

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nuestro School

CDS Code: 51714230000000

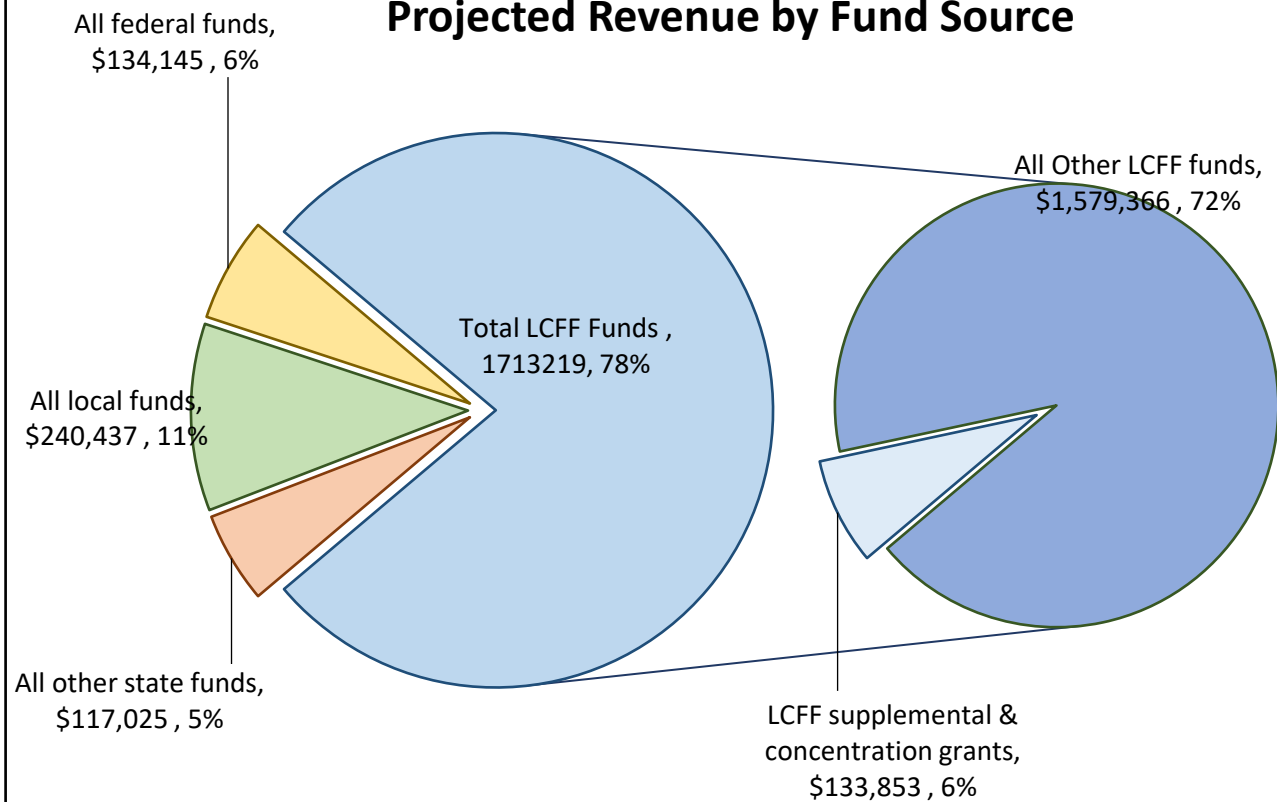
School Year: 2021 – 22

LEA contact information: Dr. Bal Dhillon

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 2021 – 22 School Year

Projected Revenue by Fund Source

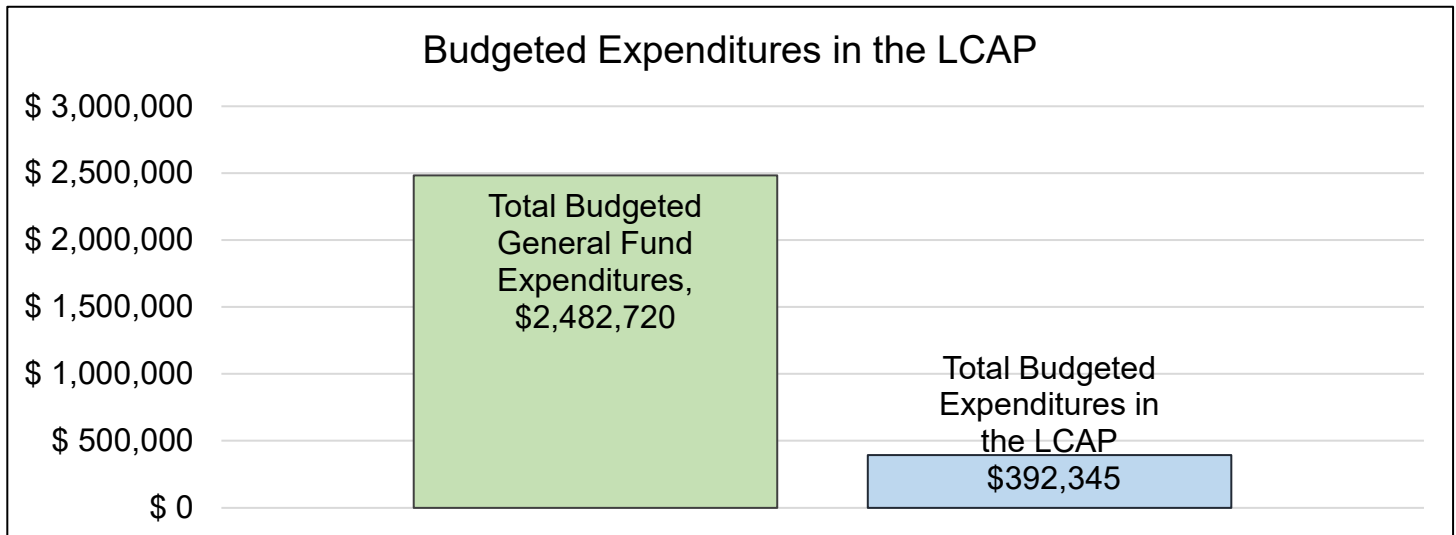


This chart shows the total general purpose revenue Nuestro School expects to receive in the coming year from all sources.

The total revenue projected for Nuestro School is \$2,204,826.00, of which \$1,713,219.00 is Local Control Funding Formula (LCFF), \$117,025.00 is other state funds, \$240,437.00 is local funds, and \$134,145.00 is federal funds. Of the \$1,713,219.00 in LCFF Funds, \$133,853.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Nuestro School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Nuestro School plans to spend \$2,482,720.00 for the 2021 – 22 school year. Of that amount, \$392,345.00 is tied to actions/services in the LCAP and \$2,090,375.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

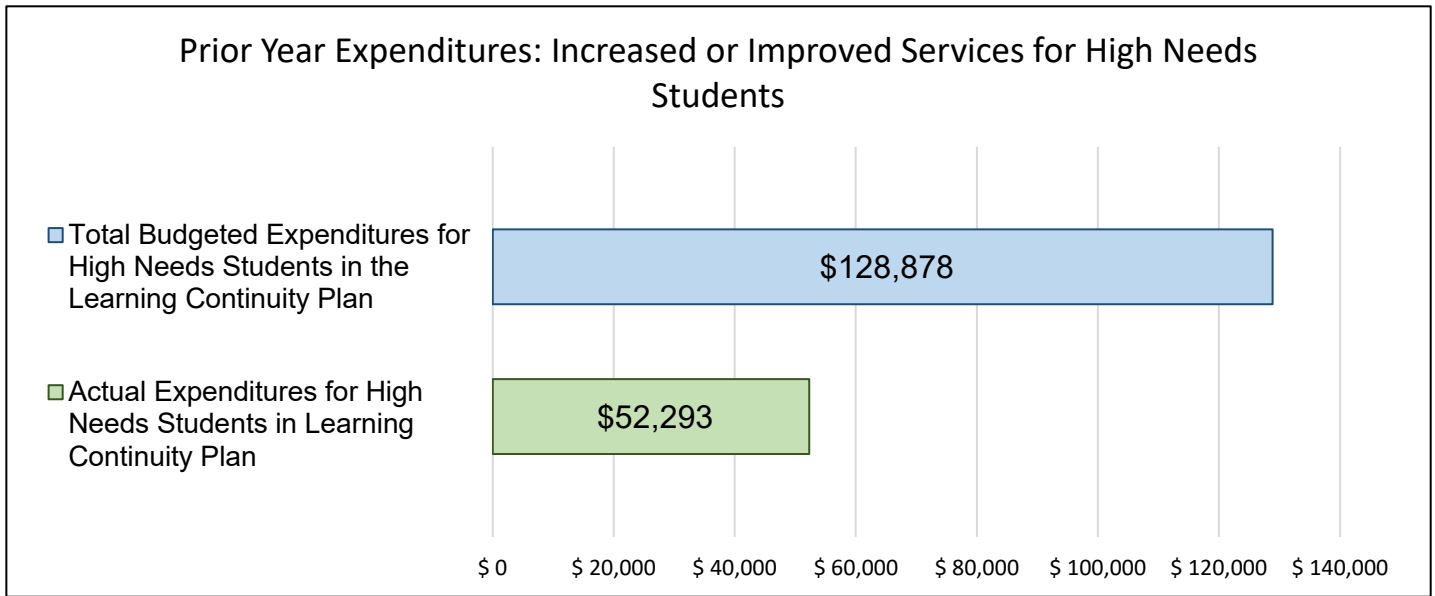
Funds not included in the LCAP were used to pay salary and benefits, facilities costs (such as air conditioners when classroom air conditioning units failed) necessary to keep the school in good repair, and technology necessary to continue education during the Pandemic.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Nuestro School is projecting it will receive \$133,853.00 based on the enrollment of foster youth, English learner, and low-income students. Nuestro School must describe how it intends to increase or improve services for high needs students in the LCAP. Nuestro School plans to spend \$152,345.00 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 2020 – 21



This chart compares what Nuestro School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Nuestro School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Nuestro School's Learning Continuity Plan budgeted \$128,878.00 for planned actions to increase or improve services for high needs students. Nuestro School actually spent \$52,293.00 for actions to increase or improve services for high needs students in 2020 – 21. The difference between the budgeted and actual expenditures of \$76,585.00 had the following impact on Nuestro School's ability to increase or improve services for high needs students:

The impact of the Pandemic was the main contributor for not spending according to the LCAP plan. For example, transportation costs were not incurred while students were not attending school. In addition

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 2021-24

General Information

A description of the LEA, its schools, and its students.

Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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.

Nuestro Elementary School serves approximately 186 students in Transitional Kindergarten through Grade 8. A small percentage of our students (5.4%) speak another language other than English in their homes and are limited in their English proficiency. About 90% of these students come from Spanish speaking backgrounds. 10% 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 76% 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 special education needs 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: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

This has been a very unusual year with the Covid-19 Pandemic and our students out of school and distance learning. Our success is that we have had our students on campus in a hybrid model since October of 2020 which is well before most other Districts in the state. We currently have our TK-8th grades back to a regular 5 day a week schedule. Our students are working hard and we expect to see that they continue to grow academically, even with this Pandemic interruption.

During the COVID-19 Pandemic, students were supported academically, socially, and emotionally. Classrooms were supported with highly qualified teachers and paraprofessionals who all have received ongoing professional development. Technology was infused in classrooms as early as Kindergarten and students are becoming proficient in a Google environment. Academic interventions are embedded at Nuestro, supporting students in math and ELA. Our counselor works with County agencies to make sure students and families are provided the support they need.

With the COVID-19 Pandemic, all students needed technology regardless of if they were working on Distance Learning or were physically at school. We upgraded technology with wifi access points in every classroom. We had to upgrade our network hardware system for the internet so teachers could properly handle high-bandwidth Zoom and Google Education Applications with Distance Learning functions. During the 19-20 school year, we worked on our third goal of the LCAP where we provided modern, safe school facilities that support student success by adding a new phone system that tied to our Fire Alarm system, so now both the Fire Alarm and the phone system can be used during an emergency together to make sure all our students will be safe. Also, during the 20-21 school year we purchased some wi-fi hotspots for our families so that all students have access to the internet when students are learning at home. Improvement to student outcomes continues to be seen across grade levels. A leadership team was created to develop a five year plan for Nuestro students to improve their academics and social/emotional well-being.

Moving forward, Nuestro will continue to assess, modify and upgrade technology hardware and software for students and teachers. For example, Nuestro has adopted a new online curriculum, Edmentum, that will be implemented in the new year and two new curriculum subjects will be reviewed for replacement. Nuestro is reviewing the usability of the current inventory of Chromebooks for the earlier grades to determine if touch screen technology would be more appropriate for use in grades K-2. To increase communication with parents and the school community, Nuestro plans to identify and install a marquee system. Also, after installing the new phone system, the next most important safety system is the camera and video surveillance system. The current system was cobbled together over the years and has outlived its components. Installing a new surveillance system will ensure that students benefit from the added security of a good monitoring system.

Based on local data collected through our stakeholder engagement, surveys, ongoing academic and social emotional learning assessments Nuestro has continued to have many successes. Our ability and manner in which we have communicated with our stakeholders throughout the pandemic has ensured student safety and success. When students are on campus they feel safe and continue to strive for academic success. We have increased our counseling services to include weekly social emotional learning opportunities with a counselor. The data on the California Schools Dashboard is from before the pandemic and we know much has changed since then, therefore, we are reporting on local data as that is the most up to date information we have.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on results shown on the 2019 California Dashboard, Nuestro is in the orange performance category with 7.4% of students were identified as being chronically absent. This represents an increase of 0.1% from the previous year. When the data is analyzed, our Hispanic students and our low income students are missing more school than their peers.

Since the COVID-19 Pandemic, more students are missing school. Our monthly attendance for P2 has dropped from 96.0% in 2019-20 to 88.9% 2020-21.

A performance gap exists between the English Learner student group and “All Students” in ELA and Math. While the student hgroup size is not large enough to show up on the Dashboard, local data analysis shows our English Learners are not making progress as much as their peers.

An Intervention/Assessment Coordinator will be hired in 21-22 to provide ELD support with Professional Development first and eventually, teachers will teach Designated ELD instruction to all students that need it in the classroom. Improved communication between the Intervention/Assessment Coordinator and classroom teachers will be established in order to target specific needs identified in core instruction.

Nuestro Elementary School District will increase parent communication from the beginning of the school year for identified students, pull chronic absenteeism data each semester, and conference with families in order to improve attendance rates for all students.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

By working closely with stakeholders throughout the district, three goals have been identified for focus within the next three years. The three goals are broad in nature covering both the District focus and the priorities of the State. We have changed one of the previous goals from a facilities goal to a goal based on student achievement. The following LCAP goals were developed and connect directly to the eight state priorities and the expectations of the LCFF evaluation rubric.

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

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

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

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.

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

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.

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.

N/A

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.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

All of our board meetings have been held virtually via Zoom. With this change we have seen a significant increase in our meeting attendance and the ability to provide input. All meetings were recorded, which enabled us to respond to all questions, comments and concerns. We surveyed the staff and parents throughout the year regarding needs, especially regarding COVID-19 and school schedules. The administrator discussed staff and student needs and received input at staff meetings and with parents during Site Council and Parent Advisory Committee meetings.

Classified and Certificated Staff: March 4th, April 14th, April 28th

Bargaining Unit: May 5th

Parents: Healthy Kids Survey March 25th-March 31st and Local Survey April 27th and May 11th

Students: 5th & 7th grade Healthy Kids Survey March 25th-March 31st and Local Survey April 27th and May 11th

Parent Advisory Committee: September 14th and presented final draft May 4th

ELAC: September 14th and May 4th

Board: January 19th, February 9th, March 9th, April 20th, May 18th

SELPA: March 9th

Public Hearing: June 8, 2021

Board Approval: June 10, 2021

A summary of the feedback provided by specific stakeholder groups.

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Nuestro School District recognizes the input of all stakeholder groups and that it plays a significant role in the development of our goals, budgets, programs and actions. After reviewing district data, stakeholder feedback demonstrated that the district should prioritize its efforts as follows: 1. Improve academic achievement. 2. Increase and Improve parent involvement.

We received the following feedback from our Stakeholders through surveys, in-person formal and informal meetings and virtually through zoom meetings:

Classified and Certificated Staff: Both Classified and Certificated staff wanted to make sure something was in place for students that have the greatest learning loss to ensure they are provided ample support during the 21-22 school year. During the discussion, ideas came up such as: summer school, after-school interventions, hiring a full time sub, and hiring an Intervention Specialist. There were also discussions regarding hiring additional Paraprofessionals to support classes.

Bargaining Unit: - Staff results indicate that there is additional work to be done in the area of NGSS. Overall staff feel that we are doing a good job implementing and aligning our ELA and math curriculum with the California Common Core Standards and adopted frameworks. The staff recognizes that we can always improve and want to continue to develop programs and services that meet the needs of all our students especially our English learners, low socio economically disadvantaged students and students with exceptional needs.

Parents: Overwhelming feedback on surveys indicates a strong desire for students to improve academically and be happy at school. Parents strongly feel they want to bring back students full time without masks and other COVID-19 related precautions such as plexiglass barriers and increase the disinfection protocols.

Students: Two surveys were administered with all the students. The feedback we received indicated students feel safe at school but wanted to come back to school full-time. Additionally, they want to be challenged in their class and have fun.

Parent Advisory Committee: Site Council really liked the idea of an Intervention/Assessment Coordinator and wanted to make sure that the job description speaks to all the duties that are required of this person. Second, they wanted to change Goal 2 to include specific language that the data will drive instruction. The Site Council wanted the second goal to say that Data will drive instruction.

ELAC: We don't have an ELAC because we only have 10 English learners. However, parents of these students are invited to sit on the Site Council.

Board: The Board shared they wanted to bring students back full-time and ensure there is a plan to address the learning loss for each student. Additionally, the Board felt an increase in counseling availability would be beneficial for students and better support their social and emotional needs.

SELPA: The Superintendent/Principal met with the SELPA Director to review CAASPP Data for Special Education students. After taking a deep dive into the data, it was recommended we keep supporting our Special Education students the same way we have because they are all making progress. Also, it was recommended to consider this population when the school is setting up intervention or acceleration for small groups.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Nuestro School District actively sought the involvement and input of all stakeholder groups before finalizing the 21-24 LCAP. The following summarizes the actions and services that were influenced.

Support Student Achievement by:

Focus on interventions in Math and English Language Arts.

Support the implementation of California State standards through professional development, collaboration time, and curriculum and technology support

Continue efforts in ELD especially for long term EL students

Purchase science curriculum for grades k-8 and update History/Social Science materials and provide professional development support the implementation

Continue and expand good teaching practices and strategies (Writing, Inquiry, Collaboration, Organization, Reading)

Improve and expand electives in Career Technical Education (CTE) and look for ways to extend learning opportunities for all students

Maintain K-8 counseling and continue social-emotional learning and character development

Continue efforts to recruit and retain highly qualified staff

Increase efforts in parent involvement through outreach and meetings

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

At Nuestro, we believe that by providing students the necessary support for both college and career paths, we will inspire and challenge them to achieve academic excellence and personal goals, develop character and confidence, and instill habits of learning that will sustain them throughout life. This has become more important than ever as the pandemic has changed people's lives forever. During the 2019-2020 school year, the students missed out on crucial academic instruction and social emotional support as the school was forced to close due to the statewide order. Although we tried to continue to ensure students received high quality instruction, this was conducted with zoom classes. Students were learning from teachers who were learning to use zoom themselves and the high quality instruction that teachers provide in person wasn't taking place. Additionally, the social emotional needs of the students were a constant concern for staff. Based on stakeholder feedback academic and social and emotional assessment data it was determined that a deeper focus on this goal and the actions and services are to continue.

We will hire a full time Intervention/Assessment Coordinator who will provide English Learner support and instruction, Professional development to all teachers in all content areas, and will collect and monitor assessment data to determine interventions using our MTSS. This will enable the district to determine instructional supports needed to accelerate learning and address learning loss. Ensuring that our teachers are highly qualified through professional development and coaching opportunities and the three new additional hires will allow us to keep class sizes small to ensure a more individualized learning experience for students. The purchase of the NGSS curriculum will ensure that teachers are teaching current NGSS standards that adhere to the approved science framework and aid teachers in providing a broad course of study for all grades.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A - Properly assigned and appropriately credentialed teachers Source: SARC	100%	N/A	N/A	N/A	Maintain 100%

CALPADS, Local Indicator Toll					
1B - Student access to standards-aligned instructional materials Source: SARC, Williams, Parent, Student, Staff Survey	100%	N/A	N/A	N/A	Maintain 100%
1C - Facilities in good repair Source: FIT, Local Indicator Tool Staff Survey	Excellent rating.	N/A	N/A	N/A	100% of our facilities will continue to have Excellent ratings.
2A - Implementation of State Academic Standards Source: Local Indicator Tool - Priority 2	Beginning development (2) in providing professional learning for NGSS and Beginning development (2) instructional materials aligned to NGSS	N/A	N/A	N/A	Full implementation and Sustainability(5)
2B - EL Access to CA Standards including ELD standards Source Local Indicator Tool	50% of the EL students have access to the ELD curriculum	N/A	N/A	N/A	100% of the EL students will have access to ELD curriculum
7A - Access to a broad course of study Source - Priority 7 - Local Indicator Tool	0% of the students have access to science and a comprehensive Health Education Program	N/A	N/A	N/A	100% of the students will access to science and health

7B and 7C - Programs and services developed and provided to unduplicated pupils and Students with Exceptional Needs Source: Attendance of students in After School Tutoring Opportunities	35% of unduplicated students are scoring in Tier 2 and Tier3. 9% of Exceptional needs scoring in tier 1 level on our local assessment of I-Ready Create a Baseline of the percent of unduplicated students and students with exceptional needs scoring in the Tier 1 level on local assessments (I-Ready), receiving tutoring services in the After School Program	N/A	N/A	N/A	44% of students requiring Tier 1 support
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Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Action #	Title	Description	Total Funds	Contributing
1	CTE Opportunities	Provide CTE exposure at 6-8 grades for students through conferences, contests, and speakers through our Amazon Grant	\$0	N

2	Gate Program	<p>Establish and Implement a GATE Program</p> <p>Create increased opportunities within the school day for all students including additional support for unduplicated students and students with exceptional needs</p> <p>Create opportunities for identified students to attend field trips and earn incentives</p> <p>Provide a stipend for 2 teachers to provide after school opportunities for students.</p>	\$10,000	N
3	PE Aide	Hire a PE aide to support Physical Education for all students and allow for additional prep time for teachers	\$8,000	N
4	VAPA	<p>Evaluate programmatic needs for VAPA, music, art, and PE</p> <p>Hire a music teacher to provide music to K-5 students</p> <p>Provide students art through a “Arts Attack” a developmental, sequential visual arts curriculum presented on video for grades K-8. The hands-on, process-oriented format is designed to facilitate a comprehensive program based on art elements and principles as well as art history and appreciation.</p>	\$20,000	N
5	Instructional Materials	<p>Pilot and purchase science curriculum K-8</p> <p>Pilot and purchase HSS curriculum 6-8</p>	\$55,000	N
6	Technology	Purchase 10 new smart boards that work with the newer technology previously purchased	\$25,000	N
7	School Safety	Install Surveillance cameras to ensure student safety around the campus. Security cameras will make it easier to keep track of who is coming in and out of the school and monitor students and teacher behavior. Security cameras can significantly deter crimes and even bullying.	\$75,000	N

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Based on stakeholder input, assessment data and data collected during distance learning and in person instruction. Nuestro has determined that in order for our students to be successful we need to assess our students every 6 to eight weeks in order for our teachers to drive instruction for the next 6 to 8 weeks.

Nuestro needs to become a data driven school where local data will drive instruction for students in each of the classrooms. Teachers will work with an Intervention/Assessment Coordinator every six to eight weeks to go over students' data and plan lessons, intervention, and acceleration to meet needs of every student that attends Nuestro School.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>4A - Statewide Assessments: ELA, Mathematics, and Science</p> <p>Source: Dashboard - Academic Indicator and CAASPP</p>	<p>2019 Dashboard</p> <p>ELA - 22.3 points above standard</p> <p>Declined 11.5 points</p> <p>Math - 6.2 points below standard</p> <p>Declined 25.4 points</p> <p>2019 CAASPP Data</p> <p>% of students that met/exceeded standards</p> <p>ELA - 61%</p> <p>Math - 48%</p> <p>Science - 40%</p>	N/A	N/A	N/A	<p>2019 Dashboard</p> <p>ELA - 5 points above standard</p> <p>Math - 5 points above standard</p> <p>2019 CAASPP Data</p> <p>ELA - 66%</p> <p>Math -53%</p> <p>Science - 45%</p>
<p>4C - Percentage of English learners making progress toward English proficiency</p>	<p>2019 Dashboard - Less than 11 students</p> <p>3 ELs increased one or more levels from the 2019 Summative</p>	N/A	N/A	N/A	<p>Adjust ELP based on number of qualifying students</p>

Source: Dashboard - ELPI and Summative ELPAC	ELPAC to the 2021 Summative ELPAC				11 ELs will increase one or more levels
4D -EL Reclassification Source: EL Reclassification Policy	2020-21 0 students reclassified	N/A	N/A	N/A	30% of English Learners will be reclassified
8 - Local Data Source:I-READY assessments for ELA and Math	I-Ready Assessments - % of students requiring Tier 1, 2 and 3 Support ELA Grade 1 80 % tier 1 20% Tier 2 Grade 2 28% Tier 1 33% Tier 2 39% Tier 3 Grade 3 22% tier 1 44 % tier 2 33% tier 3 Grade 4 8% tier 1 50% tier 2 42% tier 3 Grade 5 17% tier 1 39% tier 2 44% tier 3 Grade 6 50 % tier 1 40% tier 2 10 % tier 3	N/A	N/A	N/A	No students will require Tier 3 Support in ELA or Math

Grade 7 38% tier 1

42% tier 2

20% tier 3

Grade 8 60% tier 1

15% tier 2

25% tier 3

Math

Grade K 100 % tier 1

0 % Tier 2

Grade 1 22% tier 1

78 % Tier 2

Grade 2 22% Tier 1

50%% Tier 2

28% Tier 3

Grade 3 68% tier 1

32 % tier 2

Grade 4 69 % tier 1

31 % tier 2

Grade 5 5 % tier 1

74 % tier 2

21% tier 3

Grade 6 22 % tier 1

56 % tier 2

22% tier 3

Grade 7 0% tier 1

0 % tier 2

100% tier 3

Grade 8 12% tier 1

53% tier2
35% tier3

Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Action #	Title	Description	Total Funds	Contributing
1.	Edmentum	Implement a data system of formative, interim, & summative assessment for K-8 students. Purchase the assessment tool Edmentum for the 21-22 school year, Edmentum will be used as a data management system both electronic and through spreadsheets and maintain an infrastructure of ongoing analysis of student progress. This data will be used to monitor student progress and identify students in need of intervention to close the achievement gap. (Edmentum, Renaissance Learning).	\$10,000	No
2	Intervention/Assessment Coordinator	Hire an Intervention/Assessment Coordinator to provide, Professional Development, Intervention, and assessments	.\$106,010	Yes
3	Professional Development	Provide professional development on minimum days and additional calendar days to support all teachers in the implementation of new	\$10,000	Yes

		<p>materials for HSS and Science, addressing learning loss/accelerating learning and content specific support in the implementation of the CCSS</p> <p>Provide opportunities for publishers to provide professional learning for teachers in newly adopted materials (Science and HSS)</p> <p>Provide targeted professional learning for all teachers on Integrated and Designated ELD</p> <p>Intervention/Assessment Coordinator will provide professional development and analyze data every 6-8 weeks.</p>		
4.	Paraeducator Support	<p>3 Para-educators targeted for Foster Youth, Low Income and English Learner students and Special Education students</p> <p>Increase the support of Para's in the classrooms by adding additional hours and grade levels.</p>	\$20,000	Yes
5	After school Intervention	Teachers will provide after-school intervention based on Edmentum data to students identified as needing additional support in ELA and math 3 days a week.	\$11,335	Yes

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

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Based on stakeholder input, assessment data and data collected during distance learning and in-person instruction, Nuestro has determined that student and parent engagement be closely monitored and increased. Distance learning has allowed students that might normally be absent to attend classes virtually however, this has caused the relationship between students and staff to not be as strong as it is during in-person instruction and decreases engagement for all, especially our at-risk students. When students are attending class in-person staff can monitor their academic and social emotional progress.

Because of the COVID-19 Pandemic, parents and teachers need to work together to make sure our students are successful. Nuestro staff needs to make sure that all students are at school daily so they aren't missing the learning that is happening. Since the COVID-19 Pandemic, we have families that are not able to help students with their homework so some of our students are experiencing more learning loss than others.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3A - Efforts to seek parent input in decision-making Source: Local Survey	92.9% of parents reported that they strongly agree or agree that they have the opportunity to provide input in decision making	N/A	N/A	N/A	96% of parents complete the survey for effective communication
5A - Attendance rates Source: Local SIS Schoolwise enrollment	2020-2021 89.9%	N/A	N/A	N/A	95%.
5B - Chronic Absenteeism Source: Dashboard	Fall 2019 Dashboard 7.2% of our students are chronically absent	N/A	N/A	N/A	3.5%
5C - Middle School Dropout rate Source: Local SIS	0%	N/A	N/A	N/A	Maintain 0%.
6A - Pupil suspension rates Source: Dashboard	Fall 2019 Dashboard 0% of students were suspended	N/A	N/A	N/A	Maintain 0%
6B - Pupil expulsion rates Source: Local SIS	Fall 2019 Dashboard 0% of our students were expelled according to the Dashboard	N/A	N/A	N/A	Maintain 0%

6C - Other local measures, including survey of pupils, parents and teachers on the sense of school safety and connectedness Source: Parent, Staff and student survey	School Safety Students - 90% Staff - 92% Parents -89% School Connectedness Students - 91% Staff - 90% Parents - 87%	N/A	N/A	N/A	School Safety Students -93% Staff - 94% Parents - 91% School Connectedness Students - 93% Staff - 92% Parents - 90%
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Actions

Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Action #	Title	Description	Total Funds	Contributing
1	Communication	Continue to administer the parents, student, and staff surveys 1-2 times a year Post resources on the website for parents to support students at home Send home announcements on Mondays and also provide information electronically Purchase a new marquee to display school information	\$30,500	No

		Nuestro Parent Club will email staff regarding schoolwide happenings and events on a regular basis		
2	Kindergarten Orientation	Provide a Kindergarten parent orientation that explains traditions, school-wide events, and how parents can become involved in various events throughout the year	\$500	No
3	PBIS	Continue to refine the PBIS implementation at Nuestro. Provide stipend for a teacher to monitor and oversee the program/implementation Provide incentives for students	\$5,000	No
4	Training for Classified	Train Yard Duty personnel in the Fall regarding discipline policies	\$1,000	No
5	Attendance Incentives	Provide attendance incentives including t-shirts, books, games, and pizza with the principal for students with monthly perfect attendance.	\$5,000	Yes

Goal Analysis [LCAP Year]

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

An explanation of how effective the specific actions were in making progress toward the goal.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
8.48%	\$133,853

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

Nuestro Elementary School District is utilizing LCFF supplemental funds to improve student achievement that principally meets the needs of low income, EL, and foster youth in the district. All requests in expending funds go through an approval process through the Superintendent/CBO to ensure that the funds are spent to benefit these subgroups of students. Furthermore, funds expended at the district level be used in response to the Community/Stakeholder Engagement surveys as well as research-based.

After addressing the needs, condition and circumstances of our students, we learned consistent data practices did not exist, data was not consistently used to drive instruction, and professional learning was not targeted to specific goals of the district or student populations. These actions are best served school-wide, but will be especially effective for our unduplicated students. Goal 2, Actions 2, 3, 4, and 5 address the efforts to close the learning gaps through increased professional learning, data analysis, and increased opportunities for students to receive additional support in ELA and math through our after school program. These actions will lead to improved academic performance, a reduction in the identified learning gaps and increased English language proficiency measured by the CA Dashboard. The addition of an Intervention/Assessment Coordinator and 3 additional paraprofessionals will provide the teachers and students opportunities to analyze data at the targeted student level and will provide students opportunities for more individualized support.

After assessing the needs, conditions and circumstances of our students, we learned that attendance rates of our low income students is 9.7% lower than the rate (7.2%) for all students. Our experience in monitoring the attendance progress of this student subgroup over the past two years shows no decrease in rates and remains a concern. Therefore, the actions identified in this new LCAP under Goal 3, Action 5, address providing attendance incentives. Although, our low-income student group was the catalyst for this action, supporting positive attendance for all students is especially important considering the impact of COVID-19 and the disengagement of students. We believe this new action will improve the attendance rates of our low income students as well as all students as measured by our local student information system and the Chronic Absenteeism Indicator as measured on the CA Schools Dashboard.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Based on supporting research, experience, and educational theory, the Nuestro Elementary School District has determined that these actions described in the LCAP are the most effective use of funds to meet the District's goals for unduplicated pupils and has established processes to ensure that supplemental funds are utilized in a manner which benefits the intended students' subgroups.

The Nuestro Elementary School District has reviewed Educational Theory around the reasoning of systematized services and research supports the implementation of our actions and goals to the educational benefits of our unduplicated pupils. We have begun an MTSS approach and we believe 'All means All' with reference to the children we serve.

Training and professional learning support for teachers in the areas of effective Designated and Integrated ELD will improve the quality of instructional practices and the depth of knowledge needed in order to meet the diverse language, socio-economic and academic needs of our English learners. The Assessment/Intervention Coordinator will provide additional data analysis for unduplicated pupils in order to better provide intervention opportunities for students both with the school day as well as during the after school program. Unduplicated students will be targeted for after school intervention opportunities, their attendance tracked and data analyzed regularly by the Data/Assessment Coordinator to monitor progress in ELA and Math.

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template 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, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils:
Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Local Control and Accountability Plan (LCAP) Expenditure Tables Template

Developed by the California Department of Education, January 2020

Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 164,412	\$ 66,224	\$ -	\$ 161,709	392,345	\$ 170,345	\$ 222,000

[illegible]

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$ 33,776	\$ 152,345
LEA-wide Total:	33,776	152,345
Limited Total:	-	-
Schoolwide Total:	-	-

[illegible]