



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Los Nietos School District

CDS Code: 19 64758 0000000

School Year: 2024-25

LEA contact information:

Dr. Ramiro Rubalcaba

Superintendent, Los Nietos School District

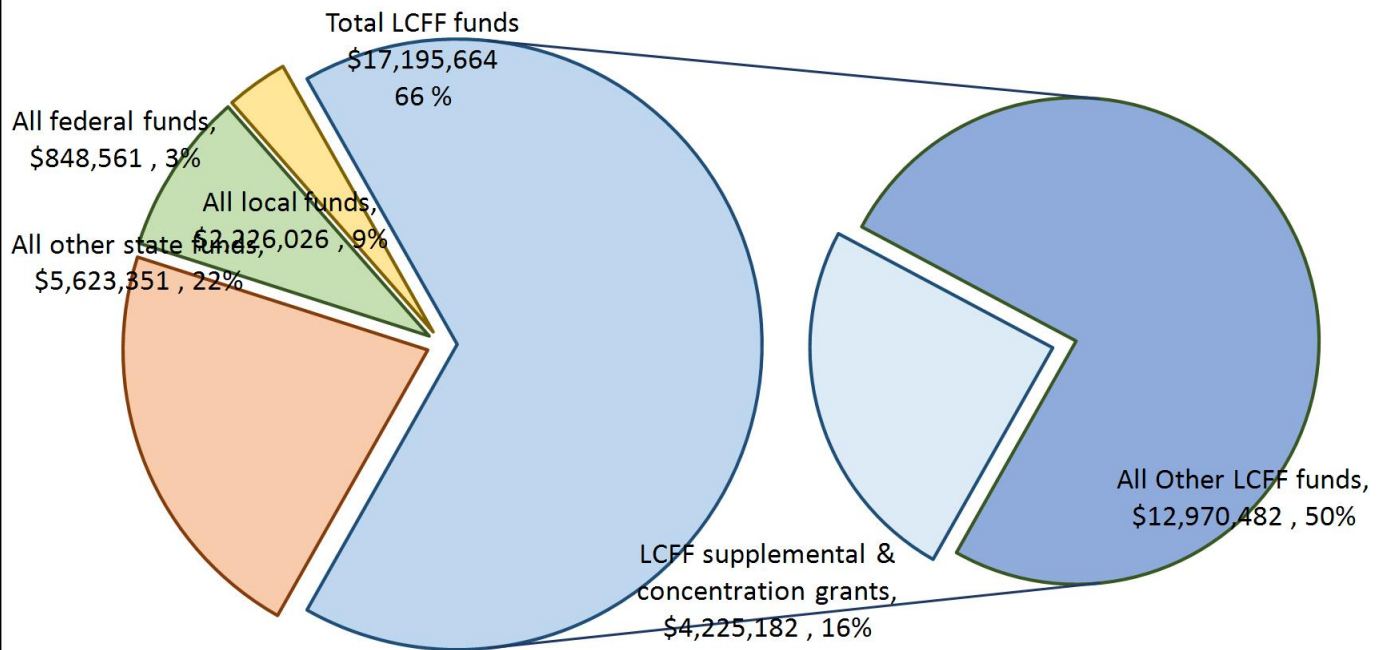
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5626920271

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

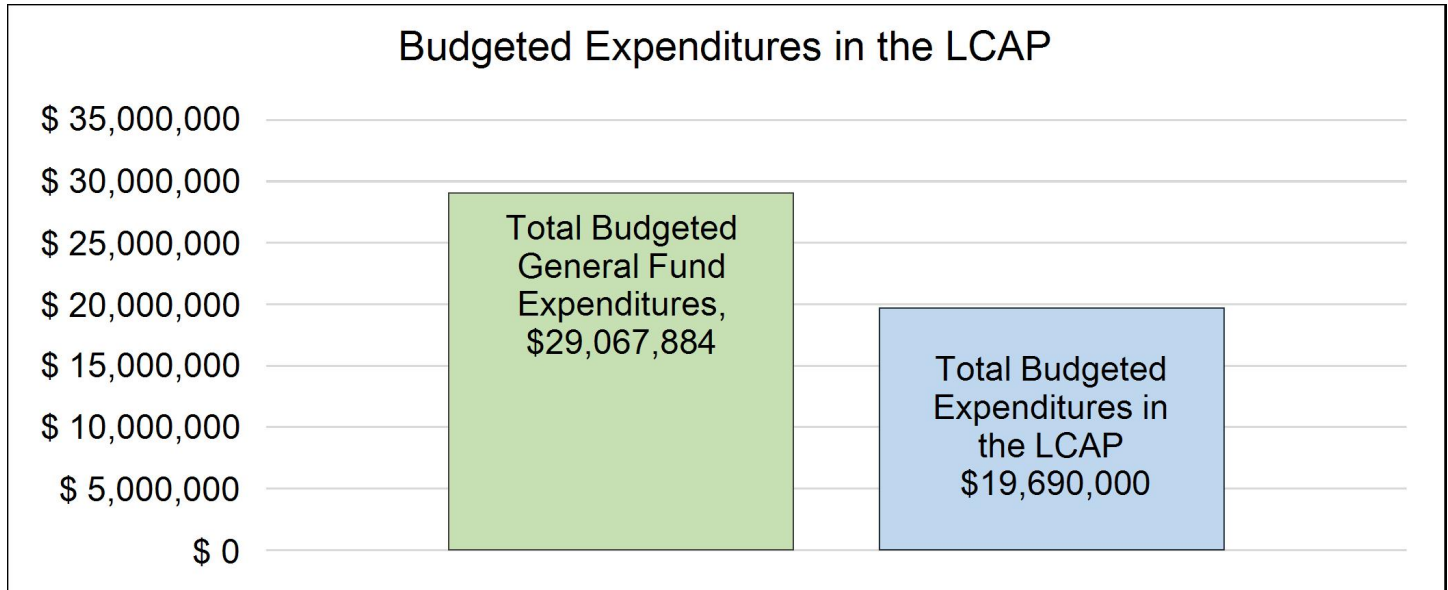


This chart shows the total general purpose revenue Los Nietos School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Los Nietos School District is \$25,893,602, of which \$17,195,664 is Local Control Funding Formula (LCFF), \$5,623,351 is other state funds, \$2,226,026 is local funds, and \$848,561 is federal funds. Of the \$17,195,664 in LCFF Funds, \$4,225,182 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 Los Nietos School District 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: Los Nietos School District plans to spend \$29,067,884 for the 2024-25 school year. Of that amount, \$19,690,000 is tied to actions/services in the LCAP and \$9,377,884 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

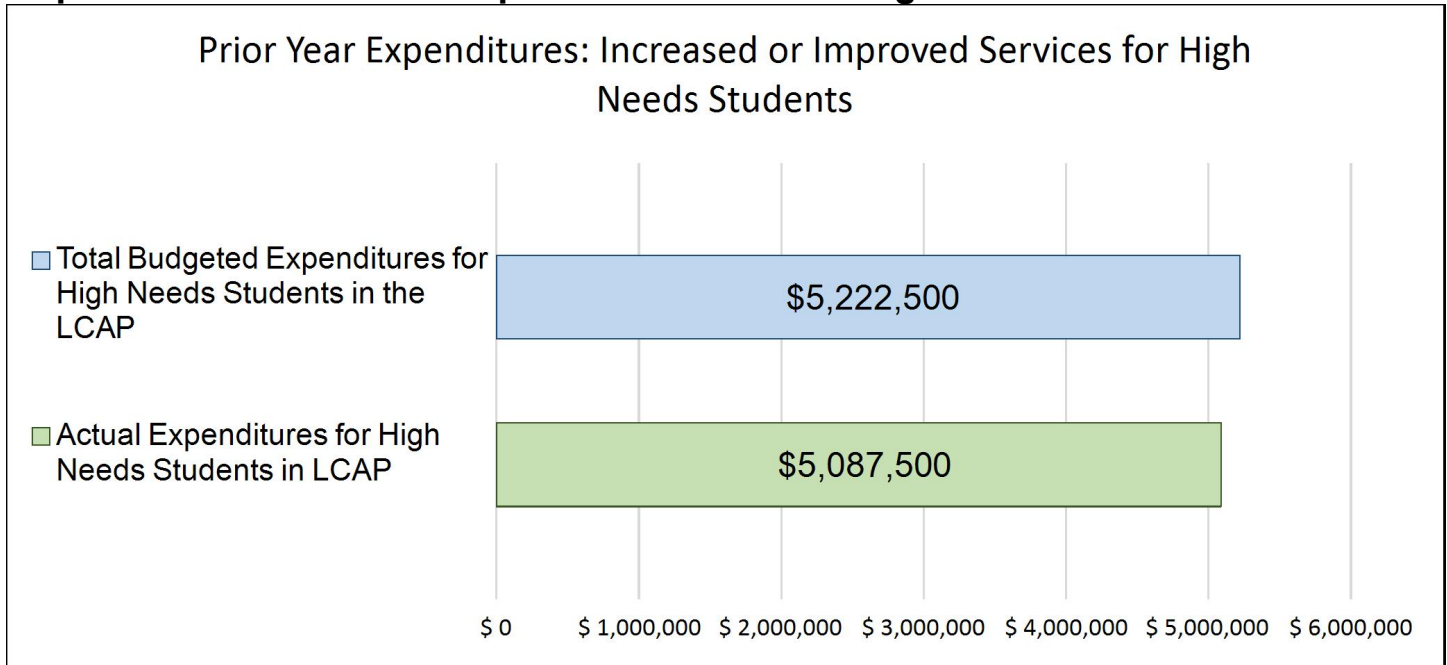
The District has a variety of expenditures that are not in the LCAP. These expenditures include, but not limited to, outside consulting agreements, utilities, administration, home to school transportation, copier leases and maintenance, property and liability insurance, and other operating expenditures.

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

In 2024-25, Los Nietos School District is projecting it will receive \$4,225,182 based on the enrollment of foster youth, English learner, and low-income students. Los Nietos School District must describe how it intends to increase or improve services for high needs students in the LCAP. Los Nietos School District plans to spend \$4,715,000 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 Los Nietos School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Los Nietos School District 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, Los Nietos School District's LCAP budgeted \$5,222,500 for planned actions to increase or improve services for high needs students. Los Nietos School District actually spent \$5,087,500 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-135,000 had the following impact on Los Nietos School District's ability to increase or improve services for high needs students:

There were some planned expenditures within the LCAP that did not materialize due to staffing issues. Moving forward, the District has the personnel in place.



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
Los Nietos School District	Dr. Ramiro Rubalcaba Superintendent, Los Nietos School District	ramiro_rubalcaba@lnsd.net 5626920271

Goals and Actions

Goal

Goal #	Description
1	<p>Conditions for Learning:</p> <p>The Los Nietos School District will provide the best possible conditions to ensure students, staff and all educational partners are prepared for high school by providing safe and well-maintained facilities.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC)	<p>Based on the audit ratings (FIT) of school site and district facilities, 100% of school sites and district facilities will attain a "Good" or achieve the "Exemplary" rating.</p> <p>No deficiencies reported on the SARC.</p>	<p>100% of district facilities attained a "Good" or "Exemplary" rating.</p> <p>No deficiencies reported on the SARC.</p>	<p>100% of district facilities attained a "Good" or "Exemplary" rating.</p> <p>No deficiencies reported on the SARC.</p>	<p>100% of district facilities attained a "Good" or "Exemplary" rating.</p> <p>No deficiencies reported on the SARC.</p>	<p>100% of school sites and district facilities will attain a "Good or "Achieve the "Exemplary" rating in the Desired Outcome for 2023-24</p>
School Accountability Report Card (SARC) Fully CALPADS 4.1 Staffing and 4.3 Assignments	<p>During the Fall of 2020, 100% of the Los Nietos School District teachers were appropriately assigned.</p>	<p>100% of the Los Nietos School District teachers were appropriately assigned.</p>	<p>100% of the Los Nietos School District teachers were appropriately assigned.</p>	<p>100% of the Los Nietos School District teachers were appropriately assigned.</p>	<p>100% of the Los Nietos School District teachers will be appropriately assigned in the Desired Outcome for 2023-24</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (SARC)	Based on consultant's and Williams Textbook/instructional materials audits, 100% of teachers report compliance with the sufficiency of materials.	100% of teachers report compliance with the sufficiency of materials.	100% of teachers report compliance with the sufficiency of materials.	100% of teachers report compliance with the sufficiency of materials.	100% of teachers report compliance with the sufficiency of materials
Qualtrics Professional Development Sign-In Zoom Registration	85% of staff utilized Qualtrics to report Professional Development Participation	78% of staff utilized Qualtrics to report Professional Development participation.	90% of staff utilized Qualtrics to report Professional Development participation.	Qualtrics has been discontinued for budgetary purposes. Ed Services and admin staff monitor attendance. Paper copies are available in Educational Services Department.	100% of staff will utilize Qualtrics to report professional development participation
Class Size Averages	For the 2020-2021 school year there are no TK - 3rd grade classes that exceeded 26 students	For the 2021-2022 school year there are no TK - 3rd grade classes that exceeded 26 students.	For the 2022-2023 school year there are no TK - 3rd grade classes that exceeded 26 students.	For the 2023-24 school year, there is one grade level (first grade at Nelson) that exceeds 26 students (27 students on December 11, 2023).	Class sizes TK - 3rd grade will not exceed 25 students
Annual Cost of Paper	For the 2018-2019 school year \$40,000 was spent on paper	For the 2021-2022 school year \$26,270 was spent on paper.	For the 2022-2023 school year \$24,300 was spent on paper.	For the 2023-2024 school year \$24,900 was spent on paper.	Through the installation and maintenance of an energy-efficient infrastructure, district

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					impact on climate change as measured by the reduction of paper purchased annually will decrease by 35% to \$26,000

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 Los Nietos School District carried out all actions as planned. The annual School Accountability and Report Card reported 100% of adequate staffing, facilities in good condition, and sufficiency of materials.

Action 1.1: The Director of Maintenance and Operations works directly with site principals, site secretaries, and custodians to oversee maintenance projects to complete work orders in a timely fashion. Safety protocols are completed and asset maintenance are followed with precision and efficiency. Work orders are completed within a 24 hour cycle.

Action 1.2: Despite changes in staffing, LNSD provided equitable support to school sites as Teachers on Special Assignment (TOSA) positions shifted throughout the year. The Educational Services Department utilized Intervention Resource Teachers (IRTs) provided intervention directly at school sites, and as IRTs resigned, the remaining IRTs shared schools to provide equitable support. IRTs continue to provide direct services to students. TOSAs provided teachers coaching and support throughout the year.

Action 1.3: It is unclear how the District measured high-quality learning experiences through a broad course of study and full implementation of the Common Core State Standards. However, this action funded certificated teachers, administration, and classified and certificated administration to ensure a base-level of instructional program and support for the Los Nietos School District.

Action 1.4: This action was successfully implemented; the District maintained adequate classified and certificated management at each site and District Office. A new position of Director of Information and Technology was created to ensure a well-rounded, well-monitored instructional program.

Action 1.5: During the 2023-24 school year, the Educational Services and Student Services Department coordinated efforts with the Los Angeles County Office of Education to implement PBIS during the 2024-25 school years. Anti-bullying assemblies and safety training and

systems e.g. Raptor) were initiated during the 2023-24 school year. A trauma-informed institute was held for teachers that wanted to learn about creating healthy, healing classrooms. Healthy Los Nietos was reinstated to develop partnerships across the organization and community which culminated in a community health fair in April 2024. This is an area of growth for us in the 2024-27 LCAP. Professional Development data is monitored by sign in sheets, survey responses via google forms, and time sheets.

Action 1.6: Small class sizes were maintained during the 2023-24 school year with only two combination classes needed. Every student was offered a device at home and school in previous years. During the 2023-24 school year, the Educational Services Department initiated a committee to transition from 2:1 to 1:1 to ensure economic viability of the 1:1 program in out year. At the elementary schools, site-wide English Language Development (ELD) was established for consistency of practice; teachers participated in professional development to learn how to differentiate during this time. An institute for Science of Reading for English Learners was held to support teachers with evidence-based strategies to support English Learners. Supplemental programs for phonemic awareness and phonics were purchased for TK-5 and K-6 respectively to provide materials to assist teachers with implementation of this action.

Action 1.7: As noted above, the District offered every student a device at home and school. During the 2023-24 school year, the Educational Services Department initiated a committee to transition from 2:1 to 1:1 to ensure economic viability of the 1:1 program in out years. Low Income (LI) and Foster Youth (FY) families have continued to be provided with a hot spot as needed to access technology for home usage to equip students with access and opportunities for engaging in academic activities to develop skills for the 21st Century.

Action 1.8: Despite staffing changes, the District maintained school psychological services and hired a school counselor during the 2023-24 school year. We hired a second community liaison to connect families with non-academic support entities and community assistance programs to help create a safe learning environment.

Successes and Challenges:

The Los Nietos School District achieved success in implementing all planned actions under Goal 1, as evidenced by the annual School Accountability and Report Card indicating 100% adequacy in staffing, well-maintained facilities, and sufficiency of materials. Key successes included the timely completion of maintenance projects and adherence to safety protocols (Action 1.1), equitable support to school sites despite staffing changes (Action 1.2), and the maintenance of adequate management positions alongside the creation of a new information and technology oversight role (Action 1.4). Challenges included the need for clearer metrics to measure high-quality learning experiences (Action 1.3), careful consideration of the transition to a 1:1 device program and its economic viability (Action 1.6), and ongoing efforts to ensure equitable technology access for Low-Income and Foster Youth families, particularly for home usage to equip students with access and opportunities for engaging in academic activities to develop skills for the 21st Century (Action 1.7). Additionally, despite staffing changes, the District maintained school psychological services and hired a school counselor during the 2023-24 school year. Furthermore, a second community liaison was hired to connect families with non-academic support entities and community assistance programs, enhancing efforts to create a safe learning environment (Action 1.8).

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

Action 1.1 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 1.2 - Budgeted expenditures were more than Estimated Actual Expenditures due to staffing shortages.
Action 1.3 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 1.4 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 1.5 - Budgeted expenditures were more than Estimated Actual Expenditures due to the implementation of PBIS being moved to 2024-25 school year.
Action 1.6 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 1.7 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 1.8 - There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The following outlines the metrics for Goal 1 to help measure the effectiveness or ineffectiveness of specific actions and outcomes pertaining to LCAP Goal #1 throughout the three-year LCAP Cycle (2021-2024):

Maintain Facilities - Action 1.1:

The goal of achieving a "Good" or "Exemplary" rating for all school sites and district facilities is consistently met, with no reported deficiencies. This indicates a high level of effectiveness in maintaining safe and well-maintained facilities across the district. Achieving 100% appropriate teacher assignments over three years demonstrates effective management of staff resources, contributing to a positive learning environment. During the 2023-24 school year, the Los Nietos School District implemented a Human Resources Department to closely monitor assignments and credentialing. Consistently achieving 100% compliance with sufficiency of materials among teachers indicates effective resource allocation and management, supporting the educational needs of students. In addition, four supplemental programs were purchased for teachers (TK-8 phonemic awareness, TK-6 phonics, Newcomer and LTEL programs) and one core adoption for TK classrooms was purchased during the 2023-24 school year to respond to teacher feedback needing additional materials to meet students' needs. This action was implemented and effective.

Early Childhood Support - Action 1.2:

Despite changes in staffing, LNSD provided equitable support to school sites as Teachers on Special Assignment (TOSA) positions shifted throughout the year. The Educational Services Department utilized Intervention Resource Teachers (IRTs) provided intervention directly at school sites, and as IRTs resigned, the remaining IRTs shared schools to provide equitable support. IRTs continue to provide direct services to students. TOSAs provided teachers coaching and support throughout the year. This action was effective.

High Quality Learning Experiences - Action 1.3:

Qualtrics Professional Development Reporting - Does not align to any actions in Goal 1. We believe this is not an effective way to measure effective learning experiences.

Hire and Retain Staff - Action 1.4:

This was an effective action required for the overall instructional program for the District. This action was monitored by the Human Resources department using Aeries to keep track of all classified and certificated management.

Equitable and Safe Learning Environment - Action 1.5.

This was an effective action, but we needed more time to build consensus with stakeholders for implementation of a PBIS model. This data was kept using sign in sheets from professional development and training dates, survey feedback from professional development and training opportunities.

Ensure Students Have Optimal Learning Environments - Action 1.6:

Maintaining class sizes below the established threshold is crucial for providing optimal learning environments. While most years meet the target, exceeding class size limits in one grade level indicates a potential area for improvement. We believe this was implemented and effective.

Educational Technology - Action 1.7:

This was implemented and effective but needed to reduce the number of devices per student to one since two were not sustainable without ESSER funds. We used Follett to keep track of all student and staff devices to ensure equity is upheld. Go Guardian and Lightspeech (CatchOn) was used to monitor device and program usage. The district was able to provide students with appropriate technology for home and school usage.

Non Academic School Entities - Action 1.8:

This was implemented and effective to meet the needs within our community. LNSD hired an additional Community Liaison to help ensure all students and families are connected with local resources. A middle school psychologist was hired to assist with connecting students with programs in the community and create a safe learning environment.

Overall, the actions taken by the Los Nietos School District have been largely effective in making progress toward LCAP Goal #1 of providing safe and well-maintained facilities. However, areas such as professional development reporting and class size management may require further attention to ensure continued improvement and alignment with the District's objectives.

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

There were no changes to the LCAP goals during the 2023-24 school year. The LCAP committee focused on evaluating outcomes in the three year plan and creating a new three-year LCAP plan for 2024-27. We fully revised Goal One to include the purpose of staffing and well-maintained facilities to ensure student programming provided for thriving, healthy students. Services will include monitoring of important indicators of school climate (e.g., chronic absenteeism, attendance, suspension rates) and systemic communication. In addition, mental health challenges and student wellness were highlighted as a vital area of need. As stated above, the District entered into a partnership with LACOE to implement PBIS during the 2024-26 school years. After evaluating the 2021-24, the LCAP Committee redesigned this goal and actions to better meet the needs of our learners.

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
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Goal #	Description
2	<p data-bbox="321 151 1008 191">Pupil Achievement and Other Student Outcomes</p> <p data-bbox="321 224 1902 297">Expectation: Every classroom and program in the district will support high-quality, universally accessible learning experiences across the content areas to foster the LNSD competencies and ensure healthy minds and bodies.</p> <p data-bbox="321 329 695 370">Key Initiatives and Tactics:</p> <ol style="list-style-type: none"> <li data-bbox="321 402 1037 443">1. Effective and Meaningful Teaching and Learning <ol style="list-style-type: none"> <li data-bbox="321 475 2022 548">a. Deliver comprehensive, standards-based TK-8 science education through the newly adopted board curriculum and the development of corresponding assessments and projects. <li data-bbox="321 581 1854 621">b. Engaging students in daily social emotional lessons to address experiences from the COVID-19 pandemic. <li data-bbox="321 654 1955 768">c. Improve performance outcomes for students in mathematics to ensure that every student, including multilingual students, students with disabilities, and other historically marginalized student groups, have powerful, joyful learning experiences that foster positive mathematical identities. <li data-bbox="321 800 2039 914">d. Foster critical literacy in English Language Arts and across the content areas for all students by centering complex texts and systematic language development throughout the instructional day that intentionally develops our English Language Learners' multilingual success. <li data-bbox="321 946 1541 1060">e. Implementation of research based reading strategies at all grade levels and subjects Learners' multilingual success. <li data-bbox="321 1092 1089 1133">2. Responsive Support Structures for Student Success <ol style="list-style-type: none"> <li data-bbox="321 1166 2039 1239">a. Strengthen comprehensive and inclusive assessment systems that provide students multiple and varied opportunities to make learning visible and support equitable grading practices. <li data-bbox="321 1271 1938 1352">b. Explore and expand alternative education and expanded learning opportunities for students TK-8 to support both intervention, enrichment, and multimodal ways of teaching and learning. <li data-bbox="321 1385 1927 1466">c. Enhance implementation of our Multi-tiered Integrated Intervention Support System to comprehensively address academic and behavioral goals of TK-8 students.

Goal #	Description
	d. Systematize supportive, collaborative transitions from elementary to middle to high school through inter/intra-school programs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Academic Indicator for English Language Arts - Student Performance based on Distance from Standard (CA School Dashboard)	Indicator for English Language Arts Student Performance based on Distance from Standard (Source: 2019 California Dashboard)	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021	Information reported for this metric was obtained via DataQuest - CAASPP Test Results 2021-2022	DataQuest Smarter Balanced Summative Assessments 2022-23 CAASPP - ELA Met or Exceeded Standard:	By June 2024, the percentage of students will increase to 50% proficient.
a. Overall	a. Overall = 4.4 pts below standard	Dashboard. Information reported for this metric was obtained via DataQuest.	2022 CAASPP - ELA Met or Exceeded Standard: Overall 47.05%	Overall 50.55%	a. Overall 50%
b. English Learners	b. English Learners = 49.7 pts below standard	2021 CAASPP - ELA	English Learners 21.61%	English Learners 25.86%	b. English Learners 25%
c. Socioeconomically Disadvantaged	c. Socioeconomically Disadvantaged = 3.5 pts below standard	Met or Exceeded Standard:	Socio-Economic Disadvantaged 45.64%	Socio-Economic Disadvantaged 47.08%	c. Socioeconomically Disadvantaged 49%
d. Students with Disabilities		Overall 36.27%	Students with Disabilities 16.56%	Students with Disabilities 20.97%	d. Student with Disabilities 19%
			Homeless 42.99%	Homeless 41.78%	e. Homeless 45%
				Foster Youth • ----	f. Foster Youth - TBD
				Hispanic/Latinx	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
e. Homeless	d. Students with Disabilities = 75.5 pts below standard	English Learners	Foster Youth	50.51%	g. Hispanic/Latinx
f. Foster Youth		13.34%	• ----		50%
g. Hispanic/Latinx	e. Homeless = 11 pts below standard	Socio-Economic Disadvantaged	Hispanic/Latinx 46.46%		
	f. Foster Youth = no dashboard data	34.80%			
Connected to LCFF Priority: 4, 7, and 8	g. Hispanic/Latinx = 5.2 pts below standard	Students with Disabilities			
		10.88%			
	Overall: 51% met or exceeded standard, with overall performance level of "green" on the California School Dashboard	Homeless			
		29.66%			
		Foster Youth			
		• ----			
		Hispanic/Latinx			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		35.29%			
CAASPP Academic Indicator for Mathematics - Student Performance based on Distance from Standard (CA School Dashboard)	Indicator for Mathematics Student Performance based on Distance from Standard (Source: 2019 California Dashboard)	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. Information reported for this metric was obtained via DataQuest.2021	Information reported for this metric was obtained via DataQuest - CAASPP Test Results 2021-2022	DataQuest Smarter Balanced Summative Assessments 2022-23 CAASPP -Math Met or Exceeded Standard:	By June 2024 the percentage of students proficient will increase to 36% proficient.
a. Overall	a. Overall = 31.4 pts below standard	CAASPP - Mathematics Met or Exceeded Standard:	CAASPP - Mathematics Met or Exceeded Standard:	Overall 36.79%	a. Overall 36%
b. English Learners		Overall 32.32%	Overall 32.32%	English Learners 21.67%	b. English Learners 20%
c. Socioeconomically Disadvantaged		English Learners 16.42%	English Learners 16.42%	Socio-Economic Disadvantaged 33.80%	c. Socioeconomically Disadvantaged 32%
d. Students with Disabilities	b. English Learners = 43.7 pts below standard	Overall 25.81%	Socio-Economic Disadvantaged 29.73%	Students with Disabilities 14.9%	d. Students with Disabilities 15%
e. Homeless		English Learners 8.72%	Students with Disabilities 11.92%	Homeless 29.37%	e. Homeless 34%
f. Foster Youth	c. Socioeconomically Disadvantaged = 29.8 pts below standard	Socio-Economic Disadvantaged 24.19%	Students with Disabilities 11.92%	Foster Youth	f. Foster Youth TBD
g. Hispanic/Latinx		Students with Disabilities 4.76%	Homeless 30.05%	• ----	g. Hispanic/Latinx 35%
Connected to LCFF Priority: 4, 7, and 8	d. Students with Disabilities = 108.6 pts below standard	Homeless	Foster Youth	Hispanic/Latinx 36.36%	
			• ----		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>e. Homeless = 30.5 pts below standard</p> <p>f. Foster Youth = no dashboard data</p> <p>g. Hispanic/Latinx = 31.7 pts below standard</p> <p>Overall: 39.7% met or exceeded standard, with overall performance level of "yellow" on the California School Dashboard</p>	<p>19.43%</p> <p>Foster Youth</p> <ul style="list-style-type: none"> ---- <p>Hispanic/Latinx 25.43%</p>	<p>Hispanic/Latinx 31.59%</p>		
Academic Indicator for English Language Arts (California Alternative Assessment)	Overall: 29.9% met or exceeded standard with overall performance level of "orange" on the	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard.	Information reported for this metric was obtained via DataQuest 2021-2022 CAA Results.	Information reported for this metric was obtained via DataQuest 2022-2023 CAA Results.	By June 2024 the percentage of students will increase to 31% proficient.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California School Dashboard	In order to protect student privacy, data is suppressed because 10 or fewer students tested in this group.	Overall 13.64% English Learner • ----- Socio-Economic Disadvantaged • ----- Foster Youth • ----- Homeless • ----- Hispanic/Latino 16.67%	Overall 15.76% English Learner • ----- Socio-Economic Disadvantaged • ----- Foster Youth • ----- Homeless • ----- Hispanic/Latino 16.33%	
Academic Indicator for Mathematics (California Alternative Assessment)	Overall: 37.5% met or exceeded standard, with overall performance level of "orange" on the California School Dashboard	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Information reported for this metric was obtained via DataQuest. 2021-2022 CAA Results Overall 9.52% English Learner • ----- Socio-Economic Disadvantaged • -----	Information reported for this metric was obtained via DataQuest 2022-2023 CAA Results. Overall 8.86% English Learner • ----- Socio-Economic Disadvantaged • -----	By June 2024 the percentage of students will increase to 38% proficient.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Foster Youth • ----- Homeless • ----- Hispanic/Latino 5.88%	Foster Youth • ----- Homeless • ----- Hispanic/Latino 8.79%	
Academic Indicator for Science (CAST)	Overall: 24.5% of 5th grade students met or exceeded standard (Level 3 and 4) Overall: 27.9% of 8th grade students met or exceeded standard (Level 3 and 4)	Due to the COVID-19 pandemic, state law suspended the reporting of state indicators on the 2020 and 2021 Dashboard. In order to protect student privacy, data is suppressed because 10 or fewer students tested.	Information reported for this metric was obtained via DataQuest 2021-2022 CAASPP Results. Overall 24.40% English Learner 3.03% Socio-Economic Disadvantaged 22.13% Foster Youth • ----- Homeless 19.51% Students with	Information reported for this metric was obtained via DataQuest 2022-23 CAASPP Results. The following percentage Met or Exceeded the standard: Overall 30.19% English Learner 9.80% Socio-Economic Disadvantaged 27.50% Foster Youth • ----- Homeless	By June 2024 the percentage of students will increase to 30% proficient.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Disabilities 5.77 Hispanic/Latino 24.39%	20.46% Students with Disabilities 8.89% Hispanic/Latino 28.1%	
Local Reading Assessment STAR 360 Diagnostic (Grade 3rd - 8th)	STAR 360 Reading (2020-2021) Overall: 32% of students scored within grade level on end of year assessment. English Learners: 16% of students scored within grade level on end of year assessment. Socio-Economically Disadvantaged: 38% of students scored within grade level on end of year assessment.	STAR 360 Reading (2021-2022) Overall: 36.5% of students scored within grade level on end of year assessment. English Learners: 17% of students scored within grade level on end of year assessment. Socio-Economically Disadvantaged: 29% of students scored within grade level on end of year assessment.	STAR 360 Reading (2022-2023) Overall: 58% of students scored within grade level on end of year assessment. English Learners: 30% of students scored within grade level on end of year assessment. Socio-Economically Disadvantaged: 29% of students scored within grade level on end of year assessment.	STAR 360 Reading (2023-2024) Information reported for this metric was obtained via Aeries Analytics - STAR Test Results conducted in Feb. 2023. Data is as of 4/8/24 reflecting only current enrollment. Overall 56.4% English Learner 28.8%	STAR 360 Reading Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to 50%. English Learners: Increase the percentage of students scoring within grade level on end of the year assessment to 25%. Socio-Economically Disadvantaged: Increase the percentage of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Students with Disabilities: 14% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 66%</p> <p>4th Grade: 34%</p> <p>5th Grade: 22%</p> <p>6th Grade: 26%</p> <p>7th Grade: 24%</p> <p>8th Grade: 23%</p>	<p>Students with Disabilities: 12% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 53%</p> <p>4th Grade: 56%</p> <p>5th Grade: 31%</p> <p>6th Grade: 31%</p> <p>7th Grade: 27%</p> <p>8th Grade: 21%</p>	<p>Students with Disabilities: 27% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 60%</p> <p>4th Grade: 64%</p> <p>5th Grade: 67%</p> <p>6th Grade: 51%</p> <p>7th Grade: 51%</p> <p>8th Grade: 53%</p>	<p>Socio-Economic Disadvantaged</p> <p>53.9%</p> <p>Students with Disabilities</p> <p>27.8%</p> <p>3rd Grade: 61%</p> <p>4th Grade: 59%</p> <p>5th Grade: 59%</p> <p>6th Grade: 57%</p> <p>7th Grade: 62%</p> <p>8th Grade: 42%</p>	<p>students scoring within grade level on end of the year assessment to 55%.</p> <p>Students with Disabilities: Increase the percentage of students scoring within grade level on end of the year assessment to 25%.</p> <p>2nd Grade: 70% by 5th Grade</p> <p>3rd Grade: 64% by 6th Grade</p> <p>4th Grade: 52% by 7th Grade</p> <p>5th Grade: 58% by 8th Grade</p>
Local Math Assessment STAR 360 Diagnostic (Grade 3rd - 8th)	<p>STAR 360 Math (2020-2021)</p> <p>Overall: 40% of students scored within</p>	<p>STAR 360 Math (2021-2022)</p> <p>Overall: 42.8% of students scored within</p>	<p>STAR 360 Math (2022-2023)</p> <p>Overall: 64% of students scored within</p>	<p>STAR 360 Math (2023-2024)</p> <p>Information reported for this metric was</p>	<p>STAR 360 Math</p> <p>Overall: Increase the overall percentage of students scoring</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>grade level on end of year assessment.</p> <p>English Learners: 20% of students scored within grade level on end of year assessment.</p> <p>Socio-Economically Disadvantaged: 39% of students scored within grade level on end of year assessment.</p> <p>Students with Disabilities: 15% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 43%</p> <p>4th Grade: 39%</p> <p>5th Grade: 44%</p>	<p>grade level on end of year assessment.</p> <p>English Learners: 21% of students scored within grade level on end of year assessment.</p> <p>Socio-Economically Disadvantaged: 32% of students scored within grade level on end of year assessment.</p> <p>Students with Disabilities: 15% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 51%</p> <p>4th Grade: 56%</p> <p>5th Grade: 38%</p>	<p>grade level on end of year assessment.</p> <p>English Learners: 51% of students scored within grade level on end of year assessment.</p> <p>Socio-Economically Disadvantaged: 56% of students scored within grade level on end of year assessment.</p> <p>Students with Disabilities: 15% of students scored within grade level on end of year assessment.</p> <p>3rd Grade: 68%</p> <p>4th Grade: 68.9%</p> <p>5th Grade: 70.4%</p>	<p>obtained via Aeries Analytics - STAR Test Results conducted in Feb. 2023. Data is as of 4/8/24 reflecting only current enrollment.</p> <p>Overall: 65.5%</p> <p>English Learners: 42.6%</p> <p>Socio-Economically Disadvantaged: 63.8%</p> <p>Students with Disabilities: 41.1%</p> <p>3rd Grade: 67%</p> <p>4th Grade: 70%</p> <p>5th Grade: 67%</p>	<p>within grade level on end-of-year assessment to 55%.</p> <p>English Learners: Increase the percentage of students scoring within grade level on end of the year assessment to 30%.</p> <p>Socio-Economically Disadvantaged: Increase the percentage of students scoring within grade level on end of the year assessment to 54%.</p> <p>Students with Disabilities: Increase the percentage of students scoring within grade level on end of the year assessment to 25%.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	6th Grade: 38% 7th Grade: 43% 8th Grade: 49%	6th Grade: 33% 7th Grade: 42% 8th Grade: 36%	6th Grade: 54.4% 7th Grade: 63% 8th Grade: 59%	6th Grade: 69% 7th Grade: 61% 8th Grade: 59%	2nd Grade: 60% by 5th Grade 3rd Grade: 58% by 6th Grade 4th Grade: 54% by 7th Grade 5th Grade: 59% by 8th Grade
English Language Proficiency Assessment of California	Based on Dataquest 25.78% of students scored proficient on 2019 ELPAC Summative Assessment. 25.78% - (Level 4 Well Developed) 43.72% - (Level 3 Moderately Developed) 22.87% - (Level 2 Somewhat Developed) 7.62% - (Level 1 Minimally Developed)	Based on Dataquest 13.98% of students scored proficient on 2021 ELPAC Summative Assessment. 13.98%- (Level 4 Well Developed) 33.66%- (Level 3 Moderately Developed) 32.57%- (Level 2 Somewhat Developed) 19.79%- (Level 1 Minimally Developed)	Based on Dataquest 15.34% of students scored proficient on 2022 ELPAC Summative Assessment. Summative Assessment. 15.34%- (Level 4 Well Developed) 41.89%- (Level 3 Moderately Developed) 31.56%- (Level 2 Somewhat Developed)	Based on Dataquest 21.85% of students scored proficient on 2022 ELPAC Summative Assessment. Summative Assessment. 21.85%- (Level 4 Well Developed) 33.11%- (Level 3 Moderately Developed) 30.46%- (Level 2 Somewhat Developed)	By June 2024, the percentage of student will increase to 35% of students proficient on ELPAC Summative Assessment: 20% - Level 4 Well Developed 40% - Level 3 Moderately Developed 30% - Level 2 Somewhat Developed 10% - Level 1 Minimally Developed

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	California School Dashboard: The percentage of ELs making progress towards proficiency in was 53%, which is a State performance level of "Medium" (2018-2019)	California School Dashboard: The percentage of ELs making progress towards proficiency in 2021 was 67%, which is a State performance level of "Medium"(2020-2021)	11.21%- (Level 1 Minimally Developed) California School Dashboard: The percentage of ELs making progress towards proficiency in 2022 was 42.8%, which is a State performance level of "Low"(2021-2022)	14.57%- (Level 1 Minimally Developed) California School Dashboard: The percentage of ELs making progress towards proficiency in 2023 was 51.1%, which has increased 8.3% since last year.	Increase the percentage of ELs making at least one performance level of growth on English proficiency to over 53% Achieve a performance level of "Medium"
Foundational Skills - English Language Arts	In 2020-2021, 32% of students at or above district benchmark At/Above TK Benchmark = 26% At/Above Kindergarten Benchmark = 20%	In 2021-2022, 45.75% of students at or above district benchmark At/Above TK Benchmark = 78% At/Above Kindergarten Benchmark = 18%	In 2022-2023, 48% of students at or above district benchmark At/Above TK Benchmark = 92% At/Above Kindergarten Benchmark = 19%	In 2023-2024, LNSD changed our district benchmark standards per California State Standards. Students at or above district benchmark are showing 100% mastery of tests given per grade level.	By June 2024 50% of student in grades K-2 will meet or exceed grade level standards as measured by District assessments (ESGI) At/Above TK Benchmark = 40%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	At/Above 1st Grade Benchmark = 46%	At/Above 1st Grade Benchmark = 17%	At/Above 1st Grade Benchmark = 36%	At/Above TK Benchmark = 0%	At/Above Kindergarten Benchmark = 50%
	At/Above 2nd Grade Benchmark = 36%	At/Above 2nd Grade Benchmark = 37%	At/Above 2nd Grade Benchmark = 45%	At/Above Kindergarten Benchmark = 0%	At/Above 1st Grade Benchmark = 50%
				At/Above 1st Grade Benchmark = 4%	At/Above 2nd Grade Benchmark = 50%
Foundational Skills - Mathematics	In 2020-2021, 50% of students were at or above district benchmark At/Above TK Benchmark = 54% At/Above Kindergarten Benchmark = 52% At/Above 1st grade Benchmark = 54% At/Above 2nd Grade Benchmark = 41%	In 2021-2022, 66% of students were at or above district benchmark At/Above TK Benchmark = 75% At/Above Kindergarten Benchmark = 53% At/Above 1st grade Benchmark = 57% At/Above 2nd Grade Benchmark = 79%	In 2022-2023, 76% of students were at or above district benchmark At/Above TK Benchmark = 97% At/Above Kindergarten Benchmark = 59% At/Above 1st grade Benchmark = 64% At/Above 2nd Grade Benchmark = 83%	In 2023-2024, LNSD changed our district benchmark standards per California State Standards. Students at or above district benchmark are showing 100% mastery of tests given per grade level. At/Above TK Benchmark = 12% At/Above Kindergarten Benchmark = 10% At/Above 1st grade Benchmark = 0% At/Above 2nd Grade Benchmark = N/A there are currently no	By June 2024 64% of student in grades K-2 will meet or exceed grade level standards as measured by District assessments (ESGI) At/Above TK Benchmark = 75% At/Above Kindergarten Benchmark = 55% At/Above 1st Grade Benchmark = 75% At/Above 2nd Grade Benchmark = 50%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				2nd grade ESGI benchmark standards	
Student enrollment in a broad course of study as measured by report cards (K-8)	Currently there are 0 electives offered in the elementary program	Currently there are 0 electives offered in the elementary program	Currently there are 0 electives offered in the elementary program	<p>The following clubs/classes are supplemental learning opportunities that are offered at each school site.</p> <p>Aeolian Elementary School currently offers 3rd Grade Tutoring, Young Ambassadors Jr Council, Choir, Reading Intervention, Chess Club, and Student Council. Esports and 6th Grade Tutoring.</p> <p>Ada S. Nelson Elementary School currently offers Art Club, Choir, Reading Intervention, Chess Club, Garden Club, Student Council, Good News Club, 6th Grade Tutoring, and Esports.</p> <p>Rancho Santa Gertrudes Elementary</p>	Students will be offered 6 PLTW courses and other electives in the elementary program

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>School currently offers Choir, Chess Club, Art Club, Student Council, Science Olympiad, Kindness Club, EL Homework Support Club, Reading Intervention, Esports, and Student Council.</p> <p>Los Nietos Middle School currently offers After School Sports, BUG Club, MESA, Cyber Patriots, ESports, and ASB.</p>	
Targeted professional learning communities	Currently 5% percent of teachers and instructional assistants are participating in targeted professional learning communities relating to research based reading and math strategies.	Currently 36% percent of teachers and instructional assistants are participating in targeted professional learning communities relating to research based reading and math strategies.	Currently 45% percent of teachers and instructional assistants are participating in targeted professional learning communities relating to research based reading and math strategies.	<p>100% of teachers and have been trained and equipped with research-based reading and math strategies.</p> <p>Instructional assistants received training last year for reading strategies.</p> <p>In the upcoming year, TK-8 teachers will receive training in</p>	100% of teachers and instructional assistants will be fully trained and equipped with research-based reading strategies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				research based math strategies.	

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 Los Nietos School District carried out all actions as planned.

Action 2.1: Teacher Collaboration to Support Student Achievement. Three of the four sites conducted Data Chats with use of substitute teachers to release teachers of record for the discussions to analyze student assessment data and identify common learning needs creating data driven instructional plans. Tuesdays are early release in the Los Nietos School District. As appropriate, teachers meet with one another to review data and discuss instructional next steps.

Action 2.2: Provide Enrichment Opportunities. During the 2023-24 school year, the District hired a music teacher for the elementary sites and engaged in a Strategic Arts Planning process, which was finished in April. This work will guide additional efforts, particularly in the arts. We believe that enrichment is essential for our students, and the LCAP Committee indicated that this is a priority, and it has now become Goal Two for the 2024-27 LCAP.

Action 2.3: Provide Students with Exposure to potential CTE Pathways. The Los Nietos Middle School STEAM Academy held a school wide career day where a wide variety of professionals were showcased exposing our students to various career fields. We have maintained a current level of student participation with PLTW and MESA programs at Los Nietos Middle School STEAM Academy. During the 2023-2024 we are in the beginning stages of partnering with Pioneer High School to bring elective classes to our Middle School students.

Action 2.4: Improve Reading Proficiency. The District implemented two years of the Science of Reading professional development with all teachers, which concluded in 2022. The Educational Services Department coordinated Science of Reading training for English Learners during the 2023-24 school year.

Action 2.5: Visual and Performing Arts. During the 2023-24 school year, the District hired a music teacher for the elementary sites and engaged in a Strategic Arts Planning process, which was finished in April. This work will guide additional efforts, particularly in the arts. The Los Nietos Middle School continues two periods of band instruction.

Action 2.6: Instructional Practices. Teachers continue to receive instructional support through Teachers On Special Assignment (TOSAs). Weekly TOSA Office Hours are held bimonthly allowing for teachers to gain content, pedagogy and reflective practice support. Using staff feedback we have continued to implement a coherent and aligned professional learning structure which includes a multi-tiered approach. Site embedded coaching and instructional practice support was implemented by site principals.

Action 2.7. Analyze Student Academic Progress. The District continued to implement agreed upon measures of student progress, such as ESGI, Renaissance Learning, and Benchmark. State assessments were trained and implemented with fidelity. Reporting of student progress was conducted by the Educational Services team and site principals.

Action 2.8: School Counselor. During the 2023 - 2024 school year Los Nietos School District has hired a new Middle School Counselor. She has continued to utilize a comprehensive school guidance program in alignment with American School Counselor Association (ASCA) standards/domains materials in order to provide students with access to counseling.

Action 2.9: Provide More Differentiated Instruction for Students. Low Income, English Learners, and Foster Youth have continued to receive additional academic support from certificated and classified staff during the day through small group instruction. Students were identified by Foundational Skills and Renaissance STAR data. During the 2023-24 school year, teachers provided small group instruction to students not at grade level. Intervention Resource Teachers (IRTs) provided intervention to students not yet proficient.

Successes:

The Los Nietos School District successfully executed all planned actions, achieving successes along the way. Action 2.1 purposed Data Chats facilitated by substitute teachers, enabling in-depth analysis of student assessment data. This led to the identification of common learning needs and the creation of data-driven instructional plans. Action 2.2 was evidenced by the hiring of a music teacher and the completion of the Strategic Arts Planning process, demonstrating the district's commitment to enriching experiences for students. Action 2.3 showcased the district's efforts through hosting a successful school-wide career day and maintaining participation in PLTW and MESA programs, exposing students to various career fields. Action 2.4 demonstrated the commitment to improving reading proficiency through the implementation of two years of Science of Reading professional development and targeted training for English Learners. Action 2.8 highlighted the commitment to supporting students' social-emotional well-being through the hiring of a new Middle School Counselor and the implementation of a comprehensive school guidance program aligned with ASCA standards. Action 2.9 underscored efforts to meet the diverse needs of students through providing additional academic support, particularly for Low Income, English Learners, and Foster Youth.

Challenges:

However, amidst these successes, the district encountered some challenges. Action 2.1 Data Chats were not held at every site, and principals needed to adjust their early release Tuesday meeting schedules to review data with staff, fostering a data-rich culture. Action 2.2 and 2.7 presented challenges in sustaining and expanding enrichment efforts in the arts amidst budgetary constraints and competing priorities.

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

Action 2.1: Tuesdays PLCs are embedded within the school day and therefore no additional costs to the District and there were fewer data reflections.

Action 2.2: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.3: Budgeted amounts were higher than actual costs due to other funding sources that are not considered contributing actions.

Action 2.4: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.5: Budgeted amounts were higher than actual costs. We hired a new music teacher using Prop 28 funding this school year.

Action 2.6: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.7: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.8: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2.9: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The following outlines the metrics for Goal 2 to help measure the effectiveness or ineffectiveness of specific actions and outcomes pertaining to LCAP Goal #2 throughout the three-year LCAP Cycle (2021-2024) for Pupil Achievement and Other Student Outcomes:

Teacher Collaboration to Support Student Achievement - Action 2.1

Participation in professional learning communities has increased over the years, with 100% of teachers and instructional assistants trained in research-based reading strategies. Plans are in place to provide training in research-based math strategies for TK-8 teachers, including SAI teachers. This was effective but would like to refine our practices for PLC next year.

Provide Enrichment Opportunities- Action 2.2

The following clubs/classes are supplemental learning opportunities that are offered at each school site.

Aeolian Elementary School currently offers 3rd Grade Tutoring, Young Ambassadors Jr Council, Choir, Reading Intervention, Chess Club, and Student Council. Esports and 6th Grade Tutoring.

Ada S. Nelson Elementary School currently offers Art Club, Choir, Reading Intervention, Chess Club, Garden Club, Student Council, Good News Club, 6th Grade Tutoring, and Esports.

Rancho Santa Gertrudes Elementary School currently offers Choir, Chess Club, Art Club, Student Council, Science Olympiad, Kindness Club, EL Homework Support Club, Reading Intervention, Esports, and Student Council.

Los Nietos Middle School currently offers After School Sports, BUG Club, MESA, Cyber Patriots, ESports, and ASB.

This action was effective.

Exposure to CTE Pathways with Exposure to Potential CTE Pathways - Action 2.3

While no electives were offered in the elementary program, various clubs and supplemental learning opportunities were available at each elementary school site. The LNMS Counselor initiated a Career Day this year. This action was effective at the middle school.

Improve Reading Proficiency - Action 2.4

Science of reading initiatives were implemented and contributed to the progress of reading proficiency that was made.

The desired outcome for CAASPP ELA was met (increase to 50% proficient)

The desired outcome for STAR Reading was met (Overall: Increase the overall percentage of students scoring within grade level on end-of-year assessment to 50%)

The desired outcome for English Language Proficiency Assessment of California was met (20% - Level 4 Well Developed and 40% Moderately Developed)

This action was effective.

Visual and Performing Arts - Action 2.5

A Strategic Art Plan was implemented and the district hired a music teacher with Prop 28 funding. This action was effective.

Instructional Practices - Action 2.6

Students received instructional support through TOSAs via their support of teachers and administrators in content, pedagogy and reflective practice coherent and aligned professional learning structure which included a multi-tiered approach.

This action was effective.

Analyze Student Academic Progress - Action 2.7

Site led data chats and District led training were implemented. This action was implemented and effective.

Specific indicators are listed below:

CAASPP Academic Indicator for English Language Arts:

Overall, there has been a gradual increase in the percentage of students meeting or exceeding Standard, with 50.55% meeting or exceeding proficiency in 2023. Student groups such as English Learners and Socioeconomically Disadvantaged/Low Income students have also shown improvements, although disparities still exist. The goal was to reach 50% proficiency overall by June 2024, with varying targets for each student group. We met this overall goal target and most student group targets. The Homeless student group and Socioeconomically Disadvantaged student group did not meet this goal.

CAASPP Academic Indicator for Mathematics:

Similar to ELA, there has been progress over the three years, with 36.79% of students meeting or exceeding the standard in 2023. English Learners and Socioeconomically Disadvantaged/Low Income students have shown improvements, though disparities still persist. The goal was to achieve 36% proficiency overall by June 2024, with specific targets for specific student groups. We met this overall goal target. Students with Disabilities and Homeless student groups did not make their goals.

English Language Proficiency Assessment of California (ELPAC):

Proficiency rates have varied over the years, with a slight increase in 2022 compared to 2021. The 2023 data becomes available in August 2024. The goal is to increase proficiency to 35% by June 2024, with specific targets for each proficiency level. We met this goal in 2022.

STAR Renaissance - Reading:

Proficiency rates have increased over time, which resulted in a goal met for Grades 3-8. The goal is to Increase the overall percentage of students scoring within grade level on end-of-year assessment to 50%. This goal was met in 2023.

STAR Renaissance - Math:

Proficiency rates have increased over time, which resulted in a goal met for Grades 3-8. The goal is to Increase the overall percentage of students scoring within grade level on end-of-year assessment to 55%. This goal was met in 2023.

Foundational Skills - English Language Arts:

There has been improvement in students meeting or exceeding district benchmarks, particularly in 2022-2023. We found flaws with the ways we were measuring this data during the 2023-24 school year and made adjustments. The goal is to have 50% of students in grades K-2 meet or exceed grade level standards by June 2024. We did not meet this goal.

Foundational Skills - Mathematics:

Similar to ELA, there has been progress in students meeting or exceeding district benchmarks, particularly in 2022-2023. We found flaws with the ways we were measuring this data during the 2023-24 school year and made adjustments. The goal is to have 64% of students in grades K-2 meet or exceed grade level standards by June 2024. We did not meet this goal.

School Counselor - Action 2.8

A school counselor was hired for LNMS. This was an effective addition to the district use of this action.

Provide more Differentiated Instruction for Students - Action 2.9

Foundational Skills and STAR benchmark were used to identify intervention students. Differentiated instruction and additional academic support was provided using small groups. This action was effective.

Overall, there has been progress in various areas, but continued efforts are needed to meet the established goals and address disparities among student groups.

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 Los Nietos School District's 2023-24 LCAP Committee and Parents' Advisory Committee wanted to continue to work on student achievement to improve student outcomes. There was a keen understanding that attendance and chronic absenteeism, alongside mental health issues, were factors that needed attention for school sites. Actions and metrics did not change with regard to student achievement, and the Committees gave input into enrichment opportunities that they'd like to see for their children. As such, enrichment was a key priority for the Committees and they combined enrichment and student achievement together for Goal 2 for the 2024-27 LCAP.

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	<p>Parent Involvement, Pupil Engagement, and School Climate</p> <p>Educational partners, including parents and students, will be engaged in supporting student learning. This includes increasing parent involvement and pupil engagement with regards to attendance and maintaining a positive school climate.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent input in district and school decision making (includes parent involvement and feedback related to District Advisory Council (DAC), District English Learner Advisory Council (DELAC), Local Control and Accountability Plan (LCAP) forums, surveys, and School Site Councils (SSC))	2020-21 100% of district governance groups are compliant and solicit parent input	In 2021-2022, 100% of district governance groups are compliant and solicit parent input.	In 2022-2023, 100% of district governance groups are compliant and solicit parent input.	In 2023-2024, 100% of district governance groups are compliant and solicit parent input.	2023-24 100% of district governance groups are compliant and solicit parent input
Promotion of parent participation in programs for students with exceptional needs	2020-21 Parent participation baselines will be established	In 2021-2022, percentage of parents who participated in programs for students	In 2022-2023, percentage of parents who participated in programs for students	In 2023-2024, percentage of parents who participated in programs for students with exceptional	2023-24 Parent participation numbers will be 5% above baseline

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		with exceptional needs was 29%.	with exceptional needs was 35%.	needs is unknown. 100% of parents participated in IEPs and no additional parent training was held.	
School attendance rates	2020 - 21 PowerSchool Districtwide 96.3%	2021-2022 AERIES Districtwide 91.2%	2022-2023 AERIES Districtwide 91.%	2023-2024 Attention2Attendance Districtwide: 93.8%	Schools will maintain at least 95% daily attendance rates
Chronic absenteeism	2018 - 19 PowerSchool Ada S. Nelson 8.6% Aeolian 12.5% Rancho Santa Gertrudes 5% Los Nietos Middle 11.5%	2020-2021 DataQuest Ada S. Nelson 19.1% Aeolian 16.6% Rancho Santa Gertrudes 14.2% Los Nietos Middle 16.1%	2021-2022 DataQuest Ada S. Nelson 30.5% Aeolian 36.3% Rancho Santa Gertrudes 31.5% Los Nietos Middle 29%	2023-2024 Aeries Analytics Districtwide: 18.5% Ada S. Nelson: 16.1% Aeolian: 14.4% Rancho Santa Gertrudes: 25.9% Los Nietos Middle: 17.7%	2023-24 Chronic Absenteeism will be Ada S. Nelson 5% Aeolian 5% Rancho Santa Gertrudes 3% Los Nietos Middle 5%
Suspension rates	2020 - 21 PowerSchool Ada S. Nelson - 0% Aeolian - 0%	2021-22 DataQuest Ada S. Nelson 1/411 = 0% Aeolian 3/395 = .8%	2022-23 AERIES Ada S. Nelson 3/382 = 1% Aeolian 4/360 =1%	2023-2024 DataQuest Ada S. Nelson: 5 suspension records	Schools will maintain less than 1% suspension rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Rancho Santa Gertrudes - 0%</p> <p>Los Nietos Middle - 0%</p>	<p>Rancho Santa Gertrudes 1/320 = .3%</p> <p>Los Nietos Middle 33/320 = 8.4%</p>	<p>Rancho Santa Gertrudes 6/286 = 2.1%</p> <p>Los Nietos Middle 9/258 = 3.4%</p>	<p>Aeolian: 9 suspension records</p> <p>Rancho Santa Gertrudes: 3 suspension records</p> <p>Los Nietos Middle: 24 suspension records</p>	
School Safety and School Connectedness Survey - Student	<p>Baseline Established: Student School Safety Outcomes 2021</p> <p>Participation Rate (First Administration - Fall 2021) 109/888=12.3%</p> <p>Student School Connectedness Outcomes 2022</p> <p>Participation Rate (First Administration - Jan. 2022) 222/888=25%</p>	<p>Student School Safety Outcomes 2022</p> <p>189/888=21.3% (May 2022)</p> <p>Student School Connectedness Outcomes 2022</p> <p>315/888=35.5% (May 2022)</p>	<p>Student School Safety Outcomes 2023</p> <p>565/741= 76% (May 2023)</p> <p>Student School Connectedness Outcomes 2023</p> <p>468/741= 63% (May 2023)</p>	<p>Student Connectedness Survey 2023</p> <p>During the 2023 - 2024 School Year the source of data changed from Dataquest to Kelvin Pulses.</p> <p>646/936 79% participation rate ; October 2023; February 2024; May 2024</p> <p>School School Connectedness Outcomes are unknown.</p> <p>64% of students reported that they are</p>	<p>The desired outcome for "school safety" will be determined once the 2022 student survey is completed.</p> <p>The desired outcome for "school connectedness" will be determined once the 2022 student survey is completed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				understood by people at their school; 58% feel like they are a part of the classroom; 52% reported mattering to others at the school; 86% reported having a friend that cares about them.	
Los Nietos Middle School Dropout Rates	In 2020, 0% of middle school students dropped out	In 2021, 0% of middle school students dropped out.	In 2022, 0% of middle school students dropped out.	In 2023, 0% of middle school students dropped out.	In 2024, 0% of middle school students will drop out
Expulsion Rates	In 2020, 0% of students were expelled	In 2021, 0% of middle school students were expelled.	In 2022, 0% of middle school students were expelled.	In 2023, 0% of middle school students were expelled.	In 2024, 0% of students will be expelled
School Safety and School Connectedness Survey -Teacher	<p>Baseline Established: Staff School Safety (First Administration - Fall 2021)-</p> <p>109//176=62% Total Staff</p> <p>In 2022 a new teacher survey will be created to determine the baseline for "School Connectedness" 0%</p>	<p>Teacher School Safety Outcomes May 2022</p> <p>64/90= 71% Certificated</p> <p>108/176=61% total staff</p>	<p>School Safety Outcomes May 2023</p> <p>138/170 = 81% total staff</p> <p>Teacher School Connectedness Outcomes 2023</p> <p>0% (May 2023)</p>	<p>LCAP Staff Survey December 2023</p> <p>38/170 = 21% total staff.</p> <p>Teacher School Connectedness Outcomes are unknown.</p> <p>100% of staff reported a clean, comfortable learning environment. 89% of staff reported</p>	<p>The desired outcome for "school safety" will be determined once the 2022 teacher survey is completed.</p> <p>The desired outcome for "school connectedness" will be determined once the 2022 teacher survey is completed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Teacher School Connectedness May 2022 0%		that staff communicate in a respectful, supportive way. 89% of staff reported that they are an important part of their school team.	
School Safety and School Connectedness Survey - Parent	<p>In 2022 a new parent survey will be created to determine the baseline for "School Safety"</p> <p>In 2022 a new parent survey will be created to determine the baseline for "School Connectedness"</p>	<p>Parent School Safety Outcomes May 2022 12.5%</p> <p>Parent School Connectedness Outcomes May 2022 15.8%</p>	<p>Parent School Safety Outcomes May 2023 22%</p> <p>Parent School Connectedness Outcomes May 2023 11%</p>	<p>Parent School Safety Outcomes December 2023 is unknown.</p> <p>86 parents/guardians participated in the December 2023 Parent School Connectedness and Safety Survey, and reported the following:</p> <p>95% reported that their child(ren) attends a school that provides a clean, comfortable, and orderly environment for teaching.</p> <p>93% reported that their child(ren) feel safe at school.</p>	<p>The desired outcome for "school safety" will be determined once the 2022 parent survey is completed.</p> <p>The desired outcome for "school connectedness" will be determined once the 2022 parent survey is completed</p>

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 Los Nietos School District did not conduct all actions as planned, and this information is detailed below.

Action 3.1: Parent Education Forms. Pupil Services, School, and teachers were tasked to hold forums to promote literacy, preparing for high school, physical fitness, and other topics. Workshops were held in conjunction with the Los Angeles County Office of Education Nutrition and Wellness and Tobacco Use Prevention Education Units to promote healthy living. Two math nights were held during the 2023-24 school year - one with ST Math and one with California Math Festival. Two literacy nights were held during the 2023-24 school year - one for English Learners with Dr. Rebecca Palacios and a literacy workshop evening with author Jennifer Torres. A community health fair was held on a Saturday in April to increase awareness around health and nutrition as well as receive free immunizations. The LCAP Committee has stated that they will host at least one community forum next year to share the LCAP with the community.

Action 3.2: Communication to Families. While the District engaged families in a variety of methods including ClassDojo, Parent Square, and social media, the LCAP and PAC committees indicated that there continues to be a disconnect for some families about what is happening on school sites. For that reason, the LCAP committee determined that communication should be a focus area with Goal One - Student Safety and Wellness for the 2024-27 LCAP.

Action 3.3: Community Outreach. The Student Services Department hired an additional community liaison during the 2023-24 school year for the purpose of continuing with family outreach. The liaisons call to invite families personally to community events and training, as well as invite families to join resource opportunities, such as Operation School Bell. Translation is provided at all events.

Action 3.4: Incentives for Perfect and Improved Attendance. There was not a coordinated effort throughout the school year to address this action.

Action 3.5: Parent Engagement, Involvement, and Leadership. Beyond the events listed in Action 3.5, additional workshops were not offered during the 2023-24 school year. However, School Site Councils and English Learner Advisory Committees have parent representatives and are operating according to District and CDE expectations this year. These roles have not always been filled in previous years.

Action 3.6: School Climate: This action had a wide-variety of steps to take. During the 2023-24 school year, the Educational Services and Student Services teams alongside principals were trained in MTSS for the first time at LACOE. The principals and District will implement MTSS elements to provide a more successful PBIS rollout. The Superintendent and Assistant Superintendent of Student Services worked closely with the principals to share data, conduct attendance meetings, and communicate with community groups directly about the imperative of student attendance. A concerted effort was made with Aeries, our Student Information System vendor, to provide training on multiple occasions with principals, secretaries, and District staff to minimize data errors; procedures were refined over the course of the year to this end.

Action 3.7: Field trips are funded by the District and Parent Teacher Clubs to prevent burden to families; money is only requested from chaperoning parents when needed. This continues to be a practice in our District. We believe that enrichment is essential for our students, and the LCAP Committee indicated that this is a priority, and it has now become Goal Two for the 2024-27 LCAP.

Overall, the Los Nietos School District has seen successes and encountered challenges in achieving its goals related to parent involvement, pupil engagement, and school climate.

Successes include:

Parent Education Forums: The district organized various workshops and events to promote literacy, high school preparation, physical fitness, and healthy living. These efforts included collaborations with educational partners such as the Los Angeles County Office of Education Nutrition and Wellness and Tobacco Use Prevention Education Units.

Community Outreach: Hiring an additional community liaison facilitated personal invitations to families for events and training sessions, as well as encouraging participation in resource opportunities like Operation School Bell. Translation services were provided to ensure inclusivity.

School Climate: Training sessions in Multi-Tiered System of Supports (MTSS) were conducted for Educational Services, Student Services teams, and principals, aiming to enhance Positive Behavioral Interventions and Supports (PBIS) implementation. Data sharing, attendance monitoring, and community engagement efforts were intensified, supported by improved procedures in data management.

Enrichment Activities: Field trips, funded by the District and Parent Teacher Clubs, were organized to enrich student experiences without burdening families financially. This commitment to enrichment was prioritized and integrated into future planning.

Challenges encountered include:

Communication to Families: Despite employing various communication channels such as ClassDojo, Parent Square, and social media, there remained a disconnect for some families regarding school activities and initiatives. The Los Nietos School District took on a campaign to increase parent and guardian engagement during the 2024-24 school year. Addressing this communication gap was identified as a focus area for future planning.

Incentives for Attendance: There was a lack of coordinated effort throughout the school year to implement incentives for perfect and improved attendance, potentially impacting attendance rates. Three of our schools provided awards for end of trimester and end of year. One site offers lunch with the principal while another site offered incentives for attendance.

Additional Parent Workshops: While some workshops were conducted successfully, additional workshops were not offered as planned during the reporting period, potentially limiting opportunities for parent engagement and involvement.

COVID-19 Impact: The transition away from COVID-19 restrictions reduced the relevance of certain actions, such as maintaining a healthy environment for in-person instruction, although ongoing communication with staff about changes remained important.

Moving forward, addressing communication gaps, enhancing incentives for attendance, and expanding opportunities for parent engagement and involvement will be critical for improving overall outcomes in the Los Nietos School District.

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

Action 3.1: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.2: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.3: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.4: Budgeted amounts were higher than actual costs. Absenteeism rates dropped, and this impacted the actual need for incentives.
Action 3.5: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.6: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.7: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.
Action 3.8: There were no material differences between Budget Expenditures and Estimated Actual Expenditures

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

The following outlines the metrics for Goal 3 to help measure the effectiveness or ineffectiveness of specific actions and outcomes pertaining to LCAP Goal #3 throughout the three-year LCAP Cycle (2021-2024):

Parent Education Forums - Action 3.1

This action was implemented and effective. Sign in sheets were collected for all forums and workshops that were held. Social media postings, emails and flyers were created and distributed for all LNSD events held for 2021-2024.

Communication to Families - Action 3.2

This action was implemented, and shown to be effective and an action that will carry over to next year's LCAP. Aeries and Parent Square was used to communicate with families in their preferred language. Canva was used by district and school sites to create filters and social media postings in English and Spanish for families. Class Dojo was used at a site level to communicate with families. Workshops were held to assist parents with accessing their Aeries Parent Portal and Parent Square account to ensure families are familiar with accessing student information.

Community Outreach - Action 3.3

This action was implemented, and shown to be effective and an action that will carry over to next year's LCAP with feedback from the Parents' Advisory Committee.

Incentives for Perfect and Improved Attendance - Action 3.4

Middle School Dropout Rates and Expulsion Rates: The District has maintained a 0% dropout and expulsion rate, indicating successful efforts in supporting students and maintaining a positive school environment conducive to learning.

Suspension Rates: Suspension rates have generally remained low across schools, with occasional fluctuations. However, Los Nietos Middle School saw notable increases during the 2021-22 and 2023-24 school years, indicating a need for targeted interventions.

Chronic Absenteeism: The District has made progress in reducing chronic absenteeism since its peak in 2021-2022. While rates remain above previous levels, efforts to address this issue have shown some success. Further analysis of contributing factors and targeted interventions may be necessary to continue reducing chronic absenteeism.

School Attendance Rates: While there has been a slight decrease in attendance rates over the years, the district's proactive approach in using attendance management systems with Aeries, along with the implementation of Attention2Attendance, has helped stabilize attendance and somewhat improve attendance rates.

This action was implemented at the elementary level, and was an effective action.

Parent Engagement, Involvement, and Leadership - Action 3.5

Over the years, the district has consistently maintained compliance and actively solicited parent input in governance groups, DAC (renamed Parents' Advisory Committee in 2023-24), DELAC, LCAP forums, surveys, and with site School Site Councils (SSC). This demonstrates a strong commitment to engaging parents in decision-making processes, fostering transparency, and ensuring accountability. This action was effective and we are excited about the results of our partnerships.

School Climate - Action 3.6

The District has initiated comprehensive surveys during the 2023-24 school year with Kelvin Education to assess school safety and connectedness, with a significant increase in participation rates over the years. Somewhat positive feedback from students, teachers, and parents indicates a generally safe and supportive school environment with opportunities to improve in the out years. This action was effective.

Student Conferences and Exhibitions, Field Trips - Action 3.7

We are proud to offer these opportunities for students and refined our procedures and Board Policy this year. This action was effective. During the 2023-2024 school year a district-wide Field Trip Process was implemented in order to keep track of field trips being offered, logistics, and educational justification. Field trip and conference attendance is monitored at the school site level.

Maintaining a Healthy Environment for in person Instruction - Action 3.8

Overall, while there have been challenges in some areas, the district's proactive measures and commitment to continuous improvement have contributed to positive outcomes and student well-being. Continued focus on engagement, support, and data-driven decision-making will be key to addressing school climate and student engagement, fostering a conducive learning environment for all students.

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 Los Nietos School District LCAP Committee desired to make increasing community engagement a priority independent of other measures - so it is now its own goal. Since indicators such as chronic absenteeism and attendance were of concern as well, the Committee decided to nest this focus area under safety and wellness (Goal 2) for the 2024-27 LCAP. It was unclear how metrics were established for several indicators due to a change in administration, including how we measured promotion of parent participation for students with disabilities. In addition, we updated our LCAP metrics for students with implementation of Kelvin pulses to administer three times over the course of the school year. In addition, the Los Nietos School District initiated a contract with WestEd for the California Healthy Kids Survey for the first time in many years, and the California Healthy Kids Survey was administered in December 2023. We will use this data as a Baseline for the 2024-27 LCAP.

The LCAP staff and student questionnaires were slightly modified by the Parents' Advisory Committee during October and December meetings. Upon reflection of the data, the PAC recommended additional changes during the next administration next year, which includes administration in a less hectic time of year to increase participation rates.

Although progress was made during this three-year LCAP, attendance rates and chronic absenteeism continue to be a concern. For this reason, the Educational Services team partnered with Student Services to create and implement an attendance process with a formal School Attendance Review Board process (including School Attendance Review Team meetings) with weekly home visit dates on the calendar and monthly SARB meetings that are scheduled and shared with the Leadership Team. The LCAP Committee and Parents' Advisory Committee determined that these actions contribute to Student Safety and Wellness, so these actions and metrics were reorganized to best respond to this feedback.

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
4	<p>Equity-Centered Effective Employee Engagement</p> <p>Provide an engaging professional development system for all staff, to ensure everyone has the appropriate skills necessary to support student success and achievement, so that all students achieve their potential.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Participation in English Language Development Professional Development	100% of LNSD teachers and administrators participate in ELD training	83% of LNSD teachers and administrators participated in ELD training.	90% of LNSD teachers and administrators participated in ELD training.	100% of LNSD teachers and administrators participated in ELD training.	Sustain ongoing 100% teacher participation in ELD professional development
Participation in social-emotional Professional Development	100% of LNSD staff members participate in Professional Development	78% of LNSD staff members participated in social-emotional Professional Development.	80% of LNSD staff members participated in social-emotional Professional Development.	100% of LNSD staff members participated in social-emotional professional development.	Sustain ongoing 100% LNSD staff member participation in social-emotional professional development
Teachers, administrators and interventionists meet on a regular basis to analyze, discuss and reflect on student assessment data	100% of LNSD teachers, administrators, and interventionist participate in data reflections.	74% of LNSD teachers, administrators and interventionists participated in data reflections.	75% of LNSD teachers, administrators and interventionists participated in data reflections.	100% of LNSD teachers, administrators and interventionists participated in data reflections, with some sites hosting regular sessions during the	Sustain 100% participation in data reflection days

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				school day funded with Federal monies.	
Participation in professional development	100% of LNSD certificated and classified staff participate in professional development	68% of LNSD certificated and classified staff participated in professional development.	75% of LNSD certificated and classified staff participated in professional development.	100% of LNSD certificated and 66% classified staff participated in professional development.	Sustain 100% participation in professional development

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 Los Nietos School District carried out all actions as planned.

Action 4.1: Professional Development. With support from Cabinet and the Board of Trustees, the Los Nietos School District implemented robust professional development days in October and March. Further, professional development was provided on District PLC dates on preselected Tuesday dates. All professional development was identified and implemented with feedback from the Los Nietos Teachers Association, California School Employees Association, and administration. Many of the PD sessions offered focused on equipping teachers with strategies for our student groups such as English Learners, Low-Income, and Special Education. Satisfaction indicators were not included in the LCAP; however, 85% of staff reported that the day was helpful for their praxis and 87% reported the strategies and skills learned were adaptive to their position/role.

The Professional Development Participation report for Goal 4 highlights significant achievements and ongoing challenges within the district. Notably, consistent high participation rates have been observed across various professional development initiatives, including English Language Development (ELD) training and social-emotional professional development, with figures ranging from 83% to 100%. This underscores a commendable commitment to staff growth and skill enhancement. However, maintaining this level of engagement poses a challenge, as evidenced by fluctuations in participation rates over time and a drop in participation among classified staff in general professional development activities, highlighting the need for sustained efforts to ensure consistent and equitable participation across all staff categories. To address these challenges, continuous support, tailored approaches, and recognition of staff efforts are recommended to foster a culture of ongoing learning and professional growth.

Moving forward, it's imperative for the district to prioritize communication, support, and targeted strategies to sustain and enhance staff participation in professional development activities. By fostering a culture that values and prioritizes continuous learning, the district can ensure that staff members are equipped with the necessary skills and knowledge to meet the evolving needs of their students effectively. This may involve implementing incentives, providing tailored professional development opportunities, and creating avenues for open dialogue to address any barriers to participation. By addressing these challenges proactively and leveraging the successes observed, the district can continue to cultivate a community of lifelong learners dedicated to improving outcomes for all students.

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

Action 4.1: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The following outlines the metrics for Goal 4 to help measure the effectiveness or ineffectiveness of specific actions and outcomes pertaining to LCAP Goal #4 throughout the three-year LCAP Cycle (2021-2024). This action was effective.

Professional Development - Action 4.1

Participation in English Language Development (ELD) Professional Development:

Achieving 100% participation in ELD training for LNSD teachers and administrators demonstrates a strong commitment to enhancing skills in supporting English Learners.

Sustaining ongoing 100% participation in ELD professional development will continue to be prioritized. Strategies to maintain high participation rates now include principals reviewing missed content with teachers and offering varied and relevant training sessions as well as sharing materials in Drive for accessibility.

Participation in Social-Emotional Professional Development:

100% participation was achieved in the 2023-2024 school year. In the 2023-24 school year, we focused on providing strategies to support teachers proactively and reactively. However, a systemic focus is needed and the District has committed to PBIS implementation during the 2024-26 school years.

Data Reflection Meetings:

100% participation was achieved in the 2023-2024 school year. To maintain 100% participation in data reflection meetings, it is important to continually emphasize the value of these sessions in improving instructional practices and student outcomes. Providing structured opportunities during the school day, can enhance accessibility and participation.

Participation in Professional Development Overall:

While initially achieving 100% participation in professional development for both certificated and classified staff, there was a significant drop to 68% and 75%, with only 66% classified staff participation in subsequent years. Sustaining 100% participation in professional development requires tailored approaches for both certificated and classified staff, which has been provided with input from the classified and certificated stakeholder groups. Providing relevant training opportunities, acknowledging the contributions of staff members, and addressing any barriers to participation to help maintain engagement.

In summary, while the District has demonstrated effectiveness in achieving high participation rates initially, there are challenges in sustaining this level of engagement over time. To improve effectiveness, the District should focus on implementing strategies to maintain consistent participation, address barriers to engagement, and emphasize the importance of ongoing professional development for all staff members to ensure excellence for our students.

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.

Based on feedback after a thorough review from the 2023-24 LCAP Committee and Parents' Advisory Committee, we have decided to integrate professional development into each LCAP goal to ensure successful implementation of the goals. Recognizing the critical role of professional development in the success of our staff and consequently our students, we have incorporated actions for professional development into areas such as student wellness and safety, student achievement and enrichment, and family and community engagement. These efforts will continue as in previous years, aiming for 100% participation and ensuring high satisfaction with the responses. Additionally, we will actively solicit feedback from our staff to inform future professional development initiatives and ensure that the diverse needs of our student groups are effectively addressed.

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
5	All English Learners will progress academically and linguistically to become proficient in English, while recognizing and encouraging bilingualism.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Staff overseeing the implementation of LNSD's English Learner Master Plan</p> <p>Data: % of implementation and number of school sites using the EL Master Plan</p>	EL Master Plan has been created and is currently 40% implemented at all 4 school sites.	45% Implemented at all 4 school sites.	50% Implemented at all 4 school sites.	<p>The Master Plan for English Learners (2024-2027) was approved by DELAC in February 2024 and the Board of Trustees in March 2024. Administrators received training in March 2024.</p> <p>100% Implemented at all 4 school Sites.</p>	EL Master Plan will be 100% implemented at all 4 school sites
<p>All BCLAD teachers will implement ELD strategies</p> <p>Data: Professional Development, Teachers Lesson Plan, Observations</p>	33% of BCLAD teachers are implementing ELD strategies.	41% of BCLAD teachers are implementing ELD strategies.	90% of BCLAD teachers are implementing ELD strategies.	100% of BCLAD teachers are implementing ELD strategies. ELD strategies were taught on October 9 and October 24, 2023 and are implemented during designated and integrated ELD time.	60% of BCLAD teachers will fully implement ELD strategies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				TOSAs have provided direct support with progress monitoring of strategy implementation on August 29, September 5, October 10, November 14, February 12, and March 14.	
<p>Percentage of teachers fully implementing ELD strategies</p> <p>Data Source: Professional Development, Teachers Lesson plan, Observations</p>	25% of all teachers are implementing ELD strategies	35% of all teachers are implementing ELD strategies.	50% of all teachers are implementing ELD strategies.	<p>It is unclear how this metric was measured.</p> <p>100% of all teachers are implementing ELD strategies with inclusion of site-wide ELD time at each elementary school. A monitoring tool was created and implemented in March 2024.</p>	50% of all teachers will fully implement ELD strategies
Supplemental Resources: Intervention,	<ul style="list-style-type: none"> 65% of EL students currently 	<ul style="list-style-type: none"> 65% of EL students currently 	<ul style="list-style-type: none"> 70% of current EL students 	<ul style="list-style-type: none"> 100% of elementary EL students 	<ul style="list-style-type: none"> 100% of EL students will participate in

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>programs, and materials</p> <p>Data Source: % of EL Students participating/ have access to resources. Purchase Orders, Extra Hour duties,</p>	<p>participate in specific EL Interventions</p> <ul style="list-style-type: none"> 75% of EL students currently have access to additional materials and resources to supplement the core. <p>District-wide EL Intervention on Reading, Writing, Listening, and Speaking tasks.Site specific newcomers Intervention</p>	<p>participate in specific EL Interventions</p> <ul style="list-style-type: none"> 75% of EL students currently have access to additional materials and resources to supplement the core. <p>District-wide EL Intervention on Reading, Writing, Listening, and Speaking tasks.Site specific newcomers Intervention</p>	<p>participate in specific EL Interventions</p> <ul style="list-style-type: none"> 80% of EL students currently have access to additional materials and resources to supplement the core. <p>District-wide EL Intervention on Reading, Writing, Listening, and Speaking tasks. Site specific newcomers Intervention</p>	<p>participated in specific ELD instruction.</p> <ul style="list-style-type: none"> Newcomer support was provided to 100% of teachers by IRTs though the end of November 2024. Newcomer and LTEL pilots were implemented during the 2023-24 school year for new materials adoption. 100% of students receiving a score of Level 1 or 2 on the ELPAC at LNMS have 	<p>specific EL Interventions</p> <ul style="list-style-type: none"> 100% of EL students will have access to additional materials and resources to supplement the core <p>Ex: Software, literature, resources appropriate for all ELs typology</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>participated in ELD instruction.</p> <ul style="list-style-type: none"> 100% students receiving a score of Levels 3, 4 started Designated ELD on January 9, 2024. <p>Additional resources were (e.g., Vasco translators) purchased for newcomer support.</p>	
ELPAC Data	<p>ELPAC Summative 2018-2019</p> <p>25.78% Well Developed</p> <p>43.72% Moderately Developed</p> <p>22.87% Somewhat Developed</p> <p>7.62%</p>	<p>ELPAC Summative 2020-2021</p> <p>13.98% Well Developed</p> <p>33.66% Moderately Developed</p> <p>32.57% Somewhat Developed</p>	<p>ELPAC Summative 2021-2022</p> <p>15.34% Well Developed</p> <p>41.89% Moderately Developed</p> <p>31.56% Somewhat Developed</p>	<p>ELPAC Summative 2022-23</p> <p>21.85% Well Developed</p> <p>33.11% Moderately Developed</p> <p>30.46% Somewhat Developed</p>	<p>ELPAC Summative</p> <p>30% Well Developed</p> <p>50% Moderately Developed</p> <p>15% Somewhat Developed</p> <p>5% Minimally Developed</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Minimally Developed	19.79% Minimally Developed	11.21% Minimally Developed	14.57% Minimally Developed	
Reclassification Data	Dataquest 2020-2021 16% Reclassification	AERIES 2021-2022 12% Reclassification	AERIES 2022-2023 9% Reclassification	AERIES 2023-2024 15% Reclassification	10% District wide Reclassification Rate

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 Los Nietos School District did not fully conduct all actions as planned, and this information is detailed below.

Action 5.1 English Learner Support and Development. The LNSD did not hire bilingual instructional assistants. During the 2023-24 school year, the District provided training on the Science of Reading for English Learners for teachers. In addition, two teacher groups piloted supplemental materials to meet the needs of Newcomer and Long-Term English Learners. Teachers attended training during all-day district identified professional development dates to support the implementation of integrated and designated professional development. In addition, Tuesday District PLC dates were scheduled and implemented to assist teachers with progress monitoring.

Action 5.2 Analyze English Learner student progress. During the 2023-2024 school year, site-wide Designated ELD time was established at all elementary school sites. These efforts were made to best support our English Learner students. An institute was created to equip teachers with strategies for Science of Reading to be used with English Learner students. At the elementary sites, data chats continue to be conducted by teachers, and principals in order to analyze, collaborate, and monitor student progress using ELPAC, District benchmarks (Renaissance and ESGI), and CAASPP, to ensure mastery of the English language.

Despite encountering challenges in fully conducting all planned actions, the Los Nietos School District (LNSD) experienced successes in its efforts to support English Learners during the 2023-24 school year, as outlined in Action 5.1. Although the District did not hire bilingual instructional assistants as intended, it demonstrated proactive measures by providing training on the Science of Reading for English Learners to teachers. Additionally, the piloting of supplemental materials tailored to the needs of Newcomer and Long-Term English Learners showcased a commitment to addressing diverse learning requirements within the student body. The scheduling and implementation of all-day

District professional development dates and Tuesday District PLC sessions further facilitated ongoing support and collaboration among teachers, supporting them with implementation of integrated and designated professional development strategies effectively.

However, alongside these successes, the LNSD faced challenges in fully executing its objectives outlined in Action 5.2, Analyze English Learner student progress. While site-wide Designated ELD time was successfully established at all elementary school sites to better support English Learner students, the absence of hired bilingual instructional assistants, as noted in Action 5.1, posed a significant challenge to the effectiveness of these efforts. Despite the creation of an institute to equip teachers with strategies for Science of Reading tailored to English Learner students, the lack of additional personnel resources may have limited the depth of support available to these students. Moreover, while data chats continued to be conducted by teachers and principals at elementary sites to analyze and monitor student progress, the absence of certain planned actions, such as hiring bilingual instructional assistants, may have impacted the district's ability to comprehensively assess and address the needs of English Learners.

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

Action 5.1: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 5.2: There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The following outlines the metrics for Goal 5 to help measure the effectiveness or ineffectiveness of specific actions and outcomes pertaining to LCAP Goal #5 throughout the three-year LCAP Cycle (2021-2024).

English Learner Support and Development - Action 5.1

This action was effective.

English Learner Master Plan: The EL Master Plan (2024-27) was created in collaboration with the District English Learners Advisory Committee (DELAC) and approved by the Board of Trustees in March 2024. Administrators received training and began implementation of an informal ELD observation tool.

BCLAD Teachers: All teachers need to implement ELD strategies, not just BLAD teachers. During the 2023-24 school year, TOSAs provided direct support to teachers with implementation of progress monitoring; ELD strategies were highlighted on October 9, October 24, January 16, and March 4 for teachers.

Teachers Fully Implementing ELD Strategies: It was unclear how this metric was measured in previous years. However, a monitoring tool was created during the 2023-24 school year to partner with the EL Master Plan. District and site administrators are using this tool to monitor ELD instruction. Data is reported to the District Leadership Team.

Participation in EL students in ELD Instruction and Intervention: Though it is unclear how this was measured in previous years, all elementary English Learners participated in ELD instruction; Newcomers received support from Intervention Support Teachers (IRTs) until their resignations from the Educational Services Department and teachers implemented their own ELD instruction.

English Learner Student Progress - Action 5.2

ELPAC Data: As ELPAC data is lag data, here is a summary of the metric from 2018-2023. This action was ineffective as our students did not show significant growth.

Well Developed: There was a decrease from 25.78% in 2018-2019 to 13.98% in 2020-2021, indicating a significant drop. However, there was a slight increase to 15.34% in 2021-2022 and a further increase to 21.85% in 2022-23. This suggests a recovery and improvement in the percentage of students categorized as "Well Developed" over the last two years. We did not meet our goal for Well Developed.

Moderately Developed: There was a decrease from 43.72% in 2018-2019 to 33.66% in 2020-2021, followed by an increase to 41.89% in 2021-2022 and a slight decrease to 33.11% in 2022-23. Overall, the percentage of students categorized as "Moderately Developed" showed fluctuation over the four years. We did not meet our goal for Moderately Developed.

Somewhat Developed: This category saw a slight increase from 22.87% in 2018-2019 to 32.57% in 2020-2021, followed by a decrease to 31.56% in 2021-2022 and a further decrease to 30.46% in 2022-23. The trend suggests variability but generally stable levels of proficiency in this category at the cost of Moderately and Well-Developed.

Minimally Developed: There was an increase from 7.62% in 2018-2019 to 19.79% in 2020-2021, indicating a significant rise. However, there was a decrease to 11.21% in 2021-2022 and a further decrease to 14.57% in 2022-23. Despite the fluctuations, there's still a higher percentage of students categorized as "Minimally Developed" compared to the initial year.

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.

Based on feedback after a thorough review from the 2023-24 LCAP Committee and Parents' Advisory Committee, we have reorganized Goal 5 and its actions. These strategic adjustments will contribute to a more structured and unified LCAP, aligning our efforts to support the academic and linguistic progress of all English Learners towards English proficiency, while also valuing and promoting bilingualism. By integrating Goal 5, which specifically addresses the progression of English Learners, into Goal 2 of our LCAP, which focuses on student achievement, we ensure a seamless integration of initiatives aimed at fostering the success of our diverse student population.

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
Los Nietos School District	Dr. Ramiro Rubalcaba Superintendent, Los Nietos School District	ramiro_rubalcaba@lnsd.net 5626920271

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.

The Los Nietos School District's community is a tiny gem located within unincorporated Whittier in Los Angeles County. The Los Nietos School District is home to approximately 1,250 preschool through eighth grade students in four schools situated over 3.6 square miles. The Los Nietos School District teachers, classified staff, and administrators proudly serve a diverse population, including 17% students identified with a disability, 80% socio-economically disadvantaged, 23% English Learners, 10% Homeless, and 0.7% Foster Youth. LNSD demographics include 96% Hispanic, 1% White (non-Hispanic), 0.4% American Indian/Alaskan Native, 0.8% Asian (non-Hispanic), 0.6% Pacific Islander (non-Hispanic), 1% Black, and .4% Multi-Ethnic (non-Hispanic). Within our English Learner community, we support a broad range of students, including 5% of which are Long-Term English Learners, 2% Newcomers, 3% IFEP, 10% RFEP, and 35% Ever-ELs, which comprise our entire community.

The Los Nietos School District students are offered a wide variety of academic programs and enrichment opportunities designed to promote and accelerate learning as well as enhance student and family engagement across three elementary schools and one middle school. The three elementary schools are Ada S. Nelson Elementary School, Aeolian Elementary School, and Rancho Santa Gertrudes Elementary School that have 374, 301, and 322 transitional kindergarten through sixth grade students and the Los Nietos Middle School that serves 250 students in the seventh and eighth grades. Rancho Santa Gertrudes is host to our preschool mod/severe program.

The Los Nietos School District is committed to providing culturally-responsive educational experiences for every student. We believe our students can achieve at high levels with the appropriate scaffolds and supports. The language and culture students bring, enrich the lives of all of us and serve as assets to their education and learning communities. We collectively hold the responsibility and privilege of serving our learners.

District Vision

The Los Nietos School District values building our community through education to ensure students are prepared academically and socially for future success.

District's Mission

The Los Nietos School District's learning community provides Engaging educational opportunities, Equitable resources so that all students experience Excellence in learning every day.

The Los Nietos School District leads with the following values:

Student Achievement: We believe that provided with high quality instruction, support, and resources, all students will be successful.

Teamwork: We believe that respectful communication and collaboration among our learning community is essential to the success of all students.

Fiscal Responsibility: We believe that financial decisions should be based upon sound financial planning for today and tomorrow.

Learning Environment: We believe in providing a safe, nurturing, and academically productive learning environment.

The Los Nietos School District Board Priorities are as follows:

Financial Solvency: The District will continue to implement a budget stabilization plan by making necessary changes that will address the budget deficit and avoid insolvency.

Student Achievement: The District will fully implement the District's Accountability and Assessment System as described in the LCAP; Refine instructional practices that will support targeted Pupil Outcomes and Conditions of Learning; Ensure that students are making annual academic growth.

Facilities and Safety: The District will ensure that our school sites are safe, clean, and facility planning is done in a cost-effective and timely manner as measured by Williams Inspection Reports and Bond Oversight Committee Audits. We will meet the PPE guidelines of CDE, and local health protocols.

Engagement: The District will build and maintain sustainable community partnerships through various community meetings and partnerships; utilize various communication systems and professional development to engage staff, parents, students, and Los Nietos community Educational Partners; provide social-emotional support to students, parents, and staff through the use of "Second Step" curriculum "EASE"

program, and Parent Town Hall meetings; conduct four Educational Partner meetings to identify and clearly communicate District rebranding strategies to the District community.

Reflections: Annual Performance

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

During the 2023-24 School Year, the Local Control and Accountability Plan (LCAP) Committee, Parent Advisory Committee (PAC), and District English Learner Advisory Committee (DELAC), reviewed the 2023 California School Dashboard for Los Nietos School District. The 2023 California Dashboard provides a mixed picture of performance for Academic Performance. In English Language Arts (ELA), there was a notable improvement of 10.6 points, surpassing the standard by 0.2 points. This indicates positive growth and suggests effective implementation of the Science of Reading instructional strategies during ELA. However, in Mathematics, while there was a significant increase of 15.5 points, the score remains 36 points below the standard. This highlights a persistent challenge in mathematics education within the district, warranting further investigation into instructional methods and targeted interventions to address the gap and ensure students are meeting proficiency benchmarks.

Additionally, the data on English Learner Progress reveals a commendable increase of 8.3% in the proportion of English learners making progress, with 51.1% now demonstrating improvement. This suggests effective support systems and interventions in place to facilitate English language acquisition and academic advancement for this demographic. However, despite this progress, there is still room for improvement to ensure that all English learners are achieving proficiency levels. Overall, while there are areas of success and progress evident in the data, there are also clear areas requiring focused attention and strategic interventions to enhance student achievement and meet state accountability standards effectively.

In the area of Academic Engagement and Conditions and Climate, the 2023 California Dashboard for the Los Nietos School District shared concerning trends regarding student attendance and behavior. Chronic Absenteeism increased by 1.2%, with 33.1% of students now categorized as chronically absent. This rise indicates a worrisome pattern of students missing significant amounts of instructional time, which can detrimentally impact their academic progress and overall achievement. It signals a need for LNSD to delve deeper into the root causes of absenteeism, and implement targeted strategies to improve attendance rates and ensure students are present and engaged in their learning.

Similarly, the Suspension Rate saw a slight increase of 0.3%, with 2.3% of students being suspended at least one day. While this increase may seem modest, it underscores the importance of creating a positive school climate and implementing effective disciplinary practices that prioritize restorative approaches over punitive measures. Addressing the factors contributing to student suspensions, such as behavioral issues and social-emotional support, is crucial for fostering a safe and inclusive learning environment where all students can thrive. By implementing proactive interventions and support systems, the Los Nietos School District plans to work towards reducing chronic absenteeism and suspension rates, ultimately promoting student well-being and academic success.

A public review of our Mid-Year Report of Local Indicators was shared with the LCAP Committee in December and the Board of Trustees and DELAC in January 2024. Local academic indicators were reported for ESGI and STAR assessments, as well as important accountings for English Learner redesignation rates and intervention enrollments and groupings.

For ESGI, transitional kindergarten students reported 29.3% mastery of letter recognition, 1.7% of letter sounds, 10.3% mastery of name writing (first and last name), 19% mastery of number recognition, and 15.5% mastery of shapes.

For ESGI, kindergarten students reported 28.6% mastery of consonant sounds, 14.3% mastery of short vowel sounds, 15.8% mastery of short vowel CVC words, and 7.8% mastery of letter writing. In mathematics, kindergarten students demonstrated 35% mastery of name recognition, 12.6% of number writing, 34%, 17.8%, and 53.4% of counting by 1's, 5's, and 10's respectively.

First graders demonstrated 43.6%, 54.8%, and 38.7% mastery of consonant digraphs, consonant blends, and final e skills respectively. Writing uppercase (33.6%) and lowercase (25.4%) letters continues to be an area of focus for students. In mathematics, 29.5% of students demonstrated mastery of number writing from 1-120; Approximately half of students in the first grade demonstrated mastery of counting (48.8% counting by 1's and 53.7% counting by 10's).

For ESGI, second graders demonstrated 54.7%, 56.9%, 40.9%, and 12.1% mastery of r-controlled vowels, diphthongs, affixes, and multi-syllabic words respectively.

The results from the Renaissance STAR assessment demonstrate varied performance trends in English Language Arts across different demographic groups and grade levels over the school year. While there were no significant changes in the proportions of English Learners (32% mastery) and Socio-Economically Disadvantaged students (31% mastery), there was a slight decrease observed in the percentage of Students with Disabilities (17% mastery). Additionally, proficiency levels fluctuated among different grade levels, with notable increases in the 3rd, 4th, and 7th grades, while declines were evident in the 5th grade. In mathematics, Renaissance STAR performance provided insights into the growth of various student groups, particularly in relation to the percentage of students performing at or above the 50th percentile. While Students identified as English Only experienced relatively stable performance, with a slight overall increase from 44% to 39%, other student groups, including English Learners (24% mastery), Socio-Economically Disadvantaged students (38% mastery), and Students with Disabilities (26% mastery), faced significant challenges. These groups exhibited notable decreases in the proportion of students meeting the benchmark, reflecting persistent disparities in academic achievement. Additionally, the performance trends across different grade levels, specifically seventh and eighth grades, indicate varying levels of success, with some grades showing improvements while the third, fourth, fifth and sixth grades experienced declines in student outcomes throughout the year. These findings highlight the importance of analyzing student performance data at school sites in grade-level data chats to identify areas for targeted intervention and support. Continued monitoring of student progress is essential for informing instructional strategies and the allocation of resources to ensure equitable opportunities for academic success across all student populations.

We believe that the process of redesignation for English Learners holds profound significance in ensuring equitable educational opportunities and fostering academic achievement. The data indicating that only 21.98% in 2022-2023 and 23.41% 2023-24 in of students designated as English Learners are making progress toward reclassification underscores the critical need for effective support structures and interventions tailored to these students' linguistic and academic needs. For this reason, each elementary school set aside Site-wide Designated ELD time each day to ensure students receive appropriate support and develop oral language proficiency.

Redesignation represents a pivotal milestone, signifying students' mastery of English language skills and readiness to fully engage with grade-level content. The subsequent statistic revealing that 46.67% of RFEP (Reclassified Fluent English Proficient) students are meeting

California State grade level content standards highlights the transformative impact of successful redesignation on academic outcomes. It underscores the importance of targeted language acquisition programs and instructional strategies that facilitate linguistic proficiency and enable students to achieve academic success commensurate with their peers. We believe it is essential to promote equitable access to education and empower English Learners to thrive academically.

Based on the 2023 California Dashboard lowest performance ratings for Students with Disabilities at Aeolian Elementary and Los Nietos Middle School in English Language Arts (Priority 4), for Students with Disabilities at District and Los Nietos Middle School in Mathematics (Priority 4), for Homeless student group for Suspension at Los Nietos Middle School (Priority 6), and for Chronic Absenteeism for the following schools (Districtwide, Nelson Elementary, Rancho Santa Gertrudes Elementary, Los Nietos Middle School) and for the following student groups (English Learner - Nelson Elementary and Rancho Santa Gertrudes Elementary; Homeless - Nelson Elementary; Students with Disabilities - Districtwide, Nelson Elementary, Rancho Santa Gertrudes Elementary School, and Los Nietos Middle School; Socioeconomically Disadvantaged - Districtwide, Nelson Elementary, Rancho Santa Gertrudes Elementary, Los Nietos Middle School; Students with Disabilities - Districtwide, Nelson Elementary, Rancho Santa Gertrudes Elementary, Los Nietos Middle School; Hispanic student group - Districtwide, Rancho Santa Gertrudes Elementary, Los Nietos Middle School).

Based on the 2023 California School Dashboard, the Los Nietos District had the following student groups at the lowest Performance Level:

District Level:

Chronic Absenteeism: All, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities

Math: Students with Disabilities

School Level:

Nelson: Chronic Absenteeism (All, English Learner, Homeless, Socioeconomically Disadvantaged, Students with Disabilities)

Aeolian: English Language Arts (Students with Disabilities)

Los Nietos Middle: Chronic Absenteeism (Socioeconomically Disadvantaged, Students with Disabilities), English Language Arts and Mathematics (Students with Disabilities)

Rancho Santa Gertrudes: Chronic Absenteeism (Hispanic, Socioeconomically Disadvantaged, Students with Disabilities)

Reflections: Technical Assistance

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

The Los Nietos School District was identified for differentiated assistance based on the 2023 California Dashboard, the Los Nietos School District showed the lowest performance ratings for Students with Disabilities. The Los Angeles County Office of Education's Center for District Building Capacity Building provided a liaison to the Los Nietos School District during the 2023-24 school year. As part of receiving technical assistance, Los Nietos School District has worked with a LACOE DA liaison, who provided support to the Educational Services and Student Services Departments as they planned professional development and accountability support for administrators. The LACOE DA liaison connected the Los Nietos School District to two 3-day Foundations of Multi-Tiered Systems of Support (MTSS) Trainings (September

2023 and January 2024) in which District and Site administrators and teachers on special assignment attended to understand best practices. These training sessions helped to inform our understanding of the MTSS process. After a series of planning meetings, it was determined that the District would first implement Positive Behavioral Interventions and Supports (PBIS), an evidence-based three tiered framework to improve student outcomes, which they helped facilitate contact. Three instructional meetings were planned to receive feedback on the LNSD instructional program. The Educational Services and Student Services team members joined the site principals for the Designated Assistance Conference on March 6-7, 2024 in Pasadena, California. Instructional materials such as leadership books were shared with the LNSD team.

When the 2023 California Dashboard was released, the Los Nietos School District site and District administrators met with LCAP Project Director and Coordinator representatives to assist with the development of plans to address the LNSD District and site Red Indicators. These meetings generated planning for the root causes of and designing implementation practices to address achievement and engagement gaps for the 2024-27 LCAP.

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.

There are no schools that were identified for CSI in the Los Nietos School District.

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

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
Local Control and Accountability Plan (LCAP) Committee: Whittier Area Cooperative Special Education Program (WACSEP) Los Nietos Teachers Association (LNTA) California Service Employees Association (CSEA) Site Principals Whittier Union High School District (feeder district) Local College: Cerritos College Local Businesses: Water Replenishment District, Presidio Educational Services, Student Services, Business, Human Resources Departments Superintendent Member of the Board of Trustees Parents	Meetings: October 10, 2023; December 6, 2023; January 11, 2024; March 7, 2024; April 10, 2024 Throughout the LCAP Committee meetings held between October and April, various critical topics were addressed to enhance student outcomes and community support. We met in the District Office Board Room. In October, the LCAP Committee discussed the purpose and responsibilities of the LCAP, including its role in allocating LCFF funding and planning over a three-year cycle. They also reviewed the 2023-24 CAASPP data, examined the California Dashboard and its instructional and programmatic implications, and addressed areas of improvement for the Academic and Student Support Indicator (ATSI) and student groups, while reflecting on past successes and identifying ongoing needs. In December, the LCAP Committee analyzed current LCAP expenditures and conducted a comprehensive review of local assessments such as STAR, while also addressing indicators of student wellness and focusing on counseling-related matters. In addition, our new art teacher spoke about the blooming arts program and our work with the LA Arts Collective to develop a strategic plan. They reflected on achievements and identified areas for improvement

Educational Partner(s)	Process for Engagement
	<p>to ensure continued success in meeting the needs of students and the community.</p> <p>In January, the committee addressed the identified needs and services for various student groups, learned from our program specialist and focused on special education considerations including eligibility and the Least Restrictive Environment (LRE). Additionally, they emphasized strategies for supporting English Learners as well as the District's development of a strategic plan to guide future actions. We participated in a process to begin to look at the preferred areas of focus for the 2024-27 LCAP.</p> <p>In March, the Student Services Department walked the LCAP committee through our process for identifying needs within the community and how resources are shared. We also clarified unduplicated and student groups information. Actions and Services for the goal areas were recommended.</p> <p>During the April LCAP meeting, the committee heard from our Director of Maintenance and Operations regarding our facilities and how we provide safe and conducive learning environments. Our Assistant Superintendent of Business Services provided an update on what is known at this time for our financial situation and shared the presentation he'd presented with the Board of Trustees. The committee finalized strategies to address identified areas of need, outlining specific actions and services for implementation. Their focus underscored the holistic approach to fostering student success while ensuring continuous improvement within the educational framework.</p>
<p>Parent Advisory Committee (PAC):</p> <p>Whittier Area Cooperative Special Education Program (WACSEP)</p> <p>Los Nietos Teachers Association (LNTA)</p> <p>California Service Employees Association (CSEA)</p>	<p>Meetings: October 10, 2023; December 6, 2023; January 11, 2024; March 7, 2024; April 10, 2024</p> <p>Throughout the school year, the Parents' Advisory Committee (PAC) actively contributed to shaping the direction and focus of LCAP initiatives. We met in the District Office Board Room.</p>

Educational Partner(s)	Process for Engagement
<p>Site Principals</p> <p>Whittier Union High School District (feeder district)</p> <p>Local College: Cerritos College</p> <p>Local Businesses: Water Replenishment District, Presidio</p> <p>Educational Services, Student Services, Business, Human Resources Departments</p> <p>Superintendent</p> <p>Member of the Board of Trustees</p> <p>Parents</p>	<p>In October, the Parents' Advisory Committee reviewed and discussed LCAP goals, priorities, and survey questions to provide valuable input and feedback for shaping the direction and focus of the LCAP initiatives.</p> <p>In December, the Parents' Advisory Committee engaged in discussions regarding the evaluation of the Title I District-Wide Program, provided feedback on the Title I Parent and Family Engagement Policy, received updates on the LCAP survey progress, and previewed the mid-year reporting presentation to the Board of Trustees to ensure ongoing transparency and accountability in addressing student and family needs.</p> <p>In January, the Parents' Advisory Committee evaluated the Title III Program, approved the Title I Parent and Family Engagement Policy to progress to the Board of Trustees, analyzed LCAP survey findings, collaborated on formulating future goals and actions for the LCAP, and learned about the public process to provide written responses to the Superintendent to further refine the development of the LCAP.</p> <p>In March, the PAC finalized goals and actions for the LCAP and approved the Title III Plan to proceed to the Board of Trustees.</p> <p>In April, the PAC refined and approved our services for the LCAP. The LCAP was approved by the committee as they agreed it reflected the work over the course of the year. Uniform Complaint Procedures and the Consolidated Application were discussed by Assistant Superintendents of Human Resources and Business respectively.</p>
<p>District English Learner Advisory Committee (DELAC)</p> <p>Site Principals</p> <p>Families of English Learners and Community</p> <p>Cabinet</p>	<p>Meeting Dates: November 8, 2023; January 17, 2024; February 28, 2024; April 17, 2024; May 8, 2024</p> <p>Across the series of District English Learner Advisory Committee (DELAC) meetings from November 2023 to May 2024, members engaged in comprehensive discussions and activities aimed at supporting English Learner students and families.</p>

Educational Partner(s)	Process for Engagement
	<p>During the inaugural District English Learner Advisory Committee (DELAC) meeting in November 2023, members were introduced to DELAC's purpose and operational procedures, followed by the election of officials. The meeting also featured a student presentation and discussions on establishing district English Learner program goals, accessing grades in Aeries, reclassification in elementary school, middle school elective options, and a preview of bylaws.</p> <p>During the January 2024 District English Learner Advisory Committee (DELAC) meeting, members reviewed LNSD data, approved bylaws, and initiated a district-wide needs assessment on a school-by-school basis and overcome communication barriers to inform the Master Plan for English Learners, evaluated Title III funded services and programs, heard student presentations, provided feedback on reclassification criteria, and toured Aeolian Elementary to observe ELD instruction.</p> <p>During the February 2024 District English Learner Advisory Committee (DELAC) meeting, members received updates from the field through a report from the California Association of Bilingual Education and heard student presentations. They also discussed prioritizing student needs within the LCAP, provided feedback on the Title I Parent and Family Engagement Policy, and finalized the needs assessment for development of the English Learner District Master Plan. Parents also toured classrooms to observe ELD instruction at Nelson Elementary.</p> <p>During the April 2024 District English Learner Advisory Committee (DELAC) meeting, families explored Social Emotional Learning opportunities for learning, while upcoming school and district events were advertised. Additionally, discussions centered around Uniform Complaint Procedures, the Consolidated Application process, LCAP feedback and input sought - no follow up for questions during this meeting. A representative from the Boys and Girls Club partnered with the Assistant Superintendent of Educational Services and discussed ELO-P and sought feedback for expanding the program. The meeting included insightful student presentations, followed by a</p>

Educational Partner(s)	Process for Engagement
	<p>school tour showcasing ELD instruction at Rancho Santa Gertrudes Elementary.</p> <p>The final meeting in May 2024 was a celebration of the work of the year and included presentations with activities to do over the summer by the District TOSAs. We recognized participants and set tentative dates for the 2024-25 committee to meet.</p>
<p>School Site Councils</p> <p>Approved Committees</p> <p>Administration</p> <p>Community</p>	<p>Meeting Dates (LCAP Discussions) - Nelson (April 4, 2024), Aeolian (April 4, 2024), Rancho (April 18, 2024), LNMS (April 4, 2024)</p> <p>Principals spearheaded School Site Council meetings to gather parent input for the District LCAP, with feedback emphasizing the need for in-class behavior plans for Tier 2 and 3 needs, targeted small groups for specific behavior changes, and in-class Social Emotional Learning (SEL) activities for older students. Parents expressed satisfaction with the direction of both district and school sites, highlighting curricular resources like Heggerty, new implementations such as UC Irvine Math Project strategies, and site-wide designated English Language Development (ELD) instruction. Additionally, suggestions were made for after-school clubs or programs supporting writing and math support, reflecting a collaborative effort to address student needs and enhance educational opportunities.</p>
<p>English Learner Advisory Committees</p> <p>Committee Members</p> <p>Families of English Learners</p> <p>Administration</p> <p>Community</p>	<p>Meeting Dates (LCAP Discussions) - Nelson (April 4, 2024), Aeolian (April 4, 2024), Rancho (April 17, 2024), LNMS (April 4, 2024)</p> <p>Principals facilitated English Learner Advisory Committee meetings to gather parent input for the District LCAP, with feedback highlighting the importance of teaching students and families about attendance, implementing PBIS strategies, and enhancing parent engagement through recruitment efforts and social events like teacher nights out for engagement (e.g., Shakey's Pizza). Parents expressed satisfaction with the direction of the District and school sites, particularly appreciating curricular resources, new implementations, and designated English Language Development (ELD) instruction, while also commending small group instruction for English Learners.</p>

Educational Partner(s)	Process for Engagement
	<p>Suggestions were made for after-school clubs supporting writing and math, reflecting a collaborative effort to address student needs and enhance educational opportunities.</p>
<p>Parent/Teacher Clubs</p> <p>Families and Community</p> <p>Administration</p>	<p>Meeting Dates (LCAP Discussions) - Nelson (April 3, 2024), Aeolian (April 3, 2024), Rancho Santa Gertrudes (April 9, 2024)</p> <p>The Parent-Teacher Committee (PTC) not only approved the LCAP goals but also encouraged the District to continue to actively recruit parents for involvement. They expressed excitement about parent engagement opportunities, including workshops addressing anti-bullying and the causes of bullying, assemblies on responsible technology use, and sessions on puberty education. Additionally, they supported the idea of offering parent classes on various topics, such as assisting with homework and reading/math, further demonstrating their commitment to fostering a supportive and informed parent community.</p>
<p>Students</p> <p>ASB Students at LNMS</p>	<p>Meeting Date: January 25, 2024; March 21, 2024</p> <p>The Educational Services Department held focus groups with Los Nietos Middle School ASB students on January 25, 2024 and March 21, 2024 to receive feedback about the drafted LCAP goals and actions.</p>
<p>Site Principals with Educational Services</p>	<p>Meeting Dates: January 11, 25, 2024</p> <p>During our regularly scheduled principals meetings, two sessions in January 2024 were dedicated to assessing the progress of the committee and ensuring its alignment with the needs of our site communities. We deliberated on the alignment of School Plans for Student Achievement (SPSAs) with the upcoming 2024-27 LCAP, and devised a plan for the remainder of the school year to build capacity and gather input from School Site Councils and English Learner Advisory Committees (ELACs).</p>
<p>Cabinet Planning</p>	<p>Meeting Date: January 22, 2024</p>

Educational Partner(s)	Process for Engagement
	<p>The Assistant Superintendents, Executive Assistants, and Superintendent convened to review the drafted goals and actions meticulously. Our focus was to ensure their economic viability for our District. Additionally, we engaged in productive dialogue to explore effective strategies for implementing these goals across our leadership team.</p>
<p>Superintendent's Advisory Committee</p> <p>Whittier Area Cooperative Special Education Program (WACSEP)</p> <p>Los Nietos Teachers Association (LNTA)</p> <p>California Service Employees Association (CSEA)</p> <p>Site Principals</p> <p>Feeder District - Whittier Union High School District</p> <p>Local College: Cerritos College</p> <p>Local Businesses: Water Replenishment District, Presidio</p> <p>Parents</p> <p>Educational Services, Student Services, Business, Human Resources Departments</p>	<p>Meeting Dates: November 8, 2023; January 17, 2024; February 28, 2024; April 17, 2024; May 8, 2024</p> <p>Throughout the Superintendent's Advisory Committee meetings spanning from October to April, participants engaged in multifaceted discussions aimed at enhancing educational outcomes and organizational effectiveness.</p> <p>At the Superintendent's Advisory Committee meeting in October, participants delved into understanding the Local Control Funding Formula (LCFF) while establishing committee norms, refining the mission, vision, and core values to guide collaborative efforts effectively.</p> <p>During the December Superintendent's Advisory Committee meeting, participants engaged in a retrospective discussion on the year's achievements, gained insights into the strategic planning process, and deliberated on the Healthy Los Nietos committee's initiatives and work.</p> <p>At the January Superintendent's Advisory Committee meeting, participants reviewed the California Dashboard to assess performance across key areas (including English Learner outcomes) and gained insight into Designated Assistance, while also focusing on future planning for the year 2024.</p> <p>In March, the Superintendent's Advisory Committee conducted a thorough examination of the information presented during the State of the District address.</p>

Educational Partner(s)	Process for Engagement
	At the final meeting of the year in April, the Superintendent's Advisory Committee heard from the Assistant Superintendent of Human Resources about safety, including safety plans and procedures underway to create safer schools.

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

Throughout the year, the district has demonstrated a steadfast commitment to engaging with community partners to ensure student success. District and site committee processes reflecting a commitment to meaningful engagement are detailed below. Community stakeholders offer invaluable perspectives and insights into the Los Nietos School District's initiatives and services due to their firsthand experiences and diverse backgrounds. These partners included parents, Whittier Area Cooperative Special Education Program SELPA, community leaders, residents, and a Board of Trustees member, bringing unique viewpoints that inform decision-making processes and enhance the relevance and effectiveness of our district programs. When we partner as a team, we believe we gain a deeper understanding of the needs, priorities, and concerns of the school communities served, allowing them to tailor services and initiatives to better meet these needs. Furthermore, involving diverse groups in the planning and evaluation of District initiatives fosters a sense of ownership and accountability, growing and strengthening partnerships between the district, school sites, and the community and ultimately leading to more inclusive, responsive, and successful educational outcomes for every student in the Los Nietos School District.

1. District Committees: Local Control and Accountability Plan (LCAP), Parents' Advisory Committee (PAC), Superintendent's Advisory Committee (SAC), and District English Learner Advisory Committee (DELAC)

Commencing on October 10, 2023, the district initiated discussions centered around the Local Control and Accountability Plan (LCAP) Committee, Parents' Advisory Committee (PAC), and Superintendent's Advisory Committee (SAC) elucidating each group's purpose and outlining the roles for our community partners in its implementation. Parents, members of the community including business and educational partners, teachers from the Los Nietos Teachers Association (LNTA), California School Employees Association (CSEA) members, school and District administrators participated in these committees. With a focus on transparency, the district reviewed funding allocations under the Local Control Funding Formula (LCFF) and assessed the previous year's academic performance data from the California Assessment of Student Performance and Progress (CAASPP) and the California Dashboard. Additionally, reflections on successes and identified needs provided an opportunity for collaboration, fostering a collective vision that aligns with the district's mission, vision, and core values. By involving community partners in shaping the LCAP goals and actions, it was our intent to ensure that community partners were heard and that initiatives reflect the diverse needs of the student population.

Continuing into December 6, 2023, the district expanded its engagement efforts by delving into current LCAP expenditures, evaluating student wellness indicators, and scrutinizing local assessment results, including the Renaissance STAR assessment. With a focus on fostering a positive school environment, discussions also centered around facilities and the evaluation of Title I programs, incorporating

feedback from our community partners to enhance parent and family engagement policies. Moreover, the mid-year reporting and review processes provided an opportunity to assess progress towards goals, identify areas for improvement, and strategize for the remainder of the academic year. This collaborative approach emphasizes the importance of partnership in driving positive outcomes for students and ensuring that resources are allocated effectively to support their academic and holistic development.

Engagement efforts continued on January 11, 2024, and March 7, 2024, where discussions delved into specific student group needs, strategic planning, and programmatic evaluations. Through a focused approach on student services, special education, English learners, and Title III programs, the district worked collaboratively with community partners to identify and address disparities, refine goals and actions, and ensure equity in educational opportunities. Furthermore, the approval processes for various policies and plans underscored the district's commitment to transparency and accountability, ensuring that decisions are made with stakeholders' input and in alignment with the district's overarching goals. By actively involving community partners in the , LNSD fosters a sense of ownership and collective responsibility, ultimately leading to more impactful and sustainable solutions for student success.

The District English Learner Advisory Committee met throughout the year to review best practices for the District's English learners. While conducting these meetings, District administrators sought feedback regarding the programs for and the student performance outcomes of English learners. The DELAC provided feedback for the District's 2024-27 LCAP during the Spring of 2024.

Parents were invited to each of the PAC and DELAC meetings over the course of the year on Parent Square, with posted notices at the sites, and in the messages from the school administrators prior to each meeting. No comments from LCAP, PAC, or DELAC required a written response from the Superintendent.

The Educational Services Department held focus groups with Los Nietos Middle School ASB students on March 21, 2024 to receive feedback about the drafted LCAP goals and actions. Students revealed several key areas of concern and desired improvements within the school community. Students expressed a need for more resources and support systems, including hotlines for various issues like suicide prevention and bullying, as well as increased access to counseling services. Many students also voiced stress regarding academic performance and sought additional assistance, such as individual tutoring during school hours. Moreover, students emphasized the importance of creating a safe and comfortable space for open communication and suggested utilizing anonymous channels like Google Forms for reaching out to counselors. Additionally, they highlighted the value of existing programs like counseling during physical education and the BUG club, while suggesting improvements such as expanding the BUG club to accommodate more teachers and varying meeting days.

In terms of enrichment programs, students advocated for a diverse array of offerings, ranging from arts and writing clubs to STEM-focused activities like Science Olympiad and MESA. They emphasized the significance of these programs in helping them explore their interests and prepare for future academic and career paths. However, they also noted the importance of effective advertisement and outreach to ensure the success and sustainability of these programs. Furthermore, students expressed a desire for more elective options, including language courses, and suggested using various communication channels like social media and school newsletters for promoting these opportunities effectively. Overall, the feedback underscores the importance of listening to student voices and actively involving them in shaping the educational experience to better meet their needs.

2. Site Level Committees: School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Clubs (PTC)

Engaging school site School Site Councils (SSC), English Learner Advisory Committees (ELAC), and Parent Teacher Clubs (PTC) is crucial for fostering a collaborative approach to decision-making and ensuring that diverse perspectives are represented. These committees serve as vital channels for communication between the school administration, teachers, parents, and community members, allowing for informed decision-making tailored to the unique needs of each school community. By actively involving these committees in the planning and implementation of initiatives, schools can promote transparency, accountability, and equity, ultimately enhancing student success and fostering a sense of ownership and belonging within the school community. The four School Site Councils reviewed LCFF and LCAP processes throughout the school year and also focused on the LCAP Committee identified goals and actions for the 2024-27 LCAP to provide site-level feedback in preparation for the new three year plan.

The School Site Council (SSC) meetings were scheduled as follows: Nelson on April 4, 2024; Aeolian on April 4, 2024; Rancho Santa Gertrudes on April 18, 2024, and LNMS on April 3, 2024. Similarly, the English Learner Advisory Committee (ELAC) meetings were scheduled at Nelson on April 4, 2024; Aeolian on April 4, 2024; and Rancho Santa Gertrudes on April 17, 2024 while the Parent-Teacher Club (PTC) committee meetings were held at Nelson on April 3, 2024; Aeolian on April 3, 2024; and Rancho Santa Gertrudes on April 9, 2024.

3. LCAP Survey for Families, Staff, and Students

The PAC provided input into this year's annual LCAP survey for families and it was determined that, after review and finalizing the survey questions at the October and December meetings, the survey would be issued prior to the winter recess in December. Though 88 respondents provided input into the School Safety and Climate, Parent and Community Involvement, and Student Learning, the number is a sharp decline from the 2022-23 LCAP survey (275 families to 88 responses). The 2023-24 Staff LCAP Survey was updated with collective feedback from the PAC in a similar fashion. The PAC, site administrators, and executive cabinet reviewed results of the data, but the feedback from the PAC assisted in the development of three goals for the 2024-27 LCAP at the January 2024 meeting.

While the PAC provided input into the LCAP questions for the students, there was a desire to seek student feedback with increased frequency. The District initiated a contract with Kelvin Education to administer pulses three times over the course of the year to monitor students from the third to eighth grades in the following dimensions: School Climate, School Safety, Sense of Belonging, and Engagement. At the second administration of the LCAP Connectedness Survey in February 2024, there were 646 student responses (79% participation rates). As we continue to support students with the administration of the Kelvin pulse, we expect participation will grow. Areas of strength include student connectedness to friends and supportive teachers and staff, while areas of growth include enjoyment of classroom activities, bullying, and resolving issues of bullying. The PAC, administrators, and executive cabinet reviewed the results of the student results as detailed above.

The LCAP Committee jointly drafted the following statement demonstrating our WHY:

Community engagement serves as the cornerstone for the development of a robust Local Control and Accountability Plan (LCAP) tailored to the needs of the Los Nietos School District. The active involvement of the LCAP, PAC, SAC, and DELAC committees and educational partners are imperative in crafting a student-centered plan that garners buy-in from all members of the community. Through transparency

and inclusivity, parents, teachers, classified staff, administrators, and our community are not only included but empowered to understand and support their students within the educational system, fostering a foundation of informed community participation.

At the core of this engagement lies the recognition that students are the focal point, and their success hinges upon a collaborative effort from all of our community. By involving the entire community, diverse perspectives are gathered, ensuring that the plan addresses the unique needs and aspirations of each student within the District. Furthermore, community engagement fosters a sense of belonging and connectedness within the school, nurturing well-rounded, independent thinkers equipped with the skills needed for college, career, and global citizenship. Ultimately, by valuing input from all members of the community, the LCAP becomes a comprehensive roadmap for student success, guiding them towards fulfilling lives and meaningful contributions to society.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Safety and Wellness: Provide all students the tools, resources, and support they need to manage mental health challenges and be safe physically and emotionally.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement)
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An explanation of why the LEA has developed this goal.

<p>At the heart of our LCAP committee's mission is the unwavering commitment to student safety and wellness. We believe that nurturing an environment where students feel loved, secure, and empowered is fundamental to their growth and success. By fostering a positive, safe space, we not only cultivate future leaders but also equip them with the tools and resources necessary to overcome barriers that hinder attendance and promote positive behavior. We firmly believe that students who feel connected, safe, and supported are more likely to thrive socially, attend school regularly, and achieve academic excellence. Our dedication to creating such an environment underscores our belief in the transformative power of a holistic approach to education, one that prioritizes the well-being and success of every student.</p> <p>Written by the LCAP Committee on March 7, 2024</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Accountability Report Card (SARC); Facilities in "Good" Repair as Measured by Facility Inspection Tool (FIT) (Priority 1)	In 2023-2024, 100% school site and district facilities attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.			100% of district facilities will have attained a "Good" or "Exemplary" rating with no deficiencies reported on the SARC.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	PBIS Professional Development Training and Support	LNSD is in the early stages of implementing PBIS to provide safe and healthy learning environments. Site visits have been conducted by Superintendent and Assistant Superintendent to introduce PBIS during Spring 2024.			100% of school site staff will have been trained and are receiving ongoing support in PBIS to provide safe and healthy learning environments.	
1.3	RAPTOR	Phase one of three has been implemented. Staff has been trained on the emergency management system.			<p>Every staff member will be trained in all three elements of Raptor:</p> <ol style="list-style-type: none"> 1. emergency management system 2. visitor management 3. volunteer management <p>Through these efforts LNSD has enhanced safety measures while simultaneously fostering greater family and community engagement.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Safety Preparedness Drills	100% of school site staff and students have conducted monthly safety preparedness drills.			100% of school site staff and students will conduct monthly safety preparedness drills.	
1.5	School Site Safety Plans	100% School Sites have conducted an annual Safety Plan update that has been created by and communicated to all community groups.			100% of School Sites will complete an annual Safety Plan update that has been created by and communicated to all community groups.	
1.6	District-wide Implementation of ParentSquare	<p>All District communication is conducted using ParentSquare.</p> <p>According to ParentSquare</p> <p>75% of families are currently receiving emails</p> <p>25% of families are currently receiving texts</p>			<p>All district and school site communication is conducted using ParentSquare.</p> <p>According to ParentSquare</p> <p>95% of families will be receiving emails</p> <p>60% of families will be receiving texts</p>	
1.7	Chronic Absenteeism (Priority 5)	According to Aeries SIS during the 2023 - 2024 school year Chronic			District Total: 8% EL Students: 10% Foster Youth: 13%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Absenteeism rates were as follows:</p> <p>District Total: 19% EL Students: 24.8% Foster Youth: 20.5% Socio-Economically Disadvantaged: 23% Homeless 20.3% Special Education 27.7%</p>			<p>Socio-Economically Disadvantaged: 13% Homeless 15% Special Education 15%</p>	
1.8	Attendance Rates (Priority 5)	<p>According to Attention to Attendance (A2A) for the 2023-2024 School Year District Totals were as follows</p> <p>Attendance rate: 93.3%</p> <p>Perfect attendance: 3.51% (44 students)</p>			<p>Attendance rate: 96%</p> <p>Perfect attendance: 8%</p>	
1.9	Suspension Rates (Priority 6)	<p>According to Aeries SIS during the 2023 - 2024 SY suspension rates were as follows:</p> <p>District Total: 2.6% Homeless: 0% English Learners: 1.5% Special Education: 2.7% Foster Youth 0% Special Education: 3.2%</p>			<p>All school sites will maintain less than 1% suspension rate in each student group and for overall District.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	Expulsion Rates (Priority 6)	<p>According to Aeries SIS during the 2023 - 2024 SY expulsion rates were as follows:</p> <p>District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0% Special Education: 0%</p>			All school sites will maintain less than 1% expulsion rate in each student group and for overall District.	
1.11	California Healthy Kids Survey (CHKS) (Priority 6)	<p>Based on the 2023-2024 California Healthy Kids Survey (CHKS) results:</p> <p>School Connectedness: 71% of 5th Graders and 54% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness.</p> <p>Caring Adult Relationships: 69% of 5th Graders and 52% of 7th Graders answered 'Very Much True' or 'Pretty Much True' when asked if they have a caring adult at their school.</p>			<p>Improve CHKS Healthy Kids Survey Responses to:</p> <p>School Connectedness: 90% of 5th Graders and 80% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions regarding school connectedness.</p> <p>Caring Adult Relationships: 90% of 5th Graders and 80% of 7th Graders answered 'Very Much True' or 'Pretty Much True'</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Meaningful Participation: 47% of 5th Graders and 19% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school.</p> <p>Perceived Safety at School: 76% of 5th Graders and 57% of 7th Graders answered 'Safe' or 'Very Safe' when asked if they feel safe at school.</p> <p>Source: CalSCHLS Dashboard</p>			<p>when asked if they have a caring adult at their school.</p> <p>Meaningful Participation: 90% of 5th Graders and 80% of 7th Graders answered 'Strongly Agree' or 'Agree' when asked questions about meaningful participation at school.</p> <p>Perceived Safety at School: 90% of 5th Graders and 80% of 7th Graders answered 'Safe' or 'Very Safe' when asked if they feel safe at school.</p>	
1.12	LCAP Student Survey (Priority 6)	<p>According to the 2024 LCAP Student Survey:</p> <p>69% of students reported being satisfied with the School Climate at their respective sites.</p> <p>75% of low income student feel they have the support they need</p>			<p>According to the 2026-27 LCAP Student Survey:</p> <p>90% of students report being satisfied with the School Climate at their respective sites, Target focus on prosocial</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>from teachers and staff to do well in school.</p> <p>81% of non low income students feel they have the support they need from teachers and staff to do well in school.</p> <p>Source: Kelvin Pulse, May 2024</p>			<p>student support and decreased incidents of disruptive behavior being reported.</p> <p>95% of all students feel they have the support they need from teachers and staff to do well in school.</p>	
1.13	Middle School Dropout Rate (Priority 5)	<p>According to Aeries SIS during the 2023 - 2024 SY dropout rates were as follows:</p> <p>District Total: 0% Homeless: 0% English Learners: 0% Special Education: 0% Foster Youth 0%</p>			All school sites will maintain less than 1% dropout rate in each student group and for overall District.	
1.14	Aeries Portal Account Activity (Priority 3)	<p>Based on Aeries SIS during the 2023-2024 SY</p> <p>36% of students had at least one parent access their Aeries Parent Portal Account during the SY.</p> <p>30.4% of EL students had at least one parent access their Aeries</p>			<p>Based on Aeries SIS during the 2026-2027 SY:</p> <p>85% of students had at least one parent access their Aeries Parent Portal Account during the SY.</p> <p>90% of EL students had at</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Parent Portal Account during the SY.			least one parent access their Aeries Parent Portal Account during the SY.	
1.15	LCAP Staff Survey (Priority 6)	<p>According to the 2024 LCAP Staff Survey:</p> <p>70% of staff reported they were given information about community resources for themselves or others that might need additional help.</p> <p>100% of staff reported that the school/worksite where provides a clean, comfortable, and orderly environment for learning.</p> <p>89% of staff reported that the staff at their school and/or department communicates in a respectful, supportive manner.</p> <p>70% of staff reported they received frequent communication so they were aware of what is</p>			<p>During the 2026-27 SY:</p> <p>100% of staff reported they were given information about community resources for themselves or others that might need additional help.</p> <p>100% of staff reported that the school/worksite where provides a clean, comfortable, and orderly environment for learning.</p> <p>100% of staff reported that the staff at their school and/or department communicates in a respectful, supportive manner.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		happening on site so they were prepared for each day. Source: LCAP Staff Survey (2023)			100% of staff reported they received frequent communication so they were aware of what is happening on site so they were prepared for each day. Source: LCAP Staff Survey	

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	High quality staffing will implement and support for student safety and wellness.	Highly trained teachers will provide rigorous instruction and support services daily. Certificated management will provide support to academic programs, school safety, and smooth operations at the school sites. Certificated and classified staff will implement provide safe and healthy learning environments, including PBIS. Three grant-funded PBIS coaches will assist with leadership and facilitation.	\$760,000.00	No
1.2	Ensuring District-Wide Safety	Ensure comprehensive school safety by maintaining facilities in optimal condition, integrating state-of-the-art safety software, conducting monthly preparedness drills, and annually updating safety plans to safeguard students, staff, and faculty.	\$2,420,000.00	No
1.3	Improve and Increase Communication District-Wide	Implement a comprehensive communication strategy that prioritizes inclusivity and engagement. This strategy will leverage diverse channels to ensure timely dissemination of crucial information to parents, guardians, and students. Key elements include utilizing Parent Square as the primary tool for bilingual updates and event announcements, regularly updating the school website, and engaging with the parent and student community through social media platforms. All communications will uphold inclusive language and cultural sensitivity. Oversight by our HR department, equipped with training in equitable and professional communication techniques, will further strengthen our commitment to student safety and well-being.	\$150,000.00	Yes
1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Improve attendance rates, reduce chronic absenteeism, reduce student suspension rates, and proactively address challenging student behaviors through targeted interventions, fostering a positive school climate, and implementing proactive support systems to promote student engagement and success. These efforts will be tailored to meet the specific needs of individual student groups, ensuring that all students receive appropriate support and interventions for their unique circumstances. This action will also be used to address the student groups with red indicators for Chronic Absenteeism on the California Dashboard.	\$440,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Create Healthy and Responsive School Cultures	Foster a healthy and welcoming school culture by prioritizing the creation of culturally-responsive, trauma-informed classrooms. Establish wellness rooms to support students. Kelvin pulse data indicates students feel disconnected from adults at school and do not feel safe or belong. The wellness rooms will assist in this effort and to prioritize creating a safe and inclusive environment where all students feel valued, respected, and supported in their learning journey. Teachers will be trained on culturally-responsive, trauma-informed strategies. Fund school psychologists that will provide targeted support to LI families to provide healthy, responsive strategies for home and school.	\$695,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academic Excellence and Meaningful Learning Opportunities: Ensure all students have opportunities to achieve a high level of academic success and have meaningful opportunities to engage in enrichment programs.	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) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.
We believe that every student possesses unique talents and potential waiting to be unlocked. By providing equitable access to rigorous academic opportunities and enriching experiences, we desire to empower each student to attain their highest academic performance and develop a lifelong passion for learning. We understand that fostering such growth requires more than just access to resources; it demands the creation of a nurturing and inclusive environment where every student feels valued, supported, and empowered. Through the cultivation of such an environment, inclusive of enrichment programs and the Arts, we aim not only to nurture well-rounded thinkers but also to instill a profound sense of belonging and connectedness within our school community. In doing so, we empower every student to thrive academically, personally, and socially, ensuring that no potential goes untapped on their path to success. Written by the LCAP Committee on March 7, 2024

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card (SARC) Fully CALPADS 4.1 staffing and 4.3 assignments (Priority 1)	During the 2023-2024 school year, 100% of the Los Nietos School District classified and			During the 2026-2027 school year, 100% of the Los Nietos School District classified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		certificated staff were appropriately assigned.			and certificated staff will be appropriately assigned.	
2.2	Classified Staff	<p>During the 2023-2024 school year, 100% of LNSD classified staff are appropriately placed.</p> <p>66% of LNSD classified staff attend March 2024 professional development.</p>			<p>100% of LNSD classified staff will be appropriately placed.</p> <p>100% of LNSD classified staff attend professional development.</p>	
2.3	Aeries - Paraeducator Assignment	During the 2023-2024 school year, 100% of TK-K classrooms have TK-K paraeducator assigned.			100% of TK-K classrooms will have TK-K paraeducators assigned to meet the ratio requirements.	
2.4	Williams Textbook/Instructional Materials Audit (Priority 1)	<p>During the 2023-2024 school year, 100% of teachers report compliance with sufficiency of materials (William's Textbook/Instructional Materials Audit).</p> <p>Teachers of SWD conducted a Needs Assessment and indicated a need for supplemental materials.</p>			<p>100% of teachers report compliance with sufficiency of materials (William's Textbook/Instructional Materials Audit).</p> <p>Teachers of SWD and EL will report 100% sufficiency of supplemental materials.</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Newcomer and LTEL materials were purchased Spring 2024.				
2.5	Common Sense Media Digital Citizenship Lessons	During the 2023-2024 school year, TK-8 students have completed 0% of Common Sense Media Digital Citizenship lessons.			TK-8 students will have completed 100% of Common Sense Media Digital Citizenship lessons.	
2.6	Implementation of State Standards (Priority 2)	During the 2023-24 SY, 100% of grade level curriculum matrices are teacher generated and aligned to standards. When necessary, the District will provide guidance and support about instructional priorities for alignment.			During the 2026-27 SY, 100% of grade level curriculum matrices are teacher-generated and aligned to standards. When necessary, the District will provide guidance and support about instructional priorities for alignment.	
2.7	Other Pupil Outcomes (Priority 8)	During the 2023-24 SY, 42.2% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading (333 student proficient, 790 tested)			During the 2026-27 SY, 80% of 3rd-8th graders are reading at or above grade level. Source: STAR Reading	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Access to and Enrollment in a Broad Course of Study (Priority 7)	<p>During the 2023-24 SY, the following clubs and enrichment learning opportunities were offered:</p> <p>Aeolian Elementary School currently offers 3rd Grade Tutoring, Young Ambassadors Jr Council, Choir, Reading Intervention, Chess Club, and Student Council. Esports and 6th Grade Tutoring.</p> <p>Ada S. Nelson Elementary School currently offers Art Club, Choir, Reading Intervention, Chess Club, Garden Club, Student Council, Good News Club, 6th Grade Tutoring, and Esports.</p> <p>Rancho Santa Gertrudes Elementary School currently offers Choir, Chess Club, Art Club, Student Council, Science Olympiad, Kindness Club, EL Homework Support Club, Reading Intervention, Esports, and Student Council.</p>			During the 2026-27 SY, clubs and enrichment learning opportunities were offered to students. Parent and student input was sought in the creation of additional courses.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Los Nietos Middle School currently offers After School Sports, BUG Club, MESA, Cyber Patriots, ESports, and ASB.				
2.9	Library Database	<p>During the 2023-2024 school year, school libraries are not media centers and database/online media programs are not in place.</p> <p>Average Book Age/Number in Circulation:</p> <p>Nelson (26 years; 8,305) Aeolian (26 years; 9,516) Rancho (23 years; 9,000) LNMS (27 years; 5,947)</p>			<p>Databases in place in every media center.</p> <p>Average Book Age/Number in Circulation:</p> <p>Nelson (15 years; 10,000) Aeolian (15 years; 11,000) Rancho (15 years; 11,000) LNMS (15 years; 8,000)</p>	
2.10	1:1 Device Refresh Cycle	During the 2023-2024 school year, 100% of student devices possess Automatic Update Expiration (AUE) dates that have not expired, ensuring the continuous functionality and			100% of student devices possess Automatic Update Expiration (AUE) that will be current (not expired), ensuring the continuous functionality and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		security of technological resources.			security of technological resources.	
2.11	Districtwide Professional Development	During the 2023-2024 school year, two days of professional development has been provided with additional after school opportunities. Professional development was provided on research-based pedagogy, to effectively implement rigorous instruction, differentiation and intervention.			During the 2026-2027 school year, two days of professional development will be provided with additional after school opportunities. Professional development was provided on research-based pedagogy, to effectively implement rigorous instruction, differentiation and intervention.	
2.12	Data Analysis for Informed Decision Making	During the 2023-2024 school year, LNSD has not implemented Educlimber during the 2023-24 SY. Administrators have been trained on Aeries Analytics.			LNSD will fully implement Educlimber with 100% of teachers and administrators trained. Administrators and leadership teams will implement Aeries Analytics to make data informed decisions.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	LCAP Parent Survey - Information about Student Achievement (Priority 3)	<p>85% of Parents on the 2023-24 SY LCAP Survey stated their child's school offers opportunities to learn when their child does not understand the instruction.</p> <p>85% of Parents on the 2023-24 SY LCAP Survey stated they receive regular updates from the teacher or school about their child's progress.</p>			<p>100% of Parents on the 2026-27 SY LCAP Survey stated their child's school offers opportunities to learn when their child does not understand the instruction.</p> <p>100% of Parents on the LCAP Survey stated they receive regular updates from the teacher or school about their child's progress.</p>	
2.14	<p>CAASPP Academic Performance Indicator for English Language Arts - Student Performance (Met or Exceeded Standard) (Priority 4):</p> <p>a. Overall b. English Learners c. Socioeconomically Disadvantaged d. Students with Disabilities e. Homeless f. Foster Youth g. Hispanic</p>	<p>CAASPP Academic Performance Indicator for ELA (2023-24) Met or Exceeded Standard:</p> <p>Overall</p> <p>38.94% proficient (606 currently active students tested)</p> <p>English Learners</p> <p>16.4% proficient (10 currently active students tested in this student group)</p>			<p>CAASPP Academic Performance Indicator Improved for ELA (2026-2027) Met or Exceeded Standard:</p> <p>Overall</p> <p>70% proficient</p> <p>English Learners</p> <p>50% proficient</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-Economic Disadvantaged</p> <p>46.9% proficient (484 currently active students tested in this student group)</p> <p>Students with Disabilities</p> <p>19.5% proficient (12 currently active students tested in this student group)</p> <p>Homeless</p> <p>35.5% proficient (59 currently active students tested in this student group)</p> <p>Foster Youth</p> <p>• ---</p> <p>Hispanic</p> <p>49.6% proficient (601 currently active students tested in this student group)</p>			<p>Socio-Economic Disadvantaged</p> <p>70% proficient</p> <p>Students with Disabilities</p> <p>50% proficient</p> <p>Homeless</p> <p>60% proficient</p> <p>Foster Youth</p> <p>• ----</p> <p>Hispanic</p> <p>70% Proficient</p>	
2.15	CAASPP Academic Performance Indicator	CAASPP Academic Performance Indicator			CAASPP Academic	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for Mathematics - Student Performance (Met or Exceeded Standard) (Priority 4):	for Mathematics (2023-24) Met or Exceeded Standard:			Performance Indicator Improved for Mathematics (2026-2027) Met or Exceeded Standard:	
	a. Overall	Overall			Overall	
	b. English Learners	50.41% proficient (611 currently active students tested)			75% proficient	
	c. Socioeconomically Disadvantaged	English Learners			English Learners	
	d. Students with Disabilities	17.4% proficient (109 currently active students tested in this student group)			50% proficient	
	e. Homeless				Socio-Economic Disadvantaged	
	f. Foster Youth	Socio-Economic Disadvantaged			70% proficient	
	g. Hispanic	35.9% proficient (482 currently active students tested in this student group)			Students with Disabilities	
		Students with Disabilities			50% Proficient	
		16.2% proficient (111 currently active students tested in this student group)			Homeless	
		Homeless			50% Proficient	
		20.4% proficient (59 currently active			Foster Youth	
					• ----	
					Hispanic	
					70% Proficient	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>students tested in this student group)</p> <p>Foster Youth</p> <ul style="list-style-type: none"> --- <p>Hispanic</p> <p>37.8% proficient (599 currently active students tested in this student group)</p>				
2.16	California Alternative Assessment: Academic Performance for English Language Arts - Student Performance (Met or Exceeded Standard):	<p>Overall, 34.8% of students Met or Exceeded Standard during the 2023-24 SY.</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group.</p>			<p>By June 2027, 50% of students will have Met or Exceeded Standard.</p> <p>If student groups are available, we will report on the student groups</p>	
2.17	California Alternative Assessment: Academic Performance for Mathematics - Student Performance (Met or Exceeded Standard):	<p>Overall, 17.4% of students Met or Exceeded Standard during the 2023-24 .</p> <p>In order to protect student privacy, data is suppressed because 10 or fewer students tested in each group.</p>			Overall, 40% of students Met or Exceeded Standard during the 2026-27 SY.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.18	English Learner Reclassification Rate (Priority 4)	2023-24 English Learner Reclassification Rate: 13.9% (43 students)			During the 2026-27 school year English Learner Reclassification Rate will increase to 15%.	
2.19	Percentage of English Learner pupils who make progress toward English proficiency as measured on the ELPAC.	CA Dashboard 2023: 51.1% of ELs making progress towards English language proficiency.			During the 2026-27 school year the percent of ELs making progress towards English language proficiency will increase to 70%.	
2.20	Decrease the Number Long-Term English Learners	During the 2022-23 school year, the LNSD had 55 LTELs.			During the 2026-27 school year, the number of LTELs will decrease to 40 students.	
2.21	California Science Test (CAST) - Student Performance (Met or Exceeded Standard) (Priority 4):	During the 2023-24 school year, 32% of 5th graders Met or Exceeded Standards. During the 2023-24 school year, 20% of 7th graders Met or Exceeded Standards.			During the 2026-27 school year, the percentage of 5th graders that Met or Exceeded Standards will increase to 50% During the 2026-27 school year, the percentage of 7th graders that Met or Exceeded Standards will increase to 50%	

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	Ensure High Quality Staffing	Maintain or increase high-quality staffing by ensuring rigorous instruction and support services from highly trained teachers daily and providing certificated management support to academic programs to address achievement gaps to deliver essential services for a quality educational experience district-wide for FY, LI, and EL.	\$7,470,000.00	No
2.2	Build MTSS	Establish a district-wide initiative to implement a comprehensive Multi-Tiered System of Support (MTSS) framework, ensuring equitable access to effective interventions and support systems for addressing diverse academic, behavioral, and social-emotional needs, while concurrently providing all certificated and classified staff with standards-aligned instructional materials and high-quality professional learning opportunities to enhance teaching effectiveness and improve student learning outcomes.	\$1,270,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		All students will benefit from equitable access to a 21st-century education by providing standards-aligned instructional materials, digital resources and tools, and the research and technology skills needed to become college and career ready. This includes technology training for teachers and administrators in AI. Monitor student achievement and demonstrate growth grade-level standards, ensuring accountability and enabling data-informed decision-making. Administrators and teacher teams will conduct data chats to discuss academic and well-being results and identify instructional next steps. This action will be implemented with the support of Teachers on Special Assignments (TOSAs).		
2.3	English Learners Support	Provide a robust instructional program with the support of TOSAs that includes progress monitoring, professional development, and provision for supplemental materials as needed and includes newcomers and Long-Term English Learners (LTELs).	\$290,000.00	Yes
2.4	Provide Enrichment Opportunities	Provide rich enrichment opportunities for students and comprehensive training for teachers and staff to effectively implement these programs, fostering holistic development and engagement across the educational spectrum, including summer school, supported by research-based materials and consistent, meaningful, and intentionally focused professional development.	\$2,500,000.00	No
2.5	Professional Development	Provide teachers with mathematics content training to build teacher efficacy and student success in mathematics . All grade-level teachers and case managers will participate. This action will be used to address our identified gaps for Designated Assistance and Red Indicators in Mathematics on the California Dashboard.	\$195,000.00	No
2.7	Additional Instructional Support through Assistants	Provide low income students with more individualized instruction opportunities by staffing additional classified instructional assistants (IAs) that will deliver individualized services for a quality educational experience.	\$3,340,000.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage educational partners to improve and enhance student success throughout our school community: Increase engagement of educational partners (staff, families, and community) to make informed, evidence-based decisions for student outcomes, thereby promoting inclusivity, transparency, and accountability within our school community.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Collaborative decision-making involving parents, community members, and staff, as well as fostering community partnerships, is essential for promoting inclusivity, transparency, and accountability within our educational institution. By valuing the input and expertise of diverse community groups, we ensure that decisions are informed by a wide range of perspectives and reflect the needs and aspirations of our entire community. Furthermore, forging strong partnerships with external organizations and community stakeholders enables us to leverage resources, expertise, and support to enhance the quality of education and opportunities available to our students. Together, through collaboration and partnership, we can create a thriving educational environment that empowers every member of our community to reach their full potential.

Written by the LCAP Committee on March 7, 2024

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent and Family Advisory Committees (Priority 3)	During the 2023-2024 SY, LNSD had three committees: LCAP Parent Advisory			During the 2026-2027 school year, LNSD will maintain committees: LCAP	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Committee, Superintendent Advisory Committee, District English Learner Advisory Committee.			Parent Advisory Committee, Superintendent Advisory Committee, District English Learner Advisory Committee. Exceeding participation	
3.2	Parent and Family Forums (Priority 3)	During the 2023-2024 SY, LNSD has offered one Family Forum Dinner with the Superintendent.			During the 2026-2027 school year, LNSD will offer 3 Family Forums.	
3.3	Parent Workshops (Priority 3)	During the 2023-2024 SY, LNSD has offered 6 Parent workshops.			During the 2026-2027 school year, LNSD will offer 10 parent workshops with feedback showing 80% of parent satisfaction rate.	
3.4	THRIVE Strategic Planning Cohort	During the 2023-2024 SY, the Los Nietos School District initiated a partnership with Thrive to commence the Strategic Planning Process, aiming to engage all stakeholders. Additionally, the development of a Profile of a Scholar began to articulate the desired social-			By the end of the 2026-2027 school year, ensure full engagement of all stakeholders in the Strategic Planning Process facilitated by Thrive, resulting in the completion of a comprehensive strategic plan that guides the district's direction.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		emotional and academic attributes of students upon exiting the district.			Additionally, finalize and implement the Profile of a Scholar, effectively communicating the desired social-emotional and academic attributes of students upon exiting the district to stakeholders.	
3.5	LCAP Parent Survey: Parent and Community Involvement (Priority 3)	<p>According to the December 2023 LCAP Parent Survey:</p> <p>87.25% of parents/guardians stated they were aware of how to be involved in improvement planning and decision-making at their child's school.</p> <p>89.5% of parents/guardians stated they were given information about community resources for myself or others that might need additional help.</p>			<p>According to the December 2026-27 LCAP Parent Survey:</p> <p>95% of Parents/Guardians on the 2026-27 SY LCAP report they are aware of how to be involved in improvement planning and decision-making at their child's school.</p> <p>95% of Parents/Guardians on the 2026-27 SY LCAP report they are given information about community resources for</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					themselves or others that might need additional help.	
3.6	Whittier Area Cooperative Special Education Program (WACSEP) Partnership (Priority 3)	During the 2023-2024 school year, approximately 2% of our families attended workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhanced learning opportunities, and develop parent training aimed at improving student outcomes.			During the 2026-2027 school year, approximately 5% of our families will attend workshops led by WACSEP, leveraging their resources and opportunities to access specialized services and supports, enhance learning opportunities, and develop parent training aimed at improving student outcomes.	

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	Collaborative Decision-Making for Parents, Community, and Staff	Foster meaningful collaboration and partnership between staff, families, community partners and the school community by creating opportunities for active engagement in collaborative decision-making processes, ensuring that diverse perspectives are sought and valued and inform initiatives that promote student success and well-being as well as cultivate a sense of community, familiarity, and belonging.	\$20,000.00	No
3.2	Strengthen and Increase Community Partnerships	Strengthen community partnerships to enhance resources, support, and opportunities for students, families, and staff, fostering collaborative initiatives that enrich the educational experience and promote community well-being.	\$15,000.00	No
3.3	Wrap-Around Services	Implement a comprehensive wrap-around service program to address the basic, academic, and social-emotional needs of our families. These resources will be accessible at school sites and online. The program will be a broad collection of resources and include after-school tutoring, transportation services, free field trips, family events, parent workshops, and the implementation of calming/wellness rooms. Social-emotional learning (SEL) will be integrated into daily instruction, and counseling services and support groups will be available for students experiencing trauma.	\$125,000.00	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
\$4,225,182	\$501097

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
33.137%	0.205%	\$27,967.23	33.342%

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
1.3	<p>Action: Improve and Increase Communication District-Wide</p> <p>Need: 21.3% of our students are English learners from households where languages other than English, primarily Spanish, are spoken, creating a significant language barrier that hinders their ability to receive vital school communications. Effective communication</p>	To address this unique need, we propose a comprehensive LEA-wide communication strategy designed to ensure inclusivity and engagement for all students. This strategy includes utilizing Parent Square as the primary tool for bilingual updates and event announcements, regularly updating the school website, and engaging with parents and students through social media platforms. All communications will prioritize inclusive language and cultural sensitivity, with oversight from our HR department trained in equitable and professional	Effectiveness will be monitored through Aeries Parent Portal accounts. (Metric 1.14)

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>from both district and school levels is crucial for student success, encompassing emergency and safety updates, student grades, community events, and resources.</p> <p>Scope: LEA-wide</p>	<p>communication techniques. Additionally, we will conduct parent workshops in English and Spanish to help families access and navigate communication platforms, eliminating barriers for parents of English learners. Implementing this strategy on an LEA-wide basis ensures that all students, regardless of language barriers, receive timely and crucial information, thereby promoting their overall success and well-being.</p>	
1.4	<p>Action: Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges</p> <p>Need: EL(24.8%) and Low Income (23%) students have a higher rate of chronic absenteeism than the district total (19%). As students in these groups face a variety of unique challenges. Language barriers can make it difficult for English Learner students to fully engage with school activities and understand the importance of consistent attendance. Additionally, low-income students often face external factors such as unstable housing, lack of transportation, and family responsibilities, which can contribute to frequent absences.</p> <p>Scope: LEA-wide</p>	<p>To address these issues, we propose a comprehensive approach aimed at improving attendance rates, reducing chronic absenteeism, decreasing suspension rates, and proactively addressing challenging student behaviors. This will be achieved through targeted interventions tailored to the specific needs of individual student groups, fostering a positive school climate, and implementing proactive support systems to promote student engagement and success. These interventions include personalized attendance plans, mentorship programs, restorative justice practices, and social-emotional learning (SEL) initiatives. By focusing on the unique circumstances of English Learner and low-income students, we ensure they receive the support needed to overcome barriers to attendance. This action will be implemented on an LEA-wide basis, ensuring that every student benefits from a cohesive and inclusive approach, ultimately fostering a supportive and positive educational environment that enhances student engagement, reduces behavioral issues, and promotes overall success. this action will provide funding for a middle school counselor and for two community liaisons.</p>	Chronic Absenteeism (Metric 1.7)

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
1.5	<p>Action: Create Healthy and Responsive School Cultures</p> <p>Need: Low income students have a higher chronic absenteeism rate (23%) compared to district-wide total (19%). It is imperative to address this disparity by creating a safe and welcoming school environment. When students feel secure and valued, they are more likely to attend regularly, achieve academically, and experience improved overall well-being.</p> <p>Scope: LEA-wide</p>	Foster a healthy and welcoming school culture by prioritizing the creation of culturally-responsive, trauma-informed classrooms. Establish wellness rooms to support students. Kelvin pulse data indicates students feel disconnected from adults at school and do not feel safe or belong. The wellness rooms will assist in this effort and to prioritize creating a safe and inclusive environment where all students feel valued, respected, and supported in their learning journey. Teachers will be trained on culturally-responsive, trauma-informed strategies. Fund school psychologists that will provide targeted support to LI families to provide healthy, responsive strategies for home and school. This action will be offered on an LEA-wide basis, ensuring all students benefit from a safer and more inclusive environment, improved mental health support, and enhanced culturally-responsive, trauma-informed educational strategies.	Chronic absenteeism rates (Metric 1.7)
2.2	<p>Action: Build MTSS</p> <p>Need: Only 35.9% of low income students scored proficient on CAASPP Academic Performance Indicator for Mathematics. This is 14.5% lower than the overall district proficiency (50.4%). Tailored support is needed to address diverse academic, behavioral, and social-emotional needs. Low income students face challenges such as language barriers, limited access to resources, necessitating interventions and support systems to ensure equitable access to effective educational opportunities and improve their overall learning outcomes.</p>	This action ensures that low-income students, receive targeted interventions and support systems to address their diverse academic, behavioral, and social-emotional needs. This initiative will be offered on an LEA-wide basis as all students will benefit from eliminating disparities, and receiving the necessary resources and assistance to succeed academically and thrive socially and emotionally.	CAASPP scores (Metric 2.14, 2.15), Chronic Absenteeism rates (Metric 1.7), Kelvin Pulses (Metric 1.12), and CHKS reports (Metric 1.11).

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		
2.3	<p>Action: English Learners Support</p> <p>Need: Merely 16.4% of our English Learners met or exceeded standard in CAASPP ELA which is 22.5% less than the district average(42.15%). Educational partners expressed that providing targeted support professional development, learning materials, and regular progress monitoring is crucial to address their English Learner's diverse needs and ensure equitable access to educational opportunities.</p> <p>Scope: LEA-wide</p>	The action will provide a robust instructional program that includes progress monitoring, professional development, and provision for supplemental materials as needed. It will also meet the needs of newcomers and Long-Term English Learners (LTELs) by providing ongoing support. This action will be conducted with the help of TOSAs. This action will be provided at an LEA-wide basis as all students will benefit from language-rich instructional programs that emphasize oral language proficiency.	CAASPP data (Metric 2.14, 2.15), LTEL data (Metric 2.20), Reclassification data (Metric 2.18), Students making progress towards Redesignation (Metric 2.19).
2.7	<p>Action: Additional Instructional Support through Assistants</p> <p>Need: Only 70% of low-income students feel they have the support they need from teachers and staff to do well in school, which is 6% less than non-low-income students. Addressing this disparity is crucial for student success. Research consistently shows that a student's sense of belonging is not only indicative of their social-emotional well-being but also</p>	Providing low income students with more individualized instruction opportunities by staffing additional classified instructional assistants (IAs) that will deliver individualized services for a quality educational experience. This will allow for more small group work, and cater to specific learning needs that may not be met in larger classroom settings. These assistants will work closely with teachers to provide personalized support, reinforcing concepts and offering additional guidance as needed. By enhancing the student to adult ratio in classrooms we aim to create a more supportive environment where low-income students feel valued and empowered to succeed.	Kelvin Survey Responses (Metric 1.12)

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>strongly correlates with their academic achievement.</p> <p>Scope: LEA-wide</p>	<p>This action will be provided on an LEA-wide basis, as all students can benefit from a rich instructional program that offers differentiation and a reduced student to adult ratio.</p>	
3.3	<p>Action: Wrap-Around Services</p> <p>Need: Approximately 86% of Los Nietos families are living in poverty and face barriers to access resources. These families face adversities such as unstable housing, food insecurity, limited access to healthcare, and lack of academic support, leading to higher absenteeism, lower academic performance, and increased behavioral issues. Staff and families have indicated a strong need for a resource center for families to access various resources.</p> <p>Scope: LEA-wide</p>	<p>To address these challenges, we will implement a comprehensive wrap-around service program tailored to meet students needs. This program will be accessible at each school site, online and at the district office. It will be an umbrella of resources that include: after-school tutoring, access to learning resources, free nutritious lunches, transportation services, free field trips, family events, parent workshops, new calming/wellness rooms, and more opportunities. We will ensure comprehensive support for low income students by facilitating access to essential resources, materials, and services necessary for academic success within an inclusive and supportive educational environment. Collaborating with school sites and agencies, we will identify and allocate resources tailored to meet the needs of students and their families. Parent workshops on financial literacy and parenting skills will be offered, and we will work with local organizations for housing and employment support. Social-emotional learning (SEL) will be integrated into daily instruction, and counseling services and support groups will be available for students experiencing trauma. This program will be supported by District and Community Liaisons will oversee the implementation, with regular satisfaction surveys to measure the effectiveness and impact of the support initiatives and our customer service to our families in need. By</p>	<p>Survey responses (Metric 1.11, 1.12, 2.13), CAASPP results (Metric 2.16, 2.17) , attendance rates (Metric 1.7, 1.8), and community partnerships.</p>

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
		providing these comprehensive services on an LEA wide basis, we aim to improve attendance rates, enhance academic performance, and promote the overall well-being of all students, ensuring all students benefit from increased access to essential resources, academic support, and a supportive learning community.	

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
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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.

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.

All 4 LNSD schools serve a student concentration of 55% or greater unduplicated pupil enrollment. Considering the data and educational partner input that was used to form this LCAP, Los Nietos School District plans to add two Positive Behavior Interventions & Supports (PBIS) Teachers on Special Assignment (TOSAs) (Goal 1 and 2), ELOP Director (Goal 1,2, and 3), Art Teacher (Goal 2), and an additional music teacher (Goal 2). These positions will serve all schools on a roving basis, and will support all three goals. PBIS TOSAs will play a pivotal role in fostering a culture of PBIS and MTSS to create systems of support for students' academic, social, and emotional needs, and supporting the adults within those systems. PBIS TOSA plans, organizes, coordinates, and implements comprehensive school-wide services promoting positive school climate and student wellness and acts as a resource to LNSD staff in the development of District-wide implementation of PBIS and MTSS frameworks. ELOP Director will provide critical leadership to carry out the mission, goals,

and educational objectives within the Los Nietos School District’s various expanded learning programs. The Director will oversee ELOP-funded programs that provide safe, engaging activities for students in the areas of academics, enrichment, sports, recreation, and more. This involves management of all aspects of the Expanded Learning Opportunities Program (ELOP) including budget and program development, outreach to identified students, and collaboration with and the coordination of extended/enrichment care providers and vendors.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:12
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18

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	12,750,538	4,225,182	33.137%	0.205%	33.342%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$13,030,000.00	\$4,115,000.00	\$1,810,000.00	\$735,000.00	\$19,690,000.00	\$17,325,000.00	\$2,365,000.00

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
1	1.1	High quality staffing will implement and support for student safety and wellness.	All	No			All Schools	Ongoing	\$600,000.00	\$160,000.00	\$0.00	\$750,000.00	\$0.00	\$10,000.00	\$760,000.00	0.0%
1	1.2	Ensuring District-Wide Safety	All	No			All Schools	Ongoing	\$2,100,000.00	\$320,000.00	\$1,520,000.00	\$200,000.00	\$700,000.00		\$2,420,000.00	0.0%
1	1.3	Improve and Increase Communication District-Wide	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$120,000.00	\$30,000.00	\$100,000.00	\$20,000.00	\$10,000.00	\$20,000.00	\$150,000.00	0.0%
1	1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$400,000.00	\$40,000.00	\$290,000.00	\$75,000.00		\$75,000.00	\$440,000.00	0.0%
1	1.5	Create Healthy and Responsive School Cultures	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$565,000.00	\$130,000.00	\$240,000.00	\$230,000.00	\$60,000.00	\$165,000.00	\$695,000.00	0.0%
2	2.1	Ensure High Quality Staffing	All Students with Disabilities	No			All Schools	Ongoing	\$7,300,000.00	\$170,000.00	\$6,750,000.00	\$20,000.00	\$700,000.00		\$7,470,000.00	0.0%
2	2.2	Build MTSS	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$650,000.00	\$620,000.00	\$650,000.00	\$175,000.00	\$300,000.00	\$145,000.00	\$1,270,000.00	0.0%
2	2.3	English Learners Support	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$240,000.00	\$50,000.00	\$145,000.00			\$145,000.00	\$290,000.00	0.0%
2	2.4	Provide Enrichment Opportunities	All	No			All Schools	Ongoing	\$2,000,000.00	\$500,000.00		\$2,500,000.00			\$2,500,000.00	0.0%
2	2.5	Professional Development	All Students with Disabilities	No			All Schools	Ongoing	\$40,000.00	\$155,000.00	\$25,000.00	\$95,000.00		\$75,000.00	\$195,000.00	0.0%
2	2.7	Additional Instructional Support through Assistants	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$3,275,000.00	\$65,000.00	\$3,225,000.00		\$40,000.00	\$75,000.00	\$3,340,000.00	0.0%

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	3.1	Collaborative Decision-Making for Parents, Community, and Staff	All	No			All Schools	Ongoing	\$0.00	\$20,000.00	\$10,000.00			\$10,000.00	\$20,000.00	0.0%
3	3.2	Strengthen and Increase Community Partnerships	All	No			All Schools	Ongoing	\$0.00	\$15,000.00	\$10,000.00			\$5,000.00	\$15,000.00	0.0%
3	3.3	Wrap-Around Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	\$35,000.00	\$90,000.00	\$65,000.00	\$50,000.00		\$10,000.00	\$125,000.00	0.0%

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
12,750,538	4,225,182	33.137%	0.205%	33.342%	\$4,715,000.00	0.000%	36.979 %	Total:	\$4,715,000.00
								LEA-wide Total:	\$4,715,000.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Improve and Increase Communication District-Wide	Yes	LEA-wide	English Learners	All Schools	\$100,000.00	0.0%
1	1.4	Improve Attendance, Decrease Student Suspensions, and Proactively Address Student Challenges	Yes	LEA-wide	English Learners Low Income	All Schools	\$290,000.00	0.0%
1	1.5	Create Healthy and Responsive School Cultures	Yes	LEA-wide	Low Income	All Schools	\$240,000.00	0.0%
2	2.2	Build MTSS	Yes	LEA-wide	Low Income	All Schools	\$650,000.00	0.0%
2	2.3	English Learners Support	Yes	LEA-wide	English Learners	All Schools	\$145,000.00	0.0%
2	2.7	Additional Instructional Support through Assistants	Yes	LEA-wide	Low Income	All Schools	\$3,225,000.00	0.0%
3	3.3	Wrap-Around Services	Yes	LEA-wide	Low Income	All Schools	\$65,000.00	0.0%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$21,181,500.00	\$20,902,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Maintain Facilities in Good Repair	No	\$1,845,000.00	1850500
1	1.2	Early Education Support	No	\$255,000.00	165000
1	1.3	High-quality learning experiences. Base level of instructional support for all students. Certificated teachers, administration, management (Classified & Certificated).	No	\$7,155,000.00	7382000
1	1.4	Hire and retain Classified and Certificated Management	No	\$2,395,000.00	2400000
1	1.5	Provide an equitable and safe learning environment	No	\$100,000.00	85000
1	1.6	Ensures students have optimal learning environments	Yes	\$1,855,000.00	1892000
1	1.7	Equip students with educational technology	Yes	\$340,000.00	365000
1	1.8	Connect students with non academic support entities	No	\$535,000.00	495000
2	2.1	Teacher collaboration to support student achievement	No	\$240,000.00	85000
2	2.2	Provide enrichment opportunities	Yes	\$1,785,000.00	1645000

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	2.3	Provide students with exposure to potential CTE pathways	Yes	\$150,000.00	8500
2	2.4	Improve Reading Proficiency	Yes	\$75,000.00	65000
2	2.5	Visual & Performing Arts	No	\$5,000.00	0
2	2.6	Instructional Practices	No	\$35,000.00	31500
2	2.7	Analyze student academic progress	No	\$146,500.00	142000
2	2.8	School counselor	No	\$2,500.00	2500
2	2.9	Provide Differentiated Instruction for Students	Yes	\$2,540,000.00	2525000
3	3.1	Parent Education Forums	Yes	\$72,500.00	80000
3	3.2	Communication to Families	Yes	\$177,500.00	165000
3	3.3	Community Outreach	Yes	\$480,000.00	450000
3	3.4	Incentives for perfect and improved attendance	No	\$5,000.00	3500
3	3.5	Parent engagement, involvement, and leadership	No	\$17,500.00	17500
3	3.6	School Climate	No	\$65,000.00	62500

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	3.7	Student conferences and exhibitions, field trips	Yes	\$60,000.00	55000
3	3.8	Maintaining a healthy environment for in-person instruction.	No	\$30,000.00	32000
4	4.1	Professional Development	Yes	\$655,000.00	725000
5	5.1	English Learner support and development	Yes	\$85,000.00	92500
5	5.2	Analyze English Learner student progress	Yes	\$75,000.00	80000

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)
4,585,694	\$5,222,500.00	\$5,087,500.00	\$135,000.00	0.000%	0.000%	0.000%

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	1.6	Ensures students have optimal learning environments	Yes	\$1,705,000.00	1725000	0.0%	0.0%
1	1.7	Equip students with educational technology	Yes	\$0.00	0	0.0%	0.0%
2	2.2	Provide enrichment opportunities	Yes	\$950,000.00	885000	0.0%	0.0%
2	2.3	Provide students with exposure to potential CTE pathways	Yes	\$45,000.00	8500	0.0%	0.0%
2	2.4	Improve Reading Proficiency	Yes	\$30,000.00	30000	0.0%	0.0%
2	2.9	Provide Differentiated Instruction for Students	Yes	\$1,775,000.00	1780000	0.0%	0.0%
3	3.1	Parent Education Forums	Yes	\$22,500.00	24000	0.0%	0.0%
3	3.2	Communication to Families	Yes	\$50,000.00	40000	0.0%	0.0%
3	3.3	Community Outreach	Yes	\$455,000.00	435000	0.0%	0.0%
3	3.7	Student conferences and exhibitions, field trips	Yes	\$50,000.00	5000	0.0%	0.0%
4	4.1	Professional Development	Yes	\$50,000.00	60000	0.0%	0.0%
5	5.1	English Learner support and development	Yes	\$50,000.00	50000	0.0%	0.0%
5	5.2	Analyze English Learner student progress	Yes	\$40,000.00	45000	0.0%	0.0%

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)
13,618,849	4,585,694	3.89%	37.562%	\$5,087,500.00	0.000%	37.356%	\$27,967.23	0.205%

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).

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