LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuestro Elementary School District
CDS Code: 51714236053318
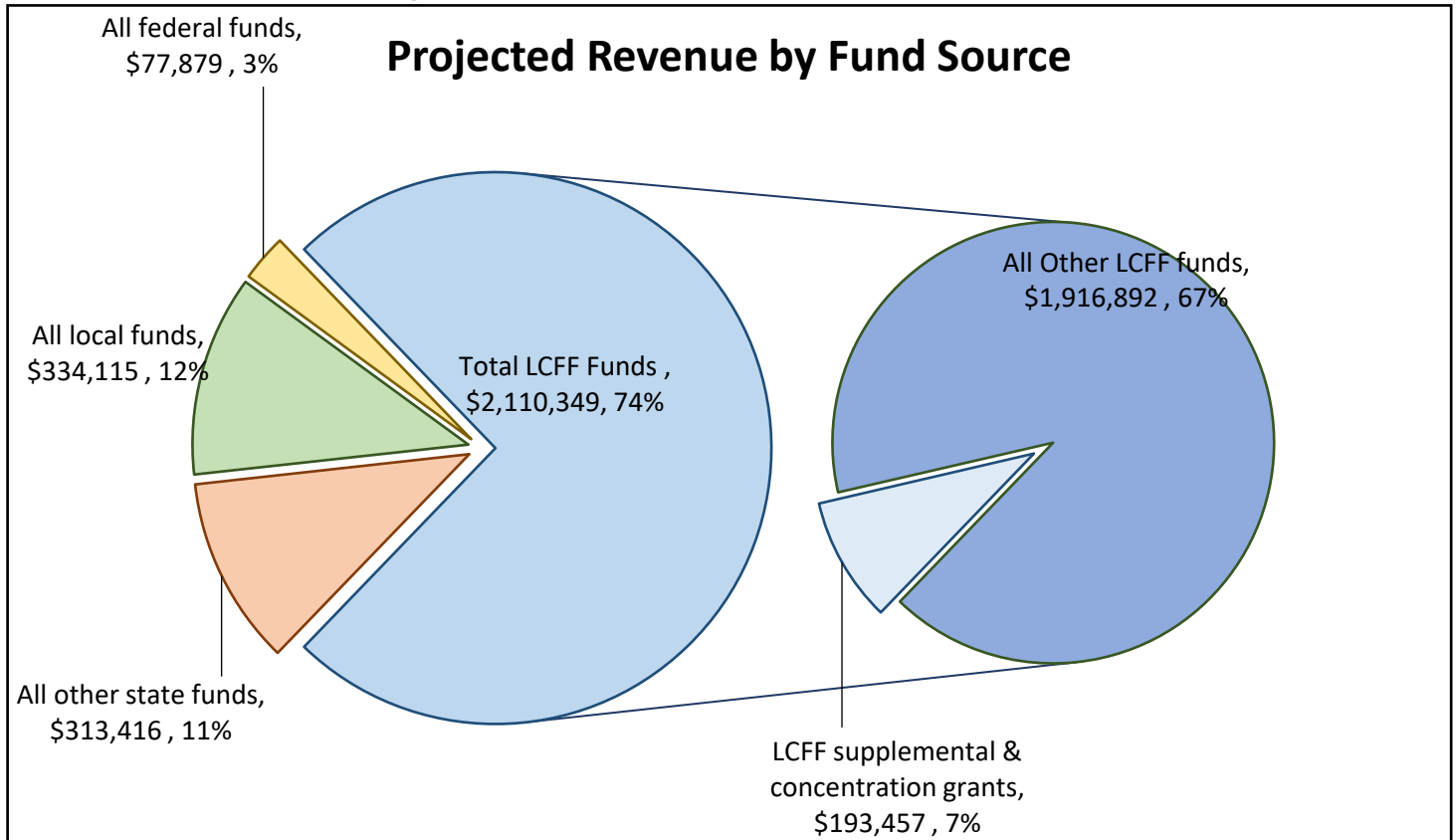School Year: 2025/26
LEA contact information: Baljinder (Bal) Dhillon   baldhillon@sutter.k12.ca.us   (530) 632-9746

Approved by COE on June 20, 2025

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 2025/26 School Year

Projected Revenue by Fund Source

All federal funds, $77,879 , 3%

All local funds, $334,115 , 12%

All other state funds, $313,416 , 11%

Total LCFF Funds , $2,110,349, 74%

All Other LCFF funds, $1,916,892 , 67%

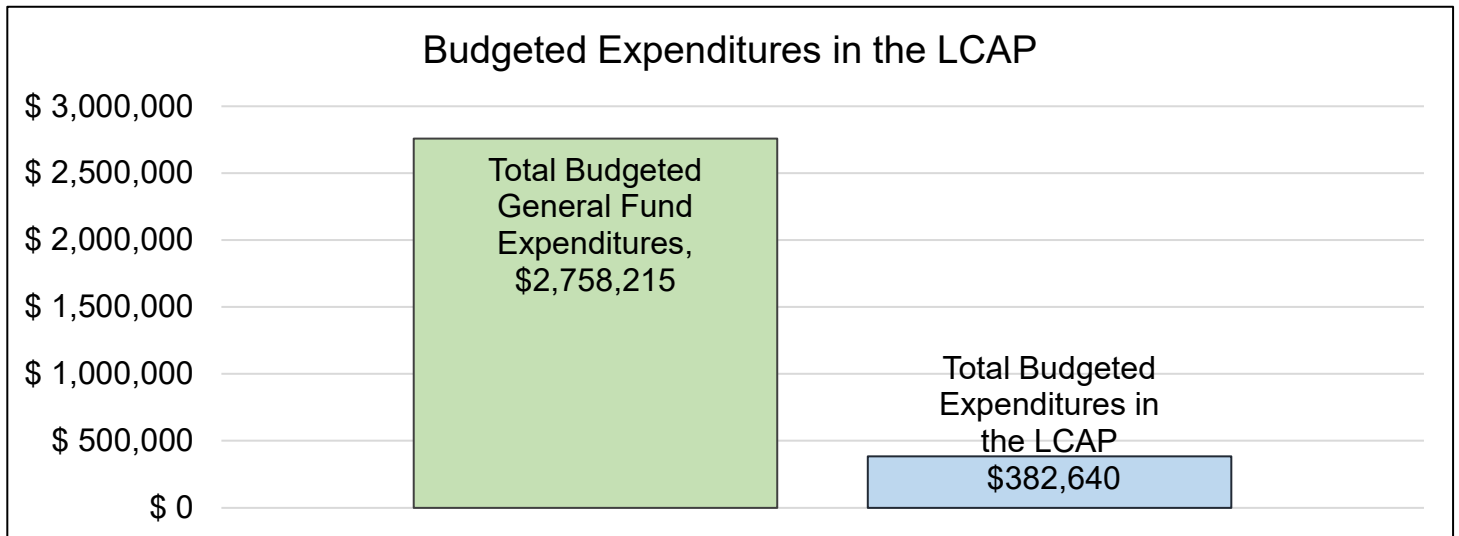LCFF supplemental & concentration grants, $193,457 , 7%

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 $2,835,759.00, of which $2,110,349.00 is Local Control Funding Formula (LCFF), $313,416.00 is other state funds, $334,115.00 is local funds, and $77,879.00 is federal funds. Of the $2,110,349.00 in LCFF Funds, $193,457.00 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,758,215

Total Budgeted Expenditures in the LCAP $382,640

This chart provides a quick summary of how much Nuestro Elementary School District plans to spend for 2025/26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Nuestro Elementary School District plans to spend $2,758,215.00 for the 2025/26 school year. Of that amount, $382,640.00 is tied to actions/services in the LCAP and $2,375,575.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
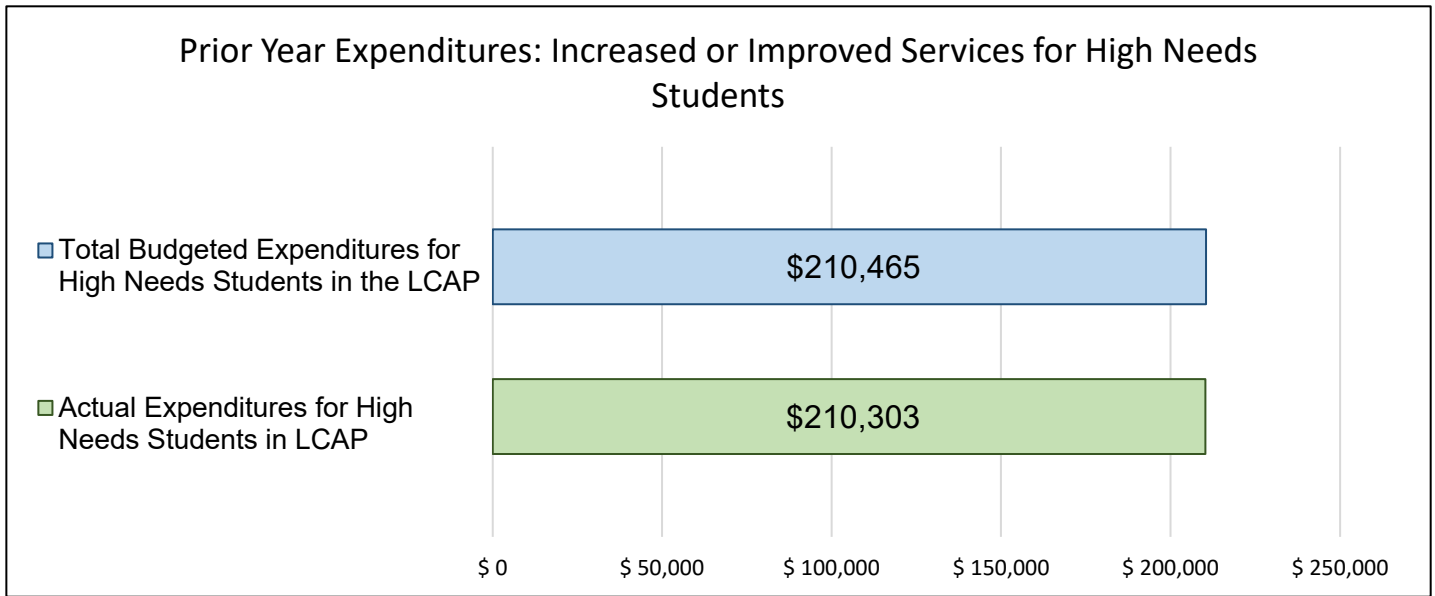
The budgeted expenditures that are not included in the LCAP will be used for maintenance and operations, certificated and classified staff salaries, special education, administration, and supplies.

Increased or Improved Services for High Needs Students in the LCAP for the 2025/26 School Year

In 2025/26, Nuestro Elementary School District is projecting it will receive $193,457.00 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 $238,859.00 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 2024/25

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the LCAP — $210,465

□ Actual Expenditures for High Needs Students in LCAP — $210,303

(Axis: $0, $50,000, $100,000, $150,000, $200,000, $250,000)

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 2024/25, Nuestro Elementary School District 's LCAP budgeted $210,465.00 for planned actions to increase or improve services for high needs students. Nuestro Elementary School District actually spent $210,303.00 for actions to increase or improve services for high needs students in 2024/25. The difference between the budgeted and actual expenditures of $162.00 had the following impact on Nuestro Elementary School District 's ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024/25 was $162.00 less than planned. This difference had no impact on the actions and services for high needs students.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Nuestro Elementary School District	Dr. Bal Dhillon Superintendent/Principal	baldhillon@sutter.k12.ca.us 530.822.5100

Plan Summary 2025/26

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

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

Nuestro Elementary School serves approximately 170 students in Transitional Kindergarten 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. About 85% of these students come from Spanish speaking backgrounds and 15% come from Punjabi speaking backgrounds. The District supports an English Language Development (ELD) program that provides a means for limited English proficient (LEP) students to acquire English skills and academic proficiencies needed to succeed in school.

Our student body is composed of approximately 86% inter-district students who come to us by choice due to our reputation for achievement and behavioral expectations. We accept all kinds of students for enrollment, such as Students with Disabilities and those who receive Title 1 services. We also provide free breakfast and lunch to all students at Nuestro.

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

Reflections: Annual Performance

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

The Nuestro Elementary School District worked to implement the goals, actions, and services outlined in the 2024/25 LCAP to improve outcomes for all student groups including Socio-economically Disadvantaged (SED), English learners (EL), and Students with Disabilities (SWD). In order to assess our annual progress, we evaluated our growth on the state priorities and metrics, reviewed data from state and local assessments, and collected educational partner feedback.

This Achievement Summary takes into account the distance from the standard on the 2024 California School Dashboard (Dashboard); the percentage of students scoring Standard Met or Exceeded as reported by the 2024 California Assessment of Student Performance and Progress (CAASPP); and the percentage of students in grades 3-8 scoring at or above the 61st percentile on our winter 2025 local assessment, Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP).

- English Language Arts (ELA)
    - Dashboard: All student groups declined (All: 40.7 points below standard, declined 6.8 points; Hispanic: 60.8 points below standard, declined 3.1 points; White: 55.8 points below standard, declined 9.6 points; SED: 53.2 points below standard, declined 5.7 points.
    - CAASPP: All but our Hispanic student group declined slightly (All: -0.97%; Hispanic: +3.33%; SED: -1.11%; White: -1.73%).
    - MAP: Based on our winter 2025 MAP testing students are making progress toward mastery of standards but it is slow progress. Only 1% more students scored at or above the 61st percentile in winter 2025 (26%) compared to winter 2024 (25%). Overall fewer students are meeting their growth projections in ELA from fall to winter: 2025: 41.49%; 2024: 54.24% but our EL and SWD student groups increased the number of students meeting their growth projections (see Metric 14).
- Mathematics
    - Dashboard: Our All, White, and SED student groups maintained their Low (Orange) performance level but our Hispanic student group declined and is now in the Very Low (Red) performance level (All: 61.6 points below standard, maintained -0.6 points; Hispanic: 104 points below standard, declined 25.8 points; White: 67.9 points below standard, maintained 2.3 points; SED: 82.6 points below standard, declined 14.1 points)
    - CAASPP: Three student groups declined but our SED student groups increased (All: -2.20%; Hispanic: -13.33%; SED +1.65%; White: -5.91%)
    - MAP: Based on our winter 2025 MAP testing students are making progress toward mastery of standards but it is slow progress; 29% of students scored at or above the 61st percentile compared to 28% in 2024. Winter 2025 MAP reports show that 58% (71.19% in 2024) are meeting growth projections in Mathematics. Four out of six grade levels are exceeding growth projections in Mathematics.

As we look at the outcomes as reported on the 2024 Dashboard and 2024 CAASPP we see that there continues to be a performance gap between our All student group and other significant student groups in ELA and Math. We are not able to get the student group information necessary to determine if there is a gap on our MAP assessments, but that is something we will work on next year. Although we had a decline in the percentage of unduplicated students and students with exceptional needs in grades 3-8 scoring in the 20th percentile or lower on the NWEA MAP fall ELA assessment, receiving tutoring or tiered intervention (57.14% in 2025; 68% in 2024), most students still say if they are having trouble in reading or math, they get the help they need: 86% (2025); 86% (2024).

In the 2024/25 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 and we are beginning to see glimmers of the effectiveness of the actions so we will maintain these actions with some adjustments to account for ongoing student needs. In the 2025/26 school year, we will still begin the year by reviewing CAASPP and fall 2025 local data, but we will spend some time evaluating the local data we should be collecting and the intervention that will be most effective. We will work together to agree on assessment guidelines (will there be assessments that must be given to all students; will the result of the MAP or another assessment trigger additional assessments, etc.). Our K-2nd grade students will now be given a screener (Multitudes) for Reading Difficulties. 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, and attendance), and next steps will be created and reviewed throughout each trimester to make sure we stay on track with each student. 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. Teachers will continue to meet in grade spans to review assessment results and plan instruction and intervention. Aides, support staff, and teachers continue to work together to schedule and deliver Tier II and Tier III interventions. Based on assessment outcomes and professional needs, our professional development will focus on dyslexia training, and support for students with ADHD and mental health issues. Additionally, we aim to improve student motivation and are looking for PD on ways to teach the curriculum through game play. Some teachers will attend math framework training, some will receive training in the Science of Reading, some staff will attend the County's summer sessions and writing PD, and all teachers will work with SCSOS staff one Wednesday minimum day per month on improving math instruction. We are adding work on creating rubrics, reviewing sample writing, and CAASPP administration and tools training. This will largely be conducted with Sutter County Superintendent of Schools (SCSOS) staff on minimum Wednesdays. (Actions 1.1, 1.2, 1.3) These practices (collecting data, intervention, and professional development) are essential to our program to maximize outcomes and prepare students for college and career so they will continue to be the focus of our actions in the 2025/26 LCAP with the changes as noted.

Our School Climate Summary looks at 2024 Dashboard reports for Chronic Absenteeism and Suspension; spring 2025 local data for absenteeism and suspension; and 2025 survey results.
- Attendance and Chronic Absenteeism
  - Dashboard: Chronic Absenteeism is still high for all student groups although rates have declined for all student groups (All: 20.3%, declined 4.5%; Hispanic: 25.9%, declined 14.8%; White: 18.1%, declined 0.6%; SED: 31.9%, declined 4.1%)
  - Our P2 local attendance rate increased from our Baseline of 93.89% at P2 2024 to 96.37% at P2 2025.
  - Our local April 2025 Chronic Absenteeism Rates are much lower than our 2024 rates for all student groups (shown as 2024, 2025): All 16.4%, 9.8%; Hispanic 25.5%, 16.3%: SED 26.6%, 13.3%; SWD 27.8%, 20%; White 13%, 5.8%.

- Suspension Rate
  - Dashboard: All reported student groups improved to 0% and are now in the Very Low (Blue) performance level (All: 0%, declined 2%; Hispanic: 0%, declined 1.7%; White: 0%, declined 2.9%; SED: 0%, declined 4.4%). Our SWD student group was in the Very High (Red) performance level but on the 2024 Dashboard has 0% suspensions, although they do not have enough students to have a performance level.
  - Our April 2025 local suspension rate is 1.15% for all students; 0.95% for our SED student group and 0% for our EL and SWD student groups.

Survey Results

Parents: Parent survey results remain positive with fewer parents who Disagree.
- The staff at the school treats my family with respect and works to build relationships with families: 89% (2025), 87.97 (2024)
- My child's school is a friendly, welcoming environment for students, parents, and families: 89% (2025), 89.82% (2024)
- I am encouraged to participate in decision making committees: 73.6% (2025), 74.08% (2024)
- Our family feels a sense of belonging and connectedness to the school: 85.15% (2025), 80.10% (2024)

Students: Results of the 2025 student survey remained about the same as the results of the 2024 survey.
- There are activities I enjoy at school: 86% (2025); 86% (2024)
- I feel connected to this school: 80% (2025); 84% (2024)
- I like coming to school: 81% (2025); 82% (2024)

Based on our 2025 survey results we see we have made progress in the area of engagement. Our 2025 parent survey data show positive marks in creating a welcoming environment (89%; 89.82% in 2024) and school connectedness (85.15%; 80.10% in 2024). More parents say the school treat their family with respect and works to build relationships with families and only 0.48% fewer parents say they are encouraged to participate in decision making committees. We want to continue to improve parent engagement and communication and realize that major changes will take more time. We will continue Action 2.1 Communication and Engagement and be intentional with our outreach efforts to parents.

The 2024 Dashboard reports a decline in the percentage of students who have been suspended for all student groups. All student groups are now at the Very Low (Blue) performance level. Although our local suspension rate for the 2024/25 school year is slightly higher than last year's 0% at 1.15% for all students, it is still quite low, and we would like the progress to continue. In addition to the improved Chronic Absenteeism Rate on the 2024 Dashboard, our P2 local attendance rate increased from our Baseline of 93.89% at P2 2024 to 96.37% at P2 2025 and our local April 2025 Chronic Absenteeism Rates are much lower than our 2024 rates for all student groups. In order to continue to improve attendance and behavior in the 2025/26 LCAP, we will maintain our Care Team. Working with SCSOS staff, this team made up of school staff and administration will continue to meet once per month to discuss students who are struggling with attendance, behavior, and/or academics. The team will develop action plans for students in need and may include outside resources for the student and family. We will also maintain our Counseling action that includes follow up with students who have been suspended. (Actions 2.2 and 2.3) We want to sustain our momentum in improving attendance so we will continue our Attendance action, by making additional refinements to our attendance intervention system that includes partnerships to support family and community involvement and tiered strategies to improve attendance. We will continue to fund a part-time position to act as a school attendance and family liaison to help educate families on the importance of regular school attendance, make daily phone calls to verify absences, generate attendance letters based on the school attendance protocols, set up attendance meetings between the school and parent, and support families with resources when needed. Throughout the school year we will still give weekly prizes and hold monthly celebrations for good attendance. We will continue to increase the use of our website, school newsletter, and social media to educate parents on the importance of attendance. We have developed an effective School Attendance Review process that is described in Action 2.4 in the 2025/26 LCAP.

Nuestro Elementary School District does not have any unexpended Learning Recovery and Emergency Block Grant Funds (LREBG).

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 2025. At staff meetings every other Wednesday starting in January 2025 we reviewed progress on the 2024/25 LCAP actions and metrics, and shared survey data. We discussed goals and actions for the 2025/26 LCAP.
Principals & Administrators	N/A
Parents	Survey – February 2025 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 2025.
Students	Survey – February 2025 Our Student Council leaders served as our Student Advisory Committee and in early spring 2025 we explained the LCAP, discussed needs and potential actions, and the group was consulted on the draft LCAP in May 2025.
Parent Advisory Committee (PAC)	This group meets every other month throughout the school year. At each meeting, we reviewed progress on the 2024/25 LCAP actions and metrics. Starting in the spring, we shared survey results and asked for input on goals and actions for the 2025/26 LCAP. In May, we consulted with this group on the draft LCAP prior to board approval.
ELAC/DELAC	N/A
SELPA	Meeting – April 2025

Insert or delete rows, as necessary.

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

Staff and parents identified increasing student achievement as a priority. Teachers are pleased with the progress we have made in our assessment and intervention system but think we need to review the local assessment we are giving and continue to work to identify the most effective interventions. Teachers have also expressed the need for focused PD on training on Dyslexia; more training on the Science of Reading; support and training for working with students with ADHD and mental health issues; ways to improve student motivation; and ways to teach the curriculum through game play. Some teachers will attend math framework training and all teachers will work with SCSOS staff one Wednesday minimum day per month on improving math instruction; some staff will attend the County's summer sessions and writing PD. We are adding work on creating rubrics, reviewing sample writing, and CAASPP administration and tools training. This will largely be conducted with Sutter County Superintendent of Schools (SCSOS) staff on minimum Wednesdays. As a result, in Actions 1.1 Universal Assessments and Data, 1.2 Student Support, and 1.3 Professional Development, we will establish the local assessments we will use, refine the use of local assessment data to provide support to all students but especially our Unduplicated student group, expand our intervention services, and focus professional development on the areas listed above.

Local Control and Accountability Plan Template

Educational partners have observed the ongoing complex needs of students and families and note that the school may not be able to offer all of the services needed by some students and their families. Educational partners see the benefit of having the Care Team, so Action 2.2 Care Team needs to continue. In this action SCSOS staff, school staff, and administration continue to meet once per month to discuss students who are struggling with attendance, behavior, and/or academics. The team will develop an action plan for the student and may include outside resources for the student and family. Actions 2.3 Counseling and 2.4 Attendance will also support the activities of the Care Team.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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 2024 Dashboard reports Distance from Standard and shows that all student groups declined in ELA and declined or maintained Mathematics as compared to 2023. There continues to be a performance gap between our All student group and other significant student groups in ELA and between our All student group and Hispanic and SED student groups in Math. Based on our winter 2025 MAP testing, students are making progress toward mastery of standards but it is slow progress (ELA from 25% to 26% and Math from 28% to 29%) The percentage of students in grades 3-8 scoring 61% or higher in ELA has not exceeded our first year of testing in 2022 although we saw an increase from winter 2024 (25%) to winter 2025 (26%) and in Math an increase from winter 2024 (28%) to winter 2024 (29%) but they are very small increases. Winter 2025 MAP reports show that fewer students are meeting their growth projections in ELA from fall to winter 41.49% (54.24% in 2024) 58% (71.19% in 2024) are meeting them in Mathematics. When we examine growth data from fall 2024 to winter 2025, we see that only two out of six grade levels are exceeding growth projections in Reading but four out of six grade levels are exceeding in Mathematics.

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 2026 Appropriately assigned and fully credentialed: 100% Misassignments: 0% Vacancies: 0%	No Difference
2	Priority 1B: Percentage of students with access to standards-aligned instructional materials Source: SARC	January 2024 100%	January 2025 100%		January 2027 100%	No Difference
3	Priority 1C: Facilities Inspection Tool Rating Source: Facilities Inspection Tool (FIT)	November 2023 Good	September 2024 Good		November 2026 Exemplary	No Difference
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 2027 ELA: 5 ELD: 5 Mathematics: 5 NGSS: 5 HSS: 3	ELA: +1 ELD: 0 Mathematics: +1 NGSS: +1 HSS: 0
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 2027 20%	No Difference

Local Control and Accountability Plan Template

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2026 All: 100% SED: 100% EL: 100% SWD: 100%	All: 0% SED: +13% EL: +31% 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 Math 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 Math All: 61.6 below Hispanic: 104 below SED: 82.6 below White: 67.9 below		2026 Dashboard ELA All: 5 below Hispanic: 40 below SED: 20 below White: 16 below Math All: 36 below Hispanic: 80 below SED: 47 below White: 50 below	ELA All: -6.8 SED: -5.7 White: -9.6 Math All: -0.6 SED: -14.1 White: +2.3
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% Math 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% Math All: 29.17% SED: 22.81% White: 26.09% Science All: 23.81% SED: 15.38% White: 16.67%		2026 CAASPP ELA All: 55% SED: 50% White: 48% Math All: 55% SED: 38% White: 56% Science All: 50% SED: 35% White: 48%	ELA All: -0.97% SED: -1.11% White: -1.73% Math All: -2.20% SED: +1.65% White: -5.91% Science All: -1.19 % SED: -2.01% White: -5.56%
9	Priority 4E: Percentage of Els who increased at least one ELPI level Source: ELPAC	2024 ELPAC 21.43%	2025 ELPAC 40%		2027 ELPAC ≥25%	+18.57%

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%		2026/27 School Year >8%	-1.02%
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 2027 CTE: 5 PE: 5 VAPA: 5	CTE: 0 PE: 0 VAPA: +2
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 2027 85%	-10.86%
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 2027 ELA: 38% Math: 40%	ELA: +1% Math +1%

Local Control and Accountability Plan Template

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14	Priority 8: Percentage of students (3rd-8th) who met their growth projections (fall to winter) on the local assessment in ELA and Math Source: NWEA MAP	Winter 2024 ELA All: 54.24% EL: 33.33% SED: 53.73% SWD: 41.67% White: 47.07% Math All: 71.19% EL: 55.56% SED: 70.77% SWD: 75% White: 70.18%	Winter 2025 ELA All: 41.49% EL: 42.86% SED: 40.98% SWD: 47.37% White: 45.16% Math All: 58% EL: 37.50% SED: 54.55% SWD: 75% White: 62.50%		Winter 2027 ELA All: 60% EL: 40% SED: 60% SWD: 48% White: 57% Math All: 78% EL: 60% SED: 75% SWD: 75% White: 78%	ELA All: -12.75% EL: +9.53% SED: -12.75% SWD: +5.7% White: -1.91% Math All: -13.19% EL: -18.06% SED: -16.22% SWD: 0% White: -7.68%

Goal Analysis for 2024/25

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

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

We were successful in implementing the actions in Goal 1. Students in grades 1-8 were assessed using Dibels 8th Edition, the San Diego Quick (SDQ), and NWEA MAP. Based on scores on the assessments, some students were also given additional diagnostic assessments. Students in TK/K were regularly monitored using Easy Progress Monitoring (ESGI). (Action 1.1 Universal Assessment and Data) Universal assessment data was collected in an Excel workbook so teachers had a broader picture of their students' performance and could easily identify students in need of intervention. A data coordinator assisted in the management of the data sheets and was available to meet with teachers to plan intervention. Our K & 1st grade teachers provided 40 minutes of after-school intervention to the students who were not meeting benchmarks. Also in the morning 2 paraprofessionals pull students to work on their individual learning goals in grades TK/K and 1st grade. Staff (part-time PE teacher) supported intervention by going into classrooms to cover the class while the teacher worked with students in need of Tier II and Tier III intervention and by pulling out small groups of primary grade students to work on skills as determined by the teacher. All teachers were trained in Systematic Phonics Instruction (SIPPS) and Read Naturally (intervention programs). (Action 1.2 Student Support) PD has included: SIPPS; Read Naturally; writing training through SCSOS; and lesson study for 4th-8th grade teachers. (Action 1.3 Professional Development)

There were no substantive differences in planned actions and actual implementation. Although some teachers still went ahead and provided intervention, it was challenging when the PE teacher was absent because there was no coverage for the class while the teacher provided intervention.

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.

In Goal 1 overall, we spent $425.00 more than planned. However, in Action 1.2 we spent 10.65% more than planned with the addition of a paraeducator for more student support time and in Action 1.3 we spent 80.32% less than planned because the majority of our PD was through SCSOS and there was no charge.

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

Action 1.1 Universal Assessments and Data and Action 1.2 Student Support

The state assessment data from the Smarter Balanced Assessment given in the 2023/24 school year does not reflect outcome of the actions we implemented in the 2024/25 school year, but they are part of our metrics and need to be considered. As reported on the 2024 Dashboard, all student groups declined in ELA (All: -6.8; Hispanic: -3.1; White: -9.6; SED: -5.7) and in Math, our All and White student groups maintained (All: -0.6; White +2.3), but our Hispanic and SED student groups declined (Hispanic: -25.8; SED: -14.1) (Metric 7). On the 2024 CAASPP. all student groups declined slightly (All -0.97%; SED: -1.11%; White: -1.73%) in ELA and in Math our All and White student groups declined slightly but our SED student group increased (All: -2.20%; SED +1.65%; White: -5.91%). (Metric 8)

When determining the effectiveness of Action 1.1 and 1.2, we looked closely at our local data from the 2024/25 school year. More English learners (+18.57%) increased at least one ELPI level in 2025 as compared to 2024 (Metric 9) but 1.02% fewer English learners were reclassified in 2025 compared to 2024 (Metric 10). While almost 11% fewer students received intervention in the 2024/25 school year compared to 2023/24 (Metric 12) when surveyed, 86% of students still say if they are having trouble in reading or math, they get the help they need 86% (2024). The percentage of students (3rd-8th) scoring at or above the 60th percentile on the winter NWEA MAP assessment in Reading and Math increased 1% in both ELA and Math (Metric 13). The percentage of students (3rd-8th) who met their growth projections (fall to winter) on the local assessment in ELA increased for our EL and SWD student groups (EL +9.53%; SWD +5.7%), but all others declined (All: -12.75%; SED: -12.75%; White: -1.91%). All student groups declined in Math (All: -13.19%; EL: -18.06%; SED: -16.22%; White: -7.68%) except our SWD student group stayed the same (Metric 14). From fall 2024 to winter 2025, two of six grade levels exceeded growth projections in Reading, and four of six did so in Mathematics. Looking only at outcomes of the state assessment reported on the 2024 Dashboard and 2024 CAASPP, it seems as though the actions were not effective. However, when examining local data from the 2024/25 school year it appears the actions were moderately effective in making small progress toward the goal. Taking this into consideration we have made adjustments to some actions as reflected in Prompt 4 below.

Action 1.3 Professional Development was effective in making progress toward the goal based on the Local Indicator Priority 2 and metrics. On the Local Indicator Priority 2 on the questions, *Progress (1-5) in providing professional learning for teaching to the standards and frameworks* we increased from 4 Full Implementation to 5 Full implementation and Sustainability in ELA and Math and increased from 3 Initial Implementation to 4 in NGSS (Metric 4) and on *Progress (1-5) implementing academic standards for all students* we increased in VAPA from 3 to 5 (Metric 11). We also saw improvements in the Local Indicator Priority 2 question, *Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year) for each question.*

Local Control and Accountability Plan Template

- Identifying the professional learning needs of groups of teachers or staff as a whole increased from 4 to 5
- Identifying the professional learning needs of individual teachers increased from 3 to 5
- Providing support for teachers on the standards they have not yet mastered increased from 3 to 5

If we look at Action 1.3 in isolation we believe it was effective, but when we consider student outcomes, it was not as effective as we would like so we will make some changes to the action as noted 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.

Metric Changes:

- Metric 7 - Priority 4A: Distance from Standard Met on CAASPP Hispanic now has a performance level
- Metric 12 Priority 7B/C: Percentage of unduplicated students and students with exceptional needs in grades K-8 scoring in the 20th percentile or lower on the NWEA MAP fall ELA assessment, receiving tutoring or tiered intervention: Should have been 3-8 not K-8

Action Changes:

- Action 1.1 Universal Assessments and Data: The overall action description was expanded to include TK students. We also added activities that we think will create a more useful universal assessment system and removed specific assessments since some of our work early in the year will involve identifying assessments. Removed: 1st-8th grades: Fluency; 1st-8th grades: San Diego Quick (SDQ); As needed, Basic Phonics Skills Test (BPST) and/or the Advanced Phonics Skills Test (APST); 1st grade: phonics and phonemic awareness assessments from the Wonders curriculum. Changed MAP testing to 3rd-8th grades not 2nd-8th grades.

Added: During the 2025/26 school year the goal is to develop and articulate a universal assessment system and refine a data collection system:
- Determine which assessments will provide the data needed to deliver targeted intervention.
- Agree on assessment guidelines (will there be assessments that must be given to all students; will the result of the MAP or another assessment trigger additional assessments, etc)
- All assessment results will be entered on spreadsheets for each class and housed in a Google folder.
- 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
- K-2nd grade will be given the Multitudes test for Reading Difficulties.
- Cost: subs for Data Meeting days

- Action 1.2 Student Support: We added one activity, *Early in the year, after teachers have reviewed the 2024 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.* Also, rather than a data coordinator or coach working with teachers to use the data to plan academic support for students and train support staff to deliver small group instruction the Superintendent and SCSOS staff will support this activity.

- Action 1.3 Professional Development: We have already completed the SIPPS and Read Naturally training and MAP training so they are being removed. Based on teacher input, we are adding training on Dyslexia; more training on the Science of Reading; support and training for working with students with ADHD and mental health issues; ways to improve student motivation; ways to teach the curriculum through game play. Additionally, some teachers will attend math framework training and all teachers will work with SCSOS staff one Wednesday minimum day per month on improving math instruction; some staff will attend the County's summer sessions and writing PD. We are adding work on creating rubrics, reviewing sample writing, and CAASPP administration and tools training. This will largely be conducted with Sutter County Superintendent of Schools (SCSOS) staff on minimum Wednesdays.

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	Implement a data system of formative, interim, & summative assessment for TK-8 students.
		● 3rd-8th grades: MAP ELA and Math
		● TK/K are regularly monitored using ESGI Easy Progress
		
		●During the 2025/26 school year the goal is to develop and articulate a universal assessment system and refine a data collection system:
		   o Determine which assessments will provide the data needed to deliver targeted intervention.
		   o Agree on assessment guidelines (will there be assessments that must be given to all students; will the result of the MAP or another assessment trigger additional assessments, etc)
		   o Develop an assessment calendar with clear assessment windows.
		● K-2nd grade will be given the Multitudes test for Reading Difficulties.
		● 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
		Costs:
		● Programs: NWEA MAP, ESGI, STAR, Accelerated Reader, CAPIT K-3
		● Contract to manage data
		● Subs for Data Meeting days
		● Staff to manage programs and technology
			$28,449	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 2024 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. • A part-time PE teacher will teach PE to TK-5th graders so teachers can review data and plan instruction and intervention.	$187,965	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 Math. • Training on Dyslexia; more training on the Science of Reading; support and training for working with students with ADHD and mental health issues; ways to improve student motivation; ways to teach the curriculum through game play. • Some teachers will attend math framework training and all teachers will work with SCSOS staff one Wednesday minimum day per month on improving math instruction; some staff will attend the County's summer sessions and writing PD. • We are adding work on creating rubrics, reviewing sample writing, and CAASPP administration and tools training. This will largely be conducted with Sutter County Superintendent of Schools (SCSOS) staff on minimum Wednesdays.	$17,983	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 support the progress we have made in improving attendance, decreasing suspensions, and improving engagement and communication. As reported on the 2024 Dashboard, Chronic Absenteeism is still high for all student groups although rates have significantly declined. All: 20.3%, declined 4.5%; SED: 31.9%, declined 4.1%. Also, our P2 local attendance rate has increased from our Baseline of 93.89% at P2 2024 to 96.37% at P2 2025. Our local April 2025 Chronic Absenteeism Rates are much lower than our 2024 rates for all student groups (shown as 2024, 2025): All 16.4%, 9.8%; Hispanic 25.5%, 16.3%: SED 26.6%, 13.3%; SWD 27.8%, 20%; White 13%, 5.8%. The 2024 Dashboard reports a decline in the percentage of students who have been suspended for all student groups. All student groups are in the Blue performance level. Our SWD student group was in the Red performance level but on the 2024 Dashboard has 0% suspensions, although in 2024 they did not have enough students to have a performance level. Although our local suspension rate for the 2024/25 school year is slightly higher than last year's 0% at 1.15% for all students, it is still quite low and we would like the progress to continue. Based on our 2024 survey results parents have noted improvement in many parent engagement areas including connectedness. However, even though we have multiple ways of communicating with parents and have increased our communications, parents noted the decline in communication this school year. Educational partners have observed the ongoing complex needs of students and families and note that the school may not be able to offer all of the services needed by some students and their families. Educational partners see the benefit of having the Care Team.

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 2027 All: 80%	-0.48%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2027 All: 89.81% SED: 83.33%	All: -12.36% SED: +2.37%
3	Priority 5A: Attendance Rate Source: P2 Attendance Report	April 2024 93.89%	April 2025 96.37		April 2027 ≥96%	+2.48%
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%		2026 Dashboard All: 7.5% Hispanic: 9.5% SED: 9.0% SWD: 8% White: 8%	All: -4.6% Hispanic: -14.8% SED: -4.1 % SWD: No Data White: -0.5%
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 2027 All: 3% Hispanic: 5% SED: 4.5% SWD: 0% White: 3.5%	All: -6.6% Hispanic: -9.2% SED: -13.3% SWD: -7.8% White: -7.2%
6	Priority 5C: Middle School Dropout rate Source: Local SIS	April 2024 0% All	April 2025 0% All		April 2027 0% All	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%		2026 Dashboard All: 1% Hispanic: 1% SED: 1% SWD: 1% White: 1%	All: -2% Hispanic: -1.7% SED: -4.4% SWD: No Data 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%	No Difference
9	Priority 6C: Percent of parents, students, and staff who feel the school is safe. Source: Local Survey	January 2024 Students: 91% Parents: 86.12% Staff: 100%	January 2025 Students: 93% Parents: 73.9% Staff: 66.67%		January 2027 Students: ≥95% Parents: ≥90% Staff: ≥98%	Students: +2% Parents: -12.22% Staff: -33.33%
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 2027 Students: ≥92% Parents: ≥85% Staff: ≥98%	Students: -4% Parents: +5.05% Staff: -13.3%

Insert or delete rows, as necessary.

Goal Analysis for 2024/25

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

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

Actions in Goal 2 were implemented as planned. In Action 2.1 Communication and Engagement we worked on our website in an effort to add more resources for parents to support students at home; increased communication through Parent Square; posted activities, notices, and alerts; sent home a monthly newsletter (paper) and posted it on the webpage; conducted a survey about our afterschool program in September, administered a staff survey in December and parent and student surveys in January; and funded a 40% FTE support staff

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person to support school and home communication. As we met with parents, we talked to them about their involvement in decision making groups and encouraged their membership and at Back to School Night each teacher handed out fliers telling parents how they could be involved with the school. 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. 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. Also we weren't consistently 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.

In Goal 2 we spent $16,713 less than budgeted because there was an error in the budgeted amount for Position #31 in Action 2.4. The incorrect percentage of the position was used to calculate the budgeted amount.

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

In the 2024/25 LCAP we expanded many of our actions related to engagement, absenteeism, and behavior.

Action 2.1 Communication and Engagement was mostly effective in making progress towards the goal as evidenced by metrics and parent survey results. The percentage of parents who say they are encouraged to participate in decision making committees declined slightly (0.48%) (Metric 1). The percentage of parents who agree the school seeks parent participation in school events and programs declined 12.36% for our All student group but increased 2.37% for our SED student group (Metric 2). About five percent more parents feel connected to the school (Metric 10) and almost 90% of parents continue to feel that the school creates a welcoming environment. More parents say the school treats their family with respect and works to build relationships with families: 89% (2025), 87.97% (2024). The percentage of parents who attended fall Parent/Teacher Conferences increased 13% for SED; 31% for EL; and 23% or SWD(Goal 1, Metric 6). On the 2025 Local Indicator Priority 3, we moved from a 3 Initial Implementation to a 4 Full Implementation on the question, *Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.*

The effectiveness of Action 2.2 Care Team and Action 2.3 Counseling was evaluated using 2024 Dashboard outcomes, 2025 survey results, and local data. The 2024 Dashboard reports a decline in the percentage of students who have been suspended for all student groups to 0%. All student groups are in the Blue performance level. Our SWD student group was in the Red performance level but on the 2024 Dashboard has 0% suspensions (Metric 7). Although our local suspension rate for the 2024/25 school year is slightly higher than last year's 0% at 1.15% for all students and 0.95% for our SED student group, it is still quite low and it remains 0% for our EL and SWD student groups. In the

2024/25 school year the Expulsion Rate remained 0 (Metric 8). Two percent more students say the school is safe (Metric 9). On a survey students say, *There are activities I enjoy at school*: 86% (2025); 86% (2024); *I feel connected to this school*: 80% (2025); 84% (2024); *I like coming to school:* 81% (2025); 82% (2024). There were no drastic changes either positive or negative in the data used to evaluate Actions 2.2 and 2.3 but we have heard positive responses from families and staff regarding the Care Team and Counseling so because of that, we have determined that they are effective in supporting our progress toward Goal 2.

Action 2.4 Attendance was effective in making progress toward the goal as evidenced by state and local attendance data. Our 2024 Dashboard Chronic Absenteeism Rate declined for all student groups: All -4.5%; Hispanic –14.8%; SED -4.1%; SWD No Data; White -0.6% (Metric 4) and our local April 2025 Chronic Absenteeism Rates are much lower than our 2024 rates for all student groups (shown as 2024, 2025): All 16.4%, 9.8%; Hispanic 25.5%, 16.3%: SED 26.6%, 13.3%; SWD 27.8%, 20%; White 13%, 5.8% (Metric 5). The P2 local attendance rate has increased from our Baseline of 93.89% at P2 2024 to 96.37% at P2 2025 (Metric 3). Our Middle School Dropout Rate remains 0. (Metric 6)

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.

Changes to Metrics

- Metric 5 Percentage of students who were absent for 10% or more of the total instructional days from the SIS: Incorrect Baseline data was used, the correct data has been given.
- Metric 8 Percentage of students expelled at any time during the school year: Changed Dashboard to School Year

Changes to Actions

- Action 2.4: We added a description of our school attendance plan that includes Long-Term Strategies; Resources and Support or Families and Students; Integration of Technology for Enhanced Tracking and Reporting; and Education and Accountability Measures.

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	- Post resources on the website for parents to support students at home. - Send home announcements on Mondays and also provide information electronically. - In addition to surveys, explore ways of getting input from parents such as small group meetings; one-on-one meetings; and empathy interviews. - Educate parents on the ways they can be involved in the school. - Advertise and seek parent involvement in decision making groups. - Individually meet with parents, especially of underrepresented families, to identify barriers for their involvement in decision making groups and encourage their membership.	$45,659	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. - Character Education: SCSOS will teach Character Counts to each class one day per week.	$0.00	No
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

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| 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.
• 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
  ○ 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. | $49,340 | | Yes |

Insert or delete rows, as necessary.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2025/26

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$193,457	$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
10.13%	0%	$0.00	10.13%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Actions 1.1 and 1.2	After a review of state and local data, performance gaps were noted in: - 2024 Dashboard ELA between our All student group (40.7 below) and SED student group (53.2 below) - 2024 Dashboard Math between our All student group (61.6 below) and SED student group (82.6 below) - 2024 CAASPP Math between our All student group (29.17%) and SED student groups (22.81%) - 2024/25 NWEA MAP Math fall to winter Growth Projection between our All student group (58%) and English learners (37.50%) (Metric 14)	In the 2024/25 school year we implemented assessment and student support actions that we will carry into the 2025/26 LCAP. We found the actions to be moderately effective in making progress toward the goal so there will be some adjustments made. We will still begin the year by reviewing CAASPP and fall 2025 local data, but we will spend some time evaluating the local data we should be collecting and the intervention that will be most effective. We will work together to agree on assessment guidelines (will there be assessments that must be given to all students; will the result of the MAP or another assessment trigger additional assessments, etc.).	Metric 13: At or Above 60th percentile on NWEA MAP. Source: NWEA Report Metric 14: Meeting Growth Projection on NWEA MAP. Source: NWEA Report

Although we are not able to disaggregate overall MAP data by student group, the percentage of all students scoring in the 60th percentile or higher needs to improve. (Metric 13)
- ELA 26%
- Math 29%

Staff and parents identified increasing student achievement as a priority. Teachers are pleased with the progress we have made in our assessment and intervention system but think we need to review the local assessment we are giving and continue to work on our interventions.

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. (Action 1.1) 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. Teachers will continue to meet in grade spans to review assessment results and plan instruction and intervention. Aides, support staff, and teachers continue to will work together to schedule and deliver Tier II and Tier III interventions. (Action 1.2)

These actions will be provided on an LEA-wide basis, and we expect all students not meeting or exceeding standards our local universal assessment (MAP) to improve in their achievement in both ELA and Math. Delivering research based targeted intervention has been shown to increase the academic achievement of struggling students and we believe these actions will support students in our Unduplicated student group significantly more than our All student group.

| Goal 2, Action 2.4 | We were please to see that our Attendance Rate increased 2.48% to 96.37%. We are working with our SIS vendor to create a report that will show the rate for our student groups. (Metric 3)

There continues to be a gap in Chronic Absenteeism rates between our All student group and SED student group. Although there has been a decline in Chronic Absenteeism, as reported on the 2024 California School Dashboard, Chronic Absenteeism rates are high for all student groups: All: 20.3%; SED: 31.9%. (Metric 4)

Our local April 2025 Chronic Absenteeism Rates are much lower than our 2024 rates for all student groups (shown as 2024, 2025): All 16.4%, 9.8%; SED 26.6%, 13.3%. (Metric 5)

Staff strongly support the current attendance framework, citing the positive impact of students being consistently present to access quality instruction. Despite proactive outreach, including distribution of our Attendance Map and online resources, some families have voiced discomfort with the notification process. This feedback has informed adjustments to our outreach and family education strategies. | Over the past two years, we have implemented a multi-tiered attendance support system designed to improve attendance rates across all student groups while addressing barriers faced specifically by SED students and while attendance rates are not as low as we would like, we see progress. Our newly developed School Attendance Plan includes Long-Term Strategies; Resources and Support or Families and Students; Integration of Technology for Enhanced Tracking and Reporting; and Education and Accountability Measures. Additional strategies include:
• Monthly school-wide celebrations to promote positive attendance culture.
• Continuous outreach via website, newsletters, social media, and school events.
• A part-time school attendance/family liaison who:
   o Monitors attendance data using Aeries SIS.
   o Verifies absences through daily calls.
   o Sends automated and personalized attendance letters.
   o Coordinates Attendance Review Team meetings.
   o Supports families with resources and education about the importance of attendance.

These actions will be provided on an LEA-wide basis, and we expect all students who are chronically absent will reduce their absences as measured by our local attendance reports. We have seen the improvement in attendance as a result of our beginning implementation of this attendance system and while these actions will support all students, they have improved the attendance of our SED student group significantly more than our All student group and we expect this improvement to continue. | Metric 3: Attendance Rate. Source: P2 Attendance Report

Metric 4: Percentage of students who were absent for 10% or more of the total instructional days. Source: CA School Dashboard

Metric 5: Percentage of students who were absent for 10% or more of the total instructional days. Source: SIS |

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

Local Control and Accountability Plan Template

2025/26 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 %)
2025/26	$ 1,910,245	$ 193,457	10.127%	0.000%	10.127%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 337,762	$ 3,923	$ -	$ 40,955	$ 382,640.00	$ 283,506	$ 99,134

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	$ 13,443	$ 15,006	$ 28,449	$ -	$ -	$ -	$ 28,449	0.000%
1	1.2	Student Support	All	Yes	LEA-wide	English Learners and Low-Income	All	Ongoing	$ 180,105	$ 7,860	$ 161,070	$ -	$ -	$ 26,895	$ 187,965	0.000%
1	1.3	Professional	All	No	LEA-wide		All	Ongoing	$ 17,483	$ 500	$ -	$ 3,923	$ -	$ 14,060	$ 17,983	0.000%
2	2.1	Communication	All	No	LEA-wide		All	Ongoing	$ 36,235	$ 9,424	$ 45,659	$ -	$ -	$ -	$ 45,659	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	$ 36,240	$ 13,100	$ 49,340	$ -	$ -	$ -	$ 49,340	0.000%

2025/26 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
$ 1,910,245	$ 193,457	10.127%	0.000%	10.127%	$ 238,859	0.000%	12.504%	**Total:**	$ 238,859
								LEA-wide Total:	$ 238,859
								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	$ 28,449	0.000%
1	1.2	Student Support	Yes	LEA-wide	English Learners and Low-Income	All	$ 161,070	0.000%
2	2.4	Attendance	Yes	LEA-wide	English Learners and Low-Income	All	$ 49,340	0.000%

2024/25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 346,687.00	$ 329,549.00

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	$ 23,666	$ 22,772
1	1.2	Student Support	Yes	$ 152,089	$ 168,287
1	1.3	Professional Development	No	$ 19,584	$ 3,855
2	2.1	Communication	No	$ 43,724	$ 42,279
2	2.2	Care Team	No	$ -	$ -
2	2.3	Counseling	No	$ 45,843	$ 46,083
2	2.4	Attendance	Yes	$ 61,781	$ 46,273

2024/25 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)
$ 173,640	$ 210,465	$ 210,303	$ 162	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	$ 23,666	$ 22,772.00	0.000%	0.000%
1	1.2	Student Support	Yes	$ 125,018	$ 141,258.00	0.000%	0.000%
2	2.4	Attendance	Yes	$ 61,781	$ 46,273.00	0.000%	0.000%

2024/25 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)
$ 1,870,376	$ 173,640	0.000%	9.284%	$ 210,303	0.000%	11.244%	$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.

Local Control and Accountability Plan Instructions

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.

    o 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)]().

                o 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.

    o 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.

Local Control and Accountability Plan Instructions

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:

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

- 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.

Local Control and Accountability Plan Instructions

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.

    o 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.

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- 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.

  o 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,

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- o 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:

  - o 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.

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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.

  o 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:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o 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.

  o 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.

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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.

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- 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:

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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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

  o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  o 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.

  o Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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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.

    o 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.

    o 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.

    o 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.

    o 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

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- 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

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student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

- o 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.

  - o 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).

  - o 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.

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

  - o 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.

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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.

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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.

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- 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:

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- 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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.

    o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    o 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:

  o **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.

  o **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.

  o **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).

  o **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.

  o **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

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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.

  o 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)**

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o   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 (%)**

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

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

  o   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)**

  o   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 %)**

  o   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)**

  o   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)**

  o   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)**

  o   This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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