

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuestro Elementary School District

CDS Code: 51714236053318

School Year: 2024/25

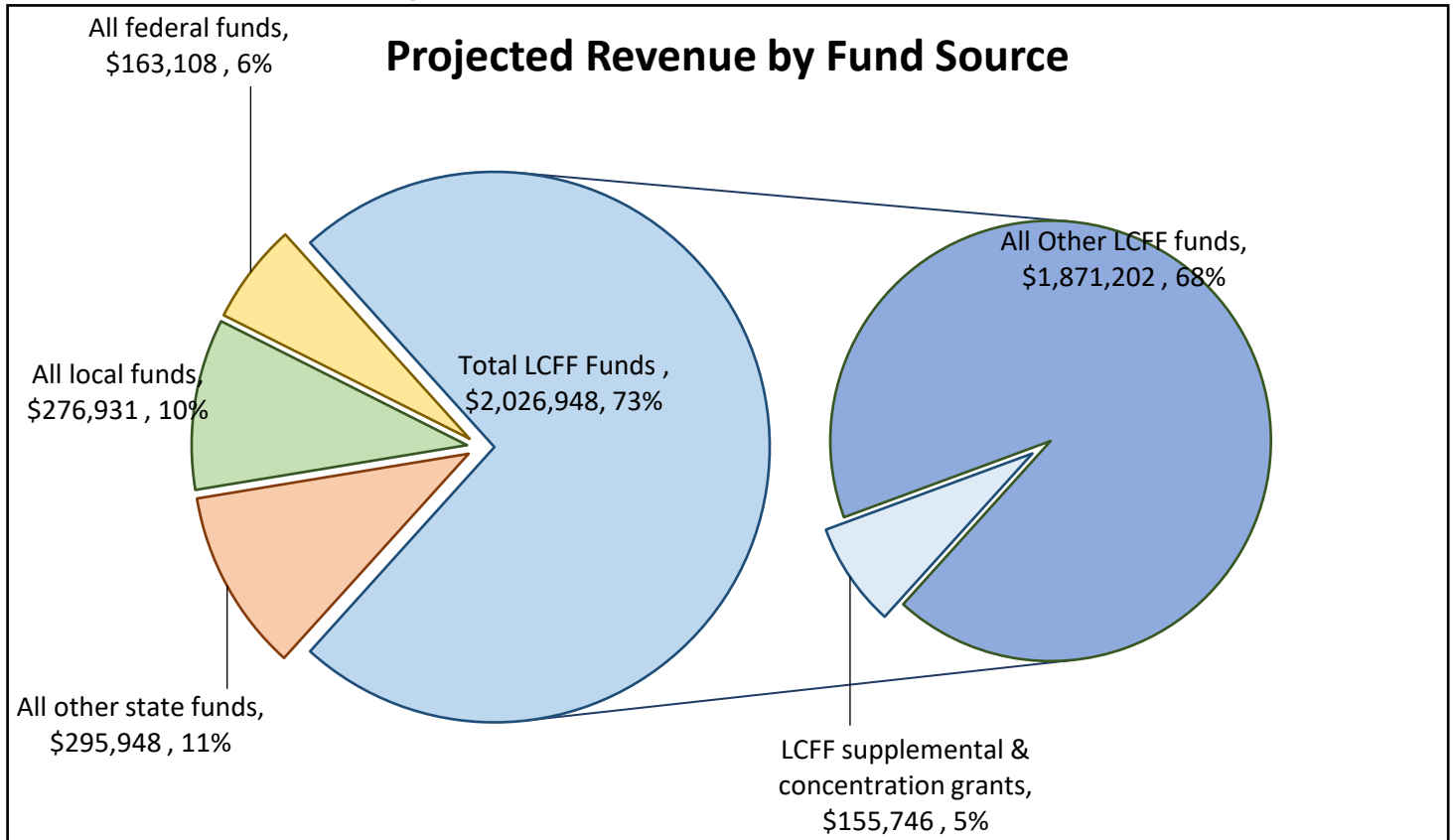
LEA contact information: Baljinder (Bal) Dhillon baldhillon@sutter.k12.ca.us (530) 632-9746

**Approved
by COE on
9-11-24**

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

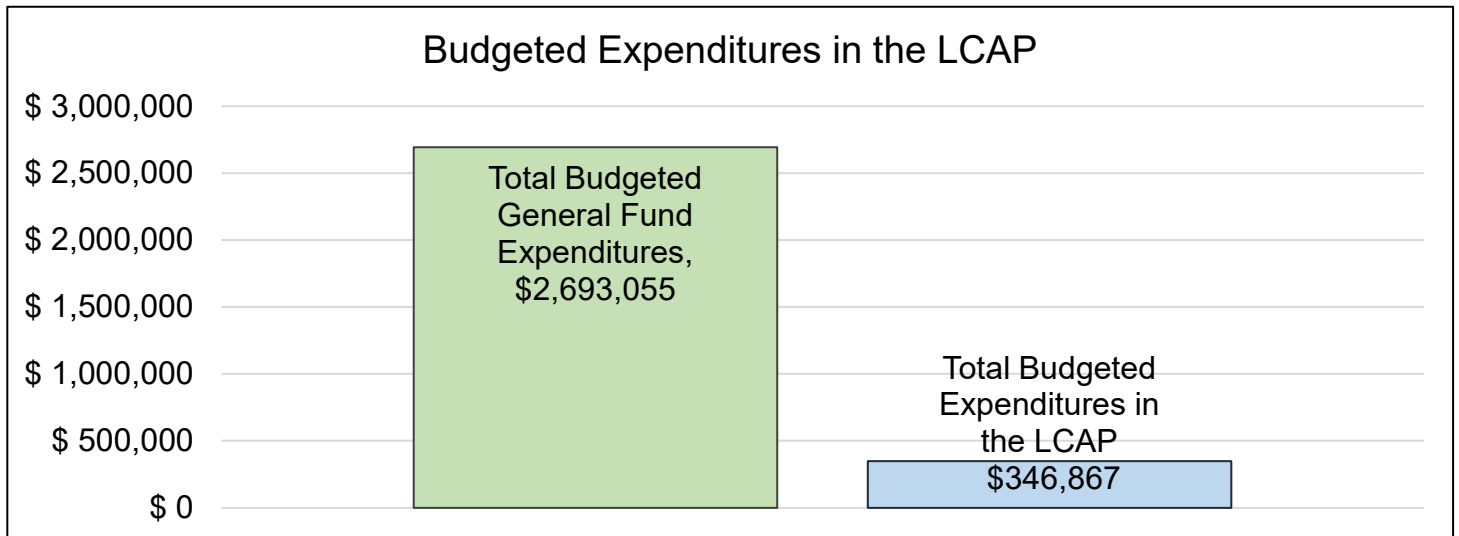


This chart shows the total general purpose revenue Nuestro Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuestro Elementary School District is \$2,762,935.00, of which \$2,026,948.00 is Local Control Funding Formula (LCFF), \$295,948.00 is other state funds, \$276,931.00 is local funds, and \$163,108.00 is federal funds. Of the \$2,026,948.00 in LCFF Funds, \$155,746.00 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 [Nuestro Elementary 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: [Nuestro Elementary School District](#) plans to spend \$2,693,055.00 for the 2024/25 school year. Of that amount, \$346,867.00 is tied to actions/services in the LCAP and \$2,346,188.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

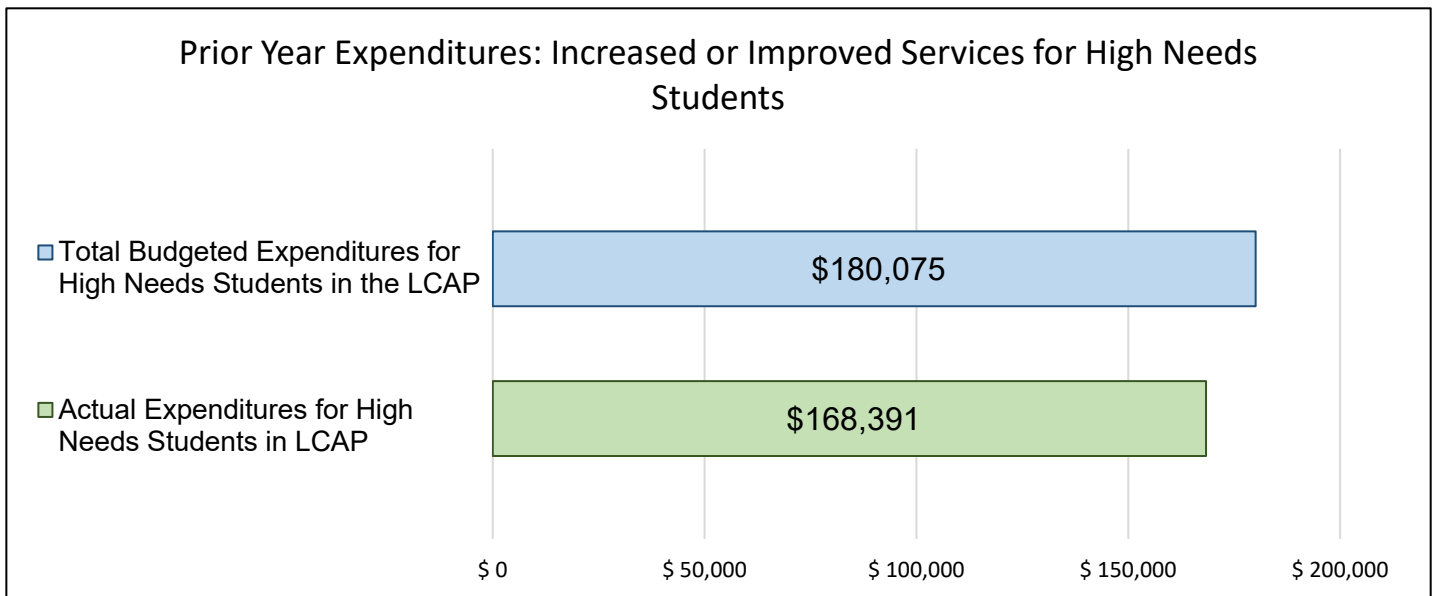
The budgeted expenditures that are not included in the LCAP will be used for maintenance and operations, certificated and classified staff salaries, special education, administration, and supplies.

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

In 2024/25, [Nuestro Elementary School District](#) is projecting it will receive \$155,746.00 based on the enrollment of foster youth, English learner, and low-income students. [Nuestro Elementary School District](#) must describe how it intends to increase or improve services for high needs students in the LCAP. [Nuestro Elementary School District](#) plans to spend \$201,865.00 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 Nuestro Elementary 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 Nuestro Elementary 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, Nuestro Elementary School District 's LCAP budgeted \$180,075.00 for planned actions to increase or improve services for high needs students. Nuestro Elementary School District actually spent \$168,391.00 for actions to increase or improve services for high needs students in 2023/24. The difference between the budgeted and actual expenditures of \$11,684.00 had the following impact on Nuestro Elementary School District 's ability to increase or improve services for high needs students:

Total actual expenditures were less than planned because we had budgeted for our assessment systems but they were paid for in the previous school year on a multi-year contract. We also did not have expenditures for PBIS because we had staffing changes and did not implement PBIS, instead we implemented our own behavior supports and incentives. Actions and services were increased for high needs students.

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
Nuestro Elementary School District	Dr. Bal Dhillon Superintendent/Principal	baldhillon@sutter.k12.ca.us 530.822.5100

Goals and Actions

Goal

Goal #	Description
1	Nuestro Elementary School District will provide conditions of learning that will develop College and Career Ready students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A Basic Services Properly assigned and appropriately credentialed teachers Source: SARC, CALPADS, and/or Local Indicator Tool	100%	88%	2022/23 89%	2023/24 100%	Maintain 100%
1B Basic Services Student access to standards-aligned instructional materials Source: SARC and/or Williams	100%	100%	January 2023 100%	January 2024 100%	Maintain 100%
1C Basic Services Facilities in good repair Source: FIT, Local Indicator Tool Staff Survey	Excellent rating.	Excellent rating	2022/23 Good rating	November 2023 Good rating	100% of our facilities will continue to have Excellent ratings.

2A - Implementation of State Standards Progress (1-5) in providing professional learning for Next Generation Science Standards (NGSS) and providing instructional materials aligned to NGSS Source: Local Indicator Tool - Priority 2	Beginning development (2) in providing professional learning for NGSS and Beginning development (2) instructional materials aligned to NGSS	(3) Initial implementation providing professional learning (3) Initial implementation instructional materials aligned with to NGSS	February 2023 Beginning development (2) in providing professional learning for NGSS and Beginning development (2) instructional materials aligned to NGSS	January 2024 Beginning development (3) in providing professional learning for NGSS and Beginning development (3) instructional materials aligned to NGSS	Full implementation and Sustainability (5)
2B –Implementation of State Standards EL Access to CA Standards including ELD standards Source - Local Data	50% of the EL students have access to the ELD curriculum	100% of Nuestro students have access to ELD curriculum	2022/23 100% of EL students have access to ELD curriculum	2023/24 100% of EL students have access to ELD curriculum	100% of the EL students will have access to ELD curriculum
7A – Broad Course of Study Percent of K-8 students having access to a science program. Percent of 6-8 students having access to a health program. Source - Local Data	0% of the students have access to science and a comprehensive Health Education Program	100% of the K-8 students have access to a science program. 50% of 6-8 students have access to health programs	2022/23 100% of the K-8 students have access to a science program. 100% of 6-8 students have access to health programs	2023/24 100% of the K-8 students have access to a science program. 100% of 6-8 students have access to health programs	100% of the students will access to science and health

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.

Successes:

We provided CTE opportunities for our 6th to 8th grade students through an Amazon Grant. Students were able to listen to guest speakers to hear about careers and attend online conferences. We continued to offer after-school GATE enrichment programs for 3rd-8th grade students. Programs included drama, chess, robotics, coding, and other technology classes. We used Arts Attack, a hands-on, process-oriented format, designed to facilitate a comprehensive program based on art elements and principles as well as art history and appreciation. We also purchased art supplies to support classroom lessons. (Actions 1.1 CTE Opportunities and 1.2 GATE Program)

During the summer three teachers participated in training for the AVID program so we have a total of three teachers trained and implementing AVID in their classrooms teaching note taking, time management, organization, writing, and study skills. (Action 1.3 AVID)

There were no substantive differences in planned actions and actual implementation of the actions, however, there were challenges. Time and staffing continue to be our biggest challenge. GATE classes didn't start until January because the person who was going to run the program had to be used for other duties. We offered all planned GATE classes from January – May. (Action 1.2) One teacher had to do AVID training online because she was not able to attend the in-person training. We found that online training isn't as effective as in-person training because the networking opportunities are not there. (Action 1.3)

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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures in all three actions in Goal 1. In Action 1.1 the difference was because there was no charge for the speakers, conferences, and contests we participated in. In Action 1.2 we purchased a drone that we had not budgeted for so we spent more than budgeted. In Action 1.3 the hotel and conference fees had to be paid in advance of the training teachers participated in during the summer of 2023 so those budgeted expenses are not showing up in our expenditures for that action so we spent less than planned.

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

Goal 1 included providing conditions of learning that will develop College and Career Ready students and the actions were effective in making progress toward the goal. We met our Desired Outcomes in Priorities 1A and 1B for conditions of learning, 2B for EL access to California (CA) standards, and 7A for a broad course of study in NGSS and Health. However, we have no metrics to measure how effective these actions were in developing College and Career Ready students, which was the goal.

- Actions 1.1 CTE Opportunities and 1.2 GATE Program: There are no metrics in this goal to measure the effectiveness of this action.
- Action 1.3 AVID: There are no metrics in this goal to measure the effectiveness of this action.

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.

All actions within this goal have been accomplished and they are embedded into our educational program so they will be eliminated from the 2024/25 LCAP. Metrics associated with the goal will be moved to other goals in the 2024/25 LCAP. Developing students who are College and Career Ready is still a priority, so we have incorporated that into our 2024/25 Goal 1.

Goal

Goal #	Description
2	Nuestro Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4A – Pupil Achievement</p> <p>Distance from Standard Met on CAASPP Percent of students meeting and exceeding on CAASPP Summative Assessment (Grades 3-8)</p> <p>Source: CAASPP Data</p>	<p>2019 Dashboard ELA - 22.3 points above standard Declined 11.5 points Math - 6.2 points below standard Declined 25.4 points</p> <p>2019 CAASPP Data 69.5% of students met/exceeded standards in ELA and 47.62% met/exceeded standards in math</p>	<p>2021 Dashboard did not provide distance from Standard data</p> <p>2022 CAASPP Data 43.36% met/exceeded - ELA 30.09% met/exceeded - Math</p>	<p>2022 Dashboard ELA - 66.8 below standard Math - 56.1 below standard</p> <p>2022 CAASPP Data: Met or Exceeded Standard ELA ALL: 42.53% Low-income: 36.84%</p> <p>Math All: 25.50% Low-income: 17.03%</p> <p>Science All: 20.00% Low-income: 6.67%</p>	<p>2023 Dashboard ELA 33.9 points below standard, increased 32.9 Math 61 points below standard, maintained - 2.8</p> <p>2023 CAASPP Data: Met or Exceeded Standard ELA All: 34.31% Low-income: 32.69% Math All: 31.37% Low-income: 21.16% Science All: 25% Low-income: 17.39%</p>	<p>2019 Dashboard ELA - 5 points above standard Math - 5 points above standard 2019 CAASPP Data ELA - 66% Math - 53% Science - 45% Updated 2023</p> <p>2023 Dashboard ELA - 53 below standard Math - 48 below standard 2023 CAASPP Data: Met or Exceeded Standard</p> <p>ELA ALL: 48.5% Low-income: 42%</p> <p>Math All: 29.5% Low-income: 21.4%</p> <p>Science All: 25.00% Low-income: 10%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4C – Pupil Achievement</p> <p>Percentage of English learners making progress toward English proficiency</p> <p>Source: Dashboard - ELPI and Summative ELPAC</p>	<p>2019 Dashboard - Less than 11 students</p> <p>3 EL students increased one or more levels from the 2019 Summative ELPA</p> <p>ELPAC to the 2021 Summative ELPAC</p>	<p>2021 Dashboard did not provide data</p> <p>One student moved up a level on the 2022 Summative ELPAC</p>	<p>2022 Dashboard – Less than 11 students</p> <p>Four (27% 4/15) students moved up a level on the 2023 Summative ELPAC</p>	<p>2023 Dashboard – Less than 11 students</p> <p>Three (21.43% 3/14) students moved up a level on the 2024 Summative ELPAC</p>	<p>11 ELs will increase one or more levels</p>
<p>4D – Pupil Achievement</p> <p>EL Reclassification</p> <p>Source: Local Data and/or CALPADS</p>	<p>2020-21</p> <p>0 students reclassified</p>	<p>1 student reclassified during 21-22</p>	<p>No students were reclassified during the 2022-23 school year</p>	<p>1 student was reclassified (7.69%) during the 2023/24 school year</p>	<p>30% of English Learners will be reclassified</p>
<p>7B and 7C – Course Access</p> <p>Percent of unduplicated students and students with exceptional needs scoring in Tier 3 receiving intervention.</p> <p>Source: Attendance in programs</p>	<p>35% of unduplicated students are scoring in Tier 2 and Tier3. 9% of Exceptional needs scoring in tier 1 level on our local assessment of I-Ready</p> <p>Create a Baseline of the percent of unduplicated students and students with exceptional needs scoring in the Tier 3 level on local assessments (I-Ready), receiving tutoring services in the After School Program</p>	<p>40% of unduplicated students are scoring in Tier 2 and Tier 3</p> <p>13% of Exceptional needs scoring in tier 2 and Tier 3 on our local assessments.</p>	<p>ELA 89.47%. Math 82.61%</p>	<p>2023/24 68% ELA 75% Math</p>	<p>44% of students requiring Tier 1 support <i>Updated 2023</i> ELA 92%. Math 88%</p>

8 – Other Pupil Outcomes	Edmentum Assessments - % of Students Requiring Tier 1, 2 & 3 Support	Edmentum Assessments - % of Students Requiring Tier 1, 2 and 3 Support	NWEA MAP Assessments – Winter 2023	NWEA MAP Assessments – Winter 2024	No students will require Tier 3 Support in ELA or Math
Edmentum or NWEA MAP assessments for ELA and Math				<i>K-1st are not giving MAP assessments</i>	
Source: Edmentum assessments for ELA and Math	ELA	ELA	ELA	ELA	
	K - T1	K - T1	K - T1	K - T1	
	K - T2 40	K - T2 33	K - T2 45	K - T2	
	K - T3 16	K - T3 24	K - T3 14	K - T3	
	1st - T1 24	1st - T1 13	1st - T1 32	1st - T1	
	1st - T2 40	1st - T2 26	1st - T2 27	1st - T2	
	1st - T3 36	1st - T3 52	1st - T3 41	1st - T3	
	2nd - T1	2nd - T1 20	2nd - T1 28	2nd - T1 43	
	2nd - T2	2nd - T2 13	2nd - T2 48	2nd - T2 28	
	2nd - T3 7	2nd - T3 40	2nd - T3 24	2nd - T3 29	
	3rd - T1 53	3rd - T1 56	3rd - T1 20	3rd - T1 21	
	3rd - T2 26	3rd - T2 33	3rd - T2 40	3rd - T2 32	
	3rd - T3 16	3rd - T3 6	3rd - T3 40	3rd - T3 47	
	4th - T1 39	4th - T1 35	4th - T1 19	4th - T1 53	
	4th - T2 43	4th - T2 35	4th - T2 38	4th - T2 24	
	4th - T3 17	4th - T3 13	4th - T3 44	4th - T3 24	
	5th - T1 45	5th - T1 19	5th - T1 31	5th - T1 7	
	5th - T2 36	5th - T2 33	5th - T2 31	5th - T2 57	
	5th - T3 14	5th - T3 24	5th - T3 38	5th - T3 36	
	6th - T1 26	6th - T1 22	6th - T1 32	6th - T1 15	
	6th - T2 32	6th - T2 30	6th - T2 48	6th - T2 55	
	6th - T3 21	6th - T3 25	6th - T3 20	6th - T3 30	
	7th - T1 13	7th - T1 4	7th - T1 43	7th - T1 33	
	7th - T2 22	7th - T2 39	7th - T2 57	7th - T2 39	
	7th - T3 43	7th - T3 26	7th - T3 0	7th - T3 28	
	8th - T1 14	8th - T1 23	8th - T1 37	8th - T1 33	
	8th - T2 36	8th - T2 31	8th - T2 46	8th - T2 50	
	8th - T3 36	8th - T3 31	8th - T3 17	8th - T3 17	
	Math	Math	Math	Math	
	K - T1 44	K - T1 41	K - T1 50	K - T1	
	K - T2 40	K - T2 27	K - T2 45	K - T2	
	K - T3 16	K - T3 25	K - T3 5	K - T3	
	1st - T1 64	1st - T1 21	1st - T1 36	1st - T1	
	1st - T2 36	1st - T2 54	1st - T2 23	1st - T2	
	1st - T3 0	1st - T3 25	1st - T3 41	1st - T3	
	2nd - T1 53	2nd - T1 21	2nd - T1 50	2nd - T1	
	2nd - T2 27	2nd - T2 36	2nd - T2 17	2nd - T2	
	2nd - T3 20	2nd - T3 21	2nd - T3 33	2nd - T3	
	3rd - T1 89	3rd - T1 71	3rd - T1 27	3rd - T1 45	
	3rd - T2 11	3rd - T2 22	3rd - T2 46	3rd - T2 35	
	3rd - T3 0	3rd - T3 6		3rd - T3 20	

Metric	Baseline		Year 1 Outcome		Year 2 Outcome		Year 3 Outcome		Desired Outcome for 2023–24
	4th - T1	74	4th - T1	70	3rd - T3	27	4th - T1	35	
	4th - T2	22	4th - T2	22	4th - T1	25	4th - T2	41	
	4th - T3	4	4th - T3	9	4th - T2	38	4th - T3	24	
	5th - T1	57	5th - T1	38	4th - T3	38	5th - T1	14	
	5th - T2	29	5th - T2	38	5th - T1	25	5th - T2	57	
	5th - T3	14	5th - T3	25	5th - T2	25	5th - T3	29	
	6th - T1	19	6th - T1	33	5th - T3	50	6th - T1	11	
	6th - T2	56	6th - T2	11	6th - T1	16	6th - T2	53	
	6th - T3	25	6th - T3	22	6th - T2	44	6th - T3	37	
	7th - T1	22	7th - T1	19	6th - T3	40	7th - T1	28	
	7th - T2	30	7th - T2	25	7th - T1	29	7th - T2	39	
	7th - T3	30	7th - T3	19	7th - T2	57	7th - T3	45	
	8th - T1	40	8th - T1	50	7th - T3	14	8th - T1	31	
	8th - T2	25	8th - T2	38	8th - T1	48	8th - T2	54	
	8th - T3	25	8th - T3	13	8th - T2	48	8th - T3	15	
					8th - T3	4			

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.

We made great progress in implementing the actions in Goal 2. All TK-8 students were given the NWEA MAP assessment in ELA and Math in the fall and 2nd-8th in the winter. Students in grades 2-8 were assessed using a reading fluency assessment three times during the year. Students in 1st – 8th were given the San Diego Quick (SDQ) reading assessment at the beginning and end of the year. Based on scores on the assessments, some students were also given the Basic Phonics Skills Test (BPST) and/or the Advanced Phonics Skills Test (APST). First grade students were assessed using phonics and phonemic awareness assessments from the Wonders curriculum three times during the year. Students in TK/K were regularly monitored using Easy Progress Monitoring (ESGI). (Action 2.1 Universal Assessments and Data) Universal assessment data was collected in an Excel workbook so teachers had a broader picture of their students' performance and could easily identify students in need of intervention. A data coordinator collected universal assessment data and entered the data into the Excel workbook. The coordinator met with teachers during two minimum days and met one-on-one with teachers during a data meeting day. Our K & 1st grade teachers provided 40 minutes of after-school intervention to the students who were not meeting benchmarks. Staff (part-time PE teacher) supported intervention by going into classrooms to cover the class while the teacher worked with students in need of Tier II and Tier III intervention and by pulling out small groups of primary grade students to work on skills as determined by the teacher. We purchased Systematic Phonics Instruction (SIPPS) and Read Naturally (intervention programs) and sent teachers to a nearby school to observe the programs. After the winter testing window, staff met to form intervention groups. After the first of the year two high school students were hired to do after-school tutoring also. (Action 2.2 Student Support) PD has included: Trainers from Sutter County Superintendent of Schools (SCSOS) for Science and two new teachers received training in ELA and math; Continuous Improvement work with SCSOS; data analysis; intervention including evidence-based ELA intervention. (Action 2.3 Professional Development) We purchased standards-aligned instructional materials and consumables for all students. (Action 2.4 Instructional Materials)

There was one substantive difference in planned actions and actual implementation in Action 2.2 Student Support. We did not offer after-school intervention in grades K-5th 3 days per week. We realized after-school intervention is not the most effective type of intervention due to staff availability. Instead, we focused our efforts on intervention that is during the school day. One challenge we faced was starting an intervention program before our teachers had enough training in the programs. (Action 2.2 Student Support)

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.

There were material differences between Budgeted Expenditures and Estimated Actual Expenditures and we spent less than budgeted for each action in Goal 2. The difference in Action 2.1 and 2.2 is because we budgeted for the cost of NWEA MAP, STAR, Accelerated Reader, and CAPIT K-3, and Edmentum but they were paid for in the previous school year. We spent less on Action 2.3 because the professional development activities teachers participated in were through SCSOS so there was no cost. In Action 2.4 we did not need to purchase as many workbooks as we budgeted for.

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

Action 2.1 Universal Assessments and Data, Action 2.2 Student Support, Action 2.3 Professional Development:

Over the three-year LCAP cycle, our actions have included data, intervention, and professional development, but it was only in the last couple of years that those actions have been implemented in a systematic way and we are beginning to see the effectiveness of the actions on state and local assessments. The California School Dashboard (Dashboard) reports Distance from Standard and shows that all student groups improved in English Language Arts (ELA) and Mathematics as compared to 2022.

ELA Performance Level - (see *metrics table*)

- All reported student groups improved as compared to 2022.
- The All student group improved one performance level.
- White and Socio-economically Disadvantaged (SED) student groups increased two performance levels.

Mathematics Performance Level - (see *metrics table*)

- All reported student groups maintained or improved as compared to 2022
- The All student group stayed at the same performance level.
- White and SED student groups improved one performance level.

On the 2023 California Assessment of Student Performance and Progress (CAASPP) our significant student groups all increased the percentage of students scoring Standard Met/Exceeded in Mathematics and Science. Conversely, all student groups decreased in ELA except for Students with Disabilities (SWD). There is a performance gap between our All student group, SED, and SWD in Math. (see *metrics table*)

We implemented a local assessment, from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in fall 2022. We saw higher percentages of students scoring 61% or higher (standard met) in our initial testing windows and inconsistency in the results over time (Reading: fall 2022 - 35%, winter 2023 - 30.33%, spring 2023 - 25.5%, fall 2023 - 21.67%, winter 2024 - 27%; Mathematics: fall 2022 - 35.33%, winter 2023 - 28.17%, spring 2023 - 25.83%, fall 2023 - 21.5%, winter 2024 - 27.17%. The percentage of students in grades 3-8 scoring 61% or higher has not exceeded our baseline year although we saw an increase from fall 2023 to winter 2024. When we

examine growth data from fall 2023 to winter 2024, we see that four out of seven grade levels are exceeding growth projections in Reading and six out of seven grade levels are exceeding in Mathematics.

In Goal 2 we had mixed outcomes for our metrics. We partially met our Desired Outcome for metrics 4A and exceeded our baseline for three other metrics in Goal 2 (4C, 4D, 7B/C). We saw growth but results did not get to where we had hoped. We attribute this to our expectation that recovery after the pandemic would be faster than it has been, and we did not adjust our Desired Outcome enough to account for the slow rate of progress. Also, in the 2023/24 LCAP we expanded and adjusted actions, especially the intervention we are delivering, and there has not been enough time to judge results. Overall, Actions 2.1, 2.2, and 2.3 have been effective in making progress toward Goal 2 during the three-year LCAP cycle. The actions will be included in the 2024/25 LCAP with some changes as reflected in prompt 4 below.

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.

Goal Changes:

Previous Goal: *Nuestro Elementary School District will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.* We wanted a goal that was broad and described our overall program so the 2024/25 LCAP Goal 1 will be: *Nuestro Elementary School District will implement an educational program that delivers high-quality first teaching and support for struggling students, aiming to maximize outcomes for all students and prepare them for College and Career Readiness.*

Metrics Changes:

We are adding 2023/24 LCAP Goal 1 Priorities 1A, 1B, 2A, 2B, 7A to the 2024/25 LCAP new Goal 1.

Expected Outcome Changes:

- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Changes to Actions:

- Action 2.1 Universal Assessments and Data: We are expanding the assessments we are giving.
- Action 2.2 Student Support: We have removed after-school intervention. We were not successful in getting staff after-school and we determined that providing intervention during the school day is the best option.
- Action 2.3 PD: We are adding PD for MAP and for our intervention programs, as well as continuing our work in science. Some teachers will participate in lesson study in math and ELA with SCSOS staff.
- Action 2.4 Instructional Materials: All students have standards-aligned instructional materials and we have a process in place to ensure appropriate materials are purchased each year. Since we have completed this action and there are no immediate adoptions we will remove it from the 2024/25 LCAP.

Goal

Goal #	Description
3	Nuestro Elementary School District will promote student engagement and a school culture conducive to learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A-Parent Involvement Efforts to seek parent input in decision-making Source: Local Survey	92.9% of parents reported that they strongly agree or agree that they have the opportunity to provide input in decision making on Parent Survey 2022	94.0%	March 2023 76.83%	February 2024 74.08%	96% of parents complete the survey for effective communication Updated 2023 March 2024 85%
5A Pupil Engagement Attendance rate Source: Local SIS	2020-2021 89.9%	90.2%	P2 2023 92.67%	P2 2024 93.89%	P2 2024 95%
5B Pupil Engagement Chronic Absenteeism Rate Source: CA School Dashboard and/or DataQuest	Fall 2019 Dashboard 7.2% of our students are chronically absent	2021-22 38%	Fall 2022 Dashboard 40.8% All 50.6% Low-income 40.4% White 42.3% Hispanic	Fall 2023 Dashboard 24.9% All 36% Low-income 18.6% White 40.7% Hispanic	Fall 2023 Dashboard 3.5%
5C Pupil Engagement Middle School Dropout rate Source: Local SIS	0%	0%	2022/23 0%	2023/24 0%	2023/24 Maintain 0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>6A School Climate</p> <p>Pupil suspension rates</p> <p>Source: CA School Dashboard and/or Local Data</p>	<p>Fall 2019 Dashboard</p> <p>0% of students were suspended</p>	3%	<p>Fall 2022 Dashboard</p> <p>5.4% of students were suspended</p> <p>White 6.5%</p> <p>Socioeconomically Disadvantaged 8.4%</p>	<p>Fall 2023 Dashboard</p> <p>2% of students were suspended</p> <p>White 2.9%</p> <p>Socioeconomically Disadvantaged 4.4%</p>	<p>Fall 2023 Dashboard</p> <p>Maintain 0%</p>
<p>6B School Climate</p> <p>Pupil expulsion rates</p> <p>Source: CA School Dashboard and/or Local Data</p>	<p>Fall 2019 Dashboard</p> <p>0% of our students were expelled according to the Dashboard</p>	0%	0%	<p>2023/24</p> <p>0%</p>	<p>Maintain 0%</p>
<p>6C - School Climate</p> <p>Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness</p> <p>Source: Parent, Staff and student survey</p>	<p>School Safety</p> <p>Students - 90%</p> <p>Staff - 92%</p> <p>Parents -89%</p> <p>School Connectedness</p> <p>Students - 91%</p> <p>Staff - 90%</p> <p>Parents - 87%</p>	<p>School Safety</p> <p>Students - 90.5%</p> <p>Staff - 93.1%</p> <p>Parents - 94%</p> <p>School Connectedness</p> <p>Students - 89%</p> <p>Staff - 92%</p> <p>Parents - 95%</p>	<p>School Safety</p> <p>Students – 94%</p> <p>Staff – 76.5%</p> <p>Parents 82.92%</p> <p>School Connectedness</p> <p>Students –79.4%</p> <p>Staff – 92.8%</p> <p>Parents – 92.68%</p>	<p>February 2024</p> <p>Students – 91%</p> <p>Staff – 100%</p> <p>Parents 86.12%</p> <p>School Connectedness</p> <p>Students –84%</p> <p>Staff – 100%</p> <p>Parents – 80.10%</p>	<p>School Safety</p> <p>Students -93%</p> <p>Staff - 94%</p> <p>Parents - 91%</p> <p>School Connectedness</p> <p>Students - 93%</p> <p>Staff - 92%</p> <p>Parents –90%</p> <p><i>Updated 2023</i></p> <p>Parents - 94%</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.

Successes:

In September, we conducted a survey about our afterschool program, administered a staff survey in December and parent and student surveys in January. We funded a 40% FTE support staff person to support school and home communication. We continued to work on our website in an effort to add more resources for parents to support students at home. Communication to parents was increased through the use of Parent Square. We posted activities, notices, and alerts and sent home a monthly newsletter (paper). The newsletter was also posted on the webpage. (Action 3.1 Communication) Our Kindergarten teacher offered a parent orientation before the school year started that explained traditions, school-wide events, how parents can become involved in various events throughout the year, and the importance of regular school attendance. (Action 3.2 Kindergarten Orientation) Students had the opportunity to earn Viking Bucks throughout each week. With the Viking Bucks students entered each one earned for the week into a drawing for the chance to pick a prize from the prize cart. We also held a drawing of Viking Bucks once a month for pizza with the principal and goodie bags. (Action 3.3 Positive Behavioral Interventions and Supports (PBIS)) We funded a portion of a classified person to support our attendance process. Our attendance process includes using Aeries to track attendance and is connected with Parent Square. If a parent has not called in to clear an absence or tardy, we send a notice to the parent through Parent Square. Aeries sends an absence notification letter to parent and we continued to work with SCSOS on improving attendance by holding meetings with parents to determine ways we can help improve attendance. In addition, we provided attendance incentives to students that included weekly attendance awards. We purchased a Viking helmet and if a class had perfect attendance all week (percentage) the helmet went to that class. There were several assemblies including: Gaming Truck, Character Counts, and Awards Assemblies. Field trips included: Chico State to watch a play and to Sutter High School to watch a performance; Capitol; Gold Country Billiards for a math event for Pi Day. Our 6th-8th grade students were learning a life skills unit and had the opportunity to visit a car dealership to practice their budgeting and financial skills. (Action 3.4 Improve Attendance and Student Engagement) We had a counselor three days per week and a school psychologist one half-day per week. Students also had on-site counseling available through SCSOS. When a student was suspended or absent a lot the administration worked with the counselor to determine if additional support or evaluation was needed. (Action 3.5 Counseling)

There was one substantive difference in planned actions and the actual implementation of Action 3.3 PBIS. We did not implement the PBIS program or any of the associated activities due to staffing. We carried out other portions of that action.

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.

There was a material difference between Budgeted Expenditures and Estimated Actual Expenditures, and we spent less than planned for two actions in Goal 3. In Action 3.2 there were no additional costs for Kindergarten Orientation and in Action 3.3 the staff member who was going to oversee our PBIS left the school, and no one stepped up to take over the program so we did not implement PBIS.

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

When we look at the 2023 Dashboard and metrics the actions in Goal 3 seem ineffective in making progress toward the goal, but we would argue that while we haven't met our Desired Outcome in some metrics, we have made progress. In the 2023/24 LCAP we expanded many of our actions related to absenteeism, behavior, and SEL and one year is not enough time to judge the effectiveness of the actions. We believe that we will see continued improvement in Dashboard and metrics for this goal so we will carry most of the actions forward to the 2024/25 LCAP but there will be some changes as explained in prompt 4 below.

The following actions were effective in making progress toward Goal 3.

- Action 3.1 Communication: Our 2024 parent survey data shows an improvement in communication 92.13% say the school is good at communicating compared to 75.61% in 2023 and 80.10% of parents say they receive information on what they can do at home to help their child improve or advance his/her learning compared to 59.65% in 2023.
- Action 3.4 Improve Attendance and Student Engagement and 3.5 Counseling: We implemented an attendance system that has been very effective. For metric 5A, Attendance Rate our P2 local attendance rate has increased from our Baseline of 89.9% to 93.89% at P2 2024. Happily, the 2023 Dashboard reports that our Chronic Absenteeism Rate has declined for all student groups and all student groups have increased their Performance Level but not enough to meet our Desired Outcome. Our local chronic absenteeism rate as of April 2024 declined for all student groups as compared to 2023 Dashboard rates (All: 16.4%; Hispanic: 25.5%; White: 13.0%; SED 28.6%). Our Suspension Rate decreased for all student groups except SWD and every student group except SWD improved their Performance Level. But again, we did not meet our Desired Outcome. Our SWD is the only group that declined their Performance Level in suspensions and is now in the lowest performance level (Red). As of April 2024, we have had no suspensions. According to our 2024 student survey more students like coming to school 82% (2024), 77.5% (2023) and more feel connected to the school 84% (2024), 79.4% (2023). Actions related to improving attendance and behavior will be included in our 2024/25 LCAP.

The following actions were either not implemented or not effective and will be removed from the LCAP:

- Action 3.2 Kindergarten Orientation: The feedback from parents was that they didn't want a separate time for orientation, they preferred Back to School Night.
- Action 3.3 PBIS: We did not get the PBIS program going as we would have liked. We did complete other parts of the action including providing incentives for students who exhibit good behavior or who improve behavior and using the school counselor to support students before they misbehave in ways that require suspension. Since the system we have in place has been effective we will not implement PBIS at this time.

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.

Goal Changes:

We changed *promote student engagement* to *promote engagement for all educational partners*.

Previous goal: *Nuestro Elementary School District will promote student engagement and a school culture conducive to learning.*

2024/25 new Goal 2: *Nuestro Elementary School District will promote engagement for all educational partners and a school culture conducive to learning.*

Metrics Changes:

- Move 2023/24 LCAP Goal 1 Priority 1C metric to 2024/25 LCAP Goal 2.

Expected Outcome Changes:

- Changes have been made to all Expected Outcome to reflect Baseline data and planned programs and services.

Action Changes:

- Action 3.1 Communication: The title will be changed to Communication and Engagement. We had success with empathy interviews to improve attendance so in addition to surveys, we will try using empathy interviews and small group meeting to get input from parents. We added that we will educate parents on the ways they can be involved in the school and advertise and seek parent involvement in decision

making groups and individually meet with parents, especially of underrepresented families, to identify barriers for their involvement in decision making groups and encourage their membership. (2024/25 Action 2.1)

- Action 3.2 Kindergarten Orientation: The feedback from parents was that they didn't want a separate time for orientation, they preferred Back to School Night so this action will not be in the 2024/25 LCAP.
- Action 3.3 PBIS: We have not been able to get this program going and sustain it due to staff turnover. We will continue to provide incentives for students who exhibit good behavior or who improve behavior but this action will not be in the LCAP.
- We are adding a new action, Care Team. This team supported by SCSOS staff will engage school staff and administrators in a once per month process of discussing students who are struggling with attendance, behavior, academics and developing an action plan for the student. (2024/25 Action 2.2)
- Action 3.4 Improve Attendance and Student Engagement: Title changed to: *Attendance*. We have developed an effective School Attendance Review process so in the 2024/25 LCAP we will maintain the system we have developed with the addition of educating all educational partners on the flow chart that describes our attendance process and outcomes. We are also removing the Student Engagement piece of this action and related activities since that is not a need, but the activities will continue as part of our program outside of the LCAP. (2024/25 Action 2.4)
- Action 3.5 Counseling: We added activities designed to reduce suspension rates for our SWD. (2024/25 Action 2.3)

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.
2023–24 Local Control and Accountability Plan Annual Update Instructions

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
Nuestro Elementary School District	Dr. Bal Dhillon Superintendent/Principal	baldhillon@sutter.k12.ca.us 530.822.5100

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.

Nuestro Elementary School District (NESD) has a rich history, traditional values, and highly effective educational practices. The staff believes that each student is unique and deserving of a rich educational program. The school began serving students of rural farming communities in North Sutter County in 1916, and many of our students' parents and grandparents attended school here. Parents and community members play an important role in our district. Having a better understanding of the school's educational program, student achievement, and curriculum development can only assist both the school and community in ongoing program improvement.

Several recreational areas, historic landmarks, metropolitan shopping, cultural centers, the high Sierra Nevada Mountains and the Pacific Ocean are within a two-three hour drive. The University of California at Davis, California State Universities at Chico and Sacramento, and several technical schools are all within 45 miles. Brandman University has an extension in Yuba City and Yuba College opened a Sutter County campus in 2012.

Nuestro Elementary School serves approximately 171 students in Transitional Kindergarten through Grade 8. A small percentage of our students (10%) speak another language other than English in their homes and are limited in their English proficiency. About 85% of these students come from Spanish speaking backgrounds and 15% come from Punjabi speaking backgrounds. The District supports an English Language Development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

Our student body is composed of approximately 82% inter-district students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment, such as Students with Disabilities and those who receive Title 1 services. We also provide free breakfast and lunch to all students at Nuestro.

A variety of resources are available to support staff in providing a quality education to the students. The District receives State and Federal funding for programs, including Title 1, School Improvement Programs, REAP/SRSA, as well as participating in the TCIP New Teacher Program through a consortium with Sutter, Yuba, and Colusa Counties.

Reflections: Annual Performance

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

The Nuestro Elementary School District worked to implement the goals, actions, and services outlined in the 2023/24 LCAP to improve outcomes for all student groups including Socio-economically Disadvantaged (SED), English learners (EL), and Students with Disabilities (SWD). In order to assess our annual progress, we evaluated our growth on the state priorities and metrics, reviewed data from state and local assessments, and collected educational partner feedback.

2023 California School Dashboard

English Language Arts (ELA) - All reported student groups improved as compared to 2022.

- All: 33.9 points below standard , increased of 32.9 points
- White: 46.2 points below standard, increased 39 points
- SED: 47.5 points below standard, increased 41.8 points

Mathematics - All reported student groups maintained or improved as compared to 2022

- All: 61 points below standard, maintained -2.8 points
- White: 70.2 points below standard, increased 5.3 points
- SED: 68.5 points below standard, increased 4.6 points

Chronic Absenteeism - All reported student groups improved as compared to 2022

- All: 24.9%, declined 15.4%
- Hispanic: 40.7%, declined 1.6%
- White: 18.6%, declined 21.8%
- SED: 36%, declined 14.6%
- SWD: 30%, declined 3.3%

Suspension Rate – All reported student groups, except one, improved as compared to 2022.

- All: 2%, declined 3.4%
- Hispanic: 1.7%, declined 3.6%
- White: 2.9%, declined 3.7%
- SED: 4.4%, declined 4%
- SWD: 6.7%, increased 3.3%

Local Assessment – Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP)

ELA – Students in grades 3-8 scoring 61st percentile or higher

- All: 25% (winter 2024), 21.67% (fall 2023)

Mathematics: – Students in grade 3-8 scoring 61st percentile or higher

- All: 28% (winter 2024), 21.5% (fall 2023)

2024 Survey Results

Parents

- I feel welcome when I come to this school: 89.82% (2024), 92.68% (2023)
- This school promotes parent involvement: 74.08% (2024), 76.83% (2023)
- I receive information on what I can do at home to help my child improve learning: 80.10% (2024), 59.76% (2023)
- Communication: 92.13% (2024), 75.61% (2023)
- School is safe and orderly: 86.12% (2024), 82.92% (2023)

Students

- There are activities I enjoy at school: 86% (2024), 92.9% (2023)
- If I'm having trouble in reading or math, I get the help I need: 86% (2024), 89.3% (2023)
- I feel connected to this school: 84% (2024), 79.4% (2023)
- I like coming to school: 82% (2024), 77.5% (2023)

Staff

- Safety: 100%
- Connectedness: 100%

Achievement Summary:

The 2023 Dashboard reports Distance from Standard and shows that all student groups improved in ELA and Mathematics as compared to 2022. However, there is a performance gap between our All student group and our White and SED student groups in ELA. Based on our winter 2024 MAP testing students are making progress toward mastery of standards but it is slow progress. Winter 2024 MAP reports show that 54.24% (46.66% in 2023) of students in grade 2-8 are meeting their Growth Projections in ELA and 71.12% (49.50% in 2023) are meeting them in Mathematics. Over the three-year LCAP cycle, our actions included Universal Assessment and Data (Action 2.1), Student Support (Action 2.2), and Professional Development (Action 2.3), but it was only in the last couple of years that those actions have been implemented in a systematic way and we are beginning to see the effectiveness of the actions on state and local assessments. These practices (collecting data, intervention, and professional development) are essential to our program to maximize outcomes and prepare students for college and career so they will be the focus of our actions in the 2024/25 LCAP. Although we have already started implementing many of the added activities outlined in our 2024/25 actions, we are including them in our 2024/25 LCAP to give them importance and ensure they continue. We will still begin the year by reviewing CAASPP and fall 2024 local data, including the new local data we are collecting. After each testing window, teachers will meet to review assessment results and plan instruction and intervention. Aides, support staff, and teachers will work together to schedule and deliver Tier II and Tier III interventions. We have added additional intervention to address needs that have been identified and professional development will focus on using the data from MAP, learning our intervention programs, and working with Sutter County Superintendent of Schools (SCSOS) staff on science and some teachers will work on lesson study in ELA and Math. (Actions 1.1, 1.2, 1.3)

School Climate Summary:

As reported on the 2023 Dashboard, Chronic Absenteeism is still high for all student groups although rates have significantly declined. The April 2024 local Chronic Absenteeism Rate shows a decline for all student groups as compared to the 2023 Dashboard:

	April 2024 Local	2023 Dashboard
All	16%	24.9%
Hispanic	25.5%	40.7%
White	13%	18.6%
SED	28.6%	36%
SWD	27.8%	30%

Also, our P2 local attendance rate has increased from our Baseline of 89.9% in 2021 to 93.89% at P2 2024. We want to sustain our momentum so we will continue our Attendance action, by maintaining our attendance intervention system that includes partnerships to support family and community involvement and tiered strategies to improve attendance. We will continue to fund a part-time position to act as a school attendance and family liaison to help educate families on the importance of regular school attendance, make daily phone calls to verify absences, generate attendance letters based on the school attendance protocols, and set up attendance meetings between the school and parent, and support families with resources when needed. Throughout the school year we will still give weekly prizes and hold monthly celebrations for good attendance. We will increase the use of our website, school newsletter, and social media to educate parents on the importance of attendance. We have developed an effective School Attendance Review process so in the 2024/25 LCAP we will maintain the system we have developed with the addition of educating all educational partners on the flow chart that describes our attendance process and outcomes. (Action 2.4)

The 2023 Dashboard reports a decline in the percentage of students who have been suspended for all student groups except our SWD student group. Our SWD student group is in the Red performance level. Given our low number of SWD, the two students suspended had a big impact on the Dashboard. Our local suspension data for the 2023/24 school year is 0% and we would like the progress to continue. In the 2024/25 LCAP we have added the action, Care Team. Working with SCSOS staff, this team made up of school staff and administration will meet once per month to discuss students who are struggling with attendance, behavior, and/or academics. The team will develop an action plan for the student and may include outside resources for the student and family. We will also maintain our Counseling action that includes follow up with students who have been suspended. (Actions 2.2 and 2.3) Both of these actions are intended to reduce the suspension rate for our Students with Disabilities.

Based on our 2024 survey results we see we have made progress in the area of communication. Our 2024 parent survey data shows an improvement in communication 92.13% say the school is good at communicating compared to 75.61% in 2023. Many more parents say they receive information on what they can do at home to help their child improve learning: 80.10% (2024), 59.76% (2023). We want to maintain the progress we have made in communication so will continue Action 2.1 Communication.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners 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.

Nuestro Elementary School District believes strongly that the input received from all Educational Partners directly impacts the programs and services developed for students and consultation for the 2024/25 LCAP occurred throughout the year.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (Certificated Bargaining Unit)	Surveys – January 2024. At staff meetings every other Wednesday starting in January 2024 we reviewed progress on the 2023/24 LCAP actions and metrics, and shared survey data. We discussed goals and actions for the 2024/25 LCAP.
Principals & Administrators	N/A
Parents	Survey – February 2024 The draft LCAP was posted on our website and parents were notified of the opportunity to provide feedback prior to the public hearing in June 2024.
Students	Survey – February 2024
Parent Advisory Committee (PAC)	This group meets every other month throughout the school year. At each meeting we reviewed progress on the 2023/24 LCAP actions and metrics. Starting in the spring we shared survey results and asked for input on goals and actions for the 2024/25 LCAP. In May we consulted with this group on the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	Meeting – April 2024

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

Staff and parents identified increasing student achievement as a priority. Teachers are pleased with the start we have made in our assessment and intervention system but there is still a great deal of work to do. Teachers have also expressed the need for focused PD for our new intervention programs and in-depth training on reporting and resources available in MAP. As a result, in Actions 1.1 Universal Assessments and Data, 1.2 Student Support, and 1.3 Professional Development we will establish the local assessments we will use, refine the use of local assessment data to provide support to all students but especially our Unduplicated student group, expand our intervention services, and focus professional development on the use of data to plan instruction and intervention and learning our newer intervention programs.

Parents noted the improvement in communication this school year and they want it to continue. Goal 2, Action 2.1 Communication will ensure that we continue to improve our communication with families and encourage involvement. Educational partners have observed the complex needs of students and families and note that the school may not be able to offer all of the services needed by some students and their families. As a result, we have added Action 2.2 Care Team. In this action SCSOS staff, school staff, and administration will meet once per month to discuss students who are struggling with attendance, behavior, and/or academics. The team will develop an action plan for the

student and may include outside resources for the student and family. Actions 2.3 Counseling and 2.4 Attendance will also support the activities of the Care Team.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Nuestro Elementary School District will provide an educational program consisting of high-quality first teaching and support for struggling students to maximize outcomes for all students to prepare them for College and Career Readiness.	Broad

State Priorities addressed by this goal.

Priorities: 1, 2, 3, 4, 7, 8

An explanation of why the LEA has developed this goal.

<p>The development of this goal intentionally maintains and seeks to refine the practices put in place to prepare all students for college and career readiness. The 2023 Dashboard reports Distance from Standard and shows that all student groups improved in ELA and Mathematics as compared to 2022. However, there is a performance gap between our All student group and our SED student group in ELA. Based on our winter 2024 MAP testing students are making progress toward mastery of standards but it is slow progress. We implemented a local assessment, from Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) in fall 2022. We saw higher percentages of students scoring 61% or higher (standard met) in our initial testing windows and inconsistency in the results over time (Reading: fall 2022 - 35%, winter 2023 - 30.33%, spring 2023 - 25.5%, fall 2023 - 21.67%, winter 2024 - 27%; Mathematics: fall 2022 – 35.33%, winter 2023 – 28.17%, spring 2023 – 25.83%, fall 2023 - 21.5%, winter 2024 – 27.17%. The percentage of students in grades 3-8 scoring 61% or higher has not exceeded our baseline year although we saw an increase from fall 2023 to winter 2024. Winter 2024 MAP reports show that 48.31% (49.22% in 2023) of students in grade 2-8 are meeting their Growth Projections in ELA and 71.12% (50% in 2023) are meeting them in Mathematics. When we examine growth data from fall 2023 to winter 2024, we see that four out of seven grade levels are exceeding growth projections in Reading and six out of seven grade levels are exceeding in Mathematics. Over the previous three-year LCAP cycle, our actions included collecting data, intervention, and professional development, but it was only in the last couple of years that those actions were implemented in a systematic way, and we are beginning to see the effectiveness of the actions on state and local assessments. These practices are essential to our program to maximize outcomes and prepare students for college and career so they will be the focus of our actions in the 2024/25 LCAP.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 1A: Percentage of teachers: Appropriately assigned and fully credentialed Misassignments Vacancies Source: Local Data	October 2023 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%			October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%			January 2027 100%	
3	Priority 1C: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	November 2023 Good			November 2026 Exemplary	
4	Priority 2A: Progress (1-5) in providing professional learning for teaching to the standards and frameworks Source: Local Indicator Tool - Priority 2	January 2024 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 3 HSS: 2			January 2027 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 3	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 2B: Percentage of English learners scoring at or above the 40 th percentile on the winter NWEA MAP assessment in Reading Source: NWEA MAP	Winter 2024 0%			Winter 2027 20%	
6	Priority 3B/C: Percentage of parents who attended fall Parent/Teacher Conferences Local Parent Survey	December 2023 All: 97% SED: 74% EL: 62% SWD: 77%			December 2026 All: 100% SED: 100% EL: 100% SWD: 100%	
7	Priority 4A: Distance from Standard Met on CAASPP Source: CA School Dashboard	2023 Dashboard <u>ELA</u> All: 33.9 below SED: 47.5 below White: 46.2 below <u>Math</u> All: 61 below SED: 68.5 below White: 70.2 below			2026 Dashboard <u>ELA</u> All: 5 below SED: 20 below White: 16 below <u>Math</u> All: 36 below SED: 47 below White 50 below	
8	Priority 4A: Percentage of students scoring Standard Met or Exceeded (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP <u>ELA</u> All: 34.31% SED: 32.69% White: 30% <u>Math</u> All: 31.37% SED: 21.16% White: 32% <u>Science</u> All: 25% SED: 17.39% White: 22.23%			2026 CAASPP <u>ELA</u> All: 55% SED: 50% White: 48% <u>Math</u> All: 55% SED: 38% White: 56% <u>Science</u> All: 50% SED: 35% White: 48%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9	Priority 4E: Percentage of ELs who increased at least one ELPI level Source: ELPAC	2024 ELPAC 21.43%			2027 ELPAC ≥25%	
10	Priority 4F: Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 7.69%			2026/27 School Year >8%	
11	Priority 7A: Progress (1-5) implementing academic standards for all students Source: Local Indicator Survey	January 2024 CTE: 3 PE: 5 VAPA: 3			January 2027 CTE: 5 PE: 5 VAPA: 5	
12	Priority 7B/C: Percentage of unduplicated students and students with exceptional needs in grades K-8 scoring in the 20 th percentile or lower on the NWEA MAP fall ELA assessment, receiving tutoring or tiered intervention. Source: Attendance in programs	January 2024 68%			January 2027 85%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	Priority 8: Percentage of students (3 rd -8 th) scoring at or above the 60 th percentile on the winter NWEA MAP assessment in Reading and Math Source: NWEA MAP	Winter 2024 ELA: 25% Math: 28%			Winter 2027 ELA: 38% Math: 40%	
14	Priority 8: Percentage of students (3 rd -8 th) who met their growth projections (fall to winter) on the local assessment in ELA and Math Source: NWEA MAP	Winter 2024 ELA All: 54.24% EL: 33.33% SED: 53.73% SWD: 41.67% White: 47.07% Math All: 71.19% EL: 55.56% SED: 70.77% SWD: 75% White: 70.18%			Winter 2027 ELA All: 60% EL: 40% SED: 60% SWD: 48% White: 57% Math All: 78% EL: 60% SED: 75% SWD: 75% White: 78%	

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Universal Assessments and Data	<p>Implement a data system of formative, interim, & summative assessment for K-8 students. Develop an assessment calendar with clear assessment windows.</p> <p>Assessments include:</p> <ul style="list-style-type: none">• 2nd-8th grades: MAP ELA and Math• 1st-8th grades: Fluency• 1st-8th grades: San Diego Quick (SDQ)• As needed, Basic Phonics Skills Test (BPST) and/or the Advanced Phonics Skills Test (APST)• 1st grade: phonics and phonemic awareness assessments from the Wonders curriculum• TK/K are regularly monitored using ESGI Easy Progress Monitoring <p>Costs:</p> <ul style="list-style-type: none">• Programs: NWEA MAP, ESGI, STAR, Accelerated Reader, CAPIT K-3• Contract to manage data• Staff to manage programs and technology	\$23,666	Yes

1.2	Student Support	<ul style="list-style-type: none"> • A data tech will provide local assessment data to teachers in a timely manner so they can set up student grouping based on the data • A part-time data coordinator or coach will work with teachers to use the data to plan academic support for students and train support staff to deliver small group instruction • Aides, support staff, and classroom teachers will work with small groups of students identified for targeted intervention during the regular school day • A part-time PE teacher will teach PE to TK-5th graders so teachers can review data and plan instruction and intervention 	\$152,089	Yes
1.3	Professional Development	Provide professional development on minimum days and additional calendar days. PD includes: <ul style="list-style-type: none"> • Intervention training for SIPPS and Read Naturally • Data analysis (MAP) • Work with SCSOS staff on science and some teachers will work on lesson study for ELA and Math. 	\$19,584	No

Goal

Goal #	Description	Type of Goal
2	Nuestro Elementary School District will promote engagement for all educational partners and a school culture conducive to learning.	Broad

State Priorities addressed by this goal.

State Priorities: 3, 5, 6

An explanation of why the LEA has developed this goal.

This goal was developed to support the progress we have made in improving attendance, decreasing suspensions, and improving engagement and communication. As reported on the 2023 Dashboard, Chronic Absenteeism is still high for all student groups although rates have significantly declined. All: 24.9%, declined 15.4%; SED: 36%, declined 14.6%; SWD: 30%, increased 3.3%. Also, our P2 local attendance rate has increased from our Baseline of 89.9% to 93.89% at P2 2024. Our local chronic absenteeism rate as of April 2024 declined for all student groups as compared to 2023 Dashboard rates (All: 16.4%; Hispanic: 25.5%; White: 13.0%; SED 28.6%). The 2023 Dashboard reports a decline in the percentage of students who have been suspended for all student groups except our SWD student group. Our SWD student group is in the Red performance level. Given our low number of SWD, the two students suspended had a big impact on the Dashboard. Our local suspension data for the 2023/24 school year is 0% and we would like the progress to continue. Based on our 2024 survey results we see we have made progress in the area of communication. Our 2024 parent survey data shows an improvement in

communication 92.13% say the school is good at communicating compared to 75.61% in 2023. Many more parents say they receive information on what they can do at home to help their child improve learning: 80.10% (2024), 59.76% (2023).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Priority 3A: Percentage of parents who agree they are encouraged to participate in decision making committees Source: Parent Survey	February 2024 All: 74.08%			February 2027 All: 80%	
2	Priority 3B/C: Percentage of parents who agree the school seeks parent participation in school events and programs Source: Parent Survey	February 2024 All: 89.81% SED: 83.33%			February 2027 All: 89.81% SED: 83.33%	
3	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.89%			April 2027 ≥96%	
4	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: CA School Dashboard	2023 Dashboard All: 24.9% Hispanic: 40.7% SED: 36% SWD: 30% White: 18.6%			2026 Dashboard All: 7.5% Hispanic: 9.5% SED: 9.0% SWD: 8% White: 8%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5	Priority 5B: Percentage of students who were absent for 10% or more of the total instructional days Source: Student Information System (SIS)	April 2024 All: 5.0% Hispanic: 7.0% SED: 6.7% SWD: 0% White: 6.2%			April 2027 All: 3% Hispanic: 5% SED: 4.5% SWD: 0% White: 3.5%	
6	Priority 5C: Middle School Dropout rate Source: Local SIS	April 2024 0% All			April 2027 0% All	
7	Priority 6A: Percentage of students suspended 1 or more times during the school year Source: CA School Dashboard	2023 Dashboard All: 2% Hispanic: 1.7% SED: 4.4% SWD: 6.7% White: 2.9%			2026 Dashboard All: 1% Hispanic: 1% SED: 1% SWD: 1% White: 1%	
8	Priority 6B: Percentage of students expelled at any time during the school year Source: Local SIS	2023 Dashboard 0%			2026 Dashboard 0%	
9	Priority 6C: Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 Students: 91% Parents: 86.12% Staff: 100%			January 2027 Students: ≥95% Parents: ≥90% Staff: ≥98%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10	Priority 6C: Percentage of parents, students, and staff who feel connected to the school. Source: Local Survey	January 2024 Students: 84% Parents: 80.10% Staff: 100%			January 2027 Students: ≥92% Parents: ≥85% Staff: ≥98%	

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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.

N/A

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.

N/A

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

N/A

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.

N/A

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.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Communication and Engagement	<ul style="list-style-type: none"> • Post resources on the website for parents to support students at home. • Send home announcements on Mondays and also provide information electronically. • In addition to surveys, explore ways of getting input from parents such as small group meetings; one-on-one meetings; and empathy interviews. • Educate parents on the ways they can be involved in the school. • Advertise and seek parent involvement in decision making groups. • Individually meet with parents, especially of underrepresented families, to identify barriers for their involvement in decision making groups and encourage their membership. 	\$43,724	No
2.2	Care Team	<ul style="list-style-type: none"> • Working with SCSOS staff, this team made up of school staff and administrator will meet once per month to discuss students who are struggling with attendance, behavior, academics. The team develops action plans for students in their areas of need. • Character Education: SCSOS will teach Character Counts to each class one day per week. 	\$0.00	No
2.3	Counseling	<ul style="list-style-type: none"> • Maintain counseling services 3 days per week. • When a student is suspended, administration will work with the counselor to determine if additional support or evaluation is needed. • If a SWD has a behavior problem, we have a tiered intervention plan in place that includes meeting with the student, parents, and school staff to develop an action plan to change behavior. • If a SWD is suspended, the counselor will meet with the student and the special education teacher to develop a reentry plan. 	\$45,843	No
2.4	Attendance	<ul style="list-style-type: none"> • Fund a part-time position to act as a school attendance and family liaison. • Use the Aeries Student Information System to track student attendance. • Maintain the School Attendance Review process with corresponding letters to families. • Educate all educational partners on our attendance process and outcomes for each step (flowchart). • Provide attendance incentives including t-shirts, books, games, and pizza with the principal for students with weekly perfect attendance prizes. 	\$61,781	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$155,746	\$0

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
8.35%	0%	\$0.00	8.35%

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 #s)	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
Goal 1, Actions 1.1 and 1.2	<p>After a review of state and local data, performance gaps were noted in:</p> <ul style="list-style-type: none"> - 2023 Dashboard ELA between our All student group (33.9 below) and SED student group (47.5 below) - 2023 Dashboard Math between our All student group (61 below) and SED student group (68.5 below) - 2023 CAASPP Math between our All student group (31.37%) and SED student groups (21.26%) - 2023/24 NWEA MAP Reading fall to winter Growth Projection between our All student group (54.24%) and English learners (33.33%) - 2023/24 NWEA MAP Math fall to winter Growth Projection between our All student group (71.19%) and English learners (55.56%) <p>Although we are not able to disaggregate overall MAP data by student group, the percentage of all students scoring in the 60th percentile or higher needs to improve.</p> <ul style="list-style-type: none"> - ELA 25% - Math 31% <p>Staff and parents identified increasing student achievement as a priority. Teachers are pleased with the start we have made in our assessment and intervention system but there is still a great deal of work to do.</p>	<p>Improving student outcome begins with a needs assessment. We will begin the year by reviewing CAASPP and fall 2024 local data, to identify gaps in skills, whole class instructional needs, and intervention needs. We will also be refining the local data we are collecting. After each testing window, teachers will meet to review assessment results, plan instruction, and determine the intervention needed. (Action 1.1) Aides, support staff, and teachers will work together to schedule and deliver Tier II and Tier III intervention each day. (Action 1.2)</p> <p>These actions will be provided on an LEA-wide basis, and we expect all students not meeting or exceeding standards on state and/or our local universal assessment (MAP) to improve in their achievement in both ELA and Math. Delivering research based targeted intervention has been shown to increase the academic achievement of struggling students and we believe these actions will support students in our Unduplicated student group significantly more than our All student group.</p>	<p>Metric 7: CA School Dashboard. Source Dashboard</p> <p>Metric 8: CAASPP results. Source: CAASPP</p> <p>Metric 13: At or Above 60th percentile on NWEA MAP. Source: NWEA Report</p> <p>Metric 14: Meeting Growth Projection on NWEA MAP. Source: NWEA Report</p>

Goal 2, Action 2.4	<p>There continues to be a gap in Chronic Absenteeism rates between our All student group and EL and SED student groups. Although there has been a decline in Chronic Absenteeism, as reported on the 2023 California School Dashboard, Chronic Absenteeism rates are high for all student groups: All-24.9%; English Learners-50%; SED-36%. Our local chronic absenteeism rate as of April 2024 declined for all student groups as compared to 2023 Dashboard rates but there continues to be a gap (All: 16.4%; EL: 21.4%; SED: 28.6%).</p>	<p>We will address the need to improve the Chronic Absenteeism Rate by refining the attendance intervention system we started using in the 2023/24 school year. Our system includes partnerships to support family and community involvement and tiered strategies to improve attendance. We will continue promoting a culture of positive attendance through our website, letters to parents, newsletters, social media, and at Back to School Night. Throughout the school year we will hold monthly celebrations for good attendance. Our tiered intervention will include an Attendance Review Team process that includes, tracking attendance in the Aeries Student Information System and funding a part-time position to act as a school attendance and family liaison to help educate families on the importance of regular school attendance, make daily phone calls to verify absences, generate attendance letters based on the school attendance protocols, set up attendance meetings between the school and parent, and support families with resources when needed. These actions will be provided on an LEA-wide basis, and we expect all students who are chronically absent will reduce their absences as measured by our local attendance reports. We have seen the improvement in attendance as a result of our beginning implementation of this attendance system and while these actions will support all students they have improved the attendance of our EL and SED student groups significantly more than our All student group and we expect this improvement to continue.</p>	<p>Metric 3: Attendance Rate. Source: P2 Attendance Report</p> <p>Metric 4: Percentage of students who were absent for 10% or more of the total instructional days. Source: Dashboard</p> <p>Metric 5: Percentage of students who were absent for 10% or more of the total instructional days. Source: SIS</p>
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Insert or delete rows, as necessary.

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
	N/A		

Insert or delete rows, as necessary.

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.

N/A

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.

Nuestro Elementary School District does not receive additional concentration grant add-on funding.

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	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024/25 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2024/25	\$ 1,864,555	\$ 155,746	8.353%	0.000%	8.353%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 302,152	\$ 30,494	\$ -	\$ 14,041	\$ 346,687.00	\$ 263,984	\$ 82,703

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	Universal Assessments and Data	All	Yes	LEA-wide	English Learners and Low-Income English Learners and Low-Income	All	Ongoing	\$ 13,536	\$ 10,130	\$ 23,666	\$ -	\$ -	\$ -	\$ 23,666	0.000%
1	1.2	Student Support	All	Yes	LEA-wide		All	Ongoing	\$ 144,349	\$ 7,740	\$ 125,018	\$ 27,071	\$ -	\$ -	\$ 152,089	0.000%
1	1.3	Professional Development	All	No	LEA-wide		All	Ongoing	\$ 17,464	\$ 2,120	\$ 2,120	\$ 3,423		\$ 14,041	\$ 19,584	0.000%
2	2.1	Communication	All	No	LEA-wide		All	Ongoing	\$ 35,454	\$ 8,270	\$ 43,724	\$ -	\$ -	\$ -	\$ 43,724	0.000%
2	2.2	Care Team	All	No	LEA-wide		All	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
2	2.3	Counseling	All	No	LEA-wide		All	Ongoing	\$ -	\$ 45,843	\$ 45,843	\$ -	\$ -	\$ -	\$ 45,843	0.000%
2	2.4	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	\$ 53,181	\$ 8,600	\$ 61,781	\$ -	\$ -	\$ -	\$ 61,781	0.000%

2024/25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 1,864,555	\$ 155,746	8.353%	0.000%	8.353%	\$ 210,465	0.000%	11.288%	Total:	\$ 210,465
								LEA-wide Total:	\$ 210,465
								Limited Total:	\$ -
								Schoolwide Total:	\$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Universal Assessments and Data	Yes	LEA-wide	English Learners and Low-Income	All	\$ 23,666	0.000%
1	1.2	Student Support	Yes	LEA-wide	English Learners and Low-Income	All	\$ 125,018	0.000%
2	2.4	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	\$ 61,781	0.000%

2023/24 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 390,816.00	\$ 337,406.00

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	CTE Opportunities	No	\$ 5,000	\$ 43
1	1.2	Gate Program, VAPA, and Enrichment Programs	No	\$ 19,095	\$ 28,752
1	1.3	AVID	No	\$ 8,444	\$ 1,635
2	2.1	Universal Assessments and Data	Yes	\$ 16,881	\$ 6,039
2	2.2	Student Support	Yes	\$ 157,182	\$ 146,570
2	2.3	Professional Development	No	\$ 5,071	\$ 2,200
2	2.4	Instructional Materials	No	\$ 10,000	\$ 1,458
3	3.1	Communication	No	\$ 43,822	\$ 41,926
3	3.2	Kindergarten Orientation	No	\$ 2,500	\$ -
3	3.3	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$ 17,530	\$ 12,685
3	3.4	Improve Attendance and Student Engagement	Yes	\$ 32,248	\$ 28,467
3	3.5	Counseling	No	\$ 73,043	\$ 67,631

2023/24 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 162,274	\$ 180,075	\$ 168,391	\$ 11,684	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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)
2	2.1	Universal Assessments and Data	Yes	\$ 16,881	\$ 6,039.00	0.00%	0.00%
2	2.2	Student Support	Yes	\$ 113,416	\$ 121,200.00	0.00%	0.00%
3	3.3	Positive Behavioral Interventions and Supports (PBIS)	Yes	\$ 17,530	\$ 12,685.00	0.00%	0.00%
3	3.4	Improve Attendance and Student Engagement	Yes	\$ 32,248	\$ 28,467.00	0.00%	0.00%

2023/24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 1,914,577	\$ 162,274	0.00%	8.48%	\$ 168,391	0.00%	8.80%	\$0.00 - No Carryover	0.00% - No Carryover

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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