supports to student mental health.

Promoting PBIS strategies schoolwide to provide a supportive and engaging physical environment, and supporting parents with PBIS strategies to use at home will have a positive impact not only on the ecosystem of our school, but the family ecosystems referenced above.

Though the specific actions included in this section are supported by expenditures included in other actions in this LCAP, the services provided by Goal 3, Action 3 contribute to both the increased and improved services requirements.

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

The actions and services in Northern United - Siskiyou Charter School's LCAP are targeted toward supporting students with the greatest need and/or the lowest performance. An examination of students who are failing to meet expected outcomes revealed that students who are English learners, foster youth, homeless, and/or low income are continually overrepresented. The remaining students who are struggling do not fall into one of the targeted groups of students but are enrolled throughout Siskiyou County.

Each student who is not meeting expected outcomes has a need for tiered services, more skilled teachers, and access to a strong Common Core-based instructional program. By distributing focused actions and services through school-wide or targeted services as appropriate, we intend to increase the rate of student success and reduce those in any demographic group who require services through special education services in order to be successful.

This year's LCAP includes actions and services intended to support both academic and social-emotional growth and success for students. Programs or services targeted to specific groups are included, as well as other actions or services that support our ability to meet the needs of struggling students regardless of where they are served. These actions/services are principally directed to the unduplicated students and are effective in meeting the needs of the unduplicated count.

In order to meet the needs of our unduplicated student population we are increasing and improving services directed toward placing greater emphasis on the social/emotional needs of our students. We are increasing our counseling staff and reimplementing our Elevate program and creating a student life coaching program. We will be filling a new position, Intervention Coordinator, and this person will oversee SST interventions that address both behavior and academics, supporting students in a very direct manner at the first signs of student struggle.

Other important features of our LCAP surround continuing some of our past actions with a more targeted emphasis. Our tutoring and intervention curriculum is a continued action but we will be increasing our tutoring staff and purchasing additional intervention curriculum because we have found that when used with our Renaissance assessments, we are able to provide immediate, targeted support to our students. Additionally, the Intervention Coordinator will be overseeing the academic interventions, including providing professional learning and support to our tutors. We will be holding intervention classes in order to be more intentional and targeted for students needing additional support, principally targeted toward unduplicated students. We will also continue providing CTE programs to all students, specifically targeting our unduplicated students to ensure college/career readiness.

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

Northern United is a single school, non-classroom based independent charter school. We will use the additional 15% Concentration Grant Add-on funds to retain our staff. This is included in action 1.13.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:41
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:12

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$747,306.80			\$39,469.00	\$786,775.80	\$474,427.80	\$312,348.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Provide professional development to staff related to CAASPP	All	\$10,163.00				\$10,163.00
1	1.2	Expand academic intervention program	Foster Youth Low Income	\$13,500.00			\$20,192.00	\$33,692.00
1	1.4	Provide supplies and technology to unduplicated students	Foster Youth Low Income	\$3,802.00				\$3,802.00
1	1.5	Purchase Chromebooks and hot spots	All	\$7,000.00				\$7,000.00
1	1.6	Purchase online curriculum, intervention and academic support platforms for students	All	\$11,472.00				\$11,472.00
1	1.7	Create parent training program	English Learners				\$14,180.00	\$14,180.00
1	1.8	Expand A-G course offerings	All	\$70,765.00				\$70,765.00
1	1.9	Increase FTE of academic counselor	English Learners	\$52,063.80				\$52,063.80
1	1.10	Provide AP courses	All	\$900.00				\$900.00
1	1.11	Support AVID at all grade levels	All	\$10,532.00				\$10,532.00
1	1.12	Provide Support to EL students	English Learners	\$0.00				\$0.00
1	1.13	Increase FTE to student ratio	Low Income	\$68,877.00				\$68,877.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.1	Recruit and retain qualified and effective teachers.	All	\$3,303.00			\$5,097.00	\$8,400.00
2	2.2	Equipping Staff - Professional Development	All	\$12,300.00				\$12,300.00
2	2.3	Establish a culture of ongoing collaboration	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.4	Expand AVID Elective course offerings	English Learners Foster Youth Low Income	\$82,273.00				\$82,273.00
2	2.5	Supporting Parent Educators	English Learners Foster Youth Low Income	\$0.00				\$0.00
2	2.6	Purchase standards based curriculum	All	\$28,000.00				\$28,000.00
2	2.7	Lease and maintain facilities	All	\$208,772.00				\$208,772.00
2	2.8	Support non-academic needs of students	English Learners Foster Youth Low Income	\$49,780.00				\$49,780.00
2	2.9	Course Access and College readiness	English Learners Foster Youth Low Income	\$95,906.00				\$95,906.00
3	3.1	Provide opportunities for parental engagement	English Learners Foster Youth Low Income	\$1,990.00				\$1,990.00
3	3.2	Pupil engagement	English Learners Foster Youth Low Income	\$15,908.00				\$15,908.00
3	3.3	School Climate	English Learners Foster Youth Low Income	\$0.00				\$0.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,002,538	\$296,130	29.54%	0.30%	29.83%	\$384,099.80	0.00%	38.31 %	Total:	\$384,099.80
								LEA-wide Total:	\$384,099.80
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Expand academic intervention program	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$13,500.00	
1	1.4	Provide supplies and technology to unduplicated students	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$3,802.00	
1	1.7	Create parent training program	Yes	LEA-wide	English Learners	All Schools		
1	1.9	Increase FTE of academic counselor	Yes	LEA-wide	English Learners	All Schools	\$52,063.80	
1	1.12	Provide Support to EL students	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$0.00	
1	1.13	Increase FTE to student ratio	Yes	LEA-wide	Low Income	All Schools	\$68,877.00	
2	2.3	Establish a culture of ongoing collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.4	Expand AVID Elective course offerings	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$82,273.00	
2	2.5	Supporting Parent Educators	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$0.00	
2	2.8	Support non-academic needs of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,780.00	
2	2.9	Course Access and College readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,906.00	
3	3.1	Provide opportunities for parental engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,990.00	
3	3.2	Pupil engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,908.00	
3	3.3	School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$537,416.00	\$622,325.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide professional development to staff related to CAASPP	No	\$6,700.00	\$10,163
1	1.2	Expand academic intervention program	Yes	\$44,988.00	\$68,083
1	1.4	Provide supplies and technology to unduplicated students	Yes	\$1,000.00	\$5,460
1	1.5	Purchase Chromebooks and hot spots	No	\$7,000.00	\$0.00
1	1.6	Purchase online curriculum, intervention and academic support platforms for students	No	\$14,700.00	\$20,621
1	1.7	Create parent training program	Yes	\$1,825.00	\$0.00
1	1.8	Expand A-G course offerings	No	\$39,400.00	\$42,060
1	1.9	Increase FTE of academic counselor	Yes	\$44,700.00	\$46,110
1	1.10	Provide AP courses	No	\$900.00	\$3,056
1	1.11	Support AVID at all grade levels	No	\$5,350.00	\$11,275

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Provide Support to EL students	Yes	\$0.00	\$0.00
1	1.13	Increase FTE to student ratio	Yes		\$64,184
2	2.1	Recruit and retain qualified and effective teachers.	No	\$8,400.00	\$10,000.00
2	2.2	Equipping Staff - Professional Development	No	\$14,750.00	\$4,952
2	2.3	Establish a culture of ongoing collaboration	Yes	\$0.00	\$0.00
2	2.4	Expand AVID Elective course offerings	Yes	\$74,700.00	\$77,173
2	2.5	Supporting Parent Educators	Yes	\$0.00	\$0.00
2	2.6	Purchase standards based curriculum	No	\$10,000.00	\$19,229
2	2.7	Lease and maintain facilities	No	\$156,600.00	\$157,054
2	2.8	Support non-academic needs of students	Yes	\$37,490.00	\$32,539
2	2.9	Course Access and College readiness	Yes	\$50,323.00	\$39,405
3	3.1	Provide opportunities for parental engagement	Yes	\$3,290.00	\$720
3	3.2	Pupil engagement	Yes	\$15,300.00	\$10,241

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	School Climate	Yes	\$0.00	\$0.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$342,958	\$273,616.00	\$339,245.00	(\$65,629.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expand academic intervention program	Yes	\$44,988.00	\$68,083		
1	1.4	Provide supplies and technology to unduplicated students	Yes	\$1,000.00	\$790		
1	1.7	Create parent training program	Yes	\$1,825	\$0.00		
1	1.9	Increase FTE of academic counselor	Yes	\$44,700.00	\$46,110		
1	1.12	Provide Support to EL students	Yes				
1	1.13	Increase FTE to student ratio	Yes		\$64,184		
2	2.3	Establish a culture of ongoing collaboration	Yes				
2	2.4	Expand AVID Elective course offerings	Yes	\$74,700.00	\$77,173		
2	2.5	Supporting Parent Educators	Yes				
2	2.8	Support non-academic needs of students	Yes	\$37,490.00	\$32,539		
2	2.9	Course Access and College readiness	Yes	\$50,323.00	\$39,405		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Provide opportunities for parental engagement	Yes	\$3,290.00	\$720		
3	3.2	Pupil engagement	Yes	\$15,300.00	\$10,241		
3	3.3	School Climate	Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$1,258,425	\$342,958	0%	27.25%	\$339,245.00	0.00%	26.96%	\$3,713.00	0.30%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

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

Data Entry Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022