



Local Control Accountability Plan

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

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

General Information

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

The Nevada Joint Union High School District (NJUHSD) serves the western and southern regions of Nevada County, California. The district includes five secondary schools and programs. The district includes two comprehensive high schools - Bear River and Nevada Union, both of which offer students robust Academic, Arts, Athletics, and Activities programs to the roughly 2000 students who they collectively serve. North Point Academy is a premier independent studies school program serving roughly 115 students through a blend of online and traditional paper and pencil modalities. Silver Springs High School is the district's continuation school, serving nearly 200 students who are either credit deficient or who are seeking an alternative education setting. Lastly, Ghidotti Early College High School serves roughly 160 students on the Sierra Community College Nevada County campus (relocated to Park Ave for the 2020-21 school year due to COVID) and provides students access to community college courses throughout their 4 year high school tenure. Students participate in a blend of high school and college courses over 4 years and frequently graduate with both a high school diploma and an Associates Degree.

NJUHSD is fortunate to receive strong community support for all of its schools. The district's high schools are sources of deep-seated pride in their respective communities. This support translates into strong involvement and engagement from the community, including local business owners, alumni, parents/guardians, and partnering community agencies. Such support often spans multiple generations and remains in place even after children have graduated from district schools and have moved on. In addition, the region is fortunate to have a very rich and diverse cultural and historical heritage. The community values preservation and pride in local mining, agriculture and timber industries, as well as a strong base of support for the arts, a commitment to environmental protection and conservation, and an emerging wine-making industry. As a perceivable contract to those industries, the region is also host to a new and growing technology sector, as five of the top ten television and broadcasting equipment businesses in the world are headquartered in Nevada County.

The district has been challenged over the past two decades with the effects of ongoing declining enrollment. The district's enrollment has decreased by more than half since 1999. As declining enrollment translates to decreased funding for programs and services, NJUHSD has had to exercise fiscal constraint and careful analysis when considering new and/or expanded services or staffing. Early indications, however, point to a possible change in regional demographics and local economic conditions. District leadership is hopeful that the long decline is beginning to "bottom out" and prior to the COVID-19 pandemic enrollment projections were finally pointing to modest growth. That reality, however, did not come to fruition in the past year. District staff and leadership will continue to monitor and update the district's enrollment projections.

The district's total enrollment as reported on the CA School Dashboard for 2019-20 was 2,605. 44.1% of students are categorized as socioeconomically disadvantaged which represents an increase of 4.2% from the 2018-19 school year. Overall, this figure indicates a significant demographic change in overall student population in the last ten years. Ten years ago, less than 20% of students were considered socioeconomically disadvantaged. This population of students often requires additional academic and socio-emotional supports to address barriers to learning and social-emotional well-being. As such, the district's services and programs and the associated fiscal and staffing resources have shifted to address the needs of these students and families.

Reflections: Successes

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

Success and progress identified over the course of the 2020-21 school year rest on 2019-20 CA School Dashboard review, as well as on the metrics identified by our local data and feedback. Progress was made in each area of the CAASPP assessment from the 2018 year to the 2019 school year. The district had high hopes of continuing with that momentum, and is feeling overall confident in progress made toward aligning instruction to the CA state standards. A focus on professional development and targeted support for teachers has led to a more streamlined and intentional approach to identifying, and aligning instruction to, essential learning outcomes for each course. An additional success to this end is a transition in bell schedule at three of the district sites. Nevada Union and Bear River high schools will be adding a weekly student advisory period to the bell schedule to support the implementation of a "flex time" schedule for students throughout the week. The flex time period will give sites a structure in which to provide targeted student interventions, by student, by standard, on a timely basis. North Point Academy has developed a similar strategy to approaching learning loss in an independent studies school format. Another area

of success is the reduction in suspension rate across the district for the 2019-20 school year. Further programmatic and staffing developments in the area of restorative practices aim to further advance the district's approach to non-punitive and reparative approaches to student discipline.

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.

Areas in need of significant improvement are graduation rate (no performance gaps among student groups), participation rates in local and state surveys (LCAP, CA Health Kids), and perceptions of student safety. Performance gaps in the ELA CAASPP assessment exist between students with disabilities and homeless students and the all students group (from Blue to Orange). Additionally, performance gaps in the Math CAASPP assessment results exist between students with disabilities and homeless students and the all students group (from Yellow to Red). Staff continue to focus on each of these identified areas. An effort to address a decrease in graduation rate and CAASPP testing results through the development of a new bell schedule, as well as staff commitments to assessing student learning through a more targeted and "common assessment" approach. This structural change in bell schedule, and shift in approach to student assessment will give teachers feedback on student learning in a more timely fashion, which will improve the ability to provide academic interventions accordingly. Efforts at improving participation rates are also being made. Actions and expenditures in the 2021-22 LCAP plan exist in an effort to increase public relations and stakeholder engagement strategies. An additional identified need came to the district through community channels, highlighting a need to address equity and inclusion practices in the district. An alumni petition of nearly 1,000 signatures was presented to the board of trustees in the Summer of 2020, with a call to address curricular, hiring/retention, and school culture practices in regards to race, inclusivity, and equity practices within the organization.

LCAP Highlights

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

Highlights found in the 2021-22 school year begins with the alignment of the LCAP's three-year broad goals to the district's newly adopted Mission and Vision statement. The board of trustees went through a process of developing and adopting new Mission and Vision statements, which provided direction to the LCAP committee for developing three-year goals for the new LCAP. These goals represent a connection between the direction set forth by the board of trustees and a three-year strategic plan to fulfill that Mission and Vision. Highlights of plan include:

1. A response to the learning loss and credit deficiencies that resulted from the COVID-19 pandemic.
2. A transition to a 4x8 schedule at Nevada Union, and a shift to Advisory periods and Flex Time Intervention/Enrichment at Nevada Union and Bear River.
3. Targeted Learning Labs at North Point Academy, to address gaps in learning.
4. An ongoing commitment to the Professional Learning Community process to continue to support advancements in curriculum, instruction, assessment, and intervention.
5. A response to community calls to address issues of race, inclusion, equity and bias.

6. Increase efforts toward Restorative Practices and reduction in punitive consequences for student discipline.
7. Additional mental health services and increased licensed staffing for the STARS therapy program.
8. Additional services to support intervention and flex time scheduling (flexisched, test management systems, etc.).

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.

Silver Springs High School

Support for Identified Schools

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

The district provided support to Silver Springs Continuation High School (SSHS) in the development of its CSI plan as follows:

- Analyzed Dashboard data with school site leadership, counseling, and various staff to identify areas of need.
- Establishment of a SSHS Mental Health Taskforce (including the Superintendent, Assistant Superintendent, Director of Special Education and Pupil Services and site personnel) in 2018-19 to discuss student and site-specific challenges. The taskforce met monthly from the fall of 2018 to the spring of 2019.
- The district also funded a comprehensive site assessment conducted by two outside practitioner experts. The assessment was board approved and overseen by the Superintendent and Assistant Superintendent. Both consultants had extensive experience in continuation high schools and alternative education - with specific experience in turning around similar schools to that of SSHS. The assessment occurred in January 2019. The report and its recommendations were presented to the Board of Trustees in March, 2019.
- Coaching surrounding the appropriate use of CSI funding and the involvement of the school's site council.

Program evaluation and taskforce identified areas of need for the site were as follows:

- Need for additional staffing for intervention services similar to other school sites and in alignment to the need.
- Need for curriculum specific to social-emotional needs of students.
- Need for the establishment of an On-Campus Intervention (OCI) program/center.
- Need for the creation of a student Wellness Center.
- Possible additional need for special education services/staffing targeting students designated Emotional Disturbed.
- Need for updated curriculum targeting restorative and trauma-informed instructional practices.

- Additional need for site-based, site-specific professional development targeting trauma-informed and restorative practices specific to school site student demographics.

SSHS's CSI plan includes the following:

- 1.0 FTE Intervention Specialist specific to SSHS
- 1.0 FTE School Social Worker
- Establishment of an OCI program on campus.
- Establishment of a school wellness/resource center on campus.
- Implementation of Base Education Social / Emotional Curriculum to target tier one social-emotional learning and restorative practices.
- Stronger alignment and connections to county and regional services - health, social services, mental health, etc.

Monitoring and Evaluating Effectiveness

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

The district will monitor and evaluate the implementation and effectiveness of the CSi plan for SSHS as follows:

- Tracking suspension and expulsion rates: District is seeking a reduction of rates beginning in 2019-20
- Total number of service referrals to school / district based services, referrals to county and regional services
- Tracking of student incident reports and overall on campus student behavior
- CA Dashboard data will be utilized to evaluate student academic performance - as barriers to learning are addressed, it is hoped that a corresponding increase in academic performance will occur.
- Staff and student survey data.
- The district remains poised to see ongoing improvements for SSHS in these areas over the course of the 2021-24 school years.

Stakeholder Engagement

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

- 1 - LCAP Advisory Committee

February 3, 2021 - District LCAP Advisory Committee

March 24, 2021 - District LCAP Advisory Committee

May 26, 2021 - District LCAP Advisory Committee

The district utilizes a unique and in-depth approach to developing and updating its annual LCAP. The LCAP Advisory Committee is made up of 36 representatives, representing each school site and stakeholder group (6 students, 6 teachers, 6 parents, 6 classified staff, 6 community members, and 6 administrators). Represented by parent and students groups are Foster Youth, EL, Low-income, and Special Education populations.

Each committee meeting served a specific function in the development of the 2019-20 LCAP:

February 3 - General input on what's going well and not so well in the district, update on progress toward LCAP goals, data metrics relevant to LCAP goals and the LCFF state priorities, and input on draft goals that were in development during the 2019-20 school year, before the LCAP process was frozen due to the pandemic.

March 24 - Review of the feedback collected through the LCAP survey, consensus on 3 year LCAP goals (as well as two focus goals for the 2020-21 school year), review of CA Healthy Kids Survey data, review of district LCAP Survey data, and the identification of district spending priorities to be included in the LCAP

May 26 - Review priorities from the committee, review LCAP spending plan and draft LCAP document, provide input and feedback on the draft LCAP, and finalize recommendations.

- 2 - Administrative Management Team Meetings

The district's Management Team includes district admin, principals, assistant principals, and directors. The team meets biweekly for planning purposes to discuss ongoing academic achievement, student intervention and well-being, and overall program evaluation. The team provide leadership, analysis, and decision-making input on various aspects of the LCAP and the specific programs, expenditures, and activities outlined in the plan.

- 3 - LCAP Survey

Survey window - late February to mid March (four weeks)

Based primarily on the eight state LCFF priorities, the district issued its annual survey for parents, students, certificated & classified staff, and community members. Survey questions have vetted by the LCAP Advisory Committee, and the survey was administered using Google Forms. For the 2020-21 school year, there were 1,149 responses (450 students, 536 parents, 87 certificated staff, 46 classified staff members, and 30 community members)

- 4 - California Healthy Kids Survey

The California Healthy Kids Survey is completed by students, staff and parents each fall. The 2020-21 window for the report was October - December. The LCAP Advisory Committee was provided access to this data at its March meeting to build capacity for decision-making.

- 5 - Public Hearing

Board Meeting / Public Hearing on LCAP - June 7, 2021. The LCAP is on the board meeting agenda under Public Hearing.
Board Meeting / Adoption - June 16, 2021. The LCAP is on the board meeting agenda as an action item for board approval.

A summary of the feedback provided by specific stakeholder groups.

The LCAP Committee members provided their representative input and feedback on the trajectory of the district in regards to district-wide progress toward goals. They reviewed LCAP survey results and CA Healthy Kids Survey data to develop the 2021-24 LCAP goals and to identify Action/Service priorities for moving forward toward the attainment of 3-year goals. Additionally, the following anecdotal feedback was provided and reported out to the committee, by stakeholder group; It should be noted that much of the feedback collected reflects impressions during a school year impacted by COVID-19 conditions.

Students reported the following as going well:

Better communication between students, staff, and w/ the district
Teachers asking for student feedback
Improving engagement & participation
Support and promotion for programs (ex. Letting students know about future performances, sports events)
Implementing a season for sports

Students reported as not going well:

Not enough participation or motivation

Not enough communication
Programs are struggling to function (ex. Performing arts, ag, sports etc.)
Students not showing up to meetings at all
Students dropping classes due to being overwhelmed and feeling as if nothing is going on
Some teachers not prioritizing students' well-being, giving work just for the sake of covering content that may not be useful
Communication - Gmail

Parents reported the following as going well:

Great access to Admin
Good communication with Teachers/Admin
Great support from counselors -- accessibility
Responsiveness of Admin & Teachers
Quick pivoting and creative responses to the pandemic.
Tech abilities are a positive.
Learning useful tech skills.
Hybrid instruction.
Parents have a voice.
Parents showing up for their children and making compromises.
Students who are motivated and can meet the challenges.
Positive attitude of Admin
Teachers are amazing! And are there for their students. (90% of teachers) - BR/NU
Could be a wind: Adequate funding -- Invest in recruiting teachers to our county. And making retention a priority.

Parents reported the following as not going well:

Digital divide - tech access - rural connectivity - bandwidth
Social-emotional challenges - isolation/depression/hopelessness
Parental challenges & struggles in supporting students
Blurred role of parent & pseudo-teacher
Tech ability is a negative for some, too.
Too much screen time. Disconnection to PEOPLE/HUMANS.
Kids can't count on "what may be coming," the "form" of school.
Individual student needs and the inability to meet those needs during DL.
Ability to meet freshman needs vs. senior needs with DL.
Meeting the education and preparation needs for students on different career or vocation paths.
The limits of parents being able to support their kids.
Students who are not motivated.
The future looks scary to many students.

Inability to meet the mental health needs of students.
The inability to meet and support “the whole child” with DL.
Lack of racial diversity and general diversity. Lack of acceptance of diversity.
Teachers who are tenured and simply waiting to retire.

Classified Staff reported the following as going well:

Virtual meetings opens new opportunities for teaching
Pushed us to do more outside of our comfort box-get friendly with technology
Flexibility-communication with students, be more places at one time
More grace/human kindness has been demonstrated
Team approach from the district-Thank You Admin
Karen Harris and NCPH-Vaccine clinic-Round #1 done...#2 on the way
Introverts UNITE
NJUHSD 1:1-pre pandemic
TUPE - vaping is down, children flavors are outlawed now
District scholarship streamlined, so easy now

Classified Staff reported the following as not going well:

Equitable technology - our chromebooks are all at end of life and are only receiving hand me downs from other sites - SSHS
Engagement-lack of physical engagement has had a draw back with student engagement
Future hopes of students is not there-students and staff are feeling defeated
Student discouragement, depression
Digital Divide-inequity of devices and internet services-\$\$\$\$
Parents daily defeats and challenges put on staff (now tirage and mental health)
Fire season (PG&E-PSPS's) into COVID-19 Pandemic and then round 2 again
Staff struggles-trying to be positive in your day job while carrying your own personal struggles

Certificated Staff reported the following as going well:

Has allowed us to look at how we teach and how we can adapt to the new needs of education, allowing us to rise to the occasion
Allowed us to learn new styles of communicate with staff, students and all stakeholders
Improved technology for staff and students
Staff at different sites able to work together to find common goals
More options available to keep students in our district

Certificated Staff reported the following as not going well:

Restriction on time with students due to COVID
Lack of participation/engagement among students
Pressure of the last efforts before adulthood for our students
Feeling as though do we do enough?
Different sites being told different things about accountability
Connectivity issues with internet
Siloed communication
Hopelessness of students who feel lost

Administrators reported the following as going well:

Districtwide PLC Work
Identifying essential standards
Assessment development
Students have shown perseverance and Parents have been very involved!
Staff are incredible and have also shown perseverance and adapted to the situation and open to new ideas and been thinking outside the box.
Communication has been key to moving us forward.
CTE programs have blossomed with pathways being built. Robust programs.
Facility upgrades/improvements
Focus on diversity and inclusion
Due to the pandemic and it forcing us to adapt and think outside the box, our toolbox is full with new ideas with technology.
Added necessary programs
Social Worker
Additional Spec Ed. Support
Efficiency in meetings
Community involvement

Administrators reported the following as not going well:

COVID
Social-emotional
Academic/Learning Loss
Lack of in-person interaction
Too much screen time
Inability to form/develop relationships
Lack of student engagement
Lack of sports, activities, extra-curricular, opportunities for engagement
Zoom fatigue!

Not being in person for meetings/collaboration; not as quality

Barriers that have slowed all other initiatives.

Bell Schedules (not common)

Not enough focus on UDL/Restorative Practices due to shutdown with focus elsewhere after a big push previously.

Student access/response/engage to technology. Not taking advantage of online tutoring and office hours.

Declining enrollment: loss of programs as a result, teacher layoffs, etc.

Silver Springs is impacted due to learning loss and number of students struggling academically.

Lack of data due to no test scores (at least state scores)

Drug culture in Nevada County is infused in much of what many students/parents/community does. Drug use in students is affecting their academics, socio-emotional, engagement, etc.

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

The LCAP committee had direct influence on the development of the LCAP goals. The committee looked at the mission and vision of the district in an effort to craft goals that specifically target the realization of the district's vision and advance the district's progress in relation to the 8 state LCFF priorities. As a direct response to the conditions of the pandemic, the committee created two focus goals to address issues of social-emotional learning and credit recovery/learning loss. The LCAP committee reviewed progress toward state metrics, progress toward prior LCAP goals, and survey results from the 2021 LCAP survey to prioritize actions for the 2021-22 LCAP. Some key priorities and actions include additional counseling, therapy, and intervention staffing; an ongoing focus on PLC professional development; class size reductions; support for a bell schedule change to include intervention, extension/enrichment, and additional course offerings; support or Breaking Down the Walls and other school culture building activities; continued focus on race, equity and inclusion; comprehensive restorative practices; curriculum development for SEL (social-emotional learning) courses; and expanded learning opportunities (summer school, targeted learning labs, etc.).

Goals and Actions

Goal

Goal #	Description
1	Our district will employ and retain high-quality professional educators who work together to provide quality educational opportunities that meet individual student needs and prepare all students for success in post-secondary education, career, and life.

An explanation of why the LEA has developed this goal.

The district developed this goal because it is clear that in order to achieve the vision and mission of our district, we must have quality professionals in place to meet our students' needs. Our district vision is to be California's district of choice, preparing students for college, career, and life. We need a high-quality and cohesive staff to realize this vision. The actions listed in this goal area aim to move the needle on the metrics listed below. The collective actions will support the retention of high quality staff, and student services needed to achieve the district's mission.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Student performance on the CAASPP standardized test.	1. Student performance on the CAASPP standardized test (2019) <ul style="list-style-type: none"> • Math: 39.3% meeting or exceeding standard • ELA: 68.8% meeting or exceeding standard 				1. Student performance on the CAASPP standardized test <ul style="list-style-type: none"> * Math: 45% meeting or exceeding standard * ELA: 74% meeting or exceeding standard
2. Percentage of students districtwide completing A - G.	2. A-G completion - 36.5% for 2019-20 school year				2. Percentage of students districtwide

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					completing A - G will exceed 40%.
3. Percentage of students completing CTE course sequences.	3. Percentage of CTE completers in the 2019-20 school year - 18%				3. Percentage of CTE completers will exceed 25%.
4. College and Career Readiness Indicator.	4. CCI Incidator for the 2019-20 school year - 44.1% Prepared				4. CCI Incidator will exceed 50%
5. Rate of teacher misassignments.	5. Rate of teacher misassignments for the 2019-20 school - 0%				5. Rate of teacher misassignments will remain at 0%.
6. Student access to standards aligned instructional materials.	6. District-adopted instructional materials are available to all students in the district. Curriculum/textbooks are selected in alignment with state standards and the State Board of Education. New curriculum has been purchased for Mathematics, Spanish, German, Health, English, Physics, AP History courses, World History, US History and Econ/Government, Chemistry, Biology,				6. LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" will exceed an average of 82% for all stakeholder groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Life and Physical Sciences. 2020 LCAP survey results for the question "Students/teachers have access to standards-aligned textbooks and materials" is as follows (% agree or somewhat agree): Parents: 85.2%, Students: 88.4%, Certificated Staff: 88.9%, Classified Staff: 66.6%, Community Members: 66.7%. Average of 79.1%				
7. English Learner progress towards English proficiency (ELPAC).	7. English Learner Progress indicator on the State Dashboard for 2019 reports 62.5% of EL student population making progress toward English language proficiency. No progress indicator has been generated for 2020.				7. English Learner progress towards English proficiency (ELPAC) will exceed 65%.
8. English Learner reclassification rate.	8. Out of 45 English Learner students, 4 were reclassified in				8. English Learner reclassification rate will exceed 10%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	the 2019-20 school year - 8.8%.				
9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher.	9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher for the 2019-20 school year - 72.6%.				9. Percentage of pupils who pass the Advanced Placement Tests with a score of 3 or higher will exceed 74%.
10. Percentage of students "prepared" for college by Smarter Balanced Assessment.	10. Percentage of students "prepared" for college by Smarter Balanced Assessment for the 2019-20 school year - 225/668, 33.7%.				10. Percentage of students "prepared" for college by Smarter Balanced Assessment will exceed 35%.
11. Broad course of study offered for all students, including unduplicated pupils and students with special needs.	11. The percentage of stakeholders agreeing or somewhat agreeing with this statement "Students have equal access to a variety of courses and programs (ex. math, English, electives, extracurricular programs, etc.)" on the 2020 LCAP survey: 82.1% of parents, 87.6% of students, 78.6% of teachers/certificated staff, and 69.1% of classified staff. Average of 79.4%.				11. LCAP survey results for the following question "Students have equal access to a variety of courses and programs (ex. math, English, electives, extracurricular programs, etc.)" will exceed an average of 82% for parents, teachers, students, and staff.

Actions

Action #	Title	Description	Total Funds	Contributing
1	High Quality Teachers and Staff	Classrooms fully staffed with credentialed teachers. Competitive compensation packages that reflect the value our professional educators are worth. Access to quality professional development opportunities that give educators access to professional growth (110.4 FTE... teachers (non-SPED), nurses, counselors, librarians).	\$12,070,804.00	No
2	CTE Teachers	Hiring and retaining high-quality professional educators to provide instruction in career technical education courses (11.4 FTE)	\$1,250,819.00	No
3	Professional Development	Professional development funding for content area specific needs, MTSS efforts, instructional technology, or other instructional strategy development.	\$25,000.00	No
4	Turnitin.com	Turn It In.com tool for managing student writing samples.	\$13,500.00	No
5	Advanced Placement Supports	Funding for AP test preparation workshops, AP training and conferences for teachers, and support for the cost of AP exams for low-income students.	\$15,000.00	Yes
6	Special Education Teachers	Salaries for Special Education teachers - 22.2 FTE	\$2,427,281.00	No
7	Special Education Paraeducators	Salaries for Special Education paraeducators - 33.31 FTE	\$1,353,725.00	No
8	WASC Coordinators	Stipend support for staff who facilitate stakeholder engagement and author WASC reports. WASC coordinators are responsible for the collection of stakeholder feedback and tracking data surrounding	\$22,500.00	No

Action #	Title	Description	Total Funds	Contributing
		progress toward WASC goals and action plans. 5 stipend positions, one for each school site.		
9	Class Size Reduction	Smaller class sizes for 9th grade required classes (25:1 for English, Math, Health, Get Focused/Stay Focused courses) as well as other core subject areas (3.46 FTE)	\$378,306.00	Yes
10	Intervention Specialists	Teachers on special assignment (TOSA) in the position of Intervention Specialist to support the academic, social-emotional, and behavioral needs of students. Bear River - 1.0, Ghidotti - .50, Nevada Union - 1.0, NPA - .33, Silver Springs - 1.0. Total 3.92 FTE	\$451,768.00	Yes
11	Low-Enrolled AP Courses	Support for running sections of AP courses that could otherwise not be run due to low enrollment (.4 BR, .50 NU).	\$98,403.00	No
12	STARS Coordinator	Student Assistance Resource & Services program for providing counseling, therapy and mental health referral services for students in need.	\$115,247.00	Yes
13	English Language Development	Four sections of English Language Development classes; three at Nevada Union, one at Bear River (.86 FTE).	\$91,221.00	Yes
14	English Learner Paraeducator Support	Two paraeducators to support case management of EL students and provide translation services for Spanish-speaking families (2.0 FTE).	\$103,910.00	Yes
15	Supplemental EL Materials	Books and supplies specific to serving English Learner students.	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
16	EL After School Tutoring	After school tutoring specific to EL students and provided by EL staff.	\$5,000.00	Yes
17	EL Supported Studies	EL Supported Studies class at Nevada Union (.33 FTE)	\$40,260.00	Yes
18	Tutoring	Before and after-school tutoring for Bear River and Nevada Union. Up to 20 hours/week for NU and 8 hours/week for Bear River.	\$36,000.00	Yes
19	ELA Support	Additional sections of literacy support at Bear River high school.	\$24,400.00	Yes
20	CTE Curriculum Development	Staff development hours for CTE curriculum development. CTE courses will be enhanced to align with dual enrollment courses and to meet A-G requirements.	\$3,000.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

Goal #	Description
2	Our district provides all students a guaranteed and viable curriculum which is meaningful and relevant, with clear measurements for progress, and equips students to achieve success after graduation.

An explanation of why the LEA has developed this goal.

The district identified this as a broad goal to stress the importance of a guaranteed and viable curriculum. To the district and our educators, that means agreed upon essential skills and standards that will be measured accordingly. This goal ensures that we will continue to strive for equal access to content and curriculum for all students, and responsive interventions when students have not demonstrated an attainment of essential skills and standards. The collective actions of this goal provide the staffing and tools needed to achieve the desired outcomes listed below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Graduation Rates	1. The Graduation Rate for the 2019-20 school year was 86.1%				1. Graduation Rate greater than 90%.
2. CTE Internship Placements	2. In the 2019-20 school year, 38 students were placed in formal CTE internships.				2. In the 2023-24 school year, more than 80 students will be placed in formal CTE internships.
3. LCAP Survey - Classroom material is meaningful and relevant	3. 2019-20 LCAP Survey results indicated that 83.9% of Parents, 60.4% of Students, and 81.4% agree or strongly agree with the statement that				3. In the 2023-24 school year, stakeholder agreement with this statement, "classroom material is meaningful and relevant" will be greater than an

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	"classroom material is meaningful and relevant". The average percentage of stakeholder agreement is 75.2%.				average of 78% . Student response shall exceed 70%
4. LCAP Survey - Teachers provide instruction based on the CA state standards	4. 2019-20 LCAP Survey results indicated that 74.3% of Parents, 70.9% of Students, 91.3% of Certificated Staff, 66.7% of Classified Staff, and 70.0% of Community members agree or strongly agree with the statement that "teachers provide instruction based on the CA state standards". The average percentage of stakeholder agreement is 74.6%.				4. In the 2023-24 school year, stakeholder agreement with this statement, "teachers provide instruction based on the CA state standards" will be greater than an average of 77%.
5. Implementation of CA state standards, including ELD standards.	5. Stakeholder reporting of teachers providing instruction aligned to CA state standards, including ELD standards, will not decrease. The below percentages represent 2020 LCAP survey stakeholder				5. LCAP survey results for the following question "Teachers provide instruction based on the CA state standards" will exceed an average of 78% for all stakeholder groups.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	response to the following question "Teachers provide instruction based on the CA state standards" (% agree or somewhat agree): Parents: 74.3%, Students: 70.9%, Certificated Staff: 91.3%, Classified Staff: 66.7%, Community Members: 70%.				
6. Dropout Rate	6. Those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior. 2019-20 = 13.8%				6. In the 2023-24 year, those students who do not graduate with a regular high school diploma, do not otherwise complete high school, or who are still enrolled as a 5th year senior will be less than 10%.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Development for PLCs	Professional Development for the implementation of CA state standards and the ongoing development of high-functioning Professional Learning Communities. This effort supports curriculum, instruction, assessment, intervention and enrichment. This includes CTE teachers (11.4 FTE, 9% of teachers)	\$300,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Instructional Materials	All students and courses will have instructional materials aligned to the CA state standards.	\$175,000.00	No
3	Bell Schedule Change at Nevada Union	Additional staffing for transition to 4x8 bell schedule at Nevada Union (2.0 FTE)	\$218,674.00	No
4	Bell Schedule Change at North Point Academy	Additional sections to transition to an 8 period schedule at NPA (.50 FTE)	\$53,036.00	No
5	Test Management System (Illuminate DnA)	Test management system for the implementation of common benchmark assessments. This is a tool for identifying students in need of intervention based on skill and standards deficits.	\$20,000.00	Yes
6	EL Coordinator	Two sections of support for the English Learner program to track student progress, support the reclassification process, monitor required state testing, and support EL compliance (.33 FTE).	\$36,895.00	Yes
7	No Red Ink	Writing conventions application to support student progress to state standards in English Language Arts.	\$25,000.00	No
8	Fast ForWord	Evidence-based reading program to support literacy for struggling learners, students with dyslexia, or other reading/literacy needs.	\$27,862.00	No
9	Nevada County Book in common	Support for engagement in the Nevada County county-wide book in common program (Nevada County Reads)	\$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
10	Data/Flex Time Support	Support sections at Bear River and Nevada Union. TOSA sections for staff who will serve as leads for test management software and the Flex Time scheduler application (.20 at BR, .33 at NU).	\$58,663.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

Goal #	Description
3	Our district prioritizes equity, promoting an inclusive and safe school culture and climate, free from bias, that values meaningful stakeholder engagement and systemic support for all students, families, and staff members.

An explanation of why the LEA has developed this goal.

Our community has placed a focus on equity and inclusion and is motivated to develop systems of support that encourage student and family engagement in the school community, removing barriers and bias. This goal aims to create a culture and climate on district campuses that is physically and emotionally safe for all members of the school community. The actions listed below will contribute to the achievement of the desired outcomes of this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rates	1. The Suspension Rate for the 2019-20 school year was 3.0%				1. Suspension Rate of less than 3.0%.
2. Expulsion Rates	2. The Expulsion Rate for the 2019-20 school year was .07%				2. Expulsion Rate of less than .05%.
3. Attendance Rates	3. The Attendance Rate for the 2019-20 school year was 93.84%				3. Attendance Rate greater than 93%.
4. Chronic Absenteeism Rate	4. The District Chronic Absenteeism Rate in 2019 was 18.9% (not calculated for 2020)				4. Chronic Absenteeism Rate of less than 16%.
5. LCAP Survey - Students feel	5. 2019-20 LCAP Survey results				5. In the 2023-24 school year,

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
physically safe at school	indicated that 88.6% of Parents, 85.9% of Students, 90.2% of Certificated Staff, 75.9% of Classified Staff, and 83.3% of Community members agree or strongly agree with the statement that "students feel physically safe at school". The average percentage of stakeholder agreement is 84.8%.				stakeholder agreement with this statement, "students feel physically safe at school" will be greater than an average of 88%.
6. LCAP Survey - Students feel emotionally safe at school	6. 2019-20 LCAP Survey results indicated that 86.0% of Parents, 68.7% of Students, 85.7% of Certificated Staff, 78.4% of Classified Staff, and 60.3% of Community members agree or strongly agree with the statement that "students feel emotionally safe at school". The average percentage of stakeholder agreement is 75.8%.				6. In the 2023-24 school year, stakeholder agreement with this statement, "students feel emotionally safe at school" will be greater than an average of 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
7. CA Healthy Kids Survey Participation	7. In 2019-20 school year, the CHKS participation rate was 80%.				7. In the 2023-24 school year, stakeholder participation in the CHKS will be greater than 85%
8. Student and Parent participation in the LCAP Survey	8. In 2020, 238 parents participated and 407 students participated.				8. In the 2023-24 school year, more than 500 parents and more than 500 students will participate in the LCAP survey.
9. LCAP Survey - Stakeholders are encouraged to provide input on, and to participate in, decision-making, including parents of unduplicated pupils and pupils with exceptional needs,	9. 2019-20 LCAP Survey results indicated that 72.1% of Parents, 56.3% of Students, 81.7% of Certificated Staff, 70.1% of Classified Staff, and 83.3% of Community members agree or strongly agree with the statement that "[stakeholders] are encouraged to provide input on, and to participate in, decision-making". The average percentage of stakeholder agreement is 72.7%				9. In the 2023-24 school year, stakeholder agreement with this statement, "[stakeholders] are encouraged to provide input on and to participate in, decision-making" will be greater than an average of 75%, including the participation of parents of unduplicated pupils and pupils with exceptional needs.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
10. Facility maintenance measured by FIT tool.	10. Facility maintenance - Per School Accountability Report Cards each site's overall FIT score was reported as "Good".				10. Facility maintenance measured by FIT tool will not decrease.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Breaking Down the Walls	Breaking Down the Walls programming to support healthy school culture efforts on district campuses.	\$35,000.00	No
2	Equity and Inclusion Initiative	Continued support for Race, Equity and Inclusion Task Force, including consultation services for review of policie, curriculum and procedures to support the promotion of inclusive, equitable and safe school communities.	\$35,000.00	Yes
3	Contraband Canines	Contract with drug and contraband detection canine services as a measure to ensure physical safety on school campuses.	\$9,500.00	No
4	School Messenger	Automated calling, email and text system for mass communication to students and staff. Supports communication, engagement, and safety practices on district campuses.	\$4,000.00	No
5	Restorative Practices Coordinator	Teacher on Special Assignment position to support the development and implementation of a comprehensive restorative practices program on district campuses. This position is supported by the Prop 64 grant in collaboration with the Nevada County Superintendent of Schools county office (1.0 FTE TOSA).	\$12,805.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Public Relations	Funding to enhance public relations and community/parent engagement practices. One stipend position, as well as website services/review, and other service enhancements (counseling website, Calendarly, etc.)	\$15,000.00	No
7	Transportation Services	Transportation services are provided for home to school transportation for all students, principally directed at supporting student/families lacking sufficient means to get to school.	\$265,000.00	Yes
8	Adolescent Family Life Program (AFLP)	Case management services for early pregnancy support. This position is supported by outside county grants. Funding supports staffing, materials and supplies, and program software.	\$55,000.00	No
9	Restorative Practices Coaches	Stipends for Restorative Practices coaches on campus to champion RP programming and support the implementation of a comprehensive restorative practices program in the district.	\$15,000.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

Goal #	Description
4	Students will develop and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, and establish and maintain positive relationships.

An explanation of why the LEA has developed this goal.

The district developed this broad goal in response to the perceived social-emotional needs of district students, heightened by the onset of the COVID-19 pandemic. The district intends to focus efforts on tier one supports for students social-emotional well-being, and through enhanced mental health services as a response to growing needs identified for students in the district.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Suspension Rate	1. The Suspension Rate for the 2019-20 school year was 3.0%				1. Suspension Rate of less than 3.0%.
2. LCAP Survey - Students feel emotionally safe at school.	2. 2019-20 LCAP Survey results indicated that 86.0% of Parents, 68.7% of Students, 85.7% of Certificated Staff, 78.4% of Classified Staff, and 60.3% of Community members agree or strongly agree with the statement that "students feel emotionally safe at school". The average percentage of				2. In the 2023-24 school year, stakeholder agreement with this statement, "students feel emotionally safe at school" will be greater than an average of 80%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	stakeholder agreement is 75.8%.				
3. LCAP Survey - Student feel involved and engaged in their school culture.	3. 2019-20 LCAP Survey results indicated that 82.7% of Parents, 66.4% of Students, 74.3% of Certificated Staff, 64.9% of Classified Staff, and 70% of Community members agree or strongly agree with the statement that "students feel involved and engaged in their school culture". The average percentage of stakeholder agreement is 71.7%.				3. In the 2023-24 school year, stakeholder agreement with this statement, "students feel involved and engaged in their school culture" will be greater than an average of 75% .

Actions

Action #	Title	Description	Total Funds	Contributing
1	BASE Education Curriculum	Social-emotional learning (SEL) curriculum used for tier one instruction, as well as in response to student incidents during on-campus intervention.	\$16,000.00	No
2	Additional STARS Counseling	Additional licensed therapists to provide mental health supports to students referred to the STARS program (Student Assistance Resources and Support). 3.0 FTE, seeking bilingual therapist.	\$311,221.00	Yes

Action #	Title	Description	Total Funds	Contributing
3	SEL Curriculum Development	Staff development time for the development and further enhancement of Silver Strong, NPA Strong/101, and Phoenix course curriculum. These are two courses with social-emotional learning content that will be further enhanced.	\$3,500.00	Yes
4	Mental Health Supports	Training and professional development surrounding mental health supports (non-violent communication, teen mental health, mindfulness)	\$13,000.00	No
5	Reconnecting Youth	Reconnecting Youth course for at-risk students (1 section at BR).	\$21,215.00	Yes
6	Hatching Results	Consultation, professional development, and evaluation of school counseling services. This is a 2 year agreement with Hatching Results to support comprehensive school counseling services, with an emphasis on early intervention, Tier One support, a counseling services audit, and the co-creation of a school counseling handbook.	\$50,000.00	No
7	School Social Worker - SSHS	Addition of a school social worker to support the counseling and social-emotional needs of students at Silver Springs High School.	\$115,247.00	No

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

Goals and Actions

Goal

Goal #	Description
5	The district will develop instructional opportunities that provide targeted credit recovery and timely remediation of learning loss.

An explanation of why the LEA has developed this goal.

The district developed this broad goal to address learning loss and credit recovery deficiencies attributed to the impact of the COVID-19 pandemic. The actions listed in this goal area are intended to reduce the rate of student credit deficiency, reduce the number of referrals to the continuation high school, and to repair gaps in student learning due to the conditions of the COVID-19 pandemic.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1. Graduation Credit Deficiency	1. At the end of the Fall semester of the 2020-21 school year, 216 comprehensive school site students were credit deficient (have experienced 3 or more failed courses).				1. By the 2023-24 school year, less than 50 comprehensive school site students will be credit deficient.
2. CAASPP Assessments	2. While no CAASPP data was acquired for the 2020 school year, and the 2021 assessment data is expected to be skewed, baseline data for this metric is based on 2019 CAASPP assessment results - ELA:68.8% Math:				2. For the 203-24 school year, CAASPP ELA scores will exceed 74% and Math scores will exceed 45% (%meeting or exceeding standard)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	39.3% (% meeting or exceeding standard)				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Summer School Programming	Summer school offerings for the 2021 Summer to provide opportunities for students to make up credits for failed classes.	\$108,000.00	Yes
2	APEX Credit Recovery Courses	Credit Recovery courses build into the day for students to make up coursework required for graduation (1.63 FTE - 4 sections at BR, 5 sections at NU)	\$198,860.00	Yes
3	Flex Time Scheduler	Flex Time scheduler application to facilitate flexible scheduling for students in need of academic intervention	\$10,000.00	Yes
4	Targeted Learning Lab	Targeted learning lab at North Point Academy to address learning loss and identified gaps in student learning (.33 FTE).	\$40,260.00	No
5	Increased Counselor Services	Additional temporary school counselor position at Nevada Union to support large numbers of credit deficient students and transition to 4x8 bell schedule.	\$115,247.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
7.78%	\$1,894,700

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

Required Descriptions

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

The district goals of increasing student performance, increasing student attendance, reducing suspension rates, increasing EL progress, improving graduation rates, increasing college/career readiness, and reducing the achievement gap between the general population and the unduplicated count student sub-groups are best supported by using supplemental funding to provide support district-wide. To target unduplicated students solely with these services would create an unnecessary stigma for our unduplicated student group. The supplemental funding listed below is principally directed at these student groups, as the academic, social-emotional, and behavioral needs of this student population (and all struggling students) interfere with academic and student engagement success. LEA-wide data metrics (performance gaps by subgroup on CAASPP assessments, Suspension Rate, and rates of attendance) and the priorities identified by our stakeholder groups support the efforts listed below.

- Class size reduction in freshmen math, science, English, Health, and Get Focused/Stay Focused classes:
- Funding for intervention specialists.
- Professional Development
- Tutoring
- EL programming and support (tutoring, EL Coordinator, supported studies classes, paraeducator support)
- Teaching sections specific to credit recovery at the comprehensive high schools and our continuation school
- Teaching sections for Reconnecting Youth classes
- Funding for On-Campus-Intervention curriculum
- Staffing for On-Campus-Intervention program
- Student assistance program for students dealing with mental health issues, therapists
- Additional sections of Advanced Placement classes

- Funding for the cost of AP exams for low-income students
- Student transportation
- Additional staffing at alternative sites with high concentrations of unduplicated students (school social worker, intervention specialist)

All of these measures aim to remove barriers to student achievement, which have been identified through our stakeholder engagement process.

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

Services provided for unduplicated student groups will be increased by more than 7.8% with additional support staff explicitly provided and supported through our LCAP process. We continue to fund 3.92 FTE of intervention specialist, and staff development and training surrounding academic interventions, mental health, and MTSS (Multi-Tiered Systems of Support). We will continue to provide financial support for low-income students for access to advanced placement exams. The district will fund social-emotional learning curriculum for our in-school intervention program which is principally directed toward our unduplicated pupil student groups who have a high suspension rate status in the CA School Dashboard, and CAASPP performance gaps in ELA and Math. In addition to these ongoing services, we have additional funding to support a comprehensive approach to Restorative Practices which provide an increase level of tiered behavioral and social-emotional support, principally directed toward supporting our unduplicated student groups. Qualitatively, the district maintains its focus on delivering instruction aligned to the CA state standards, and is supporting a structure shift through changes in school bell schedules to support the systematic implementation of interventions and support, as they relate to academic, social-emotional, and behavioral needs.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$15,813,035.00	\$4,200,294.00		\$894,300.00	\$20,907,629.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$19,911,231.00	\$996,398.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	High Quality Teachers and Staff	\$12,070,804.00				\$12,070,804.00
1	2	All	CTE Teachers	\$1,250,819.00				\$1,250,819.00
1	3	All	Professional Development	\$25,000.00				\$25,000.00
1	4	All	Turnitin.com	\$13,500.00				\$13,500.00
1	5	Low Income	Advanced Placement Supports	\$15,000.00				\$15,000.00
1	6	Students with Disabilities	Special Education Teachers		\$2,427,281.00			\$2,427,281.00
1	7	Students with Disabilities	Special Education Paraeducators		\$857,856.00		\$495,869.00	\$1,353,725.00
1	8	All	WASC Coordinators	\$22,500.00				\$22,500.00
1	9	English Learners Foster Youth Low Income	Class Size Reduction	\$378,306.00				\$378,306.00
1	10	English Learners Foster Youth Low Income	Intervention Specialists	\$336,521.00	\$115,247.00			\$451,768.00
1	11	All	Low-Enrolled AP Courses	\$98,403.00				\$98,403.00
1	12	English Learners Foster Youth Low Income	STARS Coordinator	\$115,247.00				\$115,247.00
1	13	English Learners	English Language Development	\$91,221.00				\$91,221.00
1	14	English Learners	English Learner Paraeducator Support	\$103,910.00				\$103,910.00
1	15	English Learners	Supplemental EL Materials	\$15,000.00				\$15,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	16	English Learners	EL After School Tutoring	\$5,000.00				\$5,000.00
1	17	English Learners	EL Supported Studies	\$40,260.00				\$40,260.00
1	18	English Learners Foster Youth Low Income	Tutoring	\$36,000.00				\$36,000.00
1	19	English Learners Foster Youth Low Income	ELA Support	\$24,400.00				\$24,400.00
1	20	All	CTE Curriculum Development	\$3,000.00				\$3,000.00
2	1	All	Professional Development for PLCs		\$200,000.00		\$100,000.00	\$300,000.00
2	2	All	Instructional Materials	\$50,000.00	\$125,000.00			\$175,000.00
2	3	All	Bell Schedule Change at Nevada Union				\$218,674.00	\$218,674.00
2	4	All	Bell Schedule Change at North Point Academy	\$53,036.00				\$53,036.00
2	5	English Learners Foster Youth Low Income	Test Management System (Illuminate DnA)	\$20,000.00				\$20,000.00
2	6	English Learners	EL Coordinator				\$36,895.00	\$36,895.00
2	7	All	No Red Ink	\$25,000.00				\$25,000.00
2	8	All	Fast ForWord				\$27,862.00	\$27,862.00
2	9	All	Nevada County Book in common	\$2,500.00				\$2,500.00
2	10	All	Data/Flex Time Support		\$58,663.00			\$58,663.00
3	1	All	Breaking Down the Walls	\$35,000.00				\$35,000.00
3	2	English Learners Foster Youth Low Income	Equity and Inclusion Initiative	\$35,000.00				\$35,000.00
3	3	All	Contraband Canines	\$9,500.00				\$9,500.00
3	4	All	School Messenger	\$4,000.00				\$4,000.00
3	5	English Learners Foster Youth Low Income	Restorative Practices Coordinator	\$12,805.00				\$12,805.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	6	All	Public Relations	\$15,000.00				\$15,000.00
3	7	Low Income	Transportation Services	\$265,000.00				\$265,000.00
3	8	All	Adolescent Family Life Program (AFLP)	\$55,000.00				\$55,000.00
3	9	English Learners Foster Youth Low Income	Restorative Practices Coaches				\$15,000.00	\$15,000.00
4	1	All	BASE Education Curriculum	\$16,000.00				\$16,000.00
4	2	English Learners Foster Youth Low Income	Additional STARS Counseling	\$134,221.00	\$177,000.00			\$311,221.00
4	3	English Learners Foster Youth Low Income	SEL Curriculum Development	\$3,500.00				\$3,500.00
4	4	All	Mental Health Supports	\$13,000.00				\$13,000.00
4	5	English Learners Foster Youth Low Income	Reconnecting Youth	\$21,215.00				\$21,215.00
4	6	All	Hatching Results	\$26,000.00	\$24,000.00			\$50,000.00
4	7	All	School Social Worker - SSSHS		\$115,247.00			\$115,247.00
5	1	English Learners Foster Youth Low Income	Summer School Programming	\$8,000.00	\$100,000.00			\$108,000.00
5	2	English Learners Foster Youth Low Income	APEX Credit Recovery Courses	\$198,860.00				\$198,860.00
5	3	English Learners Foster Youth Low Income	Flex Time Scheduler	\$10,000.00				\$10,000.00
5	4	All	Targeted Learning Lab	\$40,260.00				\$40,260.00
5	5	English Learners Foster Youth Low Income	Increased Counselor Services	\$115,247.00				\$115,247.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,984,713.00	\$2,428,855.00
LEA-wide Total:	\$804,684.00	\$1,081,684.00
Limited Total:	\$136,481.00	\$173,376.00
Schoolwide Total:	\$1,043,548.00	\$1,173,795.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	5	Advanced Placement Supports	LEA-wide	Low Income	Specific Schools: Bear River, Ghidotti, Nevada Union, North Point	\$15,000.00	\$15,000.00
1	9	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Ghidotti, Nevada Union	\$378,306.00	\$378,306.00
1	10	Intervention Specialists	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$336,521.00	\$451,768.00
1	12	STARS Coordinator	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$115,247.00	\$115,247.00
1	13	English Language Development	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union, Bear River	\$91,221.00	\$91,221.00
1	14	English Learner Paraeducator Support	LEA-wide	English Learners	All Schools	\$103,910.00	\$103,910.00
1	15	Supplemental EL Materials	LEA-wide	English Learners	All Schools	\$15,000.00	\$15,000.00
1	16	EL After School Tutoring	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	17	EL Supported Studies	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union	\$40,260.00	\$40,260.00
1	18	Tutoring	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Nevada Union	\$36,000.00	\$36,000.00
1	19	ELA Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River	\$24,400.00	\$24,400.00
2	5	Test Management System (Illuminate DnA)	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	6	EL Coordinator	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Nevada Union		\$36,895.00
3	2	Equity and Inclusion Initiative	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$35,000.00	\$35,000.00
3	5	Restorative Practices Coordinator	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Nevada Union, Silver Springs	\$12,805.00	\$12,805.00
3	7	Transportation Services	Schoolwide	Low Income	Specific Schools: Bear River, Nevada Union, Silver Springs	\$265,000.00	\$265,000.00
3	9	Restorative Practices Coaches	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Nevada Union, Silver Springs		\$15,000.00
4	2	Additional STARS Counseling	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,221.00	\$311,221.00
4	3	SEL Curriculum Development	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Ghidotti, Silver Springs	\$3,500.00	\$3,500.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
4	5	Reconnecting Youth	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Bear River	\$21,215.00	\$21,215.00
5	1	Summer School Programming	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	\$108,000.00
5	2	APEX Credit Recovery Courses	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Nevada Union	\$198,860.00	\$198,860.00
5	3	Flex Time Scheduler	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Bear River, Nevada Union	\$10,000.00	\$10,000.00
5	5	Increased Counselor Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Nevada Union	\$115,247.00	\$115,247.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

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

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

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

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.