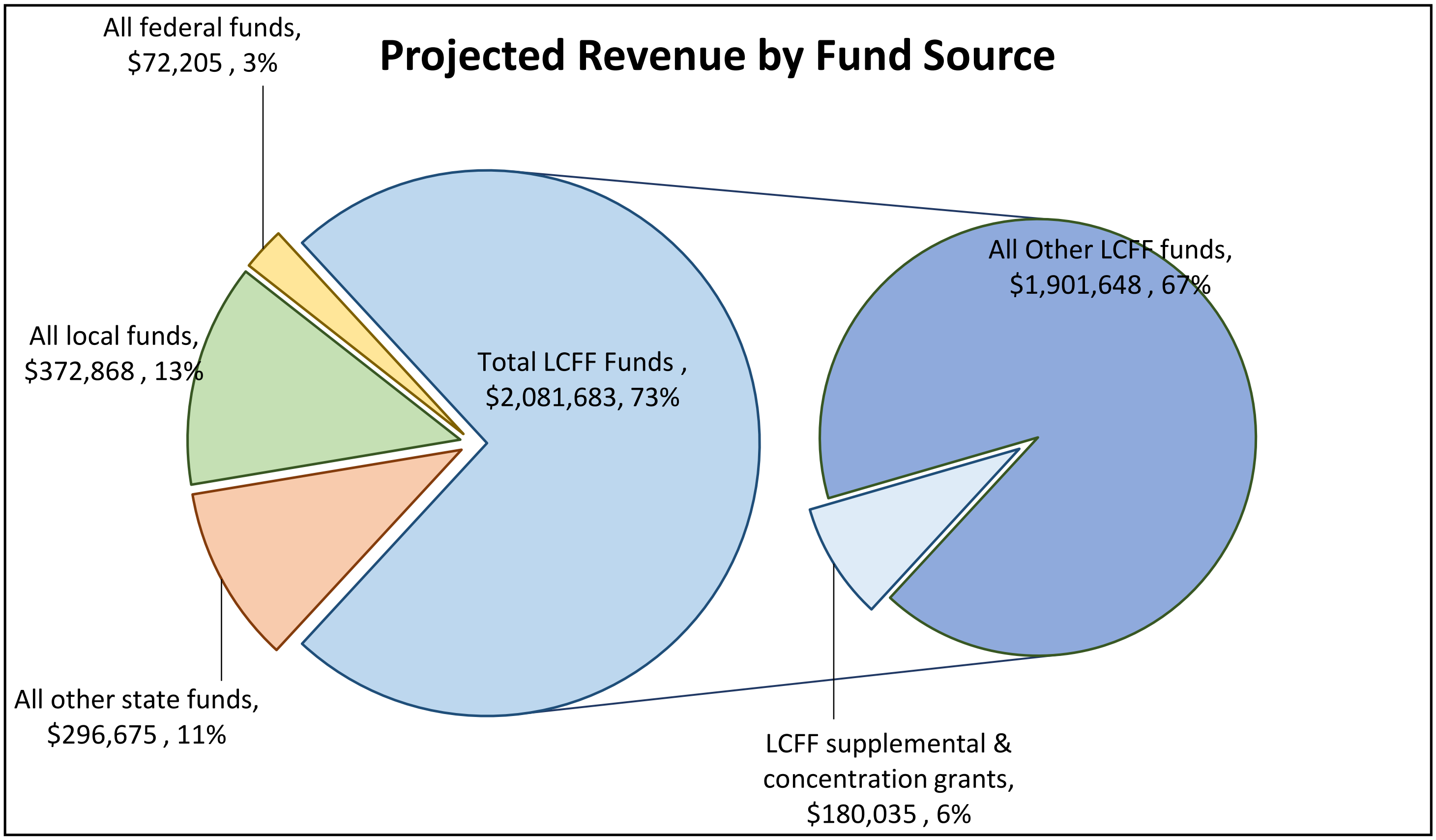
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuestro Elementary School District
CDS Code: 51714236053318
School Year: 2026/27
LEA contact information: Dr. Karen Villalobos karenv@sutter.k12.ca.us 530.822.5100

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 2026/27 School Year

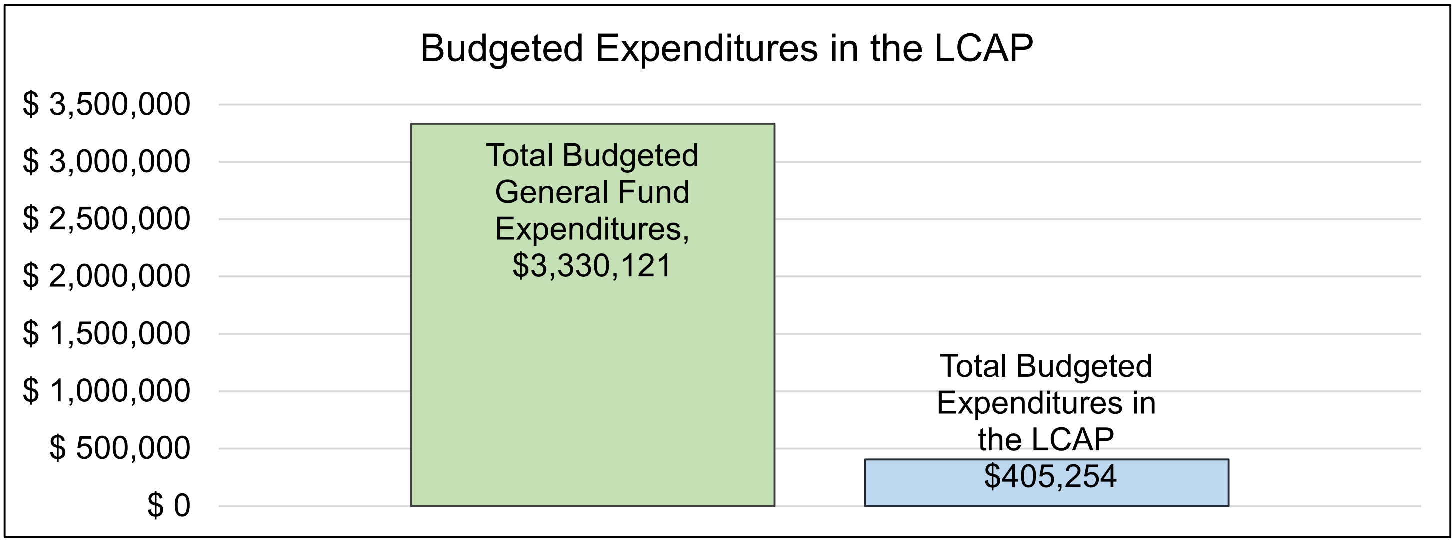


This chart shows the total general purpose revenue Nuestro Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nuestro Elementary School District is $2,823,431.00, of which $2,081,683.00 is Local Control Funding Formula (LCFF), $296,675.00 is other state funds, $372,868.00 is local funds, and $72,205.00 is federal funds. Of the $2,081,683.00 in LCFF Funds, $180,035.00 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 2026/27. 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 $3,330,121.00 for the 2026/27 school year. Of that amount, $405,254.00 is tied to actions/services in the LCAP and $2,924,867.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

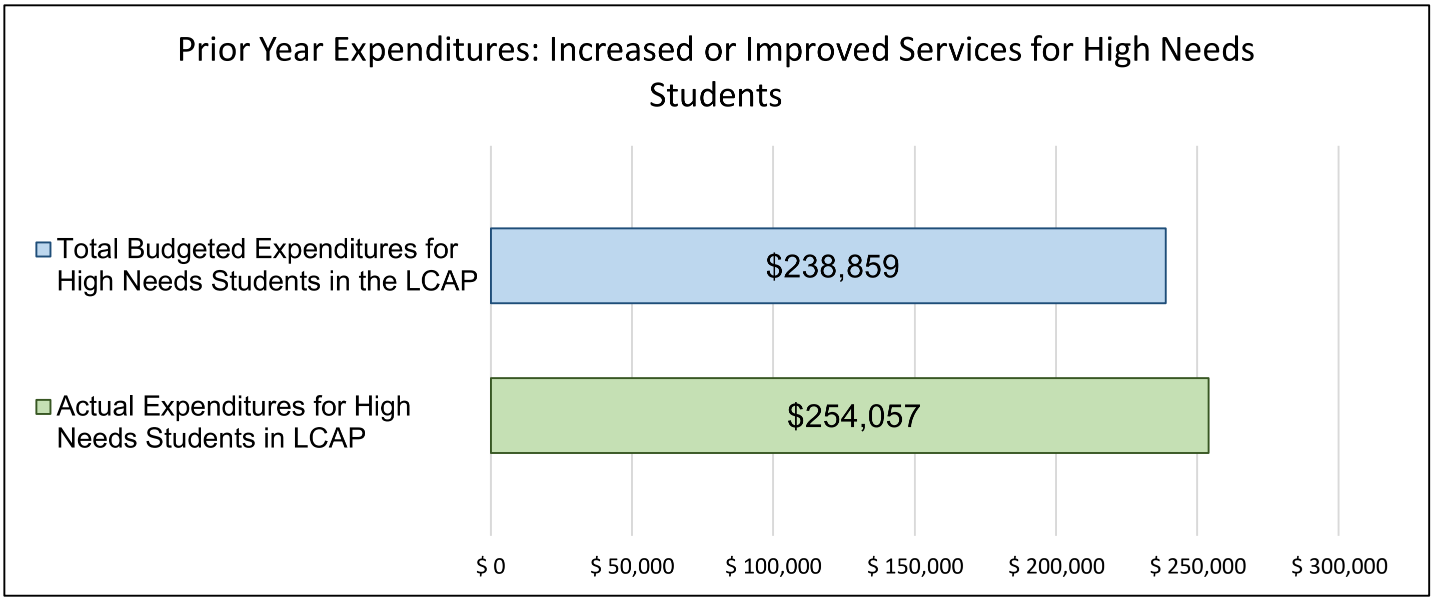
The budgeted expenditures that are not included in the LCAP will be used for maintenance and operations, certificated and classified staff salaries, special education, administration, and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2026/27 School Year

In 2026/27, Nuestro Elementary School District is projecting it will receive $180,035.00 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 $262,425.00 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 2025/26



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 2025/26, Nuestro Elementary School District 's LCAP budgeted $238,859.00 for planned actions to increase or improve services for high needs students. Nuestro Elementary School District actually spent $254,057.00 for actions to increase or improve services for high needs students in 2025/26.

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. Karen Villalobos Superintendent/Principal	karenv@sutter.k12.ca.us 530.822.5100

Plan Summary 2026/27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Nuestro Elementary School District (NESD) has a rich history, traditional values, and highly effective educational practices. Celebrating our 110th anniversary, 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 and current staff members 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 assists 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 to three hour drive. The University of California, Davis, California State Universities at Chico and Sacramento, regional teaching programs and several technical schools are all within 45 miles of our school.

Nuestro Elementary School serves approximately 150 students in Transitional Kindergarten (TK) through Grade 8. A small percentage of our students (9%) speak another language other than English in their homes and are limited in their English proficiency. The District supports an English Language Development (ELD) program, including instruction, that provides a means for English learners (EL) to acquire English skills and academic proficiencies needed to succeed in school.

Our student body is composed of approximately 73% inter-district students who come to us by choice due to our reputation for achievement, small school experience and behavioral expectations. Nuestro Elementary School has a before- and after-school care program (Viking Zone) and the school provides free breakfast and lunch to all students at Nuestro.

As part of our long-term Facilities Plan, we have begun major construction projects at Nuestro Elementary, including a dedicated TK and Kindergarten classroom wing. Beginning with the 2026/27 school year Nuestro Elementary will also house separate TK and Kindergarten classrooms for the first time allowing for a true introduction to play and sensory development in the TK classroom. These foundations will support our school in developing and growing age-appropriate experiences while targeting early intervention to ensure student success. The school will also renovate bathrooms, gym and main building roofs, as well as the staff bathroom and office/library area this summer. The board continues to review its five-year plan to ensure that modernization as well as critical hardship funds are used as efficiently as possible.

A variety of resources are available to support staff in providing a quality education to students. The Sutter County Superintendent of Schools (SCSOS) and SELPA support Nuestro Elementary with special education resources (teachers and staffing), student support (teacher professional development), teacher and staff professional development as well as grant opportunities (counseling and intervention) to support our campus. 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 and Teacher Resident Programs 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 2025/26 LCAP to improve outcomes for all student groups, including Socioeconomically 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.

This Achievement Summary takes into account the distance from the standard on the 2025 California School Dashboard (Dashboard); the percentage of students scoring Standard Met or Exceeded as reported by the 2025 California Assessment of Student Performance and Progress (CAASPP); and the percentage of students in grades 3-8 scoring at or above the 60th percentile on our winter 2026 local assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).

English Language Arts (ELA)

Dashboard: The 2025 Dashboard indicates that overall performance in ELA remained largely stable or declined slightly compared to 2024 (Metric 7). While 64.1% of students demonstrated Average growth by improving their scale score from 2024, this growth was not sufficient to significantly reduce Distance from Standard. Hispanic and SED students continue to perform further below standard than the All student group, indicating that subgroup gaps persist and have not closed at the rate intended.

- All: 40.7 points below standard, maintained -0.1 points;
- Hispanic: 76.6 points below standard, declined 15.9 points. Now in the Very Low (Red) performance level;
- SED: 58.2 points below standard, declined 5 points;
- White: 40.2 points below standard, increased 15.6 points.

CAASPP: CAASPP results show minimal overall change from 2024, with slight declines for some student groups and small increases in others. While we did not see dramatic decreases, we also did not see the level of growth needed to significantly reduce Distance from Standard or close subgroup gaps. All students: +2.17%; Hispanic: -4.29%; SED: +0.24%; White: +4.29% (Metric 8).

MAP: Based on our winter 2026 MAP results, students are making progress toward mastery of standards, but growth continues to be slow. In 2026 only 27% of students scored at or above the 60th percentile in ELA, reflecting a 1 percentage point increase from the previous year (Metric 13). However, 56.63% of students met their fall-to-winter growth projections in ELA, which is an increase from the previous year (2025: 41.49%). All student groups increased the percentage of students meeting growth projections in ELA (Metric 14).

Mathematics

Dashboard: The 2025 Dashboard reports Moderate growth, with 60.8% of students increasing their scale score from 2024. However, there was little overall change in Distance from Standard for most student groups (Metric 7):

- All Students: 62.4 points below standard, maintained -0.8 points
- Hispanic: 99.5 points below standard, increased 4.5 points. Moved from the Very Low (Red) performance level to Low (Orange)
- White: 43.5 points below standard, an increase of 24.4 points.
- SED: 81.6 points below standard, maintained 1 point

CAASPP: CAASPP results reflect very little movement from 2024, with slight declines in some student groups and modest increases in others. Overall performance remained relatively stable; however, the level of growth was not sufficient to meaningfully reduce Distance from Standard or close subgroup gaps. All students increased by 0.74%; White students by 13.44%; while Hispanic students declined by 1.92%; and SED students by 3.11% (Metric 8).

MAP: Winter 2026 MAP results show: 29% of students scored at or above the 60^{th} percentile compared to 29% in 2025 (0 increase) and 57.65% met growth projections compared to 58% in 2025. All of our student groups decreased the percentage of students meeting growth projections in Mathematics in 2026 (Metrics 13 and 14).

As we look at the 2025 Dashboard, CAASPP, and MAP results together, we see that overall proficiency levels remain low and subgroup performance gaps persist in both ELA and Mathematics.

Priority 1 – Basic Services

Under Priority 1, we experienced a decline in fully credentialed and appropriately assigned teachers (88.89%), with vacancies impacting instructional continuity (Metric 1), while maintaining 100% access to standards-aligned instructional materials (Metric 2). Facilities conditions declined from “Good” to “Fair” (82.18%), indicating areas needing attention (Metric 3).

Priority 2 – Implementation of State Standards

Under Priority 2, implementation of state standards remained stable overall, with slight declines in ELA and Mathematics (Level 5 to 4), steady implementation in NGSS (Level 4), and improvement in History-Social Science (Level 2 to 3).

Summary

Our systems for collecting data, providing intervention, and delivering professional development remain in place and functioning. Students continue to report that if they are struggling in reading or math, they receive the help they need. In the 2025/26 LCAP our actions in Goal 1 included Universal Assessment and Data (Action 1.1), Student Support (Action 1.2), and Professional Development (Action 1.3), and we worked to implement changes in a systematic way. However, current outcome data demonstrates that while instruction and interventions are in place, they are not yet accelerating learning at a rate sufficient to move large numbers of students to grade-level proficiency or close subgroup gaps.

In the 2026/27 school year, we will refine and strengthen our existing systems to improve their impact on student outcomes. In Action 1.1 (Universal Assessments and Data), we will maintain our assessment system while clarifying intervention triggers and strengthening data use through structured data meetings to ensure timely and targeted instructional responses. In Action 1.2 (Student Support), we will increase the consistency and intensity of intervention by embedding dedicated intervention time within the school schedule, including daily intervention provided by TK/K teachers for one hour, three days per week, and schoolwide What I Need (WIN) time, while continuing to use data to guide small group instruction. In Action 1.3 (Professional Development), we will provide ongoing, structured professional development focused on strengthening Tier 1 instruction, including curriculum-aligned training, weekly PLC collaboration, and coaching on best first instruction to improve instructional consistency across classrooms.

Our School Climate Summary looks at 2025 Dashboard reports for Chronic Absenteeism and Suspension; spring 2026 local data for absenteeism and suspension; and 2026 survey results.

Attendance and Chronic Absenteeism

2025 Dashboard: The 2025 Dashboard indicates that chronic absenteeism declined for all student groups; however, rates remain elevated, particularly for Hispanic (23.5%) and SED students (14.9%), indicating ongoing disparities (Metric 4).

Local Attendance Rate: Local attendance declined from 96.37% in April 2025 to 94.75% in April 2026 (Metric 3).

Local Chronic Absenteeism Rate: April 2026 chronic absenteeism rates are slightly lower than 2025 for most student groups (All: 9.7% compared to 9.8%; Hispanic: 15% compared to 16.3%; SED: 11.3% compared to 13.3%; SWD: 19% compared to 20%), with the exception of White students, who increased from 5.8% in 2025 to 9.8% (Metric 5).

While chronic absenteeism has decreased overall, attendance trends show inconsistency across data sources, and subgroup disparities persist, indicating a continued need to address barriers to consistent attendance.

Suspension Rate

2025 Dashboard: The 2025 Dashboard indicates that suspension rates remain low overall; however, an increase from 0% to 0.5% reflects a small number of incidents and highlights a subgroup disparity. Hispanic students increased to 2%, while all other student groups (White and SED) remained at 0% (Metric 7).

Local Suspension Rate: April 2026 local data shows a higher suspension rate of 4.1% overall, with 2% for SED students and 1% for English learners.

While suspension rates remain relatively low, both Dashboard and local data indicate emerging disparities and an increase in more recent incidents, suggesting a need to strengthen consistency of behavior supports and monitor subgroup impact.

Survey Results

Students: 2026 survey data indicates a decline in student connectedness and perceptions of school climate. Only 45.2% of students reported feeling connected to school, down from 80% in 2025, and 70.2% of students reported feeling safe at school (Metrics 9 and 10). These results indicate variability in student engagement and sense of belonging, which may contribute to attendance challenges and behavioral incidents, because lower levels of connectedness can reduce participation in instruction and increase disengagement. This data highlights the need to strengthen consistent relationship-building practices and supportive classroom environments to improve student engagement and overall school climate.

Summary

In the 2025/26 school year, we implemented actions to strengthen communication, engagement, attendance, and behavior supports. Under Action 2.1, we maintained communication systems through Parent Square, the website, and newsletters to engage families. Under Action 2.2 and 2.3, we provided Care Team coordination and counseling services to support students with attendance, behavior, and academic needs.

Under Action 2.4, we implemented attendance monitoring, communication, and incentives. While these systems were implemented as planned, data shows inconsistent improvement, including declines in overall attendance and increases in local suspension rates.

In the 2026/27 school year, we will refine and strengthen our systems to improve student engagement, attendance, and behavior outcomes. In Action 2.1 (Communication and Engagement), we will continue to expand family communication through Parent Square, weekly “Week at a Glance” updates, and ongoing opportunities for input to increase family involvement. In Action 2.2 (Care Team), we will strengthen coordination of supports through scheduled monthly meetings and continued collaboration with SCSOS staff to address student needs related to attendance, behavior, and academics. In Action 2.3 (Counseling), we will maintain counseling services and targeted supports, including follow-up and reentry planning for students with behavioral needs. In Action 2.4 (Attendance), we will refine our attendance systems through monitoring, family outreach, incentives, and expanded engagement opportunities such as after-school clubs to address barriers to attendance. In addition, Action 2.5 (Capturing Kids’ Hearts) will be implemented schoolwide to establish consistent relationship-building practices and behavioral expectations, because increasing student connectedness and engagement supports improved attendance, behavior, and participation in learning.

Learning Recovery and Emergency Block Grant (LREBG)

Nuestro Elementary School District will utilize LREBG funds in the 2026/27 school year to support Goal 1, Action 1.2 (Student Support) by providing small-group targeted academic intervention in English Language Arts and Mathematics. Our needs assessment, based on the 2025 Dashboard and 2025/26 local data, identifies significant performance gaps in both ELA and Mathematics for unduplicated pupils, particularly Hispanic and SED students.

In ELA, the 2025 Dashboard shows the All student group at 40.7 points below standard, while the SED student group declined to 58.2 points below standard and the Hispanic student group declined to 76.6 points below standard, placing them in the Very Low (Red) performance level. This reflects widening gaps, including a 17.5-point gap between All and SED students and a 35.9-point gap between All and Hispanic students. In Mathematics, the 2025 Dashboard shows the All student group at 62.4 points below standard, with the SED student group at 81.6 points below standard and the Hispanic student group at 99.5 points below standard, indicating that students are performing significantly below grade-level expectations.

Local MAP data further confirms these disparities. In ELA, 27% of all students scored at or above the 60th percentile, compared to 22% of SED students and 16% of Hispanic students, and only 40% of Hispanic students and 48.98% of SED students met growth projections compared to 56.63% of all students. In Mathematics, 29% of all students (25% SED, 13.79% Hispanic) scored at or above the 60th percentile, with only 57.65% meeting growth projections (45.1% SED, 27.27% Hispanic), indicating limited growth and continued gaps in performance.

LREBG funds will support increased intervention in both ELA and Mathematics as described in Action 1.2. Intervention services will be provided during designated intervention blocks because increasing the frequency and intensity of targeted instruction provides students with additional opportunities to develop foundational literacy and mathematics skills. We selected this strategy because evidence-based intervention models that provide timely, targeted instruction and ongoing data review are effective in addressing unfinished learning, increasing access to grade-level instruction, and accelerating growth for students performing below grade level.

Metrics used to monitor: Metric 12 (Percentage of students receiving intervention support); Metric 13 (Percentage of students scoring at or above the 60th percentile on MAP assessment); Metric 14 (Percentage of students who met their growth projections on MAP)

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.

Educational Partner(s)	Process for Engagement
Certificated & Classified Staff (Certificated Bargaining Unit)	Surveys – January 2026. At staff meetings every other Wednesday starting in January 2026 we reviewed progress on the 2025/26 LCAP actions and metrics, and shared survey data. We discussed potential adjustments to goals and actions for the 2026/27 LCAP. Teachers met with the Principal individually to review MAP data and discuss student achievement and next steps.
Principals & Administrators	N/A
Parents	Survey – January 2026 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 2026.
Students	Survey – February 2026 Our Student Council leaders served as our Student Advisory Committee and in early spring 2026 we explained the LCAP, discussed needs and potential adjustments to actions, and the group was consulted on the draft LCAP in May 2026.
Parent Advisory Committee (PAC)	This group meets quarterly throughout the school year. At each meeting we reviewed progress on the 2025/26 LCAP actions and metrics. Starting in the spring we shared survey results and asked for input on potential adjustments to goals and actions for the 2026/27 LCAP. In May we consulted with this group on the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	Meeting – February 2026

Insert or delete rows, as necessary.

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

In the fall the Nuestro Site Council/Parent Advisory Committee recommended a mid-year survey to support a check in with the new administration and get a pulse on how our educational partners were feeling. This Midyear survey conducted in December 2025 (community) and student survey conducted in January 2026, along with ongoing input from staff meetings and Parent Advisory Committee discussions, provided both strengths and areas for improvement. Feedback from educational partners directly informed the development and refinement of the 2026/27 LCAP, particularly in the areas of communication, student engagement, attendance, and school climate.

Educational partners identified strengths including school spirit, visibility of administration, and communication through Parent Square. However, consistent themes for growth included the need for improved communication structures, increased student engagement opportunities (particularly after-school clubs), concerns about school safety, and facility conditions. Student survey data also indicated a significant decline in connectedness (45.2% in 2026 compared to 80% in 2025), reinforcing the need for stronger relationship-building practices.

As a result of this feedback, we made several key adjustments to actions and services in the LCAP. Goal 2, Action 2.1 (Communication and Engagement) was expanded to include more consistent and accessible communication strategies, such as weekly “Week at a Glance” updates and ongoing survey check-ins. Action 2.4 (Attendance) was refined to include increased student engagement opportunities through shorter-term after-school clubs to address barriers to attendance identified by students and families. In addition, Action 2.5 (Capturing Kids’

Hearts) was added to implement a schoolwide approach to relationship-building and student engagement, because survey and behavior data indicated declines in connectedness and emerging disparities in student experience.

Feedback from staff and data discussions also influenced Goal 1 actions, particularly the increased focus on strengthening Tier 1 instruction and providing more structured intervention time. Weekly professional learning time and coaching were added to improve instructional consistency, and intervention schedules were adjusted to increase frequency and intensity of support for students most in need.

Overall, educational partner input, combined with state and local data, led to a focus on strengthening consistency in communication, increasing student engagement, and improving both academic and behavioral supports to better meet the needs of all students, particularly unduplicated pupils.

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.

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 2025 Dashboard shows that our All student group just maintained (-0.1) in Distance from Standard in ELA and -0.8 in Mathematics. There continues to be a performance gap between our All student group and our Hispanic and SED student groups in ELA and in Mathematics. Our Hispanic student group has moved into the Very Low (Red) performance level in ELA (Metric 7). CAASPP results show minimal overall change in ELA from 2024, with slight declines for some student groups and small increases in others. While we did not see dramatic decreases, we also did not see the level of growth needed to significantly reduce Distance from Standard or close subgroup gaps. All Students: +2.17%; Hispanic: -4.29%; SED: +0.24%; White: +4.29%. In Mathematics there was also very little movement from 2024, with slight declines in some student groups and modest increases in others. Overall performance remained relatively stable; however, the level of growth was not sufficient to meaningfully reduce Distance from Standard or close subgroup gaps. All Students increased 0.74%; White students increased 13.44%; while Hispanic students declined 1.92%; and SED students declined by 3.11% (Metric 8). Our Winter 2026 MAP data confirms this trend. We saw a slight increase in proficiency in ELA (26% to 27%) and no change in Mathematics (29% to 29%). The percentage of students meeting growth projections increased in ELA (56.63% from 41.49% 2025). More concerning, the percentage of students meeting growth projections in Mathematics declined: 57.65% compared to 58% in 2024, with a decline of over 13 percentage points from baseline (71.19%) (Metrics 13 and 14). This goal is being maintained because current data show stable performance but insufficient growth to close achievement gaps, requiring continued focus and refinement of instructional practices to accelerate student outcomes.

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 2024 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	October 2025 Appropriately assigned and fully credentialed: 88.89% Misassignments: 0% Vacancies: 11.11%	October 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	Appropriately assigned and fully credentialed: -11.11% Misassignments: 0% Vacancies: +11.11%
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%	January 2026 100%	January 2027 100%	No Difference
3	Priority 1C: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	November 2023 Good	September 2024 Good	September 2025 82.18% Fair	November 2026 Exemplary	-1 Level
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 2025 ELA: 5 ELD: 4 Mathematics: 5 NGSS: 4 HSS: 2	January 2026 ELA: 4 ELD: 4 Mathematics: 4 NGSS: 4 HSS: 3	January 2027 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 3	ELA: 0 ELD: 0 Mathematics: 0 NGSS: +1 HSS: +1

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 40th percentile on the winter NWEA MAP assessment in Reading Source: NWEA MAP	Winter 2024 0%	Winter 2025 0%	Winter 2026 16.67%	Winter 2027 20%	+16.67%
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 2024 All: 97% SED: 87% EL: 93% SWD: 100%	December 2025 All: 100% SED: 100% EL: 100% SWD: 100%	December 2026 All: 100% SED: 100% EL: 100% SWD: 100%	All: +3% SED: +26% EL: +38% SWD: +23%
7	Priority 4A: Distance from Standard Met on CAASPP Source: CA School Dashboard	2023 Dashboard ELA All: 33.9 below SED: 47.5 below White: 46.2 below Mathematics All: 61 below SED: 68.5 below White: 70.2 below	2024 Dashboard ELA All: 40.7 below Hispanic: 60.8 below SED: 53.2 below White: 55.8 below Mathematics All: 61.6 below Hispanic: 104 below SED: 82.6 below White: 67.9 below	2025 Dashboard ELA All: 40.7 below Hispanic: 76.6 below SED: 58.2 below White: 40.2 below Mathematics All: 62.4 below Hispanic: 99.5 below SED: 81.6 below White: 43.5 below	2026 Dashboard ELA All: 5 below Hispanic: 40 below SED: 20 below White: 16 below Mathematics All: 36 below Hispanic: 80 below SED: 47 below White: 50 below	ELA All: -6.8 Hispanic: -15.8 SED: -10.7 White: +6 Mathematics All: -1.4 Hispanic: +4.5 SED: -13.1 White: +26.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8	Priority 4A: Percentage of students scoring Standard Met or Exceeded (Level 3 or 4) on CAASPP Summative Assessment Source: CAASPP	2023 CAASPP ELA All: 34.31% SED: 32.69% White: 30% Mathematics All: 31.37% SED: 21.16% White: 32% Science All: 25% SED: 17.39% White: 22.23%	2024 CAASPP ELA All: 33.34% SED: 31.58% White: 28.27% Mathematics All: 29.17% SED: 22.81% White: 26.09% Science All: 23.81% SED: 15.38% White: 16.67%	2025 CAASPP ELA All: 35.51% SED: 31.82% White: 32.56% Mathematics All: 29.91% SED: 19.70% White: 39.53% Science All: 25.71% SED: 22.73% White: 25.00%	2026 CAASPP ELA All: 55% SED: 50% White: 48% Mathematics All: 55% SED: 38% White: 56% Science All: 50% SED: 35% White: 48%	ELA All: +1.2% SED: -0.87% White: +2.56% Mathematics All: -1.46% SED: -1.46% White:+ 7.53% Science All: +0.71% SED: +5.34% White: +2.77%
9	Priority 4E: Percentage of Els who increased at least one ELPI level Source: ELPAC	2024 ELPAC 21.43%	2025 ELPAC 40%	2026 ELPAC 42.86%	2027 ELPAC ≥25%	+21.43%
10	Priority 4F: Percentage of English learners who are reclassified Source: Local Data	2023/24 School Year 7.69%	2024/25 School Year 6.67%	2025/26 School Year 7.14%	2026/27 School Year >8%	-.55%
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 2025 CTE: 3 PE: 5 VAPA: 5	January 2026 CTE: 3 PE: 4 VAPA: 4	January 2027 CTE: 5 PE: 5 VAPA: 5	CTE: 0 PE: -1 VAPA: +1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12	Priority 7B/C: Percentage of unduplicated students and students with exceptional needs in grades ~~K~~ 3-8 scoring in the 20th percentile or lower on the NWEA MAP fall ELA assessment, receiving tutoring or tiered intervention. Source: Attendance in programs	January 2024 68%	January 2025 57.14%	January 2026 65.71%	January 2027 85%	-2.29%
13	Priority 8: Percentage of students (3rd-8th) scoring at or above the 60th percentile on the winter NWEA MAP assessment in Reading and Math Source: NWEA MAP	Winter 2024 ELA: 25% Math: 28%	Winter 2025 ELA: 26% Math: 29%	Winter 2026 ELA: 27% Math: 29%	Winter 2027 ELA: 38% Math: 40%	ELA: +2% Math: +1%
14	Priority 8: Percentage of students (3rd-8th) who met their growth projections (fall to winter) on the local assessment in ELA and Mathematics Source: NWEA MAP	Winter 2024 <u>ELA</u> All: 54.24% EL: 33.33% SED: 53.73% SWD: 41.67% White: 47.07% <u>Mathematics</u> All: 71.19% EL: 55.56% SED: 70.77% SWD: 75% White: 70.18%	Winter 2025 <u>ELA</u> All: 41.49% EL: 42.86% SED: 40.98% SWD: 47.37% White: 45.16% <u>Mathematics</u> All: 58% EL: 37.50% SED: 54.55% SWD: 75% White: 62.50%	Winter 2026 <u>ELA</u> All: 56.63% EL: 60% SED: 48.98% SWD: 56.52% White: 55.77% <u>Mathematics</u> All: 57.65% EL: 20% SED: 45.10% SWD: 56% White: 66.04%	Winter 2027 <u>ELA</u> All: 60% EL: 40% SED: 60% SWD: 48% White: 57% <u>Mathematics</u> All: 78% EL: 60% SED: 75% SWD: 75% White: 78%	<u>ELA</u> All: +2.39% EL: +26.67% SED: -4.75% SWD: +14.85% White: +8.7% <u>Mathematics</u> All: -13.54% EL: -35.56% SED: -25.67% SWD: -19% White: -4.14%

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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.

We were successful in implementing the actions in Goal 1.

Students Dibels 8th Edition, the San Diego Quick (SDQ), and NWEA MAP. K–2 students were given the Multitudes test for Reading Difficulties. TK/K students were regularly monitored using Easy Progress Monitoring (ESGI). Universal assessment data was collected in Excel workbooks so teachers had a broader picture of their students' performance and could easily identify students in need of intervention. All assessment results were entered into class spreadsheets and housed in a shared Google folder. After each testing window, the Superintendent met with each teacher to review assessment results, discuss student needs (academic, behavioral, attendance), and determine next steps. Notes were created and reviewed to monitor student progress throughout the trimester. (Action 1.1 Universal Assessment and Data)

Based on assessment results, teachers used the data to form small groups for Tier II and Tier III intervention. Teachers in grades 1–3 worked collaboratively to provide targeted intervention during the regular school day. Aides and support staff supported small group instruction, and SCSOS staff collaborated with teachers to plan academic support and train support staff. The part-time PE aide supported intervention by going into classrooms to support small group instruction to allow students in need of Tier II and Tier III intervention and by pulling small groups of primary students to work on specific skills as determined by the teacher. (Action 1.2 Student Support)

Professional development included Multitudes training for K–3 teachers and paraprofessionals; science and writing training through SCSOS; Mathematics framework and curriculum training; school intervention program observations (classified and certificated staff) and ongoing collaboration with SCSOS staff on minimum Wednesdays to strengthen Mathematics instruction and writing practices. (Action 1.3 Professional Development)

There were no substantive differences between planned actions and actual implementation. However, implementation of intervention continues to rely on staffing flexibility and ability to deliver targeted intervention with singleton classroom delivery. When support staff or the PE aide are unavailable, it can create scheduling challenges for providing consistent intervention coverage. Additionally, staffing vacancies during the year required adjustments in workload and coordination.

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.

Overall, we spent about 4% less than budgeted in Goal 1. This difference is primarily attributed to Action 1.3 (Professional Development), where actual expenditures were significantly lower than budgeted. The reduction occurred because staff participated in professional development opportunities provided by the county office at no cost, which reduced the need for contracted external providers and associated expenses (e.g., consultant fees, travel, and registration costs).

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

Actions 1.1 Universal Assessments and Data and 1.2 Student Support

The state assessment data from the 2025 Dashboard reflects performance from the prior school year and therefore does not fully capture the impact of the actions implemented during the 2025/26 school year. However, these results remain required metrics and are used to evaluate progress from the baseline year in determining effectiveness.

As reported on the 2025 Dashboard (Metric 7), from baseline to 2025 in ELA, overall student performance declined from 33.9 points below standard to 40.7 points below standard, indicating that students are further from meeting grade-level expectations. This trend is also reflected across student groups, (SED 47.5 to 58.2 points below standard and Hispanic students declining to 76.6 points below standard, Very Low (Red) performance level). In Mathematics, overall performance remained relatively stable but did not improve, moving from 61 points below standard to 62.4 points below standard. However, subgroup performance shows persistent and significant gaps, particularly for SED students (68.5 to 81.6 below standard) and Hispanic students (104 to 99.5 below standard in 2025).

On the 2025 CAASPP (Metric 8), results reflect minimal movement. In ELA, from baseline to 2025, the percentage of students meeting or exceeding standard increased slightly from 34.31% to 35.51%, indicating modest overall improvement. Though, subgroup trends show uneven progress, with SED students decreasing from 32.69% to 31.82%. In Mathematics, overall performance decreased from 31.37% to 29.91%, indicating fewer students met or exceeded standard. Subgroup trends show SED students declining from 21.16% to 19.70%, widening the achievement gap because the percentage of students meeting standard decreased for the group with the greatest need.

When determining the effectiveness of Action 1.1 and 1.2, we looked closely at our local data from the 2025/26 school year and compared it to baseline. Winter 2026 MAP (Metric 13), reported 27% of students scored at or above the 60th percentile in ELA, reflecting only a 2% increase from baseline. In Mathematics, 29% scored at or above the 60th percentile, reflecting a 1% increase from baseline. The percentage of students meeting their fall-to-winter growth projections (Metric 14) improved in ELA from 54.54% at baseline to 56.63% in 2026 but declined in Mathematics (57.65% from 71.19% at baseline). This suggests the actions supported incremental growth, particularly in ELA, because universal assessments and data cycles improved instructional adjustments. Yet, growth has not yet been sufficient to increase CAASPP proficiency or reduce Distance from Standard.

Based solely on the 2025 Dashboard and 2025 CAASPP, it appears that the actions have not yet resulted in significant acceleration in proficiency levels or reduction of subgroup gaps. However, when examining our local MAP growth data, particularly in ELA, it appears that students are making incremental progress toward mastery of standards. Taking this into consideration, we believe Actions 1.1 and 1.2 were moderately effective in improving student growth, particularly in ELA, but not yet effective in accelerating achievement to proficiency or closing subgroup gaps. This is because while local growth measures show incremental progress, these gains have not yet been translated into significant improvements on state indicators for all students, particularly for unduplicated pupil groups. As a result, refinements to intervention intensity, instructional consistency, and subgroup focus will be made as reflected in Prompt 4 below.

Action 1.3 Professional Development

Action 1.3 Professional Development was implemented consistently during the span of this LCAP, with overall progress levels indicating sustained implementation with some variability. ELA and Mathematics remained at Level 4 to Level 4 after peaking at Level 5, while ELD remained stable at Level 4. NGSS improved from Level 3 to Level 4, and HSS increased from Level 2 to Level 3, indicating growth in areas previously in earlier stages of implementation. These results indicate that professional learning systems are established and maintained, particularly in ELA, ELD, and Mathematics, because implementation levels remain at Full Implementation. However, the decline from Level 5 to Level 4 in ELA and Mathematics suggests that consistency and sustainability of implementation were not fully maintained.

Action 1.3 was moderately effective in sustaining professional learning structures and increasing implementation in NGSS and HSS, because progress levels improved in developing areas. However, it was not yet effective in reaching or sustaining full implementation and translating into improved student outcomes, as evidenced by decreased or stagnant implementation levels in core content areas and limited impact on ELA and Mathematics performance. Adjustments will focus on strengthening implementation fidelity and accountability (see Prompt 4).

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.

Action Changes:

Action 1.1 Universal Assessments and Data shifted from developing the assessment system to refining it by clarifying intervention triggers and strengthening structured data use. Although assessment systems were in place, data showed they were not consistently translating into timely instructional action or accelerating student learning, as evidenced by minimal movement in proficiency and Distance from Standard.

Action 1.2 Student Support includes the adjustment of the TK and K school day so those two teachers are available to provide intervention for an hour per day, three days per week as well as support our WIN program on Fridays. This changes was made to increase the intensity of frequency of support needed to close persistent subgroup gaps.

Action 1.3 Professional Development focuses on structured, ongoing, curriculum-aligned professional learning with weekly PLC time and coaching focused on best first instruction. Changes were made because prior professional development, while implemented, did not result in sufficient instructional consistency to improve student outcomes, as reflected in stable or declining performance levels.

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	Maintain our system of formative, interim, & summative assessment for TK-8 students. ● K-2nd grade students will be given the Multitudes test for Reading Difficulties. ● 3rd-8th grades: MAP ELA and Mathematics ● TK/K are regularly monitored using ESGI Easy Progress ● Clarify intervention triggers ● All assessment results will be entered on spreadsheets for each class and housed in a Google folder unless a different system is identified and established. After each testing window, the Superintendent will meet with each teacher to review assessment results and discuss student needs. Notes that include assessment outcomes, concerns (academic, behavioral, health, attendance), and next steps will be created and reviewed throughout each trimester to make sure we stay on track with each student. This will also coordinate with our Care Team action in Goal 2	$27,433	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Student Support	● 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. ● Early in the year, after teachers have reviewed the 2025 CAASPP results and local data, teachers will discuss and decide which intervention programs will best support students. Materials and training will be provided if needed. ● The Superintendent and SCSOS staff 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. ● The TK/K instructional day will be 7:50 - 12:50 in order for these two teachers to provide intervention for students from 1:30 - 2:30pm each day (M/T/Th). On Friday these teachers will support WIN time school wide to support student engagement. This action is partially funded through LREBG funds to support expanded academic intervention and structured learning recovery services.	$207,837 *(LREGB funds =$19,776)*	Yes
1.3	Professional Development	Provide professional development on minimum days and additional calendar days. PD includes: ● Continue to work with SCSOS staff on science and some teachers will continue to work on lesson study for ELA and Mathematics. ● One full day of training for all staff and invited classroom paras on Mathematics curriculum, Eureka Squared for CA and ongoing training throughout the year. ● Adopted Instructional Calendar for 2026/2027 will include early release Wednesdays every Wednesday for PD and PLC time. These days will be shared 50/50 by administration and staff to ensure training (e.g. first instruction and coaching strategies) and content updates are provided in a timely manner for all staff. ● Classified staff will be included one day/month to attend meeting with certificated staff. ● The Superintendent and TCIP support provider will provide ongoing coaching focused on best first instruction.	$500	No

Insert or delete rows, as necessary.

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 improve attendance, maintain low suspension rates, and strengthen engagement and communication with families. As reported on the 2025 Dashboard, Chronic Absenteeism declined for all student groups; however, disparities persist. All students decreased to 11% (-9.3%), while Hispanic students remain higher at 23.5% (-2.4%) and SED students at 14.9% (-17%), indicating ongoing barriers to consistent attendance. Local data shows a different trend. The P2 attendance rate declined from 96.37% to 94.75%, while April 2026 chronic absenteeism shows slight improvement for most groups but an increase for White students (9.8%). This suggests attendance challenges are inconsistent and influenced by ongoing barriers. Suspension rates remain low but show emerging disparities. The 2025 Dashboard reports 0.5% overall, with Hispanic students at 2% and other groups at 0%. Local data (4.1%) indicates more recent incidents and a need to examine consistency of behavior supports. This goal is being maintained because current data shows improvement in chronic absenteeism, while also showing declining attendance rates, emerging disparities in suspension, and variation in engagement across student groups. Continued refinement of attendance systems, behavior supports, and coordinated services is necessary because strengthening consistency of implementation and aligning supports to identified barriers will improve attendance, behavior, and engagement outcomes for all student groups.

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 2025 All: 73.6%	February 2026 All: 73.1%	February 2027 All: 80%	-0.98%
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 2025 All: 77.45% SED: 85.7%	February 2026 All: 81% SED: 77.8%	February 2027 All: 89.81% SED: 83.33%	All: -8.81% SED: -5.53%
3	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.89%	April 2025 96.37%	April 2026 94.75%	April 2027 ≥96%	+0.86%
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%	2024 Dashboard All: 20.3% Hispanic: 25.9% SED: 31.9% SWD: No Data White: 18.1%	2025 Dashboard All: 11% Hispanic: 23.5% SED: 14.9% SWD: 24% White: 6.7%	2026 Dashboard All: 7.5% Hispanic: 9.5% SED: 9.0% SWD: 8% White: 8%	All: -13.9% Hispanic: -17.2% SED: -21.1% SWD: -6% White: -11.9%

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~~% 16.4% Hispanic: ~~7.0~~% 25.5% SED: ~~6.7~~% 26.6% SWD: ~~0~~% 27.8% White: ~~6.2~~% 13% *Corrected incorrect Baseline data 2025*	April 2025 All: 9.8% Hispanic: 16.3% SED: 13.3% SWD: 20% White: 5.8%	April 2026 All: 9.7% Hispanic: 15% SED: 11.3% SWD: 19% White: 9.8%	April 2027 All: 3% Hispanic: 5% SED: 4.5% SWD: 0% White: 3.5%	All: -6.7% Hispanic: -10.5% SED: -15.3% SWD: -8.8% White: -3.2%
6	Priority 5C: Middle School Dropout rate Source: Local SIS	April 2024 0% All	April 2025 0% All	April 2026 0% All	April 2027 0% All	No Difference
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%	2024 Dashboard All: 0% Hispanic: 0% SED: 0% SWD: No Data White: 0%	2025 Dashboard All: 0.5% Hispanic: 2% SED: 0% SWD: 0% White: 0%	2026 Dashboard All: 1% Hispanic: 1% SED: 1% SWD: 1% White: 1%	All: -1.5% Hispanic: +0.3% SED: -4.4% SWD: -6.7% White: -2.9%
8	Priority 6B: Percentage of students expelled at any time during the school year Source: Local SIS	2023/24 School Year 0%	2024/25 School Year 0%	2025/26 School Year 0%	2025/26 School Year 0%	No Difference
9	Priority 6C: Percentage of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 Students: 91% Parents: 86.12% Staff: 100%	January 2025 Students: 93% Parents: 73.9% Staff: 66.67%	January 2026 Students: 70.2% Parents: 83.9% Staff: 90%	January 2027 Students: ≥95% Parents: ≥90% Staff: ≥98%	Students: -20.8% Parents: -2.22% Staff: -10%

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 2025 Students: 80% Parents: 85.15% Staff: 86.7%	January 2026 Students: 45.2% Parents: 85.65% Staff: 100%	January 2027 Students: ≥92% Parents: ≥85% Staff: ≥98%	Students: -38.8% Parents: +5.55% Staff: 0%

Insert or delete rows, as necessary.

Goal Analysis for 2025/26

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.

Actions in Goal 2 were implemented as planned.

Action 2.1 Communication and Engagement: Our website is a central location for resources for parents to support students at home. We have increased communication through Parent Square and have over 120 registered parents accessing Parent Square to ensure that timely notices, activities and our monthly newsletter are accessible for our families. We are funding a 40% FTE support staff person to support school and home communication. At Back to School Night each teacher handed out fliers telling parents how they can be involved with the school and as we met with parents~~, we~~ talked to them about their involvement in decision making groups to encourage their membership. Planned surveys were conducted.

Action 2.2 Care Team included monthly Care Team meetings to discuss students who are struggling with attendance, behavior, and academics. The team developed action plans for students in their areas of need and SCSOS staff taught Character Counts to each class one day per week.

For Action 2.3 Counseling: 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. If a SWD had a behavior problem we work with a behaviorist to determine causes and we develop a plan.

Action 2.4 Attendance: included funding a portion of a classified person to support our attendance process that included using Aeries to track attendance, sending a notice to the parent through Parent Square if the parent has not called to clear an absence, and regularly sending absence notification letters to parents. We also provided attendance incentives and field trips to students.

There were no substantive differences in planned actions and actual implementation of the actions in Goal 2, but there were several challenges. We noticed quite an improvement in our attendance in the first couple of months of the school year. However, as the year went along the attendance dropped due to students being sick or being on vacation. After we sent attendance letters, we noticed parents were upset after the first letter, however we didn't hear from them after the second letter. We weren't consistent calling families to clear absences.

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 no material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2.

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

Action 2.1 Communication and Engagement

When determining the effectiveness of Action 2.1, we reviewed survey data (Metrics 1, 2, 9, and 10). Parent responses indicate a positive school environment, with high levels of agreement related to respect (89%) and connectedness (85.65%, increased from 80.10%). Participation in decision-making (Metric 1) remained relatively stable at 73.1% (-0.98% from baseline), indicating that increased communication efforts have not yet resulted in increased participation.

Based on these results, we believe Action 2.1 was effective in maintaining communication systems and positive relationships, because families report feeling respected and connected to the school. However, it has not yet resulted in increased participation in engagement opportunities, indicating that additional strategies are needed to move from communication to active involvement. As a result, refinements to outreach and engagement strategies will be made as reflected in Prompt 4 below.

Actions 2.2 Care Team, 2.3 Counseling, and 2.4 Attendance

The state data from the 2025 Dashboard reflects performance from the prior school year and therefore does not fully capture the impact of the actions implemented during the 2025/26 school year. However, these results remain part of our required metrics and must be considered.

As reported on the 2025 Dashboard (Metric 4), Chronic Absenteeism declined for all student groups. All students decreased to 11% (-9.3%), Hispanic students declined to 23.5% (-2.4%), and SED students declined to 14.9% (-17%). While these results indicate improvement, Hispanic and SED student groups continue to have higher rates than the All student group, indicating that attendance gaps persist.

On the 2025 Dashboard (Metric 7), suspension rates remained low overall at 0.5%; however, Hispanic students increased to 2% while all other student groups remained at 0%, indicating an emerging disparity.

When determining the effectiveness of Actions 2.2, 2.3, and 2.4, we reviewed local data from the 2025/26 school year. The P2 attendance rate (Metric 3) declined from 96.37% to 94.75%. April 2026 chronic absenteeism rates are slightly lower than 2025 for most student groups (All: 9.7% compared to 9.8%; Hispanic: 15% compared to 16.3%; SED: 11.3% compared to 13.3%; SWD: 19% compared to 20%), with the exception of White students, who increased from 5.8% in 2025 to 9.8% (Metric 5). Local suspension data shows a rate of 4.1%, which is higher than both the prior year (1.15%) and the Dashboard rate.

Based solely on the 2025 Dashboard, it appears that these actions contributed to improvements in chronic absenteeism and the maintenance of low suspension rates. However, when examining local data, overall attendance declined and suspension incidents increased, indicating that improvements are not consistent across all measures or student groups.

Taking this into consideration, we believe Actions 2.2, 2.3, and 2.4 were moderately effective in strengthening systems to monitor attendance, provide intervention, and support student behavior, because they contributed to reductions in chronic absenteeism over time. However, the decline in overall attendance and increase in local suspension incidents indicate that these systems have not yet resulted in consistent improvement across all students. As a result, refinements to implementation consistency, earlier intervention, and alignment of supports to identified barriers will be made as reflected in Prompt 4 below.

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.

Action 2.1 Communication and Engagement expanded communication systems to include more consistent and accessible outreach, such as weekly “Week at a Glance” updates, increased use of Parent Square, and ongoing survey check-ins. Changes were made because survey data indicates declines in student connectedness and variability in family engagement, requiring more consistent communication and opportunities for input to strengthen school-family partnerships.

Action 2.2 Care Team formalized and scheduled monthly meetings to ensure consistent participation and coordination of supports. Changes were made because variability in implementation limited the effectiveness of interventions, and consistent meeting structures ensure timely identification of student needs and follow-through on support plans.

Action 2.4 Attendance adds expanded student engagement opportunities, including shorter-term after-school clubs, while maintaining attendance monitoring and intervention systems. Changes were made because attendance data shows declining attendance rates and persistent absenteeism, and increasing student engagement opportunities is intended to address barriers to attendance.

Action 2.5 Capturing Kids’ Hearts is a new action focused on implementing consistent relationship-building practices and behavioral expectations across classrooms through staff training and ongoing support. This action was added because survey, attendance, and behavior data indicate declines in student connectedness and emerging disparities, requiring a more consistent, schoolwide approach to improving engagement and school climate.

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	The Superintendent/Principal is present at school events and is available for conversations and parent/community input. However, more structured methods include: ● Post resources on the website for parents to support students at home. ● We will also be working on continued family engagement through Parent Square, our school marquee, and class messaging. ● Continue sending 'Week at a Glance' snapshot where notices for the week ahead is sent out to our families. This message is sent out each week on Sunday night (or Monday morning) through the Parent Square app. Because it is saved as a picture the weekly message is able to be opened up on a phone or tablet and parents have expressed appreciation for the ease of this tool. ● Do short survey check-ins with parents throughout the school year. ● 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.	$44,454	No
2.2	Care Team	● 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. ● Scheduled/ Calendared Care Team Meetings to ensure these meetings are consistently attended by all participants and additional staff needing to attend will have time to make arrangements to attend these meetings. Character Education: SCSOS will teach Character Counts to each class one day per week for a series of lessons	$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Counseling	● 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.	$53,244	No
2.4	Attendance	● Fund a part-time position to act as a school attendance and family liaison. ● Use the Aeries Student Information System to track student attendance. ● Provide attendance incentives including t-shirts, books, games, and pizza with the principal for students with weekly perfect attendance prizes. ● After-school clubs (6 week sessions) led by staff will be offered throughout the school year. ● We are also going to improve clubs after school in 2026/2027 by having shorter (6 week) sessions where teachers and staff can offer a club, but not be committed to a full year. We believe this will assist us in more staff being interested in offering clubs and activities after school for our students. ● Educate all educational partners on our attendance process and outcomes for each step (flowchart). ● Maintain the School Attendance Review process with corresponding letters to families. Our new Attendance Plan includes: ○ Long-Term Strategies: ▪ Proceeding with School Attendance Review Team (SART) and School Attendance Review Board (SARB) interventions for chronic absenteeism. ▪ Address the lack of response from families regarding attendance letters	$46,286	Yes

2.4	Attendance, continued	○ Resources and Support for Families and Students: ▪ Call families to provide access to medical, mental health, and academic support services. ▪ Offer flexible intervention plans tailored to individual student needs. ▪ Develop community partnerships to support student attendance. ▪ Identify the presenting problem/barrier! ○ Integration of Technology for Enhanced Tracking and Reporting: ▪ Utilize attendance tracking software for real-time monitoring & split list for the team to tag. ▪ Generate data-driven reports to identify trends and address concerns proactively. ▪ Use Parent Square or ClassDojo and direct phone calls to improve communication with families. ▪ Staff will work on a Resource Padlet for Attendance ○ Education and Accountability Measures: ▪ Utilize the attendance system map to educate families on attendance expectations. ▪ Foster a culture of accountability by ensuring consistent follow-up on absences. Provide ongoing training for staff and families on best practices in attendance intervention.		
2.5	Capturing Kids' Hearts	Provide training and implement the *Capturing Kids' Hearts* program to establish consistent relationship-building practices, behavior expectations, and social-emotional supports across all classrooms. All certificated and classified staff will participate in initial training, with ongoing reinforcement through professional development, staff collaboration, and site-based coaching. The program will be implemented schoolwide and will include daily practices such as relationship-building routines, clear expectations for student behavior, and strategies for increasing student engagement.	$25,500	Yes

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026/27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$180,035	$0.00

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
9.501%	0%	$0.00	9.501%

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, Action 1.1 & 1.2	After a review of 2025 state and local data, performance gaps persist for unduplicated pupils, particularly SED and Hispanic students. On the 2025 Dashboard, gaps in ELA remain between the All student group (40.7 points below standard) and SED students (58.2 below) and Hispanic students (76.6 below, Red). In Mathematics, gaps persist between the All student group (62.4 below) and SED students (81.6 below) and Hispanic students (99.5 below). On the 2025 CAASPP, subgroup gaps also persist. In Mathematics, All students (29.91%) compared to SED students (19.70%) indicates lower rates of proficiency for unduplicated pupils. Local data further confirms these needs. On Winter 2026 MAP, only 27% of students in ELA and 29% in Math scored at or above the 60th percentile (Metric 13). Growth data shows improvement in ELA (56.63% meeting growth projections) but lower performance in Mathematics (57.65%, down from 71.19% baseline), with continued gaps for unduplicated pupils (Metric 14). These data indicate that unduplicated pupils are not meeting grade-level standards at the same rate as the All student group because they continue to experience gaps in foundational skills and require more targeted and timely intervention.	Actions 1.1 (Universal Assessments and Data) and 1.2 (Student Support) will continue to be provided as increased or improved services because performance data from 2023–2025 demonstrates that unduplicated pupils continue to experience significant gaps in achievement and require additional support beyond the core program. These actions are being continued and intentionally strengthened to address identified barriers, including gaps in foundational literacy and mathematics skills and inconsistent translation of data into timely instructional action. Under Action 1.1, we are refining our assessment system by clarifying intervention triggers and strengthening structured data use, because prior implementation showed that while data systems were in place, they were not consistently leading to accelerated student learning. Under Action 1.2, services are being increased in intensity and frequency through dedicated intervention time, including TK/K intervention blocks and expanded schoolwide WIN time, because data indicates that previous levels of intervention were not sufficient to close achievement gaps for unduplicated pupils. These adjustments increase services by providing more instructional time, more consistent access to targeted support, and more systematic implementation of intervention. These actions remain the most effective use of funds because they directly increase both the quantity and quality of services provided to unduplicated pupils, ensuring earlier identification of needs, more consistent instructional responses, and greater access to targeted intervention necessary to support progress toward grade-level standards.	Metric 7: CAASPP Distance from Standard (ELA and Math) Metric 8: Percentage of students meeting or exceeding standard on CAASPP Metric 13: Percentage of students at or above the 60th percentile on MAP Metric 14: Percentage of students meeting growth projections on MAP

Goal 2, Action 2.4	Local survey and behavior data indicate that unduplicated pupils, particularly SED students, experience lower levels of school connectedness and higher rates of disengagement. Student survey results show a significant decline in connectedness, with only 45.2% of students reporting feeling connected to school in 2026, down from 80% in 2025, and safety perceptions declining to 70.2%. Attendance data shows overall attendance declined from 96.37% to 94.75%, and chronic absenteeism remains higher for unduplicated groups, including 15% for Hispanic students and 11.3% for SED students. Behavior data further reflects emerging disparities. The 2025 Dashboard suspension rate increased to 0.5% overall, with Hispanic students at 2% while all other student groups remained at 0%, indicating a subgroup gap. More recent local data shows an increase to 4.1%, suggesting rising behavioral incidents not yet reflected in the Dashboard. These data indicate that disengagement and inconsistent school experiences are contributing to reduced participation in instruction and increased behavioral incidents. These factors create barriers to sustained engagement in academic learning and limit students' ability to access rigorous, grade-level instruction.	We will implement the *Capturing Kids' Hearts* program schoolwide, including initial training for certificated and classified staff and ongoing reinforcement through professional development and coaching. The program establishes consistent relationship-building routines, clear behavioral expectations, and strategies to increase student engagement across classrooms. This action is principally directed toward unduplicated pupils because it addresses barriers related to engagement, connectedness, and behavior that disproportionately impact these student groups. It is provided schoolwide to ensure consistent, supportive environments across all classrooms. This action increases and improves services because it provides structured supports for relationship-building and engagement beyond the core program. Consistent practices and expectations will reduce behavioral disruptions and increase students' sense of belonging, because predictable and supportive environments increase participation and time on task, which supports access to grade-level instruction and improved academic outcomes.	Metric 3: Local Attendance Rate Metric 4: Dashboard Chronic Absenteeism Rate Metric 5: Local Chronic Absenteeism Rate Metric 7: Dashboard Suspension Rate

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

2026/27 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 %)
2026/27	$ 1,895,001	$ 180,035	9.501%	0.000%	9.501%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 360,123	$ 20,276	$ -	$ 24,855	$ 405,254.00	$ 279,243	$ 126,011

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	All	Ongoing	$ 12,427	$ 15,006	$ 27,433	$ -	$ -	$ -	$ 27,433	0.000%
1	1.2	Student Support	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 200,444	$ 7,393	$ 163,206	$ 19,776	$ -	$ 24,855	$ 207,837	0.000%
1	1.3	Professional Development	All	No	LEA-wide		All	Ongoing	$ -	$ 500	$ -	$ 500	$ -	$ -	$ 500	0.000%
2	2.1	Communication	All	No	LEA-wide		All	Ongoing	$ 33,186	$ 11,268	$ 44,454	$ -	$ -	$ -	$ 44,454	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	$ -	$ 53,244	$ 53,244	$ -	$ -	$ -	$ 53,244	0.000%
2	2.4	Attendance	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 33,186	$ 13,100	$ 46,286	$ -	$ -	$ -	$ 46,286	0.000%
2	2.5	Capturing Kids' Hearts	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ -	$ 25,500	$ 25,500	$ -	$ -	$ -	$ 25,500	0.000%

2026/27 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
$ 1,895,001	$ 180,035	9.501%	0.000%	9.501%	$ 262,425	0.000%	13.848%	**Total:**	$ 262,425
								LEA-wide Total:	$ 262,425
								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	$ 27,433	0.000%
1	1.2	Student Support	Yes	LEA-wide	English Learners and Low-Income	All	$ 163,206	0.000%
2	2.4	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 46,286	0.000%
2	2.5	Capturing Kids' Hearts	Yes	LEA-wide	English Learners and Low-Income	All	$ 25,500	0.000%

2025/26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 382,640.00	$ 375,004.00

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	Universal Assessments and Data	Yes	$ 28,449	$ 27,181
1	1.2	Student Support	Yes	$ 187,965	$ 190,437
1	1.3	Professional Development	No	$ 17,983	$ 5,961
2	2.1	Communication	No	$ 45,659	$ 47,706
2	2.2	Care Team	No	$ -	$ -
2	2.3	Counseling	No	$ 53,244	$ 53,244
2	2.4	Attendance	Yes	$ 49,340	$ 50,475

2025/26 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)
$ 178,060	$ 238,859	$ 254,057	$ (15,198)	0.000%	0.000%	0.000% - 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)
1	1.1	Universal Assessments and Data	Yes	$ 28,449	$ 27,181.00	0.000%	0.000%
1	1.2	Student Support	Yes	$ 161,070	$ 176,401.00	0.000%	0.000%
2	2.4	Attendance	Yes	$ 49,340	$ 50,475.00	0.000%	0.000%

2025/26 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)
$ 1,903,207	$ 178,060	0.000%	9.356%	$ 254,057	0.000%	13.349%	$0.00 - No Carryover	0.00% - No Carryover

Local Control and Accountability Plan 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.

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 and Senate Bill 153, Chapter 38, Statues of 2024.

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. LEAs may also provide information about their strategic plan, vision, etc.

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.
- LEAs may also provide information about their strategic plan, vision, etc.
- 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.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.

  - If the LEA has unexpended LREBG funds the LEA must provide the following:

    - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and

    - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:

      - An explanation of how the action is aligned with the allowable uses of funds identified in [*EC* Section 32526(c)(2)](); and

      - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [*EC* Section 32526(d)]().

        - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information]() web page.

      - Actions may be grouped together for purposes of these explanations.

      - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.

  - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

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* Section 52060(g)] and [*EC* Section 52066(g)] 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) 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];
    - **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; and
- For charter schools, see *Education Code* Section 47606.5.
- **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) 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.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

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

For English Learners and Long-Term English Learners

- 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.

For Technical Assistance

- 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.

For Lowest Performing Dashboard Indicators

- 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.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

    - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

    - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

    - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

        - Identify the action as an LREBG action;

        - Include an explanation of how research supports the selected action;

        - Identify the metric(s) being used to monitor the impact of the action; and

        - Identify the amount of LREBG funds being used to support the action.

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 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).