

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nord Country School

CDS Code: 04614240110551

School Year: 2021-22

LEA contact information:

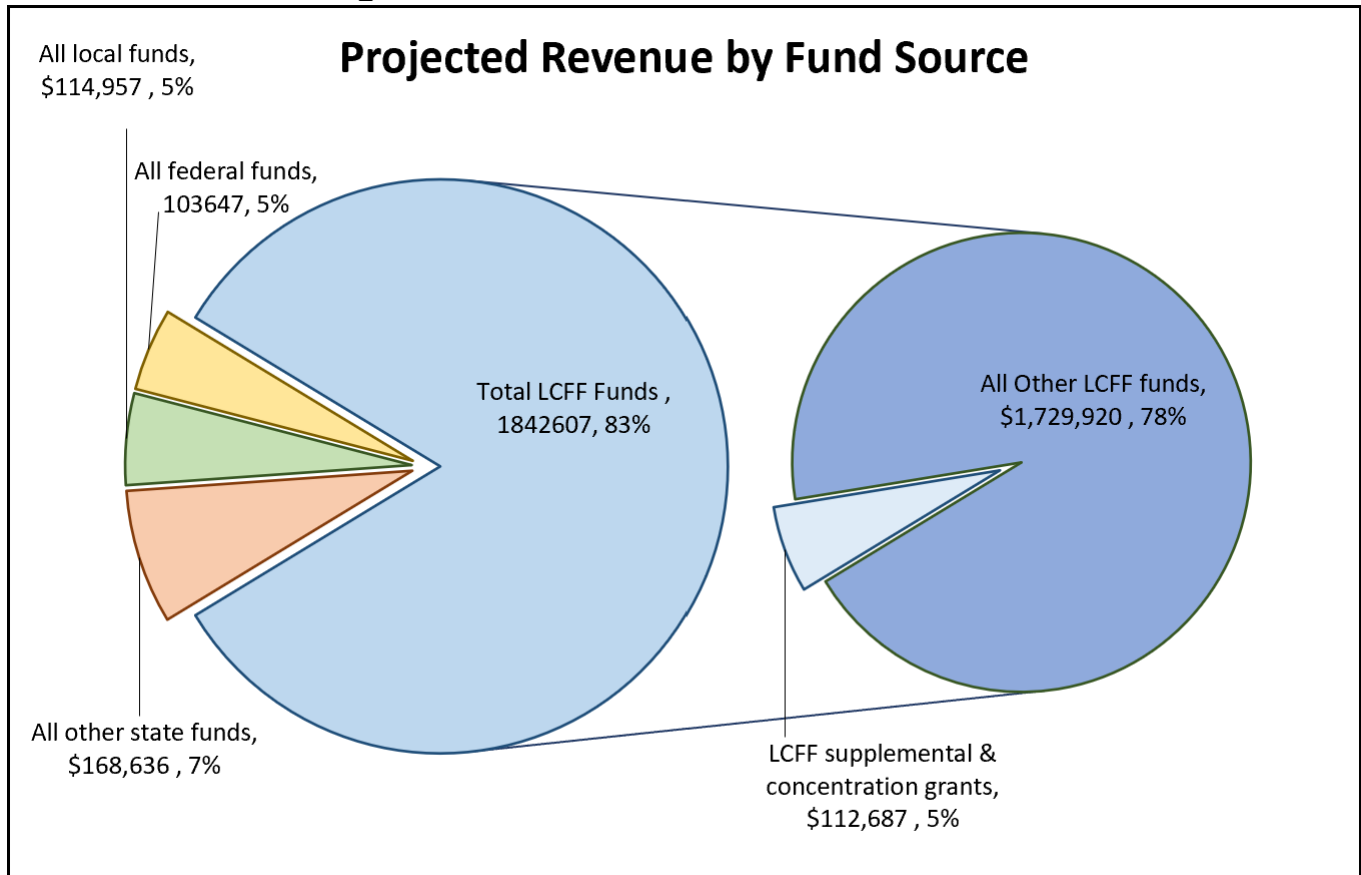
Kathy Dahlgren

Principal/Superintendent

(530) 891-3138

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

Budget Overview for the 2021-22 School Year

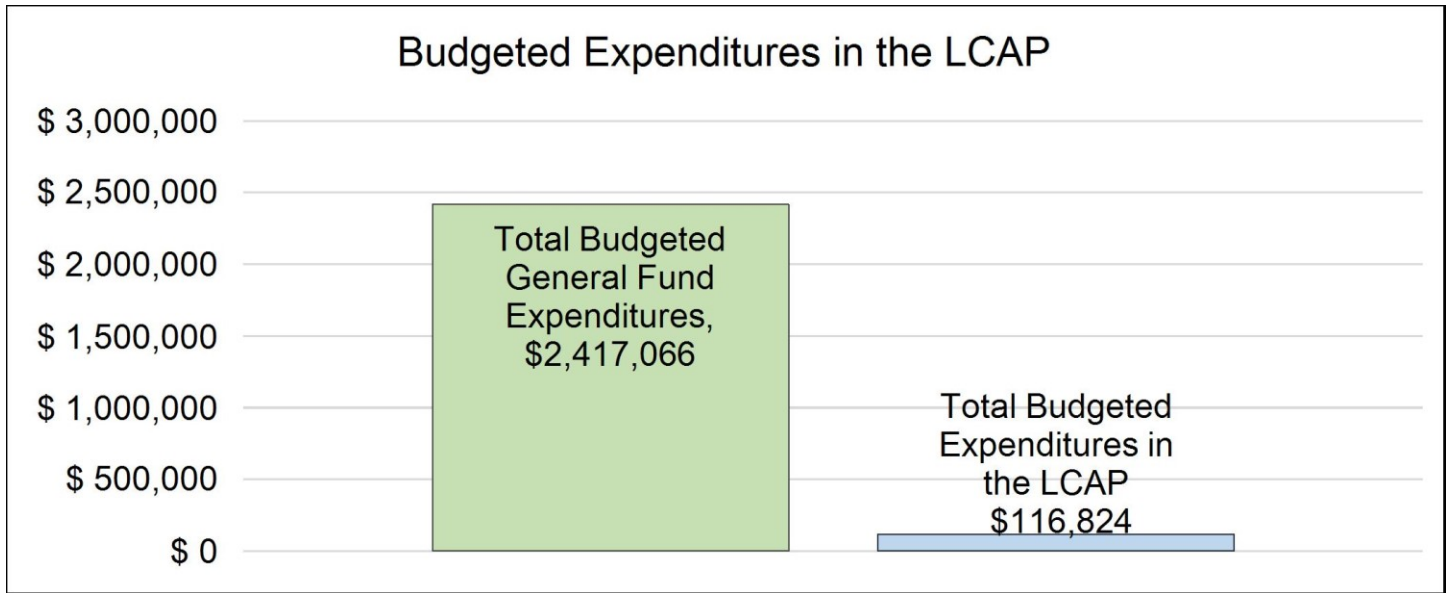


This chart shows the total general purpose revenue Nord Country School expects to receive in the coming year from all sources.

The total revenue projected for Nord Country School is \$2,229,847, of which \$1,842,607 is Local Control Funding Formula (LCFF), \$168,636 is other state funds, \$114,957 is local funds, and \$103,647 is federal funds. Of the \$1,842,607 in LCFF Funds, \$112,687 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nord Country School plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Nord Country School plans to spend \$2,417,066 for the 2021-22 school year. Of that amount, \$116,824 is tied to actions/services in the LCAP and \$2,300,242 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

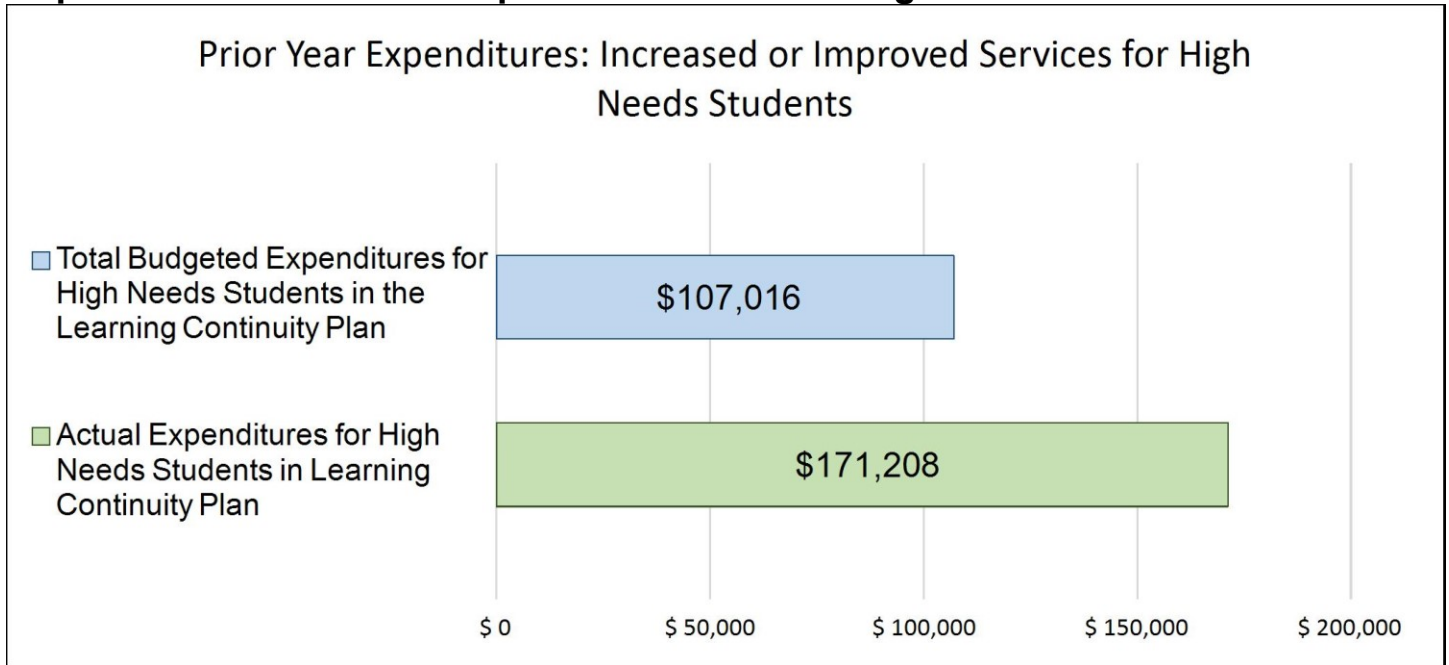
Funds not included in the LCAP are those funds spent to support the usual and customary day-to-day needs of running a school site.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Nord Country School is projecting it will receive \$112,687 based on the enrollment of foster youth, English learner, and low-income students. Nord Country School must describe how it intends to increase or improve services for high needs students in the LCAP. Nord Country School plans to spend \$116,824 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Nord Country School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Nord Country School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Nord Country School's Learning Continuity Plan budgeted \$107,016 for planned actions to increase or improve services for high needs students. Nord Country School actually spent \$171,208 for actions to increase or improve services for high needs students in 2020-21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

| LEA Name | Contact Name and Title | Email and Phone |
|---------------------|--|--|
| Nord Country School | Kathy Dahlgren Principal/Superintendent | kdahlgren@nordk8.org (530) 891-3138 |

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

NCS will increase overall achievement in ELA and math.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities: Implementation of Academic Standards

Annual Measurable Outcomes

| Expected | Actual |
|--|--|
| <p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 100% of students will have access to appropriate instructional material</p> <p>Baseline 100% of students had access to appropriate instructional material in 2015-2016</p> | <p>100% of students had access to appropriate instructional material</p> |
| <p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 On a local evaluation tool, 100% of the teachers will use common core strategies in their language arts & math instruction</p> <p>Baseline On a local evaluation tool, 100% of the teachers used common core strategies in their language arts and math instruction</p> | <p>100% of the teachers used common core strategies in their ELA & Math curriculum</p> |

| Expected | Actual |
|---|--|
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results</p> <p>19-20 The % of students meeting or exceeding stands in math will increase by 4% over benchmark scores</p> <p>Baseline 29% of students met/exceeded standards in math on the 2015-16 CAASPP tests</p> | <p>Due to COVID-19, testing was not administered. Our local assessment indicated student growth in ELA at each grade level.</p> |
| <p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 The % of students meeting or exceeding stands in ELA will increase by 4% over benchmark scores</p> <p>Baseline 31% of students met/exceeded standards in ELA on the 2015-16 CAASPP tests</p> | <p>Due to COVID-19, testing was not administered. Our local assessment indicated student growth in Math at each grade level.</p> |
| <p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 The chronic absenteeism rate will be under 5% at P2</p> <p>Baseline Chronic absenteeism ranged from 1.73% to 6.94% in 2015-16</p> | <p>Chronic absenteeism rate was 1.46% at P2.</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|---|---|
| <p>Purchase Common Core curriculum and review universal screening measures</p> <p>Continue to analyze Universal Screening measures to ensure that they are meeting our needs</p> | <p>4000-4999: Books And Supplies Supplemental \$12,000</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$1,600</p> | <p>4000-4999: Books And Supplies Supplemental \$999</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental \$4,660</p> |
| <p>Provide Paraprofessional intervention services for our students</p> | <p>2000-2999: Classified Personnel Salaries Supplemental \$4,992</p> <p>3000-3999: Employee Benefits Supplemental \$1,247.96</p> | <p>funded with T1 and REAP, not LCAP 2000-2999: Classified Personnel Salaries Supplemental 0</p> <p>funded with T1 and REAP, not LCAP 3000-3999: Employee Benefits 0</p> |
| <p>Retain Math and ELA intervention teacher to support struggling students.</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$47,239</p> <p>3000-3999: Employee Benefits Supplemental \$11,809.43</p> | <p>1000-1999: Certificated Personnel Salaries Supplemental \$45,621</p> <p>3000-3999: Employee Benefits Supplemental \$12,674</p> <p>ELD Consulting Services 5000-5999: Services And Other Operating Expenditures Supplemental \$1,350</p> |
| <p>Continue to work with the County SARB board to decrease chronic absenteeism and chronic tardies</p> <p>To ensure equal access to our school, we will continue to provide busing to all students who request it</p> | <p>Incentives and awards 4000-4999: Books And Supplies Lottery Funds \$1,500</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$20,663</p> <p>Transportation Supplies 4000-4999: Books And Supplies Supplemental \$9,550</p> <p>Bus Insurance, Maintenance and Training 5000-5999: Services And</p> | <p>4000-4999: Books And Supplies Lottery Funds \$1,848</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$20,445</p> <p>Transportation Supplies 4000-4999: Books And Supplies Supplemental \$3,030</p> <p>Bus Insurance, Maintenance and Training 5000-5999: Services And</p> |

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|---|--|--|
| Purchase technology devices | Other Operating Expenditures Supplemental \$8,000 3000-3999: Employee Benefits Supplemental \$5,165.61 Non Cap Equipment 4000-4999: Books And Supplies Supplemental \$16,500 | Other Operating Expenditures Supplemental \$3,212 3000-3999: Employee Benefits Supplemental \$9,281 Non Cap Equipment 4000-4999: Books And Supplies Supplemental \$9,400 Tech Support for Equipment and Platforms 5000-5999: Services And Other Operating Expenditures Supplemental \$3,760 |
| Provide professional development opportunities for teachers | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 | Professional Development 5000-5999: Services And Other Operating Expenditures Supplemental \$3,465 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Common Core curriculum and transportation funds were not fully expended due to school closure these funds were repurposed for COVID safety protocols. Aides were hired and worked but we used REAP and Title 1 money for those positions.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The actions and services that were successfully implemented included: 100% of students having access to appropriate instructional materials; 100% of the teachers using common core strategies in their language arts and math instruction; the chronic absenteeism rate was 1.46% at P2.

More challenging actions and services to meet were definitely due to COVID-19 and the closure of our campus. State testing requirements were waived which made it impossible to determine the outcome of whether or not the percentage of students meeting or exceeding standards increased from the prior year as this outcome was to be measured by the CAASPP data. Funds for curriculum were not fully expended. We postponed full implementation of a new language arts curriculum due to the school closure. One teacher was given the opportunity to pilot the curriculum for her class at no cost to the school. The other action/service directly related to COVID-19 restrictions was the inability to provide free bus transportation to school. At first, school was virtual and then, when we were able to bring students back to campus, social distancing protocols proved an insurmountable hurdle in providing practicable bus services.

Goal 2

NCS will use a campus-wide Positive Behavior Intervention Support Program to provide a safe, caring and positive climate where students, staff and parents feel safe, valued and connected to NCS.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities: School Climate, Parent Engagement, Basic Conditions

Annual Measurable Outcomes

| Expected | Actual |
|---|---|
| <p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator 19-20 “Major” referrals and all detentions (6th - 8th) will be kept at or below previous year’s number Detentions will be reduced by at least 5% of previous year's number</p> <p>Baseline 18 major referrals were written in 2016-2017. 204 detentions were written in 2016-2017</p> | <p>Major referrals increased from 6 for the 2018-2019 school year to 7 for 2019-2020. This number reflects referrals from August to March 13 which is the last day that students were on campus. Detention numbers increased significantly from 13 in 2018-19 to 51 in 2019-20.</p> |
| <p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> | <p>Due to COVID-19, which shut down on-campus learning, we did not conduct the same survey which asked the specific question in our metric.</p> |

| Expected | Actual |
|---|---|
| <p>19-20 90% of middle school students will state they agree that they are an important part of NCS's middle school community.</p> | |
| <p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 At least 90% of parents will feel connected to NCS</p> <p>Baseline 95% of kindergarten - 5th grade parents felt connected to the school and 90% of 6th - 8th grade parents felt connected to the school in 2016-2017.</p> | <p>Due to COVID-19, which shut down on campus learning, we did not conduct the same survey which asked the specific question in our metric.</p> |
| <p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 The suspension rate will be maintained at 4% or under</p> <p>Baseline 2016 - 17 suspension rate was .6%</p> <p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 A safe facility will be maintained</p> <p>Baseline Scored an exemplary school rating on the Williams Facility Inspection Tool</p> | <p>Suspension rate was 0% when the campus closed.</p> <p>A safe facility was maintained as evidence by an exemplary rating on the Williams Facility Inspection Tool</p> |

Actions / Services

| Planned Actions/Services | Budgeted Expenditures | Actual Expenditures |
|--|---|--|
| Provide release time for grade level staff collaboration | 5000-5999: Services And Other Operating Expenditures General Funds \$2,000 | Substitute Teachers 1000-1999: Certificated Personnel Salaries General Funds \$300 |
| Provide School Psych time for counseling services for students in need | 5000-5999: Services And Other Operating Expenditures Special Ed. Funds \$14,040 | 5000-5999: Services And Other Operating Expenditures Special Ed. Funds \$22,904 |
| Continue using Second Step Curriculum at least two times a month to foster positive character development and give students strategies to self-regulate their emotions | \$0 | \$0 |
| Conduct quarterly facility inspections to identify needs | \$0 | \$0 |
| Retain SIS System including parent portal and call out system | 5000-5999: Services And Other Operating Expenditures Supplemental \$2,100 | 5000-5999: Services And Other Operating Expenditures Supplemental \$2,200 |

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All funds budgeted for actions/services were spent.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Several actions were successfully implemented prior to campus closure due to COVID-19. The facility was inspected quarterly until the campus closure in March, we retained our student information system, teachers continued using Second Step for social/emotional support and our school psychologist was available to provide counseling to students in need.

The action that was most challenging was providing release time for teachers for collaboration purposes. This was due in part to not having adequate substitutes. Only two of our middle school teachers were able to visit teachers at another charter middle school to observe and collaborate on math instruction.

The expected outcome for referral and detention data was not met. After reviewing data it was determined that part of the increase was due to the inclusion of mandatory study hall referrals for missing work to the total number this year and not for prior years. In taking that data out, while we still did not meet the goal, we were much closer to the expected outcome of 13. Taking out the mandatory study hall referrals gave us a total of 19 detentions.

Due to COVID-19 and the school closure, no climate survey was available to parents or students in the spring to determine their connectedness to the school. Many other surveys were sent out to determine family needs when we moved to distance learning.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Increase custodial time from .7FTE to 1.1FTE to allow for COVID level cleaning. Actual increase ended up being from .7FTE to 2.0FTE. | \$15,000 | \$57,624 | No |
| Purchase custodial supplies, PPE, furniture, and other supplies to support COVID cleaning and social distancing for staff and students | \$3,000 | \$4,300 | No |
| Purchase additional chromebooks to support one-to-one computing instead of sharing technology devices | \$14,000 | \$20,225 | Yes |
| Repurpose transportation personnel during distance learning to support COVID cleaning and health procedures while small cohorts are on site | \$29,000 | \$7,395 | No |
| Purchase additional instructional supplies, health supplies, and playground supplies for social distancing of students and staff | 0 | \$2,902 | No |

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

All planned actions were implemented. Costs for custodial duties increased significantly due to staff and student return to in-person learning early in the fall. As older Chromebooks were kept at home in case they were needed for a return to distance learning, additional Chromebooks for in class learning were needed. This expense increased due to more significant need than expected. Transportation costs lowered significantly due to social distancing requirements on school buses. Personnel was repurposed to custodial duties but then left the school. The position was not filled.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Due in part to its small size, Nord Country School was extremely successful in implementing in-person instruction during the 2020-2021 school year. In September we brought back very small cohorts of students in special populations. In October Butte County was in the red tier which allowed us to bring back more students for in person learning. At that time kindergarten through 5th grade students came back 5 days a week. Our middle school students came back 3 days a week. For the 2nd semester we brought our middle school students back to campus full time. Being on campus in person helped to mitigate the learning loss seen from campus closure in March 2020. Teachers were able to review standards that were missed from the previous year and move forward with teaching the current grade level standards.

Staff worked diligently throughout the year to make sure students maintained social distancing and that all safety protocols were followed. Cleaning and disinfecting occurred multiple times a day and we were able to remain open all year. We were extremely successful in providing in-person instruction which helped both our student's and parent's levels of anxiety which, in turn, improved their emotional well being.

Distance Learning Program

Actions Related to the Distance Learning Program

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Purchase 80 additional chromebooks to support distance learning | \$17,000 | 0 | Yes |
| Purchase math curriculum better suited for online learning. | \$3,000 | \$2,392 | Yes |
| Repurpose intervention and classroom aides to supporting distance learning, tutoring, and family outreach/support functions | \$60,000 | \$85,800 | Yes |
| Independent Study Program Teacher at .8FTE | \$48,000 | \$49,359 | No |
| Purchase various software platforms for delivery of online instruction | \$1,500 | \$1,065 | No |
| Outside tech support for setting up distance learning equipment and programs | \$1,500 | \$2,572 | No |
| Equipment for delivery of online instruction such as webcams, headset microphones, outdoor access points, chromecasts and screens | \$4,000 | \$9,451 | No |

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There was a significant shortage of Chromebooks and we were limited in how many we could purchase in time to support distance learning. We were able to repurpose existing Chromebooks to go home with students so that they could keep them and instead purchased Chromebooks to replace and expand our on campus inventory to support in-person instruction.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Continuity of Instruction: Our staff worked tirelessly to ensure that there was not a big gap in instruction for our students. After communicating with all parents and getting Chromebooks loaned out for those who needed one, only two days passed before full on-line instruction began.

Access to Devices and Connectivity: We were able to provide computing devices to all students in need. The more difficult aspect was providing connectivity to several families. Those families living in more remote areas were having difficulty. Hot spots were very difficult to find at the beginning of the pandemic. We were able to bring those families back on campus in small cohorts in September.

Pupil Participation and Progress: Student participation was monitored daily. We communicated constantly with parents if students were missing from their zoom lessons. Progress was difficult to monitor during this time as students and parents were having more social/emotional difficulties.

Distance Learning Professional Development: Nord Country School purchased *The Distance Learning Playbook* by Douglas Fisher, Nancy Frey and John Hattie for all teaching staff. Staff was able to use this resource to help them navigate through this new way of teaching. Teachers took part in many other professional learning experiences in the areas of Google Classroom, strategies for teaching online, as well as researching better online curriculum and strategies.

Staff Roles and Responsibilities: A few staff responsibilities changed during this time. With COVID regulations and constraints, we no longer were able to provide busing for our students. This staff member helped with the cleaning, sanitizing, and disinfecting of the school as well as act as the staff trainer in the cleaning protocols and usage of different products before leaving in October.

Support for Pupils with Unique Needs: Bringing special needs students back to campus as early as September was of great support. Learning loss was minimized for these students.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

| Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---|----------------------|-------------------------------|--------------|
| Increase services for our Response to Intervention Program by .4FTE to support learning loss prevention and mitigation. Retained existing LCAP-funded RTI Program and added more FTE to mitigate learning loss. | \$25,920 | \$52,055.68 | Yes |
| Implement an after school tutoring program for student identified as low-performing or having significant learning loss. | \$14,000 | \$380 | Yes |

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Costs associated with increasing classroom aide time by .4FTE were significantly higher than expected. After school tutoring costs were much lower than budgeted due to the inability to staff the program.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

We were successful in increasing time for paraprofessionals to be in the classroom supporting students. In grades kindergarten - 4th grade, paraprofessionals were in classrooms all day. This allowed extra opportunities for reteaching, checking for understanding and small group instruction.

Nord was able to open for full time instruction for our K - 5th graders and 3 days a week for our 6th - 8th graders. Although we were unable to provide after school tutoring, by opening in the Fall, we were able to minimize learning loss. Our middle school students were on campus full time starting on January 19th. In assessing student progress on our internal assessment, we have seen a growth in both reading and math in all grades this year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

By using informal, classroom surveys, teachers continually monitored their students social and emotional well-being. These types of check-ins continued as students returned to in-person learning on campus. These surveys were used by teachers to gauge student's social and emotional health. When needed, referrals were made to the school counselor for more intensive support. Second Step, our social/emotional curriculum, continued to be used at all grade levels. Having examples and talking through scenarios where other people were dealing with stressful situations helped the students gain strategies for dealing with their emotions.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

All staff took part in reaching out to support parents when the pandemic began. As a small school, staff has been able to personally reach out to every family including our Spanish speaking families. Our re-engagement plan ensures that we know if a student started missing school or was not turning in assignments. Additional supports were put in place up to and including a phone call from the school administrator and home visits.

The biggest challenge in implementing our usual level of parent engagement was due to the fact that our parent and community volunteers are not able to be on campus. Our normal family events were also cancelled this year which is another blow to our usually very high levels of family engagement. We continued to have Parent Teacher Organization (PTO) meetings as well as School Site Council meetings via zoom to help support family engagement. We were able to provide updated information on COVID-19 guidance at these meetings.

Throughout the year, feedback from parents about the level of outreach and support the school has been able to provide during this difficult time was very positive.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

In the 2019 - 2020 school year we received nutrition services from our sponsoring agency, Chico Unified School District. At the beginning of the current school year, while school was closed for on campus learning, we were able to continue sending students to the District if a student needed breakfast or lunch. Our first month as our own School Food Authority (SFA) was October, 2020. As students returned to campus we began serving breakfast and lunch. We successfully served lunch to an average of 80 students daily. The challenges we have are the restrictions on social distancing during lunch. We are able to only have one class in our cafeteria at a time. The other class eats outside or, when the weather is bad, in their classroom. We have had to expand from two lunch services to four. This has impacted the amount of time each class is allotted for lunch, rushing students to eat quickly.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

| Section | Description | Total Budgeted Funds | Estimated Actual Expenditures | Contributing |
|---------------------------|--|----------------------|-------------------------------|--------------|
| All | Retained student information system to facilitate attendance tracking and parent communication | 0 | \$3,000 | Yes |
| Distance Learning Program | Purchase staff desktops to better deliver distance learning | 0 | \$1,072.50 | Yes |
| Distance Learning Program | Training regarding delivery of distance learning | 0 | \$308 | Yes |
| All | Retain software platforms related to online safety, assessment, and intervention (MobyMax, Forefront Math, Learning A-Z, GoGuardian) | 0 | \$5,274.50 | Yes |
| Pupil Learning Loss | Teacher stipends associated with increasing pupil achievement | 0 | \$700 | Yes |

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

When the LCP was developed not all of the customary LCAP expenditures to support unduplicated pupils were addressed. These items are some LCAP expenditures which support our ongoing LCAP goals outside of the LCP.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Seeing the increased need of social and emotional support has strengthened our resolve to increase support in this area for the 2021-2024 LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Benchmark assessments in math and ELA will be conducted three times a year beginning in the Fall. This practice continues to assess student's progress and will identify students in need of additional support in these areas. Hiring an additional intervention aide as well as an Education Director will help us reach our academic goal.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

In actions related to the distance learning program, only one action was not completed. As stated in previous sections, existing older Chromebooks were sent home with students instead of purchasing new devices for home use. New Chromebooks were purchased for the in-person program. The one action in the in-person program that was significantly reduced was providing bussing services for student. Due to COVID regulations on transporation, bussing was not feasible.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

As stakeholders reviewed student outcomes and other data in the 2019-20 LCAP and the 2020-21 LCP, several items became a clear focus for what needs to be included in our 2021-2024 LCAP. Information collected by expanded learning surveys and conversations at PTO, School Site Council, Board Meetings and Staff Meetings showed that all stakeholders agree with our two main areas of focus. Intervention time will be increased and progress toward standards will be monitored, especially for our low income, Hispanic and special education students. Social/Emotional needs will also be addressed. The additional staffing for both of these areas are included in our 2021-2024 LCAP.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

| Total Expenditures by Funding Source | | |
|--------------------------------------|--------------------------------------|------------------------------------|
| Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Funding Sources | 163,407.00 | 145,149.00 |
| | 0.00 | 0.00 |
| General Funds | 2,000.00 | 300.00 |
| Lottery Funds | 1,500.00 | 1,848.00 |
| Special Ed. Funds | 14,040.00 | 22,904.00 |
| Supplemental | 145,867.00 | 120,097.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type | | |
|--|---|---|
| Object Type | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | 163,407.00 | 145,149.00 |
| | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | 47,239.00 | 45,921.00 |
| 2000-2999: Classified Personnel Salaries | 25,655.00 | 20,445.00 |
| 3000-3999: Employee Benefits | 18,223.00 | 21,955.00 |
| 4000-4999: Books And Supplies | 39,550.00 | 15,277.00 |
| 5000-5999: Services And Other Operating Expenditures | 32,740.00 | 41,551.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Object Type and Funding Source | | | |
|---|-----------------------|---|---|
| Object Type | Funding Source | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| All Expenditure Types | All Funding Sources | 163,407.00 | 145,149.00 |
| | | 0.00 | 0.00 |
| 1000-1999: Certificated Personnel Salaries | General Funds | 0.00 | 300.00 |
| 1000-1999: Certificated Personnel Salaries | Supplemental | 47,239.00 | 45,621.00 |
| 2000-2999: Classified Personnel Salaries | Supplemental | 25,655.00 | 20,445.00 |
| 3000-3999: Employee Benefits | | 0.00 | 0.00 |
| 3000-3999: Employee Benefits | Supplemental | 18,223.00 | 21,955.00 |
| 4000-4999: Books And Supplies | Lottery Funds | 1,500.00 | 1,848.00 |
| 4000-4999: Books And Supplies | Supplemental | 38,050.00 | 13,429.00 |
| 5000-5999: Services And Other Operating Expenditures | General Funds | 2,000.00 | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Special Ed. Funds | 14,040.00 | 22,904.00 |
| 5000-5999: Services And Other Operating Expenditures | Supplemental | 16,700.00 | 18,647.00 |

* Totals based on expenditure amounts in goal and annual update sections.

| Total Expenditures by Goal | | |
|-----------------------------------|---|---|
| Goal | 2019-20 Annual Update Budgeted | 2019-20 Annual Update Actual |
| Goal 1 | 145,267.00 | 119,745.00 |
| Goal 2 | 18,140.00 | 25,404.00 |

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

| Total Expenditures by Offering/Program | | |
|--|---------------------|---------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$61,000.00 | \$92,446.00 |
| Distance Learning Program | \$135,000.00 | \$150,639.00 |
| Pupil Learning Loss | \$39,920.00 | \$52,435.68 |
| Additional Actions and Plan Requirements | | \$10,355.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$235,920.00 | \$305,875.68 |

| Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement) | | |
|---|---------------------|---------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$47,000.00 | \$72,221.00 |
| Distance Learning Program | \$55,000.00 | \$62,447.00 |
| Pupil Learning Loss | | |
| Additional Actions and Plan Requirements | | |
| All Expenditures in Learning Continuity and Attendance Plan | \$102,000.00 | \$134,668.00 |

| Expenditures by Offering/Program (Contributing to Increased/Improved requirement) | | |
|---|---------------------|---------------------|
| Offering/Program | 2020-21 Budgeted | 2020-21 Actual |
| In-Person Instructional Offerings | \$14,000.00 | \$20,225.00 |
| Distance Learning Program | \$80,000.00 | \$88,192.00 |
| Pupil Learning Loss | \$39,920.00 | \$52,435.68 |
| Additional Actions and Plan Requirements | | \$10,355.00 |
| All Expenditures in Learning Continuity and Attendance Plan | \$133,920.00 | \$171,207.68 |

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 |
|-------------------------------------|--|--|
| Nord Country School | Kathy Dahlgren Principal/Superintendent | kdahlgren@nordk8.org (530) 891-3138 |

Plan Summary [2021-22]

General Information

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

Nord Country School was founded in 2005 by community members, educators and parents. We are a small, rural, independent, charter school in the Northern California city of Chico. In 2017 our authorizer, Chico Unified School District, voted to renew our charter for another 5 years.

We pride ourselves on the community feel of our small school and our commitment to individualized instruction for all our students. We believe that high expectations yield greater results; that hard work and perseverance develops character and that tolerance and respect for diversity are essential for a healthy, cohesive society. We believe Nord Country School has made a positive impact on our students and their families not only academically, but socially and emotionally as well. We work to meet our goal in creating a safe, caring and inclusive environment by conducting whole school rallies, character trait assemblies, healthy youth activities and parent information nights.

Nord Country School currently serves 181 students in grades K through 8. We are located at 5554 California Street, Chico, CA 95973.

Reflections: Successes

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

Performance indicators and local measurements show Nord Country School made good progress on implementing goals and reaching expected outcomes based on the 8 State Priorities. We are proud of our progress in meeting local indicators as well. Our suspension rate is down with a dashboard color of blue. However, the progress that we are most proud of is the continued increase in student academic achievement in both Language Arts and Math. The percentage of students meeting or exceeding ELA standards rose from 50% in 2018 to 58.71% in 2019 for all students. Our dashboard color in ELA is blue for the first time. Percentages rose for all significant student groups. The percentage of students meeting or exceeding standards in math rose from 45.46% in 2018 to 47.71% in 2019 for all students and rose for all significant student groups as well. Our dashboard color in math is green.

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.

In reviewing the Dashboard and local data, there are no areas where significant improvement is needed. There were no overall performance indicators in the red or orange performance category on the Dashboard. There is, however, an achievement gap in the academic performance for two of our subgroups. The new LCAP will address the disparity we see in these student subgroups.

A review of the middle school student survey showed that only 72% of students felt that they were an important part of the middle school and only 81% stated that they liked being at our school. Although these results may have been affected by COVID-19, we feel that it is important to concentrate on the social/emotional well-being of our students in the coming years, especially those students in middle school.

LCAP Highlights

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

This year's LCAP centers on demonstrating academic growth and student achievement on important metrics with an emphasis in supporting our significant student groups so that we can narrow the disparity in academic scores. We will also continue to work on the social/emotional health of our students and improving the school climate. Significant actions and services include the following:

- Hiring a social worker
- Utilizing a robust diagnostic tool to regularly assess and monitor student progress towards standards mastery
- Utilizing a new ELA curriculum to improve student progress
- Implementing Universal Access time that addresses the needs of all students through designated instruction
- Continuing the implementation of character education and ongoing PBIS implementation
- Coordinating family events

This LCAP addresses the California School Dashboard indicators. Many of the State and Local Indicators are referenced throughout the LCAP through goals and actions for programs, interventions and services.

Comprehensive Support and Improvement

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

Schools Identified

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

Nord Country School was NOT identified as requiring comprehensive support and improvement.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

Input was collected from all stakeholder groups.

STAFF:

1/19/20 - Previous LCAP was reviewed. New, more specific goals were discussed.

4/20/21 - Data was reviewed and discussion was held on performance levels of all subgroups.

5/04/21 - Clarification on emphasizing certain subgroups in goals for the upcoming LCAP

LCAP Meeting:

4/15/21 - Priorities for support were determined.

PARENTS

SSC Meetings:

2/18/21 - A review of the previous LCAP and the LCP. Progress was reviewed.

4/12/2 - New goals were discussed as well discussion regarding services and actions was held. New actions were also discussed.

Survey - A Learning Loss Recovery survey was sent out to parents. Data was reviewed with stakeholders.

PTO Meetings:

4/13/21 - New goals were discussed as well as the actions and services needed to attain them.

5/11/21 - All aspects of the draft LCAP were reviewed. Input was gathered.

STUDENTS:

Student surveys were conducted in March. Data was reviewed with stakeholders.

A summary of the feedback provided by specific stakeholder groups.

With all that has happened in Butte County over the past several years, staff agreed that the social/emotional health of our students is the area with the greatest need of support. While reviewing academic data, staff also agreed that our low performing student subgroups need additional intervention and support.

There was a lot of parent participation during LCAP discussions at PTO meetings and board meetings. Parents were in favor of the Universal access to targeted support as this will help all students, including those working at or above grade level. After reviewing academic data, parents were also in favor of increasing support for low performing students.

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

As staff discussed student's social/emotional needs, the necessity of bringing on a social worker or counselor became apparent. At the beginning of these discussions we planned on having support at our school one day a week. It was determined the need was greater and support time has been increased to two days a week. New, more specific academic goals will be developed for our Hispanic and Low Socio-economic subgroups. Emphasis will be placed on increasing progress monitoring and redefining universal access to targeted intervention. New intervention staff will be hired to support us in achieving this goal.

Goals and Actions

Goal

| Goal # | Description |
|--------|--|
| 1 | Provide all students with a rigorous instructional program that increases achievement and reduces disparity in academic performance between state identified student groups. |

An explanation of why the LEA has developed this goal.

Data from the last CAASPP tests showed that students in the Hispanic and low socioeconomic subgroups scored significantly lower than the "white" subgroup. The 2020/2021 LCAP takes a more focused look at academic performance at a sub group level. Although our Hispanic subgroup was not quite large enough to be considered a significant subgroup on our Dashboard, we did notice that those students scored significantly lower than our other subgroups in both math and language arts.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|--|----------------|----------------|----------------|--|
| Pupil Achievement - CA School Dashboard English Language Arts Indicator - percent of students who meet or exceed standard | <p>Data Source: 2018/2019 CAASPP ELA Scores</p> <p>All Students Group: 58.71%</p> <p>White Student Group: 66.20%</p> <p>Socio-economically Disadvantaged Student Group: 46.67%</p> | | | | <p>All Students Group: 65%</p> <p>White Student Group: 70%</p> <p>Socio-economically Disadvantaged Group: 53%</p> <p>Hispanic Group: 45%</p> |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|---|
| | Hispanic Student Group: 39.28% | | | | |
| Pupil Achievement - CA School Dashboard Math Indicator - percent of students who meet or exceed standard | <p>Data Source: 2018/2019 CAASPP Math Scores</p> <p>All Students Group: 47.71%</p> <p>White Student Group: 52.12%</p> <p>Socio-economically Disadvantaged Student Group: 40%</p> <p>Hispanic Student Group: 39.29%</p> | | | | <p>All Students Group: 54%</p> <p>White Students Group: 58%</p> <p>Socio-economically Disadvantaged Group: 46%</p> <p>Hispanic Group: 45%</p> |
| Pupil Achievement - Local Benchmark Assessment | Since we are using a brand new program, benchmark data will be determined at the beginning of the 2021-2022 school year. | | | | 70% of students will score at or above grade level on end of the year progress monitoring assessment. |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Basic - Internal audit of access to curriculum/material | 100% of students have access to core curriculum/material | | | | 100% of students have access to core curriculum |
| Basic - Internal audit of teacher assignments | 91% of our teachers are appropriately assigned. | | | | 100% of teachers are appropriately assigned. |
| Implementation of Common Core Standards - Internal teacher rubric | 100% of the teachers implement common core standards in math and language arts | | | | 100% of the teachers implement common core standards in math and language arts |
| Course Access Local checklist | 100% of students have access to a broad course of study | | | | 100% of students continue to have access to a broad course of study |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|------------------------------|---|-------------|--------------|
| 1 | Diagnostic Assessment System | School uses an adaptive diagnostic assessment system in reading and math that provides information on student progress and prescriptive lessons that target individual needs. | \$9,740.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---|---|-------------|--------------|
| 2 | Purchase Common Core Curriculum for Language Arts | Purchase Wonders ELA Curriculum for grades 2 - 5 | \$19,500.00 | No |
| 3 | Equipment | Purchase new Chromebooks to ensure all students have equal access to technology to support learning and academic achievement. | \$10,000.00 | No |
| 4 | Software | Renew software licenses to support academic achievement. | \$3,120.00 | Yes |
| 5 | Retain ELA Intervention Teacher | ELA Intervention teacher will work with students needing pull out support | \$33,612.60 | Yes |
| 6 | Retain Math Intervention Teacher | Math intervention teacher will work with students needing pull out support | \$10,425.00 | Yes |
| 7 | Intervention Personnel | Classroom Aides | \$35,000.00 | Yes |
| 8 | Transportation | To ensure equal access to our school, we will continue to provide free transportation services to our low income students. | \$15,866.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-----------------|--|-------------|--------------|
| 9 | Family Outreach | Provide support to families through informational parent education events. | \$1,000.00 | 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 |
|--------|--|
| 2 | Nord Country School will use MTSS to cultivate a positive school environment and provide a safe, caring climate where all students, staff and parents feel safe, valued and connected. |

An explanation of why the LEA has developed this goal.

With the continued trauma being experienced in Butte County, it was determined that our student's social and emotional well being should be a high priority.

Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|----------------|----------------|----------------|--|
| Parent Involvement Rubric - Local Self Reflection Performance Indicator | 2020-2021 Rated an overall score of 3.5 (between initial and full implementation) in seeking parental input in decision making | | | | Rate an overall score of 5 (full implementation and sustainability) in seeking parental input in decision making |
| Pupil Engagement - Dashboard Attendance Rate | 2018-2019 97% | | | | Attendance Rate will remain at or above 95% |
| Pupil Engagement - Dashboard Chronic Absenteeism Rate | 2020-2021 Chronic Absenteeism Rate is 1.46% | | | | Chronic Absenteeism Rate remains below 5% at P2 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|-----------------------------------|--|----------------|----------------|----------------|---|
| | (skewed year due to distance learning) | | | | |
| Pupil Engagement - Student Survey | <p>2019-2020</p> <p>Middle School</p> <p>88.4% felt like they were an important part of the middle school.</p> <p>100% felt that they were safe at school.</p> <p>93% felt the teacher supports them when they are struggling.</p> <p>86% felt comfortable talking with their teachers</p> <p>3rd - 5th Grade</p> <p>100% felt safe in their classroom.</p> <p>98.3% felt comfortable talking with their teacher</p> | | | | <p>Middle School</p> <p>At least 92% will feel like they are an important part of the middle school.</p> <p>At least 95% will feel safe at school.</p> <p>At least 95% will feel the teacher supports them when they are struggling.</p> <p>At least 92% will feel comfortable talking with their teachers.</p> <p>3rd - 5th Grade</p> <p>At least 95% will feel safe in their classroom.</p> <p>At least 96% will feel comfortable talking with their teacher.</p> |
| School Climate - | <p>2020-2021</p> <p>1.1% (2 students)</p> | | | | Suspension Rate remains below 3% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|--|--|----------------|----------------|----------------|--|
| Dashboard Suspension Rate | | | | | |
| School Climate - Data Quest Expulsion Rate | 2020 - 2021 0% | | | | Expulsion Rate remains at 0% |
| School Climate - Parent Survey | 2019-2020 84.6% of parents stated they felt connected to the school. 79.5% of parents stated they felt that their input was valued by the school. 94.9% of parents stated the school provides a safe environment. 93.5% of parents stated they felt welcome at the school | | | | At least 95% of parents will state that they feel connected to the school. At least 90% of parents will state that they feel their input is valued by they school At least 96% of parents will state the school provides a safe environment At least 96% of parents will feel welcome at the school |
| Basic - Local Dashboard Williams Facility Inspection Tool | 2020-2021 Exemplary Rating | | | | Continued Rating Score of Exemplary |

Actions

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------------------------------|--|-------------|--------------|
| 1 | Student Mental Health Support | Hire a social worker/counselor 2 days a week to support the social and emotional well being of our students. | \$35,000.00 | No |
| 2 | Campus Improvements | Repair blacktop, add water bottle fillers, and improve look and ease of use for student centered areas on campus | \$12,000.00 | Yes |
| 3 | Social/Emotional Learning | Purchase Second Step Curriculum in order to continue supporting students' social and emotional well being. | \$1,500.00 | Yes |
| 4 | Family Outreach | Provide support to families through at least two social events. | \$500.00 | Yes |
| 5 | Communication | Encourage communication between school and home through School Wise parent portal for middle school grades, school website including new Family tab, newsletters and social media. | \$3,800.00 | 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 |
| 6.51% | \$112,687 |

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.

After reviewing student achievement data and getting stakeholder input we identified two main goals to support students. The actions in goal 1 will serve students school wide, however, the needs of unduplicated pupils will be the primary focus of these services.

GOAL 1 INCREASED ACADEMICS

Action 1 - Diagnostic Assessment System - It is important to determine the gaps in a student's learning in order to remediate skills in those areas and increase achievement. Our Hispanic subgroup scored 12.4% lower than our all student group in ELA and 12.42% lower in math. Our low income student group scored 20.52% lower in ELA than non low income students and 12.06% lower in Math. Using the diagnostic system we will be better able to pinpoint learning gaps and individualize intervention for these students.

Action 2 - Purchase Common Core Curriculum - By using research based, common core aligned curriculum teachers will be better able to support students continued progress toward mastery of the grade level standards.

Action 3 - Equipment - Providing updated Chromebooks is especially important for our Hispanic and low income students who do not have either internet access or a computing device at home. We need to make sure that we have sufficient quality equipment for when these students are on campus.

Action 4 - Software - Maintaining updated software and educational programs ensures that teachers are prepared and intervention staff is using the latest versions of testing material to better determine learning gaps.

Action 5, 6 & 7 - Retaining Intervention Personnel - We will focus our targeted intervention on our Hispanic, low income and special education student subgroups who are performing below grade level. By retaining these teachers, students will receive more targeted intervention services to close the achievement gap.

Action 8 - Transportation - In order to provide our low income students equal access to our rural school, we provide free transportation to and from school for these students. Research shows that low income students usually have a higher rate of absenteeism so we are removing this barrier for our families. In the 2019-2020 school year 72.7% of students riding the bus were low income students. We are continuing this service to support those students.

Action 9 - Family Outreach - Research shows that when parents are involved in their students education, students perform better in school and attend school more regularly. We will be providing family education nights which, in the past, have not had high attendance . By providing food, free child care and possibly free transportation we hope to get parents more involved. We will also have Spanish speaking staff reach out personally to all Spanish speaking families. We will also have translators on sight for those events.

GOAL 2 SOCIAL/EMOTIONAL WELL-BEING

Action 1 & 3 - Mental Health Support/Social & Emotional Learning - High ACES (adverse childhood experiences) scores have been linked to low academic performance as well as behavioral issues in the classroom. Butte County has the highest ACES score of any county in the State and we have seen evidence of this in our students. 83.3% of the students referred for counseling last year were low income students with high incidences of adverse childhood experiences. To address this we will be providing counseling services an additional two days a week. Continuing to use our social/emotional curriculum will also support these students.

Action 2 - Campus Improvements - The look and feel of a school campus has an effect on student's engagement and student's social/emotional well being.

Action 4 - Family Outreach (social events) - Research shows that when parents are involved in their students education, students perform better in school and attend school more regularly. In order to help get parents more involved we will be providing family social events. We will have Spanish speaking staff reach out personally to all Spanish speaking families. We will also have translators on sight for those events.

Action 5 - Communication - Home to School communication is extremely important. Effective communication helps parents engage in their child's education, especially for working parents who are not able to be on campus. By having a system where parents can receive school information via email, texts or phone calls and where they can check their child's grades we give our parents an easier way to engage with the school at all levels. We will be working on providing more communication in Spanish for our Hispanic families.

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

For the 2021/22 school year, we assume an enrollment of 212 students with 67 (32%) unduplicated pupils. Using the FCMAT calculator version 22.1 this results in LCFF funding of \$1,842,607 of which \$112,687 is supplemental funds based on the enrollment of our unduplicated pupils. We anticipate spending \$116,824 which exceeds the increased apportionment.

Total Expenditures Table

| LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|--------------|-------------------|-------------|---------------|--------------|
| \$116,823.60 | \$9,740.00 | | \$64,500.00 | \$191,063.60 |

| Totals: | Total Personnel | Total Non-personnel |
|---------|-----------------|---------------------|
| Totals: | \$123,903.60 | \$67,160.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---|-------------|-------------------|-------------|---------------|-------------|
| 1 | 1 | All | Diagnostic Assessment System | | \$9,740.00 | | | \$9,740.00 |
| 1 | 2 | Grades 2 - 5 | Purchase Common Core Curriculum for Language Arts | | | | \$19,500.00 | \$19,500.00 |
| 1 | 3 | All | Equipment | | | | \$10,000.00 | \$10,000.00 |
| 1 | 4 | English Learners Foster Youth Low Income | Software | \$3,120.00 | | | | \$3,120.00 |
| 1 | 5 | English Learners Foster Youth Low Income | Retain ELA Intervention Teacher | \$33,612.60 | | | | \$33,612.60 |
| 1 | 6 | English Learners Foster Youth Low Income | Retain Math Intervention Teacher | \$10,425.00 | | | | \$10,425.00 |
| 1 | 7 | English Learners Foster Youth Low Income | Intervention Personnel | \$35,000.00 | | | | \$35,000.00 |
| 1 | 8 | Low Income | Transportation | \$15,866.00 | | | | \$15,866.00 |
| 1 | 9 | English Learners Foster Youth Low Income | Family Outreach | \$1,000.00 | | | | \$1,000.00 |
| 2 | 1 | All | Student Mental Health Support | | | | \$35,000.00 | \$35,000.00 |
| 2 | 2 | English Learners Foster Youth Low Income | Campus Improvements | \$12,000.00 | | | | \$12,000.00 |

| Goal | Action # | Student Group(s) | Title | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--|---------------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 3 | English Learners Foster Youth Low Income | Social/Emotional Learning | \$1,500.00 | | | | \$1,500.00 |
| 2 | 4 | English Learners Foster Youth Low Income | Family Outreach | \$500.00 | | | | \$500.00 |
| 2 | 5 | English Learners Foster Youth Low Income | Communication | \$3,800.00 | | | | \$3,800.00 |

Contributing Expenditures Tables

| Totals by Type | Total LCFF Funds | Total Funds |
|--------------------------|------------------|--------------|
| Total: | \$116,823.60 | \$116,823.60 |
| LEA-wide Total: | \$116,823.60 | \$116,823.60 |
| Limited Total: | \$0.00 | \$0.00 |
| Schoolwide Total: | \$0.00 | \$0.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|----------------------------------|----------|--|-------------|-------------|-------------|
| 1 | 4 | Software | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,120.00 | \$3,120.00 |
| 1 | 5 | Retain ELA Intervention Teacher | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$33,612.60 | \$33,612.60 |
| 1 | 6 | Retain Math Intervention Teacher | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$10,425.00 | \$10,425.00 |
| 1 | 7 | Intervention Personnel | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$35,000.00 | \$35,000.00 |
| 1 | 8 | Transportation | LEA-wide | Low Income | All Schools | \$15,866.00 | \$15,866.00 |
| 1 | 9 | Family Outreach | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,000.00 | \$1,000.00 |
| 2 | 2 | Campus Improvements | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$12,000.00 | \$12,000.00 |
| 2 | 3 | Social/Emotional Learning | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$1,500.00 | \$1,500.00 |

| Goal | Action # | Action Title | Scope | Unduplicated Student Group(s) | Location | LCFF Funds | Total Funds |
|------|----------|-----------------|----------|--|-------------|------------|-------------|
| 2 | 4 | Family Outreach | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$500.00 | \$500.00 |
| 2 | 5 | Communication | LEA-wide | English Learners Foster Youth Low Income | All Schools | \$3,800.00 | \$3,800.00 |

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

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

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

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

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

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