

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: El Nido ESD

CDS Code: 24-65680-0000000

School Year: 2024-25

LEA contact information:

Paula Heupel

Superintendent

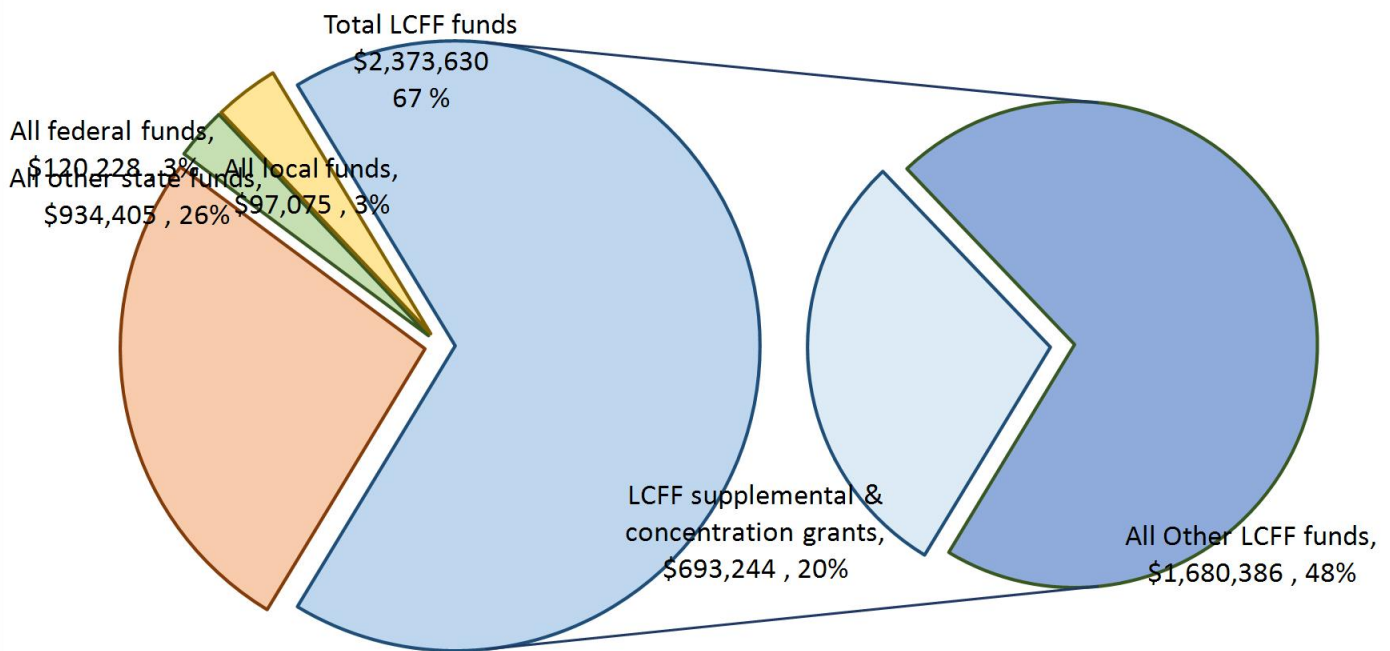
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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 2024-25 School Year

Projected Revenue by Fund Source

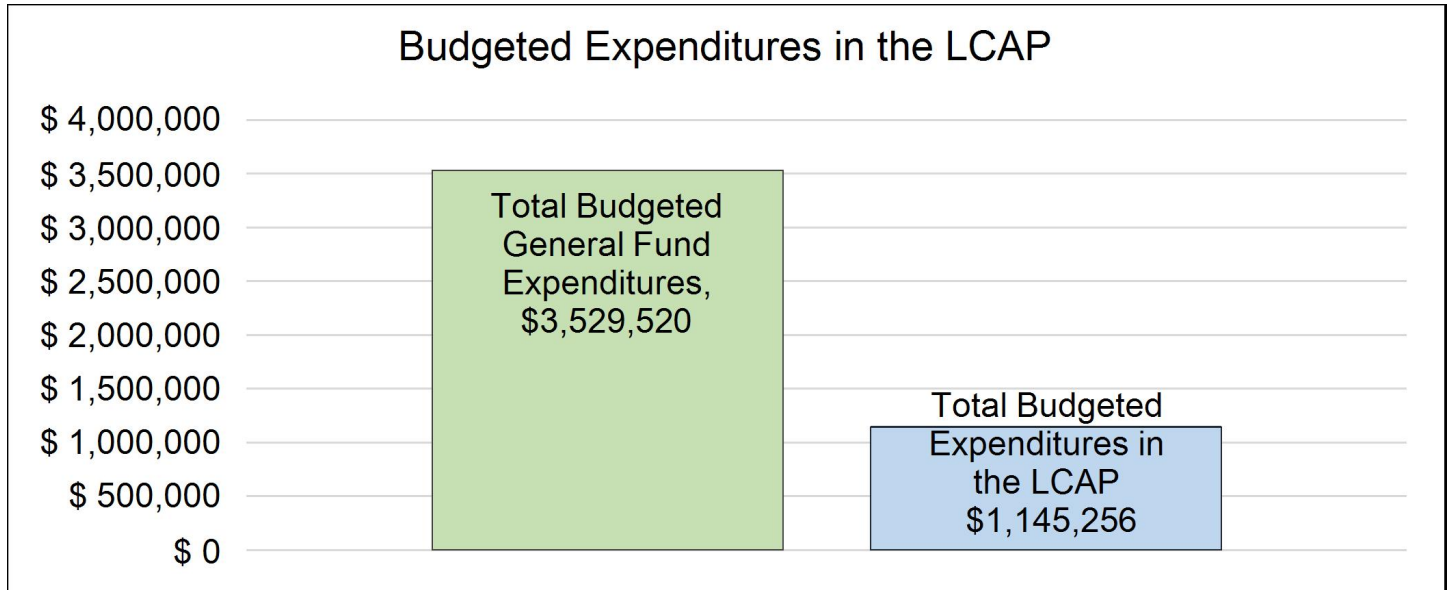


This chart shows the total general purpose revenue El Nido ESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for El Nido ESD is \$3,525,338, of which \$2,373,630 is Local Control Funding Formula (LCFF), \$934,405 is other state funds, \$97,075 is local funds, and \$120,228 is federal funds. Of the \$2,373,630 in LCFF Funds, \$693,244 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 El Nido ESD plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: El Nido ESD plans to spend \$3,529,520 for the 2024-25 school year. Of that amount, \$1,145,256 is tied to actions/services in the LCAP and \$2,384,264 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

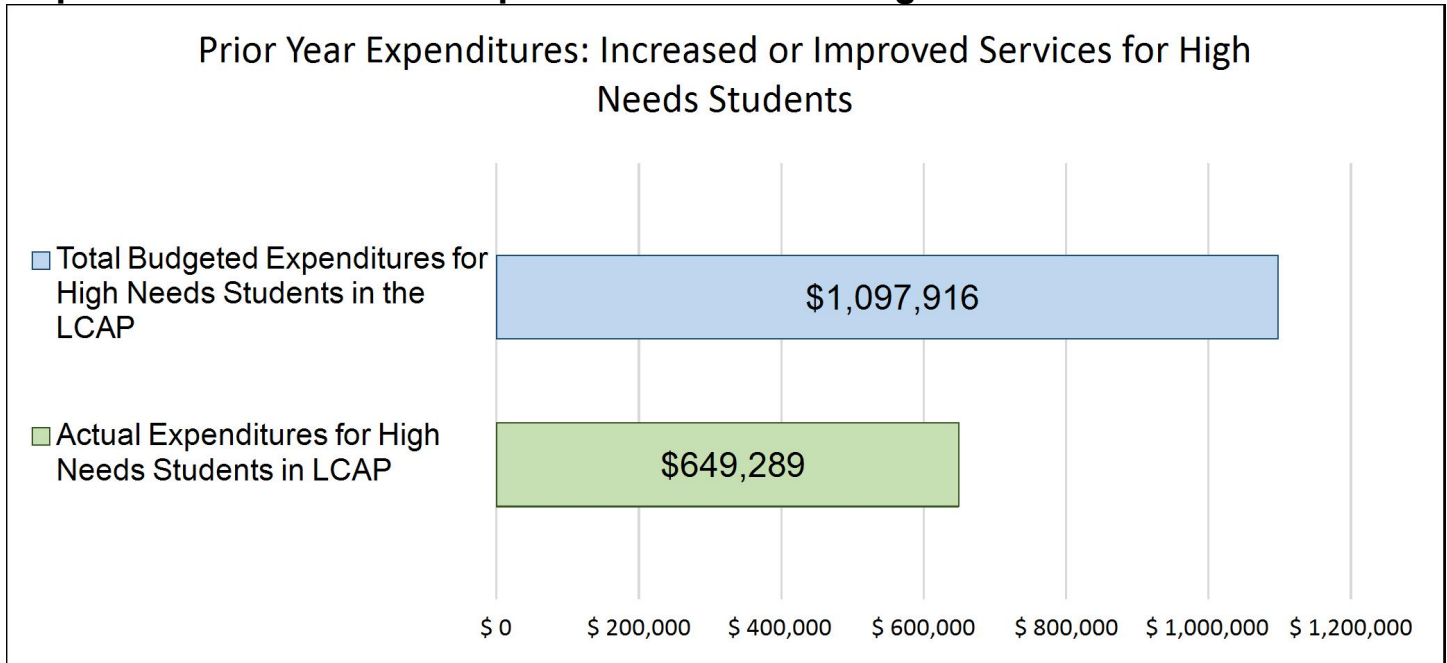
General Fund expenditures not included in the LCAP include: Transportation to and from School, Salaries and Benefits for personnel such as teachers, principal/superintendent, office staff, custodial staff, cafeteria staff, and transportation staff, general furnishings, materials, supplies, maintenance and site improvements, and overhead costs (e.g., utilities).

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, El Nido ESD is projecting it will receive \$693,244 based on the enrollment of foster youth, English learner, and low-income students. El Nido ESD must describe how it intends to increase or improve services for high needs students in the LCAP. El Nido ESD plans to spend \$1,003,028 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 2023-24



This chart compares what El Nido ESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what El Nido ESD estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, El Nido ESD's LCAP budgeted \$1,097,916 for planned actions to increase or improve services for high needs students. El Nido ESD actually spent \$649,289 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$448,627 had the following impact on El Nido ESD's ability to increase or improve services for high needs students:

The total estimated actual expenditures for actions and services for high needs students less than the total planned budgeted expenditures for 2023-24, impacting the overall and increased and/or improved services for high needs students in a minimal manner. Due to the remaining one-time funding from both federal and state sources, one-time funding was used before it expired to support actions. In addition, the district secured additional grant funding complementing actions to increase and/or improve services listed in the LCAP. Positions, especially substitutes, instructional assistants, and tutors were difficult to fill in 23-24. The difficulty finding qualified substitutes required professional development to occur during available contractual time or voluntary participation. We also had permanent staff resign and were only able to fill the positions with temporary staff resulting in lower personnel costs for salary and statutory benefits. Please see the goal analysis sections of the 2023-2024 LCAP for further detail regarding the implementation, effectiveness, and material differences of our planned actions.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
El Nido ESD	Paula Heupel Superintendent	pheupel@elnido.k12.ca.us (209) 385-8420

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement and promote equity for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	All Students: 31.5 points below Hispanic: 32.1 points below Limited Income (LI): 36.5 points below [2019 California School Dashboard]	Unavailable due to No Dashboard in 2021	All Students: 29.1 points below standard Hispanic: 27.2 points below LI: 33 points below 2022 California School Dashboard	All Students: 29 points below standard Hispanic: 31 points below LI: 33 points below 2023 California School Dashboard	All Students: 16 points below Hispanic: 16 points below LI: 16 points below [California School Dashboard]
California School Dashboard: Math Distance from Standard	All Students: 45.4 points below Hispanic: 48.1 points below Limited Income (LI): 49.3 points below [2019 California School Dashboard]	Unavailable due to No Dashboard in 2021	All Students: 35.6 points below standard Hispanic: 37.2 points below LI: 39.6 points below 2022 California School Dashboard	All Students: 37.7 points below standard Hispanic: 38.8 points below LI: 40.9 points below 2023 California School Dashboard	All Students: 24 points below Hispanic: 24 points below LI: 24 points below [California School Dashboard]
Percentage of teachers fully credentialed and	100% of teachers fully credentialed.	100% of teachers fully credentialed	100% of teachers fully credentialed	100% of teachers fully credentialed	Maintain 100% Teachers Fully Credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
appropriately assigned.	0 mis-assignments. [2019 Board resolution]		No miss-assignments 2022 Board Resolution	No miss-assignments 2023 Board Resolution	
Percentage of students with sufficient access to standards-aligned materials.	All necessary core and supplemental materials and technology were available and accessible to 100% of students. [2019 Board resolution]	All necessary core and supplemental materials and technology were available and accessible to 100% of students	All necessary core and supplemental materials and technology were available and accessible to 100% of students 2022 Board Resolution	All necessary core and supplemental materials and technology were available and accessible to 100% of students 2023 Board Resolution	Maintain 100% availability and accessibility.
State Standards including ELD Standards Implementation and English Learner Access to Core Curriculum: Results of the State's Self-Reflection Tool Reported to the ENESD Governing Board	The state's self-reflection tool reflected an average rating of 4.6 for implementation of state standards in district classrooms and English Learner access to core curriculum.	The state's self-reflection tool reflected an average rating of 4.8 for implementation of state standards in district classrooms and English Learner access to core curriculum.	The state's self-reflection tool reflected an average rating of 4.8 for implementation of state standards in district classrooms and English Learner access to core curriculum.	The state's self-reflection tool reflected an average rating of 4.8 for implementation of state standards in district classrooms and English Learner access to core curriculum	Maintain at 4 or higher
Student access to a broad course of study, as measured by the master schedule.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study.	100% of students have access to broad course of study	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA : Percentage of students meeting or exceeding standards	All Students: 36.79% Hispanic: 36.09% Limited Income: 35.56%	All Students: 42.31% Hispanic: 38.46% LI: 40.86%	All Students: 32% Hispanic: 34% LI: 30% 2022 CAASPP	All Students: 42% Hispanic: 44.95% LI: 40.86% 2023 CAASPP	Increase by 5 % Annually
CAASPP Math: Percentage of Students meeting or exceeding standards	All Students: 24.53% Hispanic: 24.74% LI: 24.45%	All Students: 26.92% Hispanic: 27.47% LI: 25.80%	All Students: 29% Hispanic: 32% LI: 31% 2022 CAASPP	All Students: 29% Hispanic: 26.96% LI: 26.88% 2023 CAASPP	Increase by 5 % Annually
Unduplicated student access to a broad course of study, as measured by the master schedule.	100% of Unduplicated Students	100% of Unduplicated Students	100% of Unduplicated Students	100% of Unduplicated Students	Maintain 100%
Students with exceptional needs access to a broad course of study, as measured by the master schedule.	100% of students with exceptional needs	100% of students with exceptional needs	100% of students with exceptional needs	100% of students with exceptional needs	Maintain 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Unduplicated pupil access to all programs and services offered by the LEA.	100% Unduplicated Students are provided access to all programs offered by the LEA.	100% Unduplicated Students are provided access to all programs offered by the LEA.	100% Unduplicated Students are provided access to all programs offered by the LEA.	100% Unduplicated Students are provided access to all programs offered by the LEA.	Maintain 100%
Students with exceptional needs access to all programs and services offered by the LEA.	100% of students with exceptional needs are provided access to all programs offered by the LEA.	100% of students with exceptional needs are provided access to all programs offered by the LEA.	100% of students with exceptional needs are provided access to all programs offered by the LEA.	100% of students with exceptional needs are provided access to all programs offered by the LEA.	Maintain 100%
i-Ready Mathematics Scores Percentage of all students scoring in each Tier (Spring Administration) Tier 1--on or above grade level Tier 2-- 1 Grade level below Tier 3--At Risk	Spring 2021 Tier 1--37% Tier 2-- 46% Tier 3--17%	Spring 2022 Tier 1--39% Tier 2-- 46% Tier 3--15%	Spring 2023 Tier 1--47% Tier 2--41% Tier 3--12%	Spring 2024 Tier 1-- 49% Tier 2-- 38% Tier 3-- 13% Standard-view	Increase Tier 1 by 10% Each Year Increase Tier 2 by 5% Each Year Decrease Tier 3 by 5% Each Year.
i-Ready Reading Scores Percentage of all students scoring in each Tier (Spring Administration)	Spring 2021 Tier 1--40 Tier 2-- 39% Tier 3--21%	Spring 2022 Tier 1--42% Tier 2-- 35% Tier 3--23%	Spring 2023 Tier 1--45% Tier 2--37% Tier 3--18%	Spring 2024 Tier 1--46% Tier 2--30% Tier 3--24% Standard-view	Increase Tier 1 by 10% Each Year Increase Tier 2 by 5% Each Year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Tier 1--on or above grade level Tier 2-- 1 Grade level below Tier 3--At Risk					Decrease Tier 3 by 5% Each Year.
I Ready Math Growth Scores (Fall to Spring) Percentage of Students Making Typical Growth (Yearly Target) Percentage of Students Making Stretch Growth (More than a year's worth of growth)	Typical Growth-- 43% Stretch Growth--17%	Typical Growth-- 58% Stretch Growth--Not available yet	Typical Growth--62% Stretch Growth--25% *Students meeting 100% of the annual growth.	Typical Growth--58% Stretch Growth--30% *Students meeting 100% of the annual growth at the mid-year point	Increase both rates by 10% each year.
I Ready Reading Growth Scores (Fall to Spring) Percentage of Students Making Typical Growth (Yearly Target) Percentage of Students Making Stretch Growth (More	Typical Growth-- 55% Stretch Growth--27%	Typical Growth-- 73% Stretch Growth--Not available yet	Typical Growth--62% Stretch Growth--29% *Students meeting 100% of the annual growth.	Typical Growth--63% Stretch Growth--31% *Students meeting 100% of the annual growth at the mid-year point	Increase both rates by 10% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
than a year's worth of growth)					

Goal Analysis

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.

The thorough implementation of actions for Goal 1 resulted in overall positive gains in student achievement. CAASPP ELA increased by over 10% and all subgroups demonstrated comparable growth. Local benchmark proficiency and growth targets exceeded growth from baseline while not fully achieving the aspirational goals in for all metrics and all subgroups. CAASPP Math did not show significant improvement however, local benchmark data (which includes all students K-8) showed 12% increase of students meeting Tier 1 (grade level proficiency) from baseline. RFEP students out performed all student subgroups in both ELA and Math on the CAASPP and local benchmarks.

All actions 1.1 -1.21 were fully implemented. The following notes highlight implementation efforts/findings including any substantive differences between what was planned and actual implementation:

Action 1.1 implementation of the LETRS training was implemented with certificated and classified staff using a combination of contract time and voluntary overtime participation by 100% of staff. The training is extensive and all of the modules were not completed so this training will carryover into following years.

Action 1.4 was fully implemented with DRDP assessments for all students with IEPs and an Early Back Summer program what was the district's first offering for early education students. Approximately 1/3 of the enrolled students participated with expected increase in participation in 24-25.

Actions 1.5-1.7, 1.12 - focus on professional development and collaboration to address ongoing staff expertise and effectiveness. As stated, both certificated and classified instructional staff engaged in ongoing professional learning contributing to positive student achievement.

Actions 1.8, 1.11, 1.15 - full implementation addressed the need to have lower than 20:1 (student:instructional staff) during the regular school day to maximize individualized student instruction/feedback.

Actions 1.10 - High Impact Tutoring - was fully implemented based on student need using combination of certificated teachers, and UC Fellows tutors.

Actions 1.13, 1.14, 1.16,1.19 was implemented to address necessary increase of services and resources for students enhancing engagement and further individualizing instructional needs within/beyond the school day to accelerate learning.

Actions 1.17-1.18, 1.20-1.21 provided critical coordination of services for high need student groups such as Foster/Unhoused and Special Education ensuring equitable access. In addition, a focus on college and career pathways through counseling and instruction significantly increased 7th-8th grade students' personal connection between academics and future goals.

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

Material differences described for each of the actions below reflect modifications to funding based on COLA, staffing, and/or district needs.

Action 1.2 iReady Reading and Math was fully implemented but had no expenditures as the licenses that had been purchased in previous years were able to be used in the 23-24 school year.

Action 1.4 was fully implemented. This was the first year of this action that provided DRDP assessments to all students in TK-1 with IEPs. This was also the first year of providing an Early Back learning opportunity for families of TK-1 aged students. Approximately 1/3 of students enrolled participated. We anticipate an increase in participation for the 24-25 school year.

Action 1.5 -1.6 expenditures were reduced significantly by the availability of remote training (teachers took advantage of virtual conferences and workshops) and increased dedication to use of contractual time for collaboration and in-class professional learning.

Action 1.8 reduced actual expenditures were due to an overestimate in anticipated increases on salaries and benefits.

Action 1.10 had a significant reduction in actual expenditures due to the increase of tutors available at no cost through the UC Fellows.

Action 1.11 the significant reduction in actual expense was based on the unavailability of hiring full-time program staff and filling the position with long-term substitute staff.

Action 1.13 had a reduction in material purchases due to availability to provide training to staff and students on the use of the materials as well as financial support from external grants and 1-time funding sources that provided the balance of materials and training.

Action 1.14 had an increase in expense due to the need to incorporate additional features needed to support the UPP student barriers to learning and communication such as translation and graphic reports.

Action 1.15 had the greatest material difference between budgeted expenditures and estimated actuals due to the salary and benefits needed to provide additional certificated teachers to reduce class sizes 1-8 below an average of 20:1 (students:teacher) and provide intensive certificated intervention instruction.

Action 1.19 had a reduction in actual expenditures as 1-time relief funding was prioritized for the purchases.

Action 1.20 increased the actual percentage of improved services as a result of expanded college pathway counseling services provided through a partnership with UC Merced.

Action 1.21 while fully implemented, the planned expenditures were off-set by CTE grant funding.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions implemented under this goal were effective in helping ENESD increase academic achievement and promote equity for all students. The use of tools such as I-Ready and targeted, individualized interventions to accelerate learning (e.g. SIPPS, Iready Instruction) helped us to look at student data on a more frequent basis and make appropriate adjustments to instruction. Professional development applying researched-based effective strategies to robust instructional materials has contributed to an increase in teacher efficacy which is translating into student achievement. The STEAM Center with the expansion of the Career Tech for grades 7-8 continues to show increased

positive student engagement in both climate and academics. Adding the intervention teacher and providing a highly trained certificated and paraprofessional staff with small class sizes to deliver individualized first instruction and targeted academic interventions prove to be effective in supporting increased student achievement. Both local benchmark data and State CAASPP Data (2023) indicate overall growth for student academic achievement. We overcame the challenges of implementing after school tutoring to meet the need but the need to continue to work on developing awareness and participation from parents/guardians to ensure their student is given every opportunity to accelerate learning.

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.

The following changes/modification to associated metrics/outcomes and actions of the planned goal described below per are based on district needs, staffing, and changes to funding based on COLA.

The positive academic results are attributed to the full implementation and dynamic integration of the actions in the 23-24 LCAP. As a result, the evaluation and feedback of education partners feel that the Goal 1 actions have proven effective and should remain in the plan.

That said, there is some consolidation of actions, for example Action 1.1 and 1.12 will be combined in 24-25 LCAP Action 1.1. There is also some reorganization (renumbering) of actions and slight changes to the descriptions to provide more clarity and transparency. Action 1.15 from the 23-24 LCAP will have the most significant change and be reflected as 24-25 Action 1.13 Highly Qualified Certificated Staff. This action reflects an update to include increased and improved services by hiring additional certificated teachers with the goal to maintain smaller than state average class sizes in grades 1-8 providing Tier 1 first instruction as well as interventions/acceleration to meet the needs of our low income student population but also benefiting all students.

Metrics will also be changed to delete the Distance From Standard (DFS) in the 23-24 LCAP for math and ELA. This metric is based on an average calculation of student scores on the CAASPP for both ELA and math. The DFS metric is highly sensitive to changes and fluctuations of small data sets and is less reliable as a multi-year comparison of progress.

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

Goals and Actions

Goal

Goal #	Description
2	Build bi-literacy and close academic achievement gaps in ELA and Math for current English Learners by 10 points per year.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard English Learners	41.8 points below standard	Unavailable due to No Dashboard in 2021	EL: 39 points below 2022 California Dashboard	EL: 37.6 points 2023 California Dashboard	22 points below standard [California School Dashboard]
California School Dashboard: Math Distance from Standard English Learners	55.4 points below standard	Unavailable due to No Dashboard in 2021	EL: 47 points below 2022 California Dashboard	EL: 39 points below 2023 California Dashboard	25 points below standard [California School Dashboard]
California School Dashboard: English Learner Progress -- Percentage of EL students who make one or more year's progress on the ELPAC	55.6% [2019 California School Dashboard English Learner Progress Indicator Status]	Unavailable due to No Dashboard in 2021	38.5% Progress 1 or more levels	67% Progressed 1 or more levels 2023 California Dashboard	62% [California School Dashboard English Learner Progress Indicator Status]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Learner Reclassification Rate	7.4% [2019 DataQuest English Learner Annual Reclassification Rate]	9.4% (2021-2022 Local Data)	11.8% 21-22 DataQuest EL Reclassification Rate	35% (22-23 Local Data)	Increase EL Reclassification Rate by 10% annually. [DataQuest English Learner Annual Reclassification Rate]
English Learner Access to Core Curriculum: Results of the State's Self-Reflection Tool Reported to the ENESD Governing Board	The state's self-reflection tool reflected an average rating of 5 for implementation English Language Development Standards.	The state's self-reflection tool reflected an average rating of 5 for implementation English Language Development Standards.	The state's self-reflection tool reflected an average rating of 5 for implementation English Language Development Standards.	The state's self-reflection tool reflected an average rating of 5 for implementation English Language Development Standards.	The state's self-reflection tool will reflect an average rating of 5 for implementation English Language Development Standards.
CAASPP ELA: Percentage of Students meeting or exceeding standards.	English Learners: 29.17%	English Learners: 26.56%	English Learners: 22% 2022 CAASPP	English Learners: 44.45% 2023 CAASPP - EverELs	Increase by 10% Annually
CAASPP MATH: Percentage of Students meeting or exceeding standards.	English Learners: 20.84%	English Learners: 17.19%	English Learners: 20% 2022 CAASPP	English Learners: 28.4% 2023 CAASPP - Ever ELs	Increase by 10% Annually

Goal Analysis

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

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

Goal 2 implementation maintained an emphasis on increased and focused investment in professional learning for teachers and instructional assistants as well as parent engagement and awareness of the specific learning targets English learner students must achieve to reach fluency. All of the actions were carried out to full implementation and are planned to be continued into the 24-25 LCAP.

Key metrics summarizing the significant progress of English Learners include:

Distance from Standard (DFS) did show to meet the goal however, there was a 4.2 point reduction (moving closer to standard) in ELA and a 16.4 point reduction in math.

ELPAC 1 yr of growth or more exceeded the goal by 5%. In addition ELPAC progress reflected an 11.4% gain from baseline data.

Reclassification rates of 35% also showed significant progress with 27.6% growth over the baseline.

CAASPP ELA Met/Exceeded percentages also showed significant progress at 44.45%; a 15.28% increase over the baseline.

CAASPP Math Met/Exceeded percentages showed significant progress at 28.4%; a 7.56% increase over the baseline. 28.4% is also comparative to the overall met/exceeded percentage for all students at 29%,

The current ELA/ELD Curricular Adoptions, Wonders and Study Sync, have a robust ELD component integrated into the ELA curriculum.

Teachers have requested that we continue with additional training in reading instruction, EL strategies and ELD adopted curriculum integrated into comprehensive professional learning to increase effectiveness and provide continuity of learning for students. The implementation goals or the 24-25 actions will expand upon this to include EL strategies and supports across all content areas.

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

The implementation of the actions had little to no material differences between what was budgeted and actual expenditures. The following actions reflect the the most outstanding differences warranting explanation.

Action 2.2 - Push in paraprofessionals difference is due to over estimate for salary and benefits.

Action 2.5 - ELD incentives had no actual expenditures as previous purchased items were in supply. We also had donations from the Parent Teacher Club focusing on EL parent engagement incentives for both parents and students.

Action 2.6 - Bi-literacy materials and resources also showed to have a significant difference between budgeted and actual expenditures as a result of 1-time funding used to purchase these materials.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions in Goal 2 were instrumental in gaining the positive results in our program overall. The 2022 CAASPP data indicate a positive trend with a reduction in CAASPP points below standard reducing by 3 in ELA and 8 in Math for English Learners. Additionally, local

reclassification rate of 11.8% in 21-22 supports the positive effects. However, 38.5% progress 1 or more levels on the ELPAC and met/exceeded of 22% for ELA and 20% for Math indicate that our English Learners continue to be among the most vulnerable population warranting expansion of the actions and services contained within this goal. Investment in the efficacy of our staff, teachers and paraprofessionals, aligns with research supporting academic achievement. Equipping staff with current supplemental materials for targeted needs and an emphasis on building upon students' strengths make us confident improved student outcomes will continue.

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.

The following changes/modification to associated metrics/outcomes and actions of the planned goal described below per are based on validity of data and input from education partners:

All actions will remain on the 24-25 LCAP as they have shown to be highly effective for the academic success of English Learners.

The metrics will be changed to reflect reliable and valid measures for small student populations over time:

Distance from Standard (DFS) will no longer be a measure as this measure is highly sensitive to small fluctuations in small populations reducing the validity and reliability over a multi-year period.

Reclassification rates will be revised to focus on the number of students continuously enrolled in ENESD for 4+ years with a goal of 100% reclassified by grade 6 for this subgroup of EL's in ENESD. ELPAC growth progress will remain and a new metric measuring the reduction of Long-term English Learners will be used to measure effectiveness.

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

Goals and Actions

Goal

Goal #	Description
3	Maintain a positive, safe, and engaging school environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
-Facilities Inspection Tool (FIT): Maintain School Facilities in Good Repair	"Good" rating	"Good" rating	"Good" rating	"Excellent" rating Jan 2023 FIT	"Good" or better rating.
School Climate Survey: School Safety	88% of students report feeling safe at school.	95.3% of students report feeling safe at school.	98% of students report feeling safe at school.	98% of students report feeling safe at school.	Increase all rates by 2% each year. Maintain rates over 90%.
Percentage of students reporting they feel safe at school, as measured by the annual LCAP Survey.	85.7% of staff report that ENESD is a safe place for staff and students.	100% of staff report that ENESD is a safe place for staff and students.	99% of staff report that ENESD is a safe place for staff and students.	99% of staff report that ENESD is a safe place for staff and students.	
Percentage of staff who report that ENESD is a safe place for staff and students, as measured by the annual LCAP Survey.	73.3% of parents report who report that ENESD is a safe place for staff and students, as measured by the annual LCAP Survey.	100% of parents report that ENESD is a safe place for staff and students, as measured by the annual LCAP Survey.	98% of parents report that ENESD is a safe place for staff and students, as measured by the annual LCAP Survey.	98% of parents report that ENESD is a safe place for staff and students, as measured by the annual LCAP Survey.	
Percentage of parents who report that ENESD is a safe				2024 LCAP Survey	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
place for staff and students, as measured by the annual LCAP Survey.					
<p>School Climate Survey: Connectivity to School</p> <p>Percentage of students who feel connected to the school as measured by the annual LCAP Survey (I like my school).</p> <p>Percentage of parents reporting the school fosters connectivity as measured by the annual LCAP Survey.</p> <p>Percentage of staff reporting that the school fosters connectivity as measured by the annual LCAP Survey.</p>	<p>76% of students report feeling connected to school.</p> <p>94% % of parents report that the school fosters connectivity.</p> <p>71.5% of staff report that the school fosters connectivity.</p>	<p>97.7% of students report feeling connected to school.</p> <p>91.3% % of parents report that the school fosters connectivity.</p> <p>100% of staff report that the school fosters connectivity.</p>	<p>96% of students report feeling connected to school.</p> <p>97% of parents report that the school fosters connectivity.</p> <p>100% of staff report that the school fosters connectivity.</p>	<p>95% of students report feeling connected to school.</p> <p>97% of parents report that the school fosters connectivity.</p> <p>100% of staff report that the school fosters connectivity.</p> <p>2024 LCAP Survey</p>	<p>Increase all rates at least 5% each year. Maintain rates over 90%.</p>
Middle School Dropout Rate	0% [2019 CALPADS]	0%	0%	0% 2023 CALPADS	Maintain 0% [CALPADS]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Expulsion Rate	0% [DataQuest, 2018-19]	0%	0%	0% DataQuest	Maintain 0% [DataQuest]
Attendance Rate: District Average	97.2 %. [P-2, 2018-19]	97.05% (2019-2020)	95.84% P-2, 2022-2023	96.35% P-2, 2023-2024	98%
California School Dashboard: Chronic Absenteeism	Overall: 5.2% EL: 4.2% Hispanic: 5.2% Limited Income: 5.5% [California School Dashboard, 2019]	Overall: 11.4% EL: 14.2% Hispanic: 12.8% LI: 12.3% [Dataquest, 2021]	Overall: 17.4% EL: 17.2% Hispanic: 17.2% LI: 17.8% California School Dashboard, 2022	Overall: 9% EL: 8.7% Hispanic: 7.2% LI: 8.8% 2023 California Dashboard	Overall: 3% EL: 3% Hispanic: 3% LI: 3% [California School Dashboard]
California School Dashboard: Suspension Rate	Overall: 0.5% EL: 0% Hispanic: 0.5% Limited Income (LI): 0.6% [2019: California School Dashboard]	Overall: 1.8% EL: *% Hispanic: 0.0% LI: *% [Dataquest, 2021]	Overall: 1.2% EL: 0% Hispanic: 1.3% LI: 1.3% 2022: California School Dashboard]	Overall: 0% EL: 0% Hispanic: 0% LI: 0% 2023: California School Dashboard	Overall: 0.5% EL: 0% Hispanic: 0.5% LI: 0.5% [California School Dashboard]
Parent Involvement and Participation Percentage of parents reporting "The school	94% of parents report "The school promotes family involvement." 94% of parents of unduplicated pupils	91.3% of parents report "The school promotes family involvement."	92% of parents report "The school promotes family involvement."	96% of parents report "The school promotes family involvement."	Maintain all rates over 90%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>promotes family Involvement."</p> <p>Percentage of parents of unduplicated pupils reporting "The school promotes family Involvement."</p> <p>Percentage of parents of students with exceptional needs reporting "The school promotes family involvement."</p>	<p>reporting "The school promotes family involvement."</p> <p>100% of parents of students with exceptions needs reporting "The school promotes family involvement."</p>	<p>91.3% of parents of unduplicated pupils reporting "The school promotes family involvement."</p> <p>100% of parents of students with exceptions needs reporting "The school promotes family involvement."</p>	<p>92% of parents of unduplicated pupils reporting "The school promotes family involvement."</p> <p>100% of parents of students with exceptions needs reporting "The school promotes family involvement."</p>	<p>96% of parents of unduplicated pupils reporting "The school promotes family involvement."</p> <p>100% of parents of students with exceptions needs reporting "The school promotes family involvement."</p>	
<p>Percentage of households (parents), including parents of unduplicated pupils and individuals with exceptional needs, providing input on decisions, as measured by responses to the annual LCAP survey.</p>	<p>Percentage of Households Providing Responses to the LCAP Survey: 71% (2021 Survey, 64/90 Families)</p>	<p>Percentage of Households Providing Responses to the LCAP Survey: 25% (2022 Survey, 23/90 Families)</p>	<p>Percentage of Households Providing Responses to the LCAP Survey: 33% (2023 Survey)</p>	<p>Percentage of Households Providing Responses to the LCAP Survey: 98% (93 of 95 families/households) (2024 Survey)</p>	<p>Maintain at least 70% participation of the percentage of households providing responses to the LCAP Survey and increase by 5% each year if below.</p>
<p>Percentage of parents reporting "Parents feel welcome to make comments at school"</p>	<p>100% of parents responses report "Parents feel welcome"</p>	<p>100% of parents responses report "Parents feel welcome"</p>	<p>100% of parents responses report "Parents feel welcome"</p>	<p>99% of parents responses report "Parents feel welcome"</p>	<p>Maintain rate at 95% or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
meetings" on the LCAP Survey.	to make comments at school meetings."	to make comments at school meetings."	to make comments at school meetings."	to make comments at school meetings."	

Goal Analysis

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.

The goal to maintain a positive, safe and engaging school environment was fully implemented through the planned actions. Students received increased and improved services ranging from Action 3.1 ReThink SEL curriculum and self-analysis, to on-site counseling and behavioral support (actions 3.2, 3.6) in addition to linked support between home and school through actions 3.5 and 3.6. Actions bringing extended enrichment in a safe environment (3.3, 3.4, 3.8, 3.12, 3.13), and added social emotional and academic support from the UC Fellows (action 3.11) all contributed to overall improvements and/or maintenance of goals. Student engagement metrics (suspension, expulsion, dropout rates) show that these efforts have maintained rates at 0% for three years. Daily attendance has steadily increased to only 1.8% below goal and the chronic absences has significantly reduced from 17.4% to 9%. Safety and feeling connected to school rates also show significant positive trends at 98% and 95% respectively; exceeding the goal of 90% or higher for 3 years. Parents/guardians and community partner feedback in their involvement, participation in decision making and feeling welcome also exceeds the goal of 90% for multiple years with ratings of 98%.

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

All actions were fully implemented. Material budgetary differences noted below are based on changes in COLA, staffing, grant funding, and/or district needs.

3.1 Access to ReThinkEd content continued thereby extending ongoing implementation through support, training and report generation provided at no additional budgetary expense. As a result the calculated qualitative increase or improved services based on the hours of implementation support, training program access and reporting services provided ReThink ED is valued at a 2.27% increase.

3.2 A significant increase in actual percentages to 10.16 of services with the added counseling and behavior intervention staff provided through a partnership with Merced County Behavioral Health.

3.3 A significant decrease in the actual expenditure occurred as a result of 1-time funding contributions to the student enrichment offerings listed.

3.5 A significant decrease in actual expenditures based on the over estimates for salary and benefits staffing the Parent Capacity role.

3.7 MTSS training took place during contractual day and was further supported through the funding from an MTSS implementation grant.

3.8 Expanded learning was provided for all students daily in grades TK-8. The actual expenditures were provided through 1 time funds thereby causing a significant difference from what was budgeted.

3.9 Additional expenditures were planned to pay staff in response to the overwhelming student attendance and were able to be funded with grant funds rather than the planned LCAP funds.

3.10 The staffing costs estimated were less due to part-time availability and over estimates in salary and benefit increases.

3.11 Had a significant increase in planned percentage of improved services (more than double) because we had planned on having only two (2) University Fellows and were provided seven (7) who served as tutors, peer mentors, behavior/engagement support.

3.12 -3.13 Were funded with 1 time monies and grants (e.g., Fresh Fruit and Vegetable Program grant, play/sports equipment to encourage physical activity). Classrooms in grades 1-8 have modern mobile desks, tables and collaboration boards for flexible grouping and student collaboration.

3.14 Had a reduction in actual expenditures due to no-cost digital safety infrastructure upgrades from our ISP provider and our JPA - School property liability collaborative.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Based on the data and feedback of our students and parents, our actions were extremely effective in maintaining high levels of both school safety and connectivity to school. The Bilingual Family Support Liaison and Parent Capacity staff and resources are an integral role in our communication to parents and continuity of support between school and home. Students participated in extra and co-curricular activities providing a venue for parent engagement with the school community. Over the course of the school year, parents/family members continue to attend the Fresno State Parent University program and additional parent information sessions and activities. Discipline rates for both suspension and expulsion remain at zero (0), further supporting the effectiveness of our actions. Chronic absenteeism rates also declined to 9% as a result of actions. We anticipate further decline in chronic absenteeism with the implementation of healthy fruits and vegetables, and physical activities. Education partner feedback continued to stress the overwhelming challenges of accessing preventative medical and dental care. For these reasons, the effective actions will be continued in the 24-25 LCAP.

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.

The following changes/modification to associated metrics/outcomes and actions of the planned goal described below per are based on partner feedback, district needs, staffing, and changes to funding based on COLA.
There is a reorganization of the actions and associated reference for all actions included in the 24-25 LCAP.

Action 3.9 Support Expanded Learning - will be dropped from the actions as this action is currently sustainably funded through other sources. Expanded learning activities will be incorporated into Action 3.4 to expand upon student enrichment.

Action 3.10 Expanded Health Care - will be added based on continued challenges with daily attendance and chronic absenteeism resulting from partner informed barriers to preventative health care and student absence data.

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

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023

Local Control and 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
El Nido ESD	Paula Heupel Superintendent	pheupel@elnido.k12.ca.us (209) 385-8420

Plan Summary [2024-25]

General Information

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

El Nido Elementary School District (ENESD) is a small one school district located in Merced County. El Nido is a Transitional Kindergarten (TK) through Eighth (8th) grade school. El Nido School maintains a healthy relationship with the community. The district serves approximately 150 students with a high percentage of English Learner (EL) and Low Income (LI) student populations of approximately 9 out of 10 students. Dedicated teachers, classified and management (one person serves the duties of Superintendent and Principal) employees, parent volunteers and partners support our school and contribute to our students' success. El Nido ESD provides quality instruction in all classrooms enabling our students to be ready for high school. Our district will begin major modernization and construction projects to ensure our facilities are able to serve our community's needs. Our existing facilities will continue to provide students with well-maintained, safe, and up-to-date environments to ensure safety and maximize learning. El Nido ESD prides itself on servicing every child and has significantly grown partnerships with various community entities to meet students' academic, social-emotional, behavioral, and safety needs.

El Nido maintains an active Extended Learning Program providing additional hours of outside of the school day and year to ensure access, support and engagement opportunities are present for continuity of learning and healthy development. The Extended Learning Program offers a variety engagement for all grades integrating with California Common Core State Standards (CCCSS) ranging from STEM, Art & Music, academic and social-emotional mentorships, high-intensity tutoring, acceleration courses, etc. Many staff remain after school to utilize this time for collaboration with after school staff to ensure a fluid transition between regular school and after school instruction.

Parent and community members are encouraged to become actively involved in the education process. The district has been highlighted with in the region for the development and implementation of authentic partnerships through the Community Schools Program and supports. We have expanded our intentional efforts in this area and are members of the the Community Engagement Initiative. Parents and community members volunteer in classrooms, after school and intersessions, assist with special events, serve on the School Site Council (SSC), District English Language Advisory Committee (DELAC), Parent Teacher Club (PTC), and perform other countless acts of service making the school the center of the community. El Nido Elementary School District does NOT have a high school. The following metrics are not part of the LCAP:

1. Share of students that are college and career ready (graduation rate and graduates completing US/CSU required courses);
2. Share of students that pass the AP exams with a 3 or higher;
3. Share of students determined to be prepared for college by the EAP;
4. High school dropout rates; and
5. High school graduation rates.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The thorough implementation of actions for Goal 1 resulted in overall positive gains in student achievement. CAASPP ELA (2023) increased met/exceeded percentages by over 10% and all subgroups demonstrated comparable growth. Local benchmark proficiency and growth targets exceeded growth from baseline while not fully achieving the aspirational goals in for all metrics and all subgroups. CAASPP Math (2023) did not show significant improvement however, local benchmark data (which includes all students K-8) showed 12% increase of students meeting Tier 1 (grade level proficiency) from baseline. RFEP students out performed all student subgroups in both ELA and Math on the CAASPP (2023) and local benchmarks.

The actions in Goal 2 were instrumental in gaining the positive results in our program overall. The 2023 CAASPP data indicate a positive trend with a reduction in Distance From Standard (DFS) reducing by 3 points in ELA and 8 points in Math for English Learners. Additionally, local EL reclassification rate of 11.8% and 38.5% of EL students progressed 1 or more levels on the ELPAC supporting the positive trends. However, English Learners continue to be the among the most vulnerable population based on met/exceeded of 22% for ELA (2023 CAASPP) and 20% for Math (2023 CAASPP) warranting the actions and services contained within this goal. Investment in the efficacy of our staff, teachers and paraprofessionals, aligns with research supporting academic achievement. Equipping staff with current supplemental materials for targeted needs and an emphasis on building upon students' strengths make us confident improved student outcomes will continue.

Goal 3 actions were extremely effective in maintaining high levels of both school safety and connectivity to school based on the data and feedback of our students and parents. Discipline rates for both suspension and expulsion remain at zero (0), further supporting the effectiveness of our actions. Chronic absenteeism rates also declined to 9% (2023) as a result of actions. We anticipate further decline in chronic absenteeism with the implementation of healthy fruits and vegetables, and physical activities.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

EI Nido ESD is not identified as qualifying for Technical Assistance.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents and Community Members	<p>Progress towards meeting LCAP goals and activities is presented to the public and governing board on a monthly basis. Parent input was solicited via surveys, advisory councils, Parent Teacher Club meetings and response to parent communications. The School Site Council (SSC) serves as our Parent Advisory Committee (PAC). We also have an active District English Learner Advisory Committee (DELAC) that provides input to our LCAP. The LCAP is an agenda item at all SSC, DELAC, Community Engagement and Parent Teacher Club meetings to ensure frequent updates and feedback are timely and applicable and to ensure on-going consultation provides a forum for transparency and accountability. The draft LCAP was presented to the advisory councils for review prior to public hearing.</p> <p>An evaluation of the community served by ENESD was conducted and determined that at this time Tribes are neither present nor served by the LEA. Civil Rights groups did not identify their representative membership as participants in our multiple engagement opportunities. Advocates for underserved student populations (English Learners, Limited Income, Foster/Homeless, Students with Special Needs) were engaged throughout the process as a parent, caregiver, community member and/or member of the: Leadership Team, School Site Councils, English Learner Advisory Committees.</p>
Teachers, Principals, Administrators, School Personnel (including bargaining units)	Staff input is solicited via monthly team meetings and surveys throughout the year in addition to their participation on SSC, DELAC

Educational Partner(s)	Process for Engagement
	and Community Engagement teams. As a single school district, there is one school administrator. The El Nido Teachers Association is the only bargaining unit. The staff reviewed the draft LCAP for input before the public hearing.
Students	Student feedback from both currently enrolled and alumni is gathered through survey and student interviews. Student representation is also present in our Community Engagement Committee made up of parents, community members, and staff. The Student Council is the student led representative body on campus that holds regularly scheduled monthly meetings in which topics of interest and concern are presented and input on school programs is gathered.
Education Institutions	Consultation with the SELPA occurred quarterly. Consultation with the local feeder high school - Golden Valley High involved coordination of services for incoming students with an IEP; CTE pathway planning and high school readiness and academic preparedness (especially with regard to mathematics) occurred throughout the year on trimester basis.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The goals and actions contained in the LCAP are directly influenced by the feedback provided from educational partners (students, parent/community, teacher and classified staff). The three goals reflect the District's priorities for realizing the vision of success influenced by ongoing feedback by educational partners as it aligns to the El Nido Graduate Profile. The District identified both qualitative and quantitative metrics to track progress and inform collaborative continuous improvement efforts. The actions (and associated funding) are based on priorities of: student performance/need (academic/behavior) and school environment (safety, security, collaboration, communication) with an emphasis on strategies that were influenced by multiple partners. A primary example of this methodology can be found in the multiple actions within each goal for staffing: highly trained teachers, small class sizes, paraprofessionals and counseling support.

Students - The majority of students continue to indicate that they feel safe at school and connected to their peers, school staff and teachers, at school. Students also continue to indicate they feel safe in their classroom and around the campus. Students express a desire for additional extra and co-curricular activities and hands-on learning. Students also expressed a desire to improve outdoor learning and activity spaces such as added shade, play structures and ball fields free of stickers and holes. Students shared that they would like to have more incentives and ways to check progress and more to books check out from the library in English and Spanish in both print and digital formats. They state that they like that they always know they can get help from an adult on anything and that they are confident in reaching learning goals. Behavior expectations are more clearly known and understood by all and students report that discipline fairness is high. Depression and life stressors continue to be of notable concern with over 41% reporting they are depressed for no apparent reason and/or for multiple days. Students did indicate that the addition consistent in-person, confidential support systems has been helpful. 7th and 8th grade students

have appreciated the opportunity to switch classes allowing for scheduled instruction on College and Career/CTE exploration. Students continue to ask for more opportunities for voice and involvement in leadership and independent choice activities.

Alumni students echoed many of the same assets mentioned such as small class sizes and safety. They were very clear on the need to increase awareness for themselves and their parents about college and career pathways, having electives, learning how to change classes and manage demands from more than one teacher. Most outstanding was the emphasis on English Language Proficiency and being redesignated to RFEP status before high school to support increased graduation and college/career attainment. They also appreciate the school's support for extended wifi access and safer bus location. Alumni emphasized the importance of access to the school facilities beyond the school day/year for access to information, resources and physical play/green space.

Parents/Community - Parent input continues to indicate that they feel welcome and well informed as well as confident of their students' safety and social emotional wellbeing while at school. There are some remaining concerns for digital safety and suggested areas for improved fencing. Parents recognize the increase of services for behavior and mental health while continuing to express a need to address social emotional learning and more activities for families of students. Parent survey results indicated a need to continue to provide events in the afternoons, evenings and on non-school days to accommodate schedules, especially pointing out the importance of fathers. Parents highlighted academic priorities for students in reading, writing and mathematics and to support students' understanding of content in their first language. Advisory councils were integral in updating this plan. They voiced that language barriers limit some of their involvement with their children at home and providing support for the students at school (e.g., after school tutoring), informal training sessions for parents in Spanish. Parents appreciate and use the 2-way communication systems but would like to have as current as possible information on their child's progress meeting the standards. Challenges of access to fresh food, medical care, behavioral support, and transportation in addition to finding places to actively engage as a family outside of the home remained prevalent. Over 88% of families responding requested access to the school facility as a neighborhood park outside of school programming as a high priority.

Teachers and Classified Staff - Teacher and staff input indicated a need to continue to invest in professional development and continue inclusion of paraprofessionals to build upon the student progress evident in the data. Overall staff recognized the improved environment with the PBIS year 1 implementation and are anticipating collaborative development of year 2. Maintaining paraprofessional staff hours, continuing to improve on individualized learning early diagnostic and progress monitoring assessment throughout the grade levels, resources to foster students' intrinsic motivation and self-guidedness as well as help with home-school communication (Learning management system) will increase home-school connections. Supplementary materials aligned to adopted programs allow for continuity between grade level content while offering students resources that meet them where their learning needs are at the time for acceleration and to foster growth and curiosity. Maintaining professional collaboration, specialized staff for CTE, STEAM and Library program support, adding more incentives both extrinsic and intrinsic for students are all suggestions to further the positive outcomes shown by data. Additionally, encouraged maintenance of staffing for services such as: health tech, computer tech and family capacity including communications systems to help with timely home-school communication.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase academic achievement while promoting equity for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning)
--

An explanation of why the LEA has developed this goal.

While the district has shown progress, the most important goal is to ensure that our students become proficient in the areas of English Language Arts (ELA) and mathematics. All educational partners agree that the highest priority are these two areas as they are foundational to the success in all school subject areas. The 2024-2027 LCAP includes instructional interventions and supports, new programs, staffing, enhancement of newly formed instructional systems (MTSS) and access to enrichment opportunities to accelerate learning. El Nido ESD values and recognizes the need for staff, professional development, and effective instructional resources as the foundation for a quality school district. In El Nido ESD, we continue to attract and retain high-quality staff, align technology and instructional resources and strive to maintain a low student:adult ratio to address every students' needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of teachers fully credentialed and appropriately assigned.	100% of teachers fully credentialed No miss-assignments 2023 Board Resolution			Maintain 100%	
1.2	Percentage of students with sufficient access to standards-aligned materials.	All necessary core and supplemental materials and technology were available and accessible to			Maintain 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of students 2023 Board Resolution				
1.3	Student access to a broad course of study, as measured by the master schedule.	100% of students have access to broad course of study 23-24 Master Schedule			Maintain 100%	
1.4	State Standards including ELD Standards Implementation and English Learner Access to Core Curriculum:	The state's self-reflection tool reflected an average rating of 4.8 for implementation of state standards in district classrooms and English Learner access to core curriculum			Maintain 4 or higher	
1.5	Local Benchmark - Reading Percentage of students scoring in each tier (Spring Administration) Tier 1 - on or above grade level proficiency Tier 2 - approaching grade level proficiency Tier 3 - At Risk proficiency	Tier 1 - 46% Tier 2 - 30% Tier 3 - 24 % Source: 23-24 Spring Administration iReady			Tier 1 - increase by 5%+ annually Tier 2 - increase by 10% annually Tier 3- decrease by 10% annually (maintain at <3%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Local Benchmark - Reading Growth Percentage of Students Making 100% Typical Growth (Yearly Target) Percentage of Students Making 100% Stretch Growth (More than a year's worth of growth)	Typical Growth-- 63% Stretch Growth-- 31% Source: 23-24 Spring Administration iReady			Increase both rates by 10% each year.	
1.7	Local Benchmark - Math Percentage of students scoring in each tier (Spring Administration) Tier 1 - on or above grade level proficiency Tier 2 - approaching grade level proficiency Tier 3 - At Risk proficiency	Tier 1 - 49% Tier 2 - 38/% Tier 3 - 13 % Source: 23-24 Spring Administration iReady			Tier 1 - increase by 5%+ annually Tier 2 - increase by 10% annually Tier 3- decrease by 10% annually (maintain at <3%)	
1.8	Local Benchmark - Math Growth Percentage of Students Making Typical Growth (Yearly Target) Percentage of Students Making Stretch Growth (More than a year's worth of growth)	Typical Growth- 58% Stretch Growth-- 30% Source: 23-24 Spring Administration iReady			Increase both rates by 10% each year.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Local - Math Readiness Percentage of students in grade 8 meeting placement criteria for high school Math 1 or higher course.	Math 1 -50% Merced Union HSD Math Placement Test (2023)			Increase 10% annually; maintain at 100%	
1.10	CAASPP ELA : Percentage of students meeting or exceeding standards	All Students: 42% Hispanic: 44.95% LI: 40.86% Source: 2023 CAASPP			Increase by 5% annually	
1.11	CAASPP Math: Percentage of Students meeting or exceeding standards	All Students: 29% Hispanic: 26.96% LI: 26.88% Source: 2023 CAASPP			Increase by 5% annually	
1.12	CA Dashboard ELA Performance Level	All Students-Orange EL-Orange Hispanic- Orange LI-Orange Source: 2023 Dashboard			All Student Subgroups Yellow or higher	
1.13	CA Dashboard Math Performance Level	All Students-Orange EL-Orange Hispanic- Orange LI-Orange Source: 2023 Dashboard			All Student Subgroups Yellow or higher	
1.14	CA Dashboard CAST Performance Level	All Students-TBD EL-TBD Hispanic- TBD			All Student Subgroups Yellow or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LI-TBD Source: 2024 Dashboard				
1.15	Local -College and Career Readiness Percentage of students 7th-8th grade students completing: <ul style="list-style-type: none"> Career Pathway Survey High School CTE Pathway Plan 	Career Pathway Survey - 0% (2023) High School CTE Pathway Plan - 15% (2023)			Career Pathway Survey - 100% High School CTE Pathway Plan- 100%	
1.16	Percentage of students assigned to HQT: Access to programs and services developed and provided to unduplicated pupils and students with exceptional needs	UPP - 100% SpEd - 100% CALPADS 2023-2024 Report 3.8			Maintain 100%	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development - ELA/Math	Professional development and coaching will support teachers and paraprofessionals to develop critical instructional skills to increase targeted instructional needs for students. By providing staff with the necessary skills to teach reading and math, student academic achievement across all content areas will increase.	\$25,000.00	Yes
1.2	iReady Reading and Math	The use of the iReady suite of individualized assessment and curriculum for math and reading provides supplemental instruction for students TK-8.	\$15,000.00	Yes
1.3	Math and Reading Supplemental Curricular Resources	By providing math and reading supplemental instructional materials to be used in Tier 1-3 (intervention) using a variety of curricular resources (print, digital, in-person) to meet students' learning styles and needs, we can support acceleration of academic achievement.	\$10,000.00	Yes
1.4	Content Based Professional Development	Research indicates that teacher efficacy in all subjects leads to gains in the classroom. We will provide content based professional development and coaching that increase teacher confidence and skill in instructional strategies that support English Learners and Low Income Students in content areas beyond ELA and math.	\$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Conferences and Communities of Practice for Teachers	Research indicates that teacher efficacy can lead to gains in the classroom. We will provide teachers with the opportunity to attend conferences and engage in communities of practice that increase teacher efficacy and skill in instructional strategies.	\$20,000.00	Yes
1.6	Teacher Induction Program	Provide the Teacher Induction Program and mentor teacher support to ensure new teachers develop skills that will enable all students to obtain high levels of academic achievement.	\$10,000.00	No
1.7	Paraprofessional Educators	Providing academic support paraprofessionals will provide timely instructional support for students in grades TK-8 to students who may not be meeting the state standards or grade level targets through individualized and small group instruction.	\$125,334.00	Yes
1.8	Early Education Readiness for Grades TK-1	We will provide training and support to staff to identify high quality, individualized instruction and personalized family engagement. Services include, but not limited to: assessment tools (e.g.,DRDP), extended learning time, and developmentally appropriate supplementary materials.	\$5,000.00	Yes
1.9	High Impact Tutoring	High impact tutoring services for students will be provided by certificated and trained staff beyond the school day/year with transportation available.	\$5,000.00	Yes
1.10	STEAM-CTE and Library Media Support Staff	El Nido Elementary School District has a Library Media Center and a STEAM-CTE Center to improve access to resources and improve instruction. The centers require staff to coordinate activities, maintain environments, order supplies and materials for learning and support instruction by collaborating with teachers as well as assist with student and parent access. A CTE qualified teacher will provide specific CTE instruction and professional development to staff.	\$78,052.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	STEAM-CTE Program	El Nido Elementary School District will continue to develop the STEAM Program to improve instruction and exposure to STEAM integrating CTE. Dedicated in-door learning spaces, outdoor improvements, and resources will provide students the physical spaces and robust materials for 21st Century Learning (Creativity, Collaboration, Critical Thinking, Communication) through hands-on instruction and learning.	\$25,000.00	Yes
1.12	Library Media Center Collection and Materials	El Nido ESD will continue to develop the Library Media Center and program to improve instruction, exposure to literary and media resources, and student motivation for reading and learning. Teachers will be able to further enhance their instruction through the center, especially with information literacy skills. Students will be able to use the library at their own choice for a variety of uses including but not limited to: study, reading, socialization, etc.	\$10,000.00	Yes
1.13	Highly Qualified Certificated Teachers	Providing additional teachers within the instructional program will reduce student:teacher ratios below (28:1 K-3 Avg; 32:1 in grades 4-8) allowing for increased individualized student instruction including strategic intervention in both pull-out and push in models.	\$329,561.00	Yes
1.14	Classroom Technology and Technology Staff	Providing 21st Century technology and infrastructure (including: classroom, campus, homes, school transportation) and support staff to manage digital access will enhance instruction and engage students beyond the instructional day/year.	\$41,206.00	Yes
1.15	Learning Management and Data System	Learning management and data system provides students individualized targeted learning content, goal setting and self-monitoring progress. This also increases parent access to their child's real-time progress increasing engagement and communication with teachers.	\$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.16	Coordination of Services for High Needs Students	The State and Federal Programs from Merced County Office of Education will support the coordination of services for our unduplicated students, including English Learners, Foster Youth and Low Income students inclusive of students with identified special education services.	\$0.00	No
1.17	Coordination of Services for Foster and Homeless Students	The Foster and Homeless Youth Coordinator from Merced County Office of Education will support the coordination of services for our unduplicated students focusing on Foster Youth and Homeless Youth.	\$0.00	No
1.18	College and Career Guidance and Pathway Success	Providing academic guidance counseling services, and information for students and families through a partnership with UC Merced Center for Educational Partners for middle school students in grades 6-8 and their parents/caregivers.	\$0.00	No
1.19	College and Career Pathway Success Materials and Resources	By providing materials and resources complementing Action 1.18 (Guidance Counseling Services), we expect to see an increase in student achievement and engagement.	\$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Build bi-literacy and close academic achievement gaps in ELA and Math for English Learners.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Goal 2 highlights the importance of English Learner growth and reclassification as a high priority informed by our student population and school partner feedback. While the district has shown areas of significant progress, it remains that based on data from the 2023 California School Dashboard, the emphasis on having a program which supports our English Learners is necessary for continued progress. The results for these students show that once reclassified, students exceed distance from standard. The RFEP results are a demonstration of why bi-literacy is so important – RFEP students scored far above all student subgroups. In addition, EI Nido has reduced LTEL's to a total of 1 student for 23-24. Another reason to maintain a high priority emphasis. Likewise, EI Nido ESD values and recognizes the need for staff, professional development, and effective ELD instructional resources are the foundation for quality ELD instruction. 23-24 Dataquest data indicates that the annual high concentration of EL students entering EI Nido at TK/K (45%) further necessitate a continued focus on English Learners preventing LTELs and ensuring a successful future.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	English Learner Access to Core Curriculum:	Rating of 5 for implementation of ELD Standards. 2023 Self-Reflection Tool			Maintain 5 Rating	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	English Learner Reclassification Rate for students continuously enrolled 4+ years E.g. # RFEP 4+ yrs/# RFEP students Overall	Total Students 4+ yrs enrolled: 21 Percent RFEP: 80% Aeries 22-23			100% RFEP by grade 7	
2.3	Long Term English Learners (LTEL) continuously enrolled in El Nido for 4+ years Source: Aeries SIS	Total LTEL Students 4+ yrs: 15 Overall LTEL Enrolled: 16 Aeries 22-23			0 LTEL students who have continuously enrolled in El Nido for 4+ years.	
2.4	California School Dashboard: English Learner Progress - <ul style="list-style-type: none"> Percentage of EL students who make one or more year's progress on the ELPAC 	67% Progressed 1+ levels 2023 California Dashboard			75% (Ca Dashboard English Learner Progress Indicator Status)	
2.5	CAASPP ELA: Percentage of Students meeting or exceeding standards.	English Learners: 44.45% 2023 CAASPP - EverELs			Increase by 10% Annually	
2.6	CAASPP MATH: Percentage of Students meeting or exceeding standards.	English Learners: 28.4% 2023 CAASPP - Ever ELs			Increase by 10% Annually	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	EL Parent Education and Engagement Participation Rate	10% participation Local Annual Parent Survey 23-24			Increase to 50% or more	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Learner Professional Development	Training for staff (teachers and paraprofessionals) on the most current and impactful strategies for English Learners will support English Language Acquisition, reclassification rates of English Learners and a reduction in the number of LTEL's.	\$8,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	EL Paraprofessional Staff	Provide academic support paraprofessional staff to provide additional support for English Learners in grades TK-8 to provide one on one and small group instruction for English Learners.	\$82,201.00	Yes
2.3	EL Parent Education and Engagement	Provide opportunities for English Learner parents to be more engaged in school activities and to build capacity. Such activities will range from parent education (e.g. ELD, technology, finance, etc.), information sessions, conferences/coaching (small group and individual).	\$10,000.00	Yes
2.4	Supplemental ELD Materials	Provide supplemental materials for both integrated and designated ELD instruction.	\$5,000.00	Yes
2.5	ELD Student Incentives	Provide incentives and celebrations for our English Learners with their parents/guardians when important milestones are achieved, such as reclassification.	\$500.00	Yes
2.6	Bi-literacy Materials and Resources	We expect that with the increased access to bi-literacy materials in all formats for instruction and student/family selection will increase parent/caregiver engagement, bi-literate achievement and increase numbers of students redesignated to English Proficiency.	\$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain a positive, safe, and engaging school environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed as a direct result of El Nido ESD's establishment of a Multi-Tiered System of Support (MTSS) to ensure every child has their academic, social-emotional, and behavioral needs met and supported. Additionally, providing a welcoming, safe, culturally responsive environment, where students are personally affirmed, explicitly taught social and emotional skills, and receive additional supports to increase their engagement in learning as measured by attendance and suspension rates and results of student, staff, and stakeholder surveys were all factors in the creation of this goal. Additionally, El Nido ESD values the need for safety and efficient facilities as important qualities of a school district. In El Nido ESD, we continue to maintain quality facilities and to ensure a safe and secure school environment where students thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate: District Average (ADA)	96.16% P-2 2023-2024			98%	
3.2	Chronic Absenteeism	Overall: 9% EL: 8.7% Hispanic: 7.2% LI: 8.8%			5% or less	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2023 California Dashboard				
3.3	Suspension Rate	Overall: 0% EL: 0% Hispanic: 0% LI: 0% 2023 California Dashboard			Maintain at 1% or less	
3.4	Expulsion Rate	0% DataQuest 22-23			Maintain 0%	
3.5	Middle School Dropout Rate	0% 2023 CALPADS			Maintain 0%	
3.6	School Climate Survey: School Safety Percentage of students, staff and parents reporting they feel safe at school in classrooms and outside as measured by the annual LCAP Survey.	Students: 98% Staff: 99% Parents: 98% 2024 Local LCAP Survey			Maintain 95% or higher	
3.7	School Climate Survey: Connectivity to School Percentage of students, staff and parents reporting they feel connected and informed	Students: 95% Staff: 100% Parents: 97% 2024 Local LCAP Survey			Maintain 95% or higher	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as measured by the annual LCAP Survey.					
3.8	Parent Involvement and Participation Percentage of parents reporting awareness of and/or participation in family involvement activities for the following groups: Overall, Unduplicated, Exceptional Needs	Overall - 96% Unduplicated: 96% Exceptional Needs: 100% 2024 Local LCAP Survey			Maintain at rates of 95% or higher for all groups	
3.9	Parent Involvement and Participation Percentage of parents awareness and/or participation in decision making processes for the following groups: Overall, Unduplicated, Exceptional Needs	Overall - 99% Unduplicated: 99% Exceptional Needs: 100% 2024 Local LCAP Survey			Maintain at rates of 95% or higher	
3.10	Percentage of households (parents/guardians), including parents of unduplicated pupils and individuals with exceptional needs, providing input on decisions, as measured	98% participation (93/95 families participating) 2024 Local LCAP Survey 2024 Local LCAP Survey			Maintain rates of 80% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	by responses to the annual LCAP survey.					
3.11	Facilities Inspection Tool (FIT): Maintain School Facilities in Good Repair	Excellent FIT January 2023			Maintain rates of "Good" or better rating.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	ReThinkED	ReThinkED is a Social Emotional Learning Program that provides diagnostic assessments and lesson on social emotional topics that can be used whole group, small-group, or on an individual basis. Students and families also have resources available for self-selection and exploration.	\$10,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	MTSS Tier II and III Behavioral Interventions	Through a partnership with Merced County Behavioral Health and their affiliates (e.g., Sierra Vista Child and Family Services), students in need of Tier II and Tier III interventions will be served by trained staff (including counselors and/or psychologists) in individual and small group settings. Students will receive support in social emotional and mental health well being.	\$0.00	No
3.3	MTSS Program - Training, Materials, and Student Incentives	Multi-tiered systems of support program implementation will be supported through staff training, materials and resources for staff and students as well as student incentives to encourage positive and inclusive environments.	\$5,000.00	Yes
3.4	Student Enrichment	By providing multiple opportunities for student enrichment activities and programs, such as but not limited to: art, music, performing arts, clubs, academic competitions, assemblies, leadership conferences, and field trips, we anticipate students to feel more connected to school, increasing student attendance rates and fostering student agency, confidence and executive functioning skills which have shown to have a positive correlation to achievement	\$42,250.00	Yes
3.5	Outdoor School	By providing fifth and sixth grade students with an outdoor school experience, we anticipate that students will be motivated to engage in STEM and Environmental literacy, also resulting in an increase in student achievement more engaged in school culture, resulting in increased attendance rates.	\$0.00	Yes
3.6	Digital Safety and Student Engagement	By purchasing digital monitoring systems (e.g., Go Guardian), providing instruction and information to both students and parents/caregivers, we expect to increase student engagement while using digital devices and maintain our high percentage of safety.	\$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.7	Parent Capacity	We will provide staff to support coordination and communication in addition to parent training offerings for El Nido parents on topics such as but not limited to: social emotional learning, mental health well being, internet safety, college and career pathways and financial skills.	\$82,848.00	Yes
3.8	Bilingual Family Support Liaison	We will provide a Bilingual Family Support Liaison to support the home to school connection. The Liaison will conduct outreach as needed to support families to access programs provided by the school and ancillary community services. The Liaison will also provide direct services to families, such as transportation to and from school events, home visits for chronically absent students and community outreach. In the event that Foster Youth enroll, the Liaison can support any additional services required.	\$0.00	No
3.9	Health Tech	We will provide health technician services to support the well-being of our students. By providing our students with a well trained health technician, private location, and resources, we can better support the health and well being of our students. This service will increase connectivity to our school and support improved attendance rates for students.	\$21,304.00	Yes
3.10	Expanded Health Services	We will provide medical and dental services to support the well-being of our students through partnerships with local providers such as Dignity Health, Healthy Smiles, Golden Valley Health Centers and Merced County Health Department. This service will increase connectivity to our school and support improved attendance rates for students.	\$0.00	No
3.11	University Fellows Tutors	In order to support the academic achievement of our Low Income, English Learner and any potential Foster Youth Students, UC Fellows will provide tutoring in academic subjects and mentoring both during and after school.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.12	Safe and Engaging Learning Environments	Provide modernized classrooms/learning spaces, including but not limited to desks and adaptive furniture to support individual student needs, collaboration, small group instruction and student safety.	\$38,000.00	Yes
3.13	Physical Fitness, Health and Nutrition	Provide information, training, equipment and facilities with safe and secure access as well as supplement healthy snacks (e.g., fresh fruit and vegetable) to promote health and well-being.	\$100,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$693,244	\$92,061

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
43.709%	0.000%	\$0.00	43.709%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development -ELA/Math</p> <p>Need: LI pupils remain lowest performing group in ELA and Math on CAASPP.</p> <p>Scope: LEA-wide</p>	<p>Highly qualified instructional staff provide immediate and targeted individualized instruction to improve student achievement.</p> <p>Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's, FY including students with specialized educational services.</p>	1.5-1.13, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: iReady Reading and Math</p> <p>Need: LI pupils remain lowest performing group in ELA and Math on CAASPP.</p> <p>Scope: LEA-wide</p>	Supplemental targeted individualized assessments with embedded instruction available during and beyond school hours will increase access to content specifically aligned to student proficiency thereby improve student achievement. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services through real-time data to inform further instruction.	1.5-1.8, 1.16
1.3	<p>Action: Math and Reading Supplemental Curricular Resources</p> <p>Need: EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in math and ELA. Limited Income (LI) and English Learner students (especially "current") perform lower than the all student groups in both ELA and math.</p> <p>Scope: LEA-wide</p>	Providing math and reading supplemental instructional materials schoolwide through a variety of curricular resources (print, digital, in-person, 3-d), will support students' increase in academic achievement using materials for targeted instruction. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services through real-time data to inform further instruction.	1.4-1.13, 1.16
1.4	<p>Action: Content Based Professional Development</p> <p>Need: ELA and math skills are essential to academic success in all content areas. EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting</p>	Professional development for for multiple subject teachers will increase efficacy of first instruction across all content areas. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services through real-time data to inform further instruction..	1.4-1.8,1.12-1.13, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>grade level mastery of standards in math and ELA. Limited Income (LI) and English Learner students (especially "current") perform lower than the all student groups in both ELA and math.</p> <p>Scope: LEA-wide</p>		
1.5	<p>Action: Conferences and Communities of Practice for Teachers</p> <p>Need: EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in math and ELA. Limited Income (LI) and English Learner students (especially "current") perform lower than the all student groups in both ELA and math.</p> <p>Scope: LEA-wide</p>	<p>Professional development and collaboration for teachers through conferences and network sessions will increase efficacy across all content areas.</p> <p>Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services through real-time data to inform further instruction.</p>	1.2,1.5,1.7
1.7	<p>Action: Paraprofessional Educators</p> <p>Need: EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in Math and ELA. LI and EL students perform lower than the all student group in both ELA and Math.</p>	<p>This action will contribute to increased academic achievement schoolwide for all students including those with specialized educational services and Foster Youth, but especially for LI and EL students by providing individual and small group, scaffolded and targeted instruction.</p>	1.5-1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.8	<p>Action: Early Education Readiness for Grades TK-1</p> <p>Need: El Nido's highest concentration of English Learners are in the TK-1 grade levels. Based on our need to increase academic achievement for all students but especially for our LI and EL students including those that qualify for Special Education who have the lowest rates of readiness.</p> <p>Scope: LEA-wide</p>	We will increase the number of students' readiness and mastering of foundational grade level standards by providing age-specific training for teachers and parents and extending learning opportunities beyond the school year/day. Research shows that early intervention with family engagement promotes positive child outcomes for children in TK-K-1 by linking results to high quality instruction (Division for Early Childhood 2005; National Association for the Education of Young Children, 2009). Over 75% of TK-1 students are EL schoolwide. This action will contribute to increased academic achievement for all students TK-1 including those with specialized educational services and Foster Youth, but especially for EL students.	1.5-1.8
1.9	<p>Action: High Impact Tutoring</p> <p>Need: El Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in Math and ELA. LI and EL students perform lower than the all student group in both ELA and Math.</p> <p>Scope: LEA-wide</p>	Over 40% of students are 1 or more years behind grade level in ELA and Math schoolwide. By providing students tutoring by certificated and highly trained staff, we anticipate that student achievement will increase. Although we do not typically have Foster Youth, this action is designed to provide academic support for Foster Youth upon enrollment at ENESD.	1.5-1.9
1.10	<p>Action: STEAM-CTE and Library Media Support Staff</p>	Highly trained Library Media Center, STEAM Center and CTE staff will maintain materials and	1.6, 1.8, 1.16

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Due to our location in a small, rural community, our students, especially our low income students, often lack access to reading materials and resources provided by a Library Media Center as well as opportunities that expose them to science, technology, engineering, arts and mathematics in application and readiness for college and career.</p> <p>Scope: LEA-wide</p>	resources as well as provide direct student support to access and use materials. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services.	
1.11	<p>Action: STEAM-CTE Program</p> <p>Need: Due to our location in a small, rural community, our students, especially our low income students, often lack access to opportunities that expose them to science, technology, engineering, arts and mathematics in application and connection to college and career pathways.</p> <p>Scope: LEA-wide</p>	Dedicated in-door learning spaces, outdoor improvements, and resources will provide students the physical spaces and robust materials for 21st Century Learning (Creativity, Collaboration, Critical Thinking, Communication) through hands-on instruction and learning. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services.	1.14, 1.16
1.12	<p>Action: Library Media Center Collection and Materials</p> <p>Need:</p>	Maintaining a collection of resources that is current and student informed along with incentives will contribute to increased student engagement and academic achievement benefiting all students.	1.5-1.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>EI Nido ESD Dashboard and CAASPP data indicated that not all students are meeting grade level mastery of standards in ELA. LI and EL students perform lower than all student groups in ELA. Providing access and resources due to our location in a small, rural community, our students, especially our low income students, often lack access to a wide range of library media resources.</p> <p>Scope: LEA-wide</p>	Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services.	
1.13	<p>Action: Highly Qualified Certificated Teachers</p> <p>Need: EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in Math and ELA. LI and EL students perform lower than the all student group in both ELA and Math.</p> <p>Scope: LEA-wide</p>	<p>Additional certificated teachers will provide increased immediate feedback and individualized/instruction.</p> <p>Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services. This action will contribute to increased academic achievement for all students including those with specialized educational services and Foster Youth, but especially for LI and EL students by providing individual and targeted instruction.</p>	1.1, 1.5-1.8, 1.12-1.13, 1.16
1.14	<p>Action: Classroom Technology and Technology Staff</p> <p>Need: EI Nido's high level of limited income students have limited to no access to current working technology in the home.</p>	<p>Providing 21st Century technology devices, infrastructure and staff to manage digital access will increase access to current information, digital learning resources that individualize instruction and increase opportunities for learning outside of the instructional day.</p> <p>Schoolwide implementation benefits all students (98% are LI) and is responsive to individual</p>	1.2,1.6,1.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	subgroups needs including EL's and FY including students with specialized educational services.	
1.15	Action: Learning Management and Data System Need: EI Nido ESD Dashboard and CAASPP data indicates that not all students are meeting grade level mastery of standards in Math and ELA. LI and EL students perform lower than the all student group in both ELA and Math. Scope: LEA-wide	The LMS will address barriers to learning by reporting individualized progress reporting in real-time on standard proficiency in language/graphic formats accessible to students and in language preferences for parent/guardians removing language barriers and technical education terms. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services.	1.2, 1.3, 1.6, 1.8
1.19	Action: College and Career Pathway Success Materials and Resources Need: Input from our engagement partners, especially parents of our unduplicated low income students and alumni, indicate that there are a lack of materials resources for students to learn how readiness for high school and planning for college and career can give them an advantage Scope: LEA-wide	This action provides materials and resources complementing Action 1.18 (Guidance Counseling Services) for students in grades 6-8 and their parents/guardians which addresses barriers (language, system, etc.) to high school readiness and college and career success. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services.	1.9, 1.14
2.2	Action: EL Paraprofessional Staff	By providing this extra support at the hours of each FTE to an equivalent of 6.0 per day., ELs can gain English Language Fluency and maintain	2.1, 2.2, 2.3, 2.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Over 50% of EL population in ENESD (23-24 Dataquest) are 0-3 years EL. 74% are at-risk for becoming LTEL's. "Current" English Learners Data for grades 3-8 indicate significant gap (over 25 pt.) in performance on CAASPP Math and ELA.</p> <p>Scope: LEA-wide</p>	academic levels of success (RFEP are the highest performing sub group in ELA and Math) in an appropriate time span, reducing the number of students who are At-Risk for becoming LTEL. EL Paraprofessional support is especially important for EL's but will also benefit LI and students with specialized services as these staff will be available for scaffold support for EL's in student collaborative and cooperative learning applications.	
2.3	<p>Action: EL Parent Education and Engagement</p> <p>Need: Over 50% of EL population in ENESD (23-24 Dataquest) are 0-3 years EL. 74% are at-risk for becoming LTEL's. "Current" English Learners Data for grades 3-8 indicate significant gap (over 25 pt.) in performance on CAASPP Math and ELA.</p> <p>Scope: LEA-wide</p>	This action intends to increase parent involvement schoolwide to support inclusive practices, by increasing parent capacity through activities that foster understanding of student expectations, school processes and current student progress. An increase in EL student achievement, reclassification rate, and reduction in the number of LTEL's to (0) for students continuously enrolled.	2.2, 2.4, 2.7
3.1	<p>Action: ReThinkED</p> <p>Need: Over 40% of students (2024 Annual Survey) report depression or feeling sad for no apparent reason over multiple days. 100% Parent/Family responses (2024 Annual Survey) affirm maintaining level of SEL support.</p>	SEL programs play a crucial role in supporting the success of limited-income (LI) students in school by promoting emotional well-being, building positive relationships, improving academic performance, reducing behavioral issues, and fostering long-term success and resilience. By integrating SEL into the school curriculum and providing targeted support for students from limited-income backgrounds, we expect to maintain an equitable and inclusive learning	3.1, 3.3, 3.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	environment where all students, inclusive of EL's, Foster and Homeless Youth and students with special education services have the opportunity to thrive.	
3.3	<p>Action: MTSS Program - Training, Materials, and Student Incentives</p> <p>Need: Over 40% of students (2024 Annual Survey) report depression or feeling sad for no apparent reason over multiple days; 27% say there is conflict (harassment, teasing, conflict). 100% Parent/Family responses (2024 Annual Survey) affirm maintaining level of SEL support. Based on the feedback from parents of unduplicated students and staff, there is a need to continue support the Social Emotional Learning of Low Income, Foster Youth and English Learner students. Furthermore, building strong Tier II and Tier III interventions is an integral component of the Multi-tiered System of Support for El Nido ESD.</p> <p>Scope: LEA-wide</p>	We will provide MTSS training (including conferences) for all staff in order to provide specialized services (academically and behaviorally) to students for Tier 2 and 3 prevention/intervention. This action will contribute to decreasing our chronic absenteeism rate, maintain our low suspension and expulsion rate and increase academic achievement. We also anticipate staff, students and parents of unduplicated pupils will continue to report feeling that El Nido ESD is a safe environment at high percentages.	3.6,3.7
3.4	<p>Action: Student Enrichment</p> <p>Need: Research indicates that students who are engaged in their school will attend. Furthermore, due to our location in a rural community, our students, especially low</p>	By providing multiple opportunities for student enrichment and alternative learning activities/programs after school and during intersessions (including summer), such as but not limited to: art, music, performing arts, clubs, academic competitions, assemblies, leadership conferences, and field trips, we anticipate students' increased connectedness to school,	3.1-3.4, 3.7-3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>income (LI) students, lack equitable access to opportunities for enrichment (based on Student and Parent input).</p> <p>Scope: LEA-wide</p>	<p>increasing student attendance rates fostering student agency, confidence and executive functioning skills which have shown to have a positive correlation to achievement. These activities also provide avenues for parent participation and engagement with the school, working to improve the relationships that we build with our family and community.</p>	
3.5	<p>Action: Outdoor School</p> <p>Need: Outdoor School: Students in our predominantly low income (LI) community often lack access to experiences such as outdoor school. Survey results show that both students and parents request more alternative learning experiences such as outdoor school.</p> <p>Scope: LEA-wide</p>	<p>By providing fifth and sixth grade students with an outdoor school experience, we anticipate that students will be more engaged in our school culture, resulting in increased attendance rates. We also anticipate that an outdoor school experience will motivate students to engage in STEM and Environmental literacy, also resulting in an increase in student achievement.</p>	3.1,3.2, 3.5
3.7	<p>Action: Parent Capacity</p> <p>Need: Feedback from unduplicated parents indicated a need or a desire to increase parent capacity to support student achievement at home. Parents also reported that such supports is reason for 100% rating on communication, information and participation opportunities.</p> <p>Scope:</p>	<p>Continuing with The Fresno State Parent University Program, STEAM-CTE, Math and Literacy events provide opportunities for parents of LI (but inclusive of EL's) to learn how to support learning at home and build collaborative home-school partnerships. Parent sessions and trips such as UC Merced Child-Parent Conference will also support college and career planning and student achievement. These trainings will help to promote our safe and positive school climate, contributing to a decrease (or maintenance at <5%) of chronic absenteeism while increasing parent involvement and student achievement. This</p>	3.6-3.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	service will also allow us to better support foster youth in the case that we have one enroll.	
3.9	<p>Action: Health Tech</p> <p>Need: Due to our location in a rural area, access to medical services is challenging and requires travel as reported by our the parents of unduplicated pupils and data showing that on average over 65% of students do not have updated physicals and vaccinations.</p> <p>Scope: LEA-wide</p>	By providing our students with a well trained health technician, private location, and resources, we can better support the health and well being of our students. This service will increase connectivity to our school and support improved attendance rates for students.	3.1-3.2
3.12	<p>Action: Safe and Engaging Learning Environments</p> <p>Need: Research indicates that students who are feel safe and engaged in their school will attend. Furthermore, due to our location in a rural community, our students, especially low income (LI) students, lack equitable access to modern and safe facilities where students are empowered to make independent choices. LI students also have an increased need for learning that focuses on multimodality engagement as recommended by partner engagement.</p> <p>Scope: LEA-wide</p>	Providing flexible and safe classrooms/learning spaces (indoors/outdoors) enhances communication (language development), collaboration, and provides ideal learning environment for small group instruction. Schoolwide implementation benefits all students (98% are LI) and is responsive to individual subgroups needs including EL's and FY including students with specialized educational services through real-time data to inform further instruction.	3.1, 3.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.13	<p>Action: Physical Fitness, Health and Nutrition</p> <p>Need: Student physical fitness test (Fitnessgram) shows students are below national health and fitness standards. Feedback from engaged partners, especially parents of unduplicated pupils, and physical fitness data indicate a need to increase the overall health and activity levels of our students. Our remote location in a small, rural community limits access to safe and engaging environments and equipment and that support incentives for healthy nutrition, physical fitness and family engagement. Over 88% of families and students report that they have used the school for recreation and family engagement such as picnics, shooting hoops, and request access outside of school hours (nightly, weekends, holidays).</p> <p>Scope: LEA-wide</p>	<p>Providing lessons, training, equipment and facilities with safe and secure access as well as supplementing healthy snacks (e.g., fresh fruit and vegetable) addresses health, fitness and safety needs contributing to chronic absenteeism and lack of attention in academic sessions. We anticipate that this action will contribute to reduced chronic absenteeism rates by increasing health (especially preventable diseases commonly found in limited income communities such as diabetes, high blood pressure, anxiety, depression, etc.), and maintaining a positive school culture of low conflict incidence (2024 Student -99% safety).</p>	3.1-3.2

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.1	<p>Action: English Learner Professional Development</p> <p>Need: Our local data indicates that there is progress however over 40% of our English Learners are at risk for becoming Long Term English Learners (LTELs).</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Providing training for staff (teachers and paraprofessionals) schoolwide on the most current and impactful strategies for English Learners will support English Language Acquisition, reclassification rates of English Learners and a reduction in the number of LTEL's while also providing all students with research-based strategies such as but not limited to: visual aides, graphics, scaffolded and explicit vocabulary instruction.	2.2, 2.3, 2.4, 2.5
2.4	<p>Action: Supplemental ELD Materials</p> <p>Need: Over 50% of EL population in ENESD (23-24 Dataquest) are 0-3 years EL. 74% are at-risk for becoming LTEL's. "Current" English Learners Data for grades 3-8 indicate significant gap (over 25 pt.) in performance on CAASPP Math and ELA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	This action will provide teachers with additional, rigorous instructional materials for ELD and content area instruction that supplement the core materials. Interactive multimedia resources, authentic texts, culturally relevant content, and hands-on activities capture students' interest and motivation, fostering a deeper connection to the language and culture. This action is targeted for EL's but will also benefit LI and students.	2.2, 2.4
2.5	<p>Action: ELD Student Incentives</p> <p>Need:</p>	Incentives and recognition play a vital role in meeting the needs of ELD students by providing motivation, reinforcement, and support throughout their language learning journey. By incorporating incentives and recognition strategies into ELD	2.2, 2.3

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Over 50% of EL population in ENESD (23-24 Dataquest) are 0-3 years EL. 74% are at-risk for becoming LTEL's. "Current" English Learners Data for grades 3-8 indicate significant gap (over 25 pt.) in performance on CAASPP Math and ELA. Providing motivation, reinforcement and support create an engaging and attainable environment for English Language learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>programs, we will create a more engaging, supportive, and effective learning environment where students are empowered to strive to meet goals and realize full potential.</p>	
2.6	<p>Action: Bi-literacy Materials and Resources</p> <p>Need: EI Nido EL students have reduced access to primary language materials and resources. Over 50% of EL population in ENESD (23-24 Dataquest) are 0-3 years EL. 74% are at-risk for becoming LTEL's. "Current" English Learners Data for grades 3-8 indicate significant gap (over 25 pt.) in performance on CAASPP Math and ELA.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Providing bi-literacy materials to EL students and their parents will increase literacy in both primary and English language development. Research shows that promoting conceptual understanding and fluency in the primary language through instruction and access to materials that reflect students' culture increases self-esteem, confidence, academic achievement in English and maintains/fosters bi-literacy. This goal is principally focused on EL's (inclusive of Ever-EL's) which further support RFEP academic success and provides opportunities for all students to explore other cultures and languages.</p>	2.2, 2.4, 2.5, 2.6

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

The methodology for the following actions associated with a planned percentage is noted below:

1.16 This service is provided at no cost to the district, but we estimate that these services would cost us approximately \$40,800 in staffing, resulting in a 2.4% improvement in services for our unduplicated pupils.

- 1.17 This service is provided at no cost to the district, but we estimate that these services would cost us approximately \$20,400 in staffing, resulting in a 1.21% improvement in services for our unduplicated pupils
- 1.18 It is estimated that the cost in staffing to the district would be \$28,000 resulting in a 1.67% improvement and/or increase.
- 3.2 We estimate that hiring our own behavioral staff on a part time basis would cost \$155,000 per year, resulting in a 9.22% of improved services for our students
- 3.8 The qualitative increase or improved services is calculated based on the estimated staffing costs of \$77,250 which would equate to a 4.60% increase
- 3.10 The qualitative increase or improved services is calculated based on the estimated staffing costs of \$180,000 which would equate to a 10.71% increase
- 3.11 While this service is provided at no cost to our district, we estimate that this would cost us approximately \$90,000 (450 hours per Fellow @ \$20/hr * 10 Fellows) resulting in a 5.35% increase in increased and improved services

Additional Concentration Grant Funding

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

The additional concentration grant add-on funding will be used to maintain the hours of paraprofessionals at 6 hours per day (Actions 1.7 and 2.2)

The funding will also be used to support the hiring of staff for the STEAM and Library Media Centers (Actions 1.10)

We are also maintaining additional certificated below standard teacher:student ratios to increased individualized instruction for learning acceleration (Action 1.13).

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	1:15
Staff-to-student ratio of certificated staff providing direct services to students	NA	1:15

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,586,030	693,244	43.709%	0.000%	43.709%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,008,028.00	\$17,000.00	\$0.00	\$120,228.00	\$1,145,256.00	\$774,027.00	\$371,229.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development -ELA/Math	Low Income	Yes	LEA-wide	Low Income	All Schools	year long	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.2	iReady Reading and Math	Low Income	Yes	LEA-wide	Low Income	All Schools	yearlong	\$0.00	\$15,000.00	\$15,000.00				\$15,000.00	
1	1.3	Math and Reading Supplemental Curricular Resources	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$10,000.00	\$8,000.00			\$2,000.00	\$10,000.00	
1	1.4	Content Based Professional Development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.5	Conferences and Communities of Practice for Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.6	Teacher Induction Program	All	No			All Schools	yearlong	\$0.00	\$10,000.00	\$5,000.00			\$5,000.00	\$10,000.00	
1	1.7	Paraprofessional Educators	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$125,334.00	\$0.00	\$21,940.00			\$103,394.00	\$125,334.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Early Education Readiness for Grades TK-1	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido TK-1	yearlong	\$2,500.00	\$2,500.00	\$5,000.00				\$5,000.00	
1	1.9	High Impact Tutoring	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	September-June	\$5,000.00	\$0.00	\$5,000.00				\$5,000.00	
1	1.10	STEAM-CTE and Library Media Support Staff	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	Yearlong	\$78,052.00	\$0.00	\$78,052.00				\$78,052.00	
1	1.11	STEAM-CTE Program	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	Yearlong	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
1	1.12	Library Media Center Collection and Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	year long	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.13	Highly Qualified Certificated Teachers	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	year long	\$329,561.00	\$0.00	\$329,561.00				\$329,561.00	
1	1.14	Classroom Technology and Technology Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$20,962.00	\$20,244.00	\$41,206.00				\$41,206.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.15	Learning Management and Data System	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$8,500.00	\$8,500.00				\$8,500.00	
1	1.16	Coordination of Services for High Needs Students	All	No			All Schools	July 1-June 30	\$0.00	\$0.00	\$0.00				\$0.00	2.4
1	1.17	Coordination of Services for Foster and Homeless Students	Foster and Homeless	No			All Schools	July 1-June 30	\$0.00	\$0.00	\$0.00				\$0.00	1.21
1	1.18	College and Career Guidance and Pathway Success	All	No			All Schools 6-8	yearlong	\$0.00	\$0.00	\$0.00				\$0.00	1.67
1	1.19	College and Career Pathway Success Materials and Resources	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary 6-8	yearlong	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.1	English Learner Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$8,000.00	\$7,000.00			\$1,000.00	\$8,000.00	
2	2.2	EL Paraprofessional Staff	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido Elementary	yearlong	\$82,201.00	\$0.00	\$73,367.00			\$8,834.00	\$82,201.00	
2	2.3	EL Parent Education and Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
2	2.4	Supplemental ELD Materials	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools Specific Schools:	yearlong	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)		El Nido Elementary School									
2	2.5	ELD Student Incentives	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$500.00	\$500.00				\$500.00	
2	2.6	Bi-literacy Materials and Resources	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary	year	\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
3	3.1	ReThinkED	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$10,500.00	\$10,500.00				\$10,500.00	
3	3.2	MTSS Tier II and III Behavioral Interventions	All	No				yearlong	\$0.00	\$0.00	\$0.00				\$0.00	9.22
3	3.3	MTSS Program - Training, Materials, and Student Incentives	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.4	Student Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$26,265.00	\$15,985.00	\$42,250.00				\$42,250.00	
3	3.5	Outdoor School	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary 5-6	Alternating years (upcoming SY 25-26; 27-28)	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Digital Safety and Student Engagement	All	No			All Schools	yearlong	\$0.00	\$12,000.00		\$12,000.00			\$12,000.00	
3	3.7	Parent Capacity	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$82,848.00	\$0.00	\$82,848.00				\$82,848.00	
3	3.8	Bilingual Family Support Liaison	All	No				year	\$0.00	\$0.00	\$0.00				\$0.00	4.60
3	3.9	Health Tech	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$21,304.00	\$0.00	\$21,304.00				\$21,304.00	
3	3.10	Expanded Health Services	All	No			All Schools	year	\$0.00	\$0.00	\$0.00				\$0.00	10.71
3	3.11	University Fellows Tutors	All	No			All Schools	September - May	\$0.00	\$0.00	\$0.00				\$0.00	5.35
3	3.12	Safe and Engaging Learning Environments	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$38,000.00	\$38,000.00				\$38,000.00	
3	3.13	Physical Fitness, Health and Nutrition	Low Income	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	yearlong	\$0.00	\$100,000.00	\$95,000.00	\$5,000.00			\$100,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,586,030	693,244	43.709%	0.000%	43.709%	\$1,003,028.00	35.160%	98.401 %	Total:	\$1,003,028.00
								LEA-wide Total:	\$980,528.00
								Limited Total:	\$22,500.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development - ELA/Math	Yes	LEA-wide	Low Income	All Schools	\$25,000.00	
1	1.2	iReady Reading and Math	Yes	LEA-wide	Low Income	All Schools	\$15,000.00	
1	1.3	Math and Reading Supplemental Curricular Resources	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$8,000.00	
1	1.4	Content Based Professional Development	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$5,000.00	
1	1.5	Conferences and Communities of Practice for Teachers	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$20,000.00	
1	1.7	Paraprofessional Educators	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$21,940.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Early Education Readiness for Grades TK-1	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido TK-1	\$5,000.00	
1	1.9	High Impact Tutoring	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$5,000.00	
1	1.10	STEAM-CTE and Library Media Support Staff	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$78,052.00	
1	1.11	STEAM-CTE Program	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$25,000.00	
1	1.12	Library Media Center Collection and Materials	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$10,000.00	
1	1.13	Highly Qualified Certificated Teachers	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$329,561.00	
1	1.14	Classroom Technology and Technology Staff	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$41,206.00	
1	1.15	Learning Management and Data System	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$8,500.00	
1	1.19	College and Career Pathway Success Materials and Resources	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary 6-8	\$5,000.00	
2	2.1	English Learner Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido	\$7,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Elementary		
2	2.2	EL Paraprofessional Staff	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido Elementary	\$73,367.00	
2	2.3	EL Parent Education and Engagement	Yes	LEA-wide	English Learners	All Schools Specific Schools: El Nido Elementary	\$10,000.00	
2	2.4	Supplemental ELD Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary School	\$5,000.00	
2	2.5	ELD Student Incentives	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary	\$500.00	
2	2.6	Bi-literacy Materials and Resources	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: El Nido Elementary	\$10,000.00	
3	3.1	ReThinkED	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$10,500.00	
3	3.3	MTSS Program - Training, Materials, and Student Incentives	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: El Nido Elementary	\$5,000.00	
3	3.4	Student Enrichment	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$42,250.00	
3	3.5	Outdoor School	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary 5-6	\$0.00	
3	3.7	Parent Capacity	Yes	LEA-wide	Low Income	All Schools Specific Schools:	\$82,848.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						El Nido Elementary		
3	3.9	Health Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: El Nido Elementary	\$21,304.00	
3	3.12	Safe and Engaging Learning Environments	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$38,000.00	
3	3.13	Physical Fitness, Health and Nutrition	Yes	LEA-wide	Low Income	All Schools Specific Schools: El Nido Elementary	\$95,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,255,768.00	\$940,963.30

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Reading Professional Development and Coaching	Yes	\$15,696.00	14,596.15
1	1.2	iReady Reading and Math	No	\$15,000.00	0.00
1	1.3	Math and Reading Interventions	Yes	\$25,000.00	25,200.00
1	1.4	Early Education Readiness for grades TK-1	Yes	\$5,000.00	2,260.04
1	1.5	Conferences and Communities of Practice for Teachers	Yes	\$10,000.00	5,157.89
1	1.6	Content Based Professional Development	Yes	\$15,000.00	2,450.00
1	1.7	TIP	No	\$8,400.00	5,200.00
1	1.8	Push-In Paraprofessionals	Yes	\$159,233.00	73,509.01
1	1.9	Supplemental ELA and Math Instructional Materials	Yes	\$27,000.00	26,291.65
1	1.10	High Impact Tutoring	Yes	\$25,000.00	2,609.19
1	1.11	STEAM Center/Library Media Center Staff	Yes	\$73,837.00	33,076.81

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Ready Math Professional Development	Yes	\$20,000.00	20,000.00
1	1.13	STEAM and CTE (Career Technical Education) Program	Yes	\$95,000.00	58,940.84
1	1.14	Learning Management System	Yes	\$50,000.00	64,128.75
1	1.15	Intervention Teacher	Yes	\$78,860.00	323,099.00
1	1.16	Classroom Technology and Technology Staff	Yes	\$61,365.00	66,921.87
1	1.17	Coordination of Services for High Needs Students	Yes	\$0.00	0.00
1	1.18	Coordination of Services for Foster and Homeless Students.	Yes	\$0.00	0.00
1	1.19	Library Media Center Collection and Materials	Yes	\$15,000.00	6,031.68
1	1.20	College and Career Guidance Pathway Success	Yes	\$0.00	0.00
1	1.21	College and Career Pathway Success Materials and Resources.	Yes	\$5,000.00	1,621.06
2	2.1	English Learner Professional Development	Yes	\$8,000.00	7,685.47
2	2.2	EL Push In Paraprofessional	Yes	\$79,807.00	73,509.01
2	2.3	EL Parent Engagement	Yes	\$10,000.00	10,254.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	Supplemental ELD Materials	Yes	\$15,000.00	12,482.38
2	2.5	ELD Student Incentives	Yes	\$500.00	0.00
2	2.6	Bi-literacy materials and resources	Yes	\$20,000.00	1,351.49
3	3.1	ReThinkED	Yes	\$0.00	0.00
3	3.2	MTSS Tier II and III Interventions	Yes	\$0.00	0.00
3	3.3	Student Enrichment	Yes	\$75,000.00	11,840.08
3	3.4	Outdoor School	Yes	\$14,390.00	14,617.24
3	3.5	Parent Capacity	Yes	\$80,435.00	66,728.35
3	3.6	Bilingual Family Support Liaison	Yes	\$0.00	0.00
3	3.7	MTSS Training	Yes	\$10,000.00	455.59
3	3.8	STEAM-CTE Center/Library Media Center Professional Development	No	\$2,000.00	3,797.95
3	3.9	Support Expanded Learning Opportunities	Yes	\$5,000.00	0.00
3	3.10	Health Tech	Yes	\$20,683.00	5,572.60
3	3.11	University Fellows Tutors	Yes	\$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.12	Safe and Engaging Learning Environment	Yes	\$48,000.00	0.00
3	3.13	Physical Fitness, Health and Nutrition	Yes	\$150,000.00	0.00
3	3.14	Digital Safety and Student Engagement	No	\$12,562.00	1,575

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
695,096	\$1,097,916.00	\$649,289.08	\$448,626.92	22.670%	25.120%	2.450%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Reading Professional Development and Coaching	Yes	\$15,696.00	41,596.15		
1	1.3	Math and Reading Interventions	Yes	\$25,000.00	25,200.00		
1	1.4	Early Education Readiness for grades TK-1	Yes	\$5,000.00	2,260.04		
1	1.5	Conferences and Communities of Practice for Teachers	Yes	\$10,000.00	5,157.89		
1	1.6	Content Based Professional Development	Yes	\$15,000.00	2,450.00		
1	1.8	Push-In Paraprofessionals	Yes	\$50,920.00	73,509.01		
1	1.9	Supplemental ELA and Math Instructional Materials	Yes	\$25,000.00	26,291.65		
1	1.10	High Impact Tutoring	Yes	\$25,000.00	2,609.19		
1	1.11	STEAM Center/Library Media Center Staff	Yes	\$73,837.00	33,076.81		
1	1.12	Ready Math Professional Development	Yes	\$20,000.00	20,000.00		
1	1.13	STEAM and CTE (Career Technical Education) Program	Yes	\$95,000.00	58,940.84		
1	1.14	Learning Management System	Yes	\$50,000.00	64,128.75		
1	1.15	Intervention Teacher	Yes	\$78,860.00	15,385.13		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.16	Classroom Technology and Technology Staff	Yes	\$61,365.00	66,921.87		
1	1.17	Coordination of Services for High Needs Students	Yes	\$0.00	0.00	2.39%	2.38
1	1.18	Coordination of Services for Foster and Homeless Students.	Yes	\$0.00	0.00	1.5%	1.19
1	1.19	Library Media Center Collection and Materials	Yes	\$15,000.00	6,031.68		
1	1.20	College and Career Guidance Pathway Success	Yes	\$0.00	0.00	1.19%	2.3
1	1.21	College and Career Pathway Success Materials and Resources.	Yes	\$5,000.00	1,621.06		
2	2.1	English Learner Professional Development	Yes	\$7,000.00	7,298.07		
2	2.2	EL Push In Paraprofessional	Yes	\$71,230.00	73,509.01		
2	2.3	EL Parent Engagement	Yes	\$10,000.00	10,254.20		
2	2.4	Supplemental ELD Materials	Yes	\$15,000.00	12,482.38		
2	2.5	ELD Student Incentives	Yes	\$500.00	0.00		
2	2.6	Bi-literacy materials and resources	Yes	\$20,000.00	1,351.49		
3	3.1	ReThinkED	Yes	\$0.00	0.00	2.27%	1.78
3	3.2	MTSS Tier II and III Interventions	Yes	\$0.00	0.00	10.16%	10.09
3	3.3	Student Enrichment	Yes	\$75,000.00	11,840.08		
3	3.4	Outdoor School	Yes	\$14,390.00	14,617.24		
3	3.5	Parent Capacity	Yes	\$80,435.00	66,728.35		
3	3.6	Bilingual Family Support Liaison	Yes	\$0.00	0.00	3.66	3.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.7	MTSS Training	Yes	\$10,000.00	455.59		
3	3.9	Support Expanded Learning Opportunities	Yes	\$5,000.00	0.00		
3	3.10	Health Tech	Yes	\$20,683.00	5,572.60		
3	3.11	University Fellows Tutors	Yes	\$0.00	0.00	1.50%	3.74
3	3.12	Safe and Engaging Learning Environment	Yes	\$48,000.00	0.00		
3	3.13	Physical Fitness, Health and Nutrition	Yes	\$150,000.00	0.00		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
1,589,917	695,096	1.98	45.699%	\$649,289.08	25.120%	65.958%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections 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, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

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

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

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must 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. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

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

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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 must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:
Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

Total Percentage to Increase or Improve Services for the Coming School Year

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**

- This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**

- This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

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

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
 - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2023