Program Team Review: SMCOE 2024-25 LCAP Clarification Table

District: Jefferson Elementary School District

On or Before August 15th:
The following items need clarification in your 2024-25 LCAP.   If the response you submit is determined to be sufficient, you will be notified, and a copy of this clarification table will be posted with your LCAP on the SMCOE website.

The components of the LCAP for the 2024-25 LCAP year must be posted as one document assembled in the following order:
1. The 2024-25 Budget Overview for Parents
2. The 2023-24 Annual Update
3. The 2024-25 LCAP
4. The Action Tables for the 2024-25 LCAP
5. The Instructions for the LCAP Template

SELPA					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No further clarification needed.			

Annual Update					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No clarification needed.			

Plan Summary					
Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No further clarification needed.			

Engagement with Educational Partners

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No clarification required.			

Goals and Actions

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
		No clarification required.			

Increased or Improved Services

Page # in the LCAP	Item	Clarification Needed	District Response	COE Response to District	Additional District Response (if Needed)
Page 45	LEA-wide Action 1.1	Identified Needs (column 2) ☑ ~~Provide the specific data~~	Completed	No further clarification needed.	

		~~that specifically communicates the gap or need for this action for English learners, low income and foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe **how** this action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students.~~ ☑ ~~Describe why this action is offered on an LEA wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~			

Page 46	LEA-wide Action 1.3	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~	Completed	No further clarification needed.	
Page 46	LEA-wide Action 1.6	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe why this action is offered on an LEA wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~	Completed	No further clarification needed.	

| Page 47 | LEA-wide Action 1.7 | Identified Needs (column 2)
☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~
How the action address needs (column 3)
☑ ~~Describe why this action is offered on an LEA-wide basis.~~
    ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~ | | No further clarification needed. | |
| Page 48 | LEA-wide Action 1.10 | Identified Needs (column 2)
☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~
How the action address needs | Completed | No further clarification needed. | |

		(column 3) ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~			
Page 49	LEA-wide Action 2.1	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~	Completed	No further clarification needed.	
Page 49	LEA-wide Action 2.3	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~	Completed	No further clarification needed.	

| Page 50 | LEA-wide Action 2.4 | Identified Needs (column 2)
☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~
How the action address needs (column 3)
☑ ~~Describe why this action is offered on an LEA-wide basis.~~
    ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~ | Completed | No further clarification needed. | |
| Page 51 | LEA-wide Action 2.5 | Identified Needs (column 2)
☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~
How the action address needs | completed | No further clarification. | |

		(column 3) ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, low income and foster youth students, what do you hope to achieve for all students with this action?~~			
Page 52	LEA-wide Action 2.7	How the action address needs (column 3) ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, what do you hope to achieve for all students with this action?~~	Completed	No further clarification needed.	

Page 52	LEA-wide Action 3.1	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe how this action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students.~~		No further clarification needed.	
Page 53	LEA-wide Action 3.5	How the action address needs (column 3) ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all~~	Completed	No further clarification needed.	

		~~students with this action?~~			
Page 54	LEA-wide Action 3.6	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe how this action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students.~~ ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all~~	Completed	No further clarification needed.	

		~~students with this action?~~			
Page 54	LEA-wide Action 3.7	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ 　☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all~~	Completed	No further clarification needed.	
Page 55	LEA-wide Action 3.8	Identified Needs (column 2) ☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~	Completed	No further clarification needed.	

		How the action address needs (column 3) ☑ ~~Describe how this action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students - be specific.~~ ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all students with this action? (Define "Red on the Dashboard")~~			
Page 55	LEA-wide Action 3.9	Identified Needs (column 2) ☑ ~~Provide the specific data~~	Completed	No further clarification needed.	

		~~that specifically communicates the gap or need for this action for foster youth students.~~ How the action address needs (column 3) ☑ ~~Describe how this action will go above and beyond to address the needs for, identified by the data, and prioritizes English learners, foster youth, and low income students~~ ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all students with this action?~~			
Page 56	LEA-wide Action	Identified Needs (column 2) ☑ ~~Provide the specific data~~	Completed	No further clarification needed.	

	3.10	that specifically communicates the gap or need for this action for foster youth students.			
Page 57	LEA-wide Action 3.12	Identified Needs (column 2) ☑ Provide the specific data that specifically communicates the gap or need for this action for English learners, low income and foster youth students. How the action address needs (column 3) ☑ Describe why this action is offered on an LEA-wide basis. ☑ Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all students with this action?	Completed	No further clarification needed.	

| Page 57 | LEA-wide Action 3.13 | Identified Needs (column 2)
☑ ~~Provide the specific data that specifically communicates the gap or need for this action for foster youth students.~~
How the action address needs (column 3)
☑ ~~Describe why this action is offered on an LEA-wide basis.~~
    ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all students with this action?~~ | Completed | No further clarification needed. | |
| Page 58 | LEA-wide Action 3.14 | How the action address needs (column 3)
☑ ~~Describe how this action will go above and beyond to address the needs for, identified by the data, and prioritizes foster~~ | Completed | No further clarification needed. | |

		~~youth, and low income students~~ ☑ ~~Describe why this action is offered on an LEA-wide basis.~~ ☑ ~~Though this action prioritizes support for English learners, foster youth and low income students, what do you hope to achieve for all students with this action?~~			
Page 59	Additional Concentration Grant funding	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 greater than 55%.	Completed	No further clarification needed.	

Identified Need (column 2)
- The attendance rate of our low-income students is 67%, which is 7% lower than for all students (74%).
- Educational partner feedback indicated we need to create a positive culture regarding attendance throughout the LEA and make transportation more accessible for low-income students.

How the action address needs (column 3)

- We will provide additional transportation, with a focus on areas low-income students live in, and implement a new incentive-based program that emphasizes the importance of attendance.
- These actions will create an opportunity to significantly increase attendance rates for low-income students because they are designed to address their identified needs.
- However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.
- We are allocating these funds to this action because we believe that with the additional transportation, we will see a decrease in transportation-related issues and an increase in attendance rates for our low income students.

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LCFF Budget Overview for Parents

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

CDS Code: 41 68916 0000000

School Year: 2024-25

LEA contact information:

Pam Scott

Assistant Superintendent, Ed Services

pscott@jeffersonesd.org

650-991-1000

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$65,402,651
78 %

All other state funds,
All federal funds, 15%
$2,894,046 , 3% All local funds,
$3,078,691 , 4%

LCFF supplemental &
concentration grants,
$9,329,411 , 11%

All Other LCFF funds,
$56,073,240 , 67%
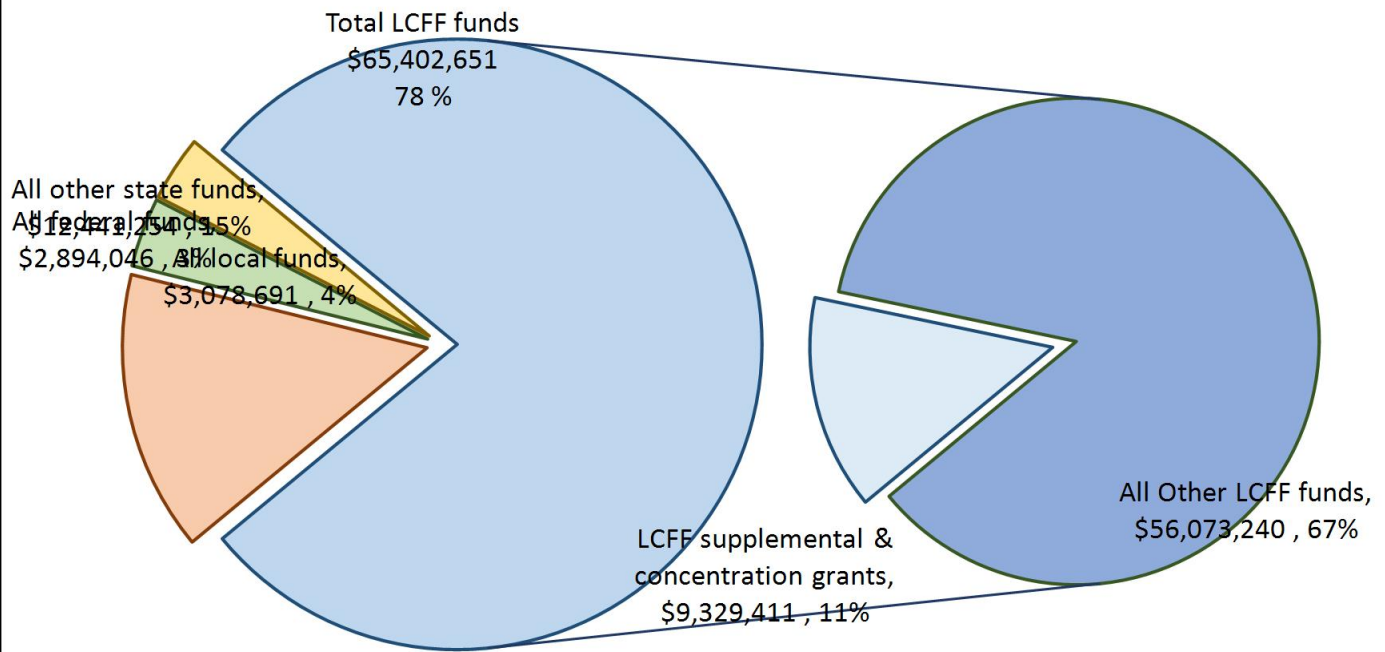
This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Elementary School District is $83,816,642, of which $65,402,651 is Local Control Funding Formula (LCFF), $12,441,254 is other state funds, $3,078,691 is local funds, and $2,894,046 is federal funds. Of the $65,402,651 in LCFF Funds, $9,329,411 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, $93,403,274

Total Budgeted Expenditures in the LCAP $66,390,475
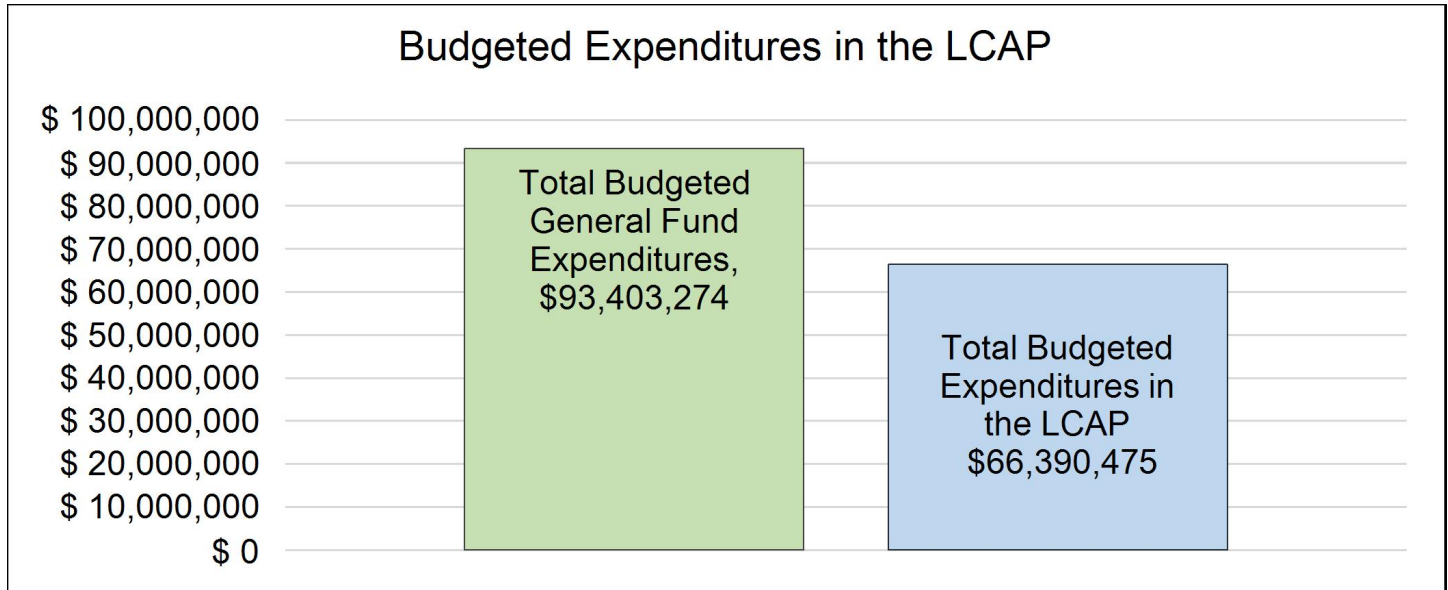
This chart provides a quick summary of how much Jefferson Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jefferson Elementary School District plans to spend $93,403,274 for the 2024-25 school year. Of that amount, $66,390,475 is tied to actions/services in the LCAP and $27,012,799 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The General Fund expenditures not included in the LCAP are general operational cost of $27,012,799. These costs are not part of the core teaching and learning elements that are the primary focus of the 2024-25 LCAP. Expenditures include but are not limited to general operations costs such as: salaries and benefits of custodial, maintenance and operations, superintendent and business office staff and functions, STRS on behalf payments, insurance, utilities, transportation, and other non-operational contracted services.

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

In 2024-25, Jefferson Elementary School District is projecting it will receive $9,329,411 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Elementary School District plans to spend $10,038,255 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24

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

□ Total Budgeted Expenditures for High Needs Students in the LCAP

$11,675,894

□ Actual Expenditures for High Needs Students in LCAP

$11,070,528

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000
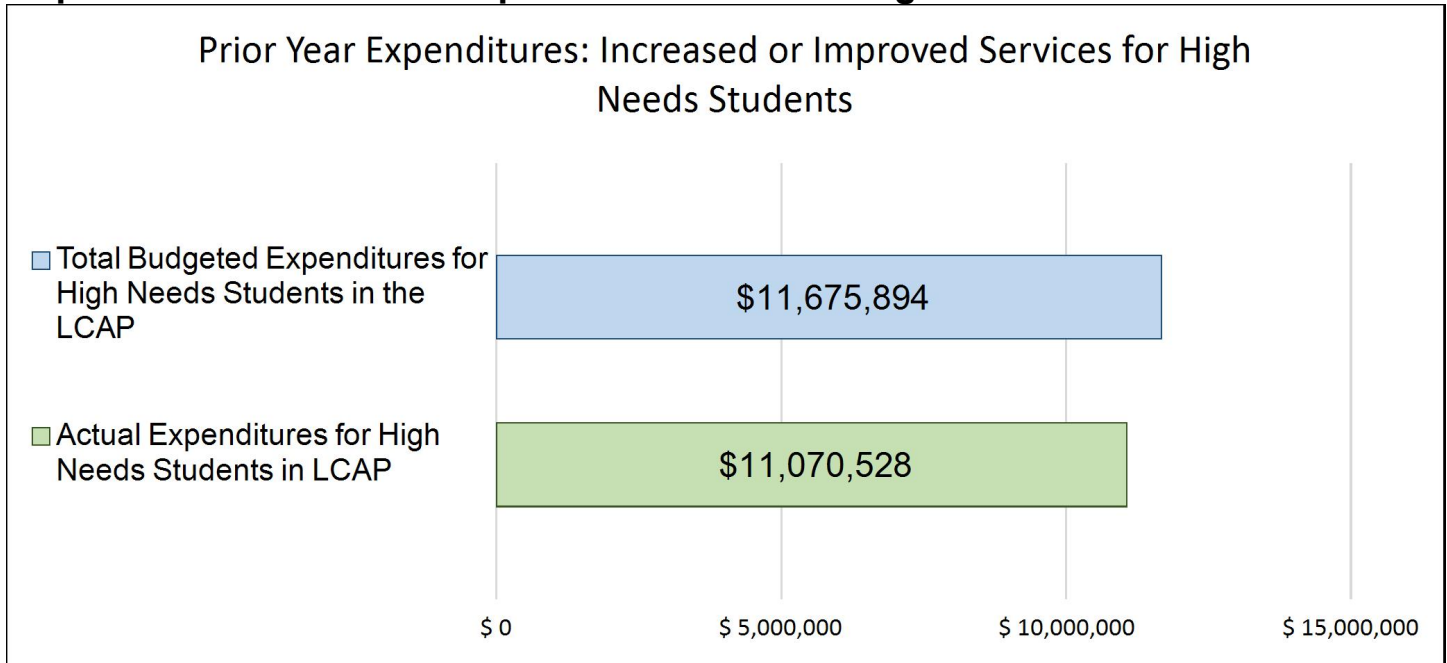
This chart compares what Jefferson Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Jefferson Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Jefferson Elementary School District's LCAP budgeted $11,675,894 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $11,070,528 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $605,366 had the following impact on Jefferson Elementary School District's ability to increase or improve services for high needs students:

The variances between the budgeted and actual in contributing services in FY 2023-24 stem from unspent site funds for Positive Behavior Intervention Support (PBIS) ($386,132 goal 1 action 13), Ethnics Studies curriculum development in partnership with SF State didn't materialize ($34,784 goal 1 action 17), unable to hire Middle School Electives teachers ($254,542 goal 1 action 25), no contracted service cost for Institute Days ($23,479 goal 3 action 9), used alternative federal funding for homeless and foster care youth support ($1,400 goal 4 action 5), and no workshops and parent forums scheduled between AFT and PTA ($8,392 goal 5 action 3)

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	Pam Scott Assistant Superintendent, Ed Services	pscott@jeffersonesd.org 650-991-1000

Goals and Actions

Goal

Goal #	Description
1	Improve student learning outcomes and skills to prepare them for college and careers. (Priority 2: State Standards); (Priority 4: Pupil Achievement); (Priority 7: Course Access) (Priority 8: Other Pupil Outcomes)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data (2018-2019) % of students Meeting and Exceeding Benchmark in English Language Arts	2018-2019: Met or Exceed Benchmark in ELA Overall = 48% Asian = 62% Black or African American = 31% Hispanic = 34% Pacific Islander = 35% White = 41% Students w/Disabilities = 15% Socioeconomic Disadvantaged = 40% Homeless = 30%	Due to factors surrounding the Covid-19 pandemic, testing participation in 2020-2021 varied. Care should be taken when interpreting results. 2020-2021: Met or Exceed Benchmark in ELA Overall = 42.75% Asian = 63% Black or African American = 35% Hispanic = 28% Pacific Islander = 32% White = 28% Students w/Disabilities = 7% Socioeconomic Disadvantaged = 34% Homeless = No Data (10 or less students)	2021-2022: Met or Exceed Benchmark in ELA Overall = 46.27% Asian = 67.61% Black or African American = 41% Hispanic = 32.8% Pacific Islander = 31.25% White = 34% Students w/Disabilities = 11.8% Socioeconomic Disadvantaged = 39.4% Homeless = 35%	2022-2023: Met or Exceed Benchmark in ELA Overall = 45.22% Asian = 67.87% Black or African American = 36.84% Hispanic = 32.26% Pacific Islander = 32.26% White = 26.45% Students w/Disabilities = 10.55% Socioeconomic Disadvantaged = 37.47% Homeless = 22.73%	Met or Exceed Benchmark in ELA Overall = 60% Asian = 74% Black or African American = 43% Hispanic = 46% Pacific Islander = 47% White = 53% Students w/Disabilities = 27% Socioeconomic Disadvantaged = 52% Homeless = 42%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Data (2018-2019) % of students Meeting and Exceeding Benchmark in Math	2018-2019: Met or Exceed Benchmark in Math Overall = 38% Asian = 61% Black or African American = 19% Hispanic = 23% Pacific Islander = 23% White = 34% Students w/Disabilities = 12% Socioeconomic Disadvantaged = 31% Homeless = 35%	Due to factors surrounding the Covid-19 pandemic, testing participation in 2020-2021 varied. Care should be taken when interpreting results. 2020-2021: Met or Exceed Benchmark in Math Overall = 28.39% Asian = 51% Black or African American = 17% Hispanic = 15% Pacific Islander = 18% White = 20% Students w/Disabilities = 7% Socioeconomic Disadvantaged = 21% Homeless = No Data (10 or less students)	2021-2022: Met or Exceed Benchmark in Math Overall = 33.25% Asian = 57.9% Black or African American = 20% Hispanic = 20.4% Pacific Islander = 25% White = 27% Students w/Disabilities = 9% Socioeconomic Disadvantaged = 27.2% Homeless = 15%	2022-2023: Met or Exceed Benchmark in Math Overall = 33.54% Asian = 58.18% Black or African American = 18.92% Hispanic = 21.64% Pacific Islander = 21.21% White = 27.3% Students w/Disabilities = 9.92% Socioeconomic Disadvantaged = 27% Homeless = 11.11%	Met or Exceed Benchmark in Math Overall = 50% Asian = 73% Black or African American = 31% Hispanic = 35% Pacific Islander = 35% White = 46% Students w/Disabilities =24% Socioeconomic Disadvantaged = 43% Homeless = 47%
Fastbridge Data (2019-2020) & (2020-2021) % of students scoring College Pathway (CP) in aReading (Winter)	2019-2020 Winter Scores Overall = 23% Asian = 30% Black or African American = 16% Hispanic = 14% Pacific Islander = 4% White = 17%	2021-2022 Winter Scores aReading Overall = 24% Asian = 33% Black or African American = 29% Hispanic = 14% Pacific Islander = 18% White = 19%	2021-2022 Winter Scores Overall = 24% Asian = 11% Black or African American =29% Hispanic = 14% Pacific Islander = 19% White = 19%	2023-2024 Winter Scores Overall = 25% Asian = 39.83 % Black or African American = 22.73% Hispanic = 14.45% Pacific Islander = 19.44% White = 17.77%	2023-2024 Winter Scores Overall = 45% Asian = 53% Black or African American = 41% Hispanic = 33% Pacific Islander = 31% White = 38%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students w/Disabilities = 6% Socioeconomic Disadvantaged = 16% 2020-2021 Winter Scores Overall = 33% Asian = 41% Black or African American = 29% Hispanic = 21% Pacific Islander = 19% White = 26% Students w/Disabilities = 14% Socioeconomic Disadvantaged = 25% Homeless = 0% Foster Youth = 40%	Students w/Disabilities = 5% Socioeconomic Disadvantaged = 18% Homeless = 20%	Students w/Disabilities = 5% Socioeconomic Disadvantaged = 17% Homeless = 22% Foster Youth = 10% 2022-2023 Winter Scores (reporting Fall scores since not all sites administered Winter) Overall = 28% Asian = 29% Black or African American = 32% Hispanic = 16% Pacific Islander = 13% White = 24% Students w/Disabilities = 7% Socioeconomic Disadvantaged = 20% Homeless = 7% Foster Youth =17%	Students w/Disabilities = 6.58%% Socioeconomic Disadvantaged = 18.17% Homeless = 3.85 % Foster Youth = 0%	Students w/Disabilities = 26% Socioeconomic Disadvantaged = 37% Homeless = 0% Foster Youth = 52%
Fastbridge Data (2019-2020) & (2020-2021) % of students scoring College Pathway (CP) in aMATH (Winter)	2019-2020 Winter Scores Overall = 25% Asian = 34% Black or African American = 10% Hispanic = 15% Pacific Islander = 22%	2021-2022 Winter Scores aMath Overall = 24% Asian = 34% Black or African American = 18% Hispanic = 12% Pacific Islander = 17%	2021-2022 Winter Scores Overall = 24% Asian = 18% Black or African American =18% Hispanic = 12% Pacific Islander = 6%	2023-2024 Winter Scores Overall = 27.24% Asian = 48.87% Black or African American = 14.89% Hispanic = 14.24%	2023-2024 Winter Scores Overall = 47% Asian = 57% Black or African American = 36% Hispanic = 34% Pacific Islander = 26%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	White = 17% Students w/Disabilities = 7% Socioeconomic Disadvantaged = 19% 2020-2021 Winter Scores Overall = 35% Asian = 45% Black or African American = 24% Hispanic = 22% Pacific Islander = 14% White = 31% Students w/Disabilities = 16% Socioeconomic Disadvantaged = 28% Foster Youth = 50%	White = 16% Students w/Disabilities = 9% Socioeconomic Disadvantaged = 18% Homeless = 9%	White = 16% Students w/Disabilities = 9% Socioeconomic Disadvantaged =17% Homeless = 11% Foster Youth = 0% 2022-2023 Fall Scores (reporting Fall scores since not all sites administered Winter) Overall = 30% Asian = 27% Black or African American = 18% Hispanic = 17% Pacific Islander = 21% White = 23% Students w/Disabilities = 10% Socioeconomic Disadvantaged = 22% Homeless = 14% Foster Youth = 0%	Pacific Islander = 13.89% White =19.51 % Students w/Disabilities = 11.36% Socioeconomic Disadvantaged = 20.44% Homeless = 10.71% Foster Youth = 25%	White = 44% Students w/Disabilities = 28% Socioeconomic Disadvantaged = 40% Foster Youth = 62%
100% of students will have sufficient access to textbooks	2018-2019 - October 10, 2018 100% of students had sufficient access to textbooks	2021-2022 - September 22, 2021 100% of students had sufficient access to textbooks	2022-2023 - October 12, 2022 100% of students had sufficient access to textbooks	2023-2024 - 100% of students had sufficient access to textbooks	100% of students have sufficient access to textbooks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Dashboard ELA Decrease the Dashboard ELA points to move closer to Standard or Above Standard	2019 Dashboard (6.2 points below Standard)	Due to the Covid-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	2022 Dashboard (11.7 points below Standard)	2023 Dashboard (17 points below Standard)	California Dashboard ELA (1.3 points above Standard)
California Dashboard Math Decrease the Dashboard Math points to move closer to Standard	2019 Dashboard (33.3 points below Standard)	Due to the Covid-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard	2022 Dashboard (45.2 points below Standard)	2023 Dashboard (44.3 points below Standard)	California Dashboard Math (5.0 points below Standard)
New Metric Spring 2022 ELA Benchmark Advance Interim Assessment Grades 3-5	2022 Winter Grade 3 - 49% Grade 4 - 53% Grade 5 - 50% 2022 Spring Grade 3 - 53% Grade 4 - 57% Grade 5 - 47%	New Metric	2022 Winter Grade 3 - 49% Grade 4 - 54% Grade 5 - 54% 2023 Spring Grade 3 - 53% Grade 4 - 59% Grade 5 - 50%	2023 Winter Grade 3 - 48% Grade 4 - 56% Grade 5 - 54% 2024 Spring Grade 3 - 53% Grade 4 - 59% Grade 5 - 48%	2024 Spring Grade 3 - 70% Grade 4 - 75% Grade 5 - 70%

Goal Analysis

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

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

The focus of Goal 1 is around improving student learning outcomes so all the base actions and services relate to curriculum and instruction for the core content areas including access to digital technology. The actions and services related to the improved/increased services for all students focused on supporting students through access to resources in school libraries, digital technology, enhanced Physical Education,

art, music, supports for maintaining lower class sizes in the middle schools and avoiding split classes in the elementary schools, before/after school enrichment, and school site actions and services involving supporting staff and counselors to meet specific site needs including Students with Disabilities, Multilingual Learners, Homeless/Foster Youth and Low Income students. Expected actions and services were generally implemented as planned to support student learning outcomes with a few exceptions due to staffing attrition and unanticipated necessary program expenditures.

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.

Increase in adopted textbook costs (-$121,750; goal 1 action 1). Purchase additional Benchmark Advance decodable texts for our K-2 classrooms. (-$363,855; goal 1 action 5). There was a 3% negotiated salary increase and increase in health and welfare costs (-$274,466; goal 1 action 15). Increase in summer stipend for Sped (-$125,503; goal 1 action 20). Increase in salaries and health and welfare costs (-$119,912; goal 1 action 21). Unable to hire Middle School Elective teachers ($251,672; goal 1 action 25). The difference between planned and estimated actual expenditures for contributing actions in FY 23-24 comes from unspent site funds for services to provide additional support for our unduplicated student populations and for Positive Behavior Intervention Supports (PBIS) ($386,132; goal1 action 13). The District was unable to fill all PE Aides vacant positions (59,629; goal 1 action 8). Increase in IT Department, Educational Services Department and Librarian staff costs due to a 3% negotiated salary increase (-$90,422 goal 1 actions 2, 4 & 8). No contract with prior service provider for Ethnic Studies Curriculum and Teacher Development ($34,784; goal 1 action 17)

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

The actions below supported our work in Goal 1 in the following ways:

Action 3: We continue to expand the use of digital textbooks and curriculum, eBooks, educational applications (Lexia, Zoom, SeeSaw...) and tools for universal access to support students in mastering grade level standards at school and at home.

ACTION 6: The Fastbridge Assessment Screener administered three times during the year helped identify student interventions and supports. Providing these timely interventions and supports help improve the learning outcomes for all students. This year, we focused on a more robust data analysis system through our Site Leadership Teams and newly hired MTSS Specialist. We have expanded our data assessment tools to include a combination of curriculum based assessment and online assessments such as iReady and IXL. This data was disaggregated by standard and then connected to upcoming curriculum lessons so that teachers could make informed decisions regarding the needs of their students.

ACTION 10: Student access to technology is now more consistent, and the use of technology as a learning and teaching tool is more streamlined. All JESD students have a computer to use both in the classroom and at home when needed. Equal access to technology supports ongoing personalized learning through a variety of online tools which better prepares our students to pursue college and career.

ACTION 12 and ACTION 18: Students have gained access to PE, Art, Music and other enrichment activities. Enrichment activities further enhance the academic core programs by highlighting how essential skills such as reading and math are applied to a range of interests. The more enrichment available to students, the more insight students have into different careers.

Action 16: The Special Education Committee continued this year to review, evaluate and revise our Special Education program based on the feedback and input of district special education teachers, specialists and administrations; general education teachers, classroom paraprofessionals and union representatives. This committee determined a need to focus on classroom environments and curriculum support. The Committee also recognized the need for stronger integration between SPED and Ed. Services to support differentiation within the Gen Ed classrooms; additionally, support around behavior management for mainstreamed students was identified.

Action 17: Ethnic Studies completed their fourth year of curriculum and implementation at the middle school and began their third year of work for the elementary level. Learning to understand and appreciate people's diverse cultures and histories broadens the lenses through which students perceive issues and support the problem solving process.

Action 19: After School Tutoring and Enrichment - After school care was provided at every JESD site, housing over 1300 students. Sites were staffed with an after care provider with additional enrichment and tutoring services. Certificated JESD teachers created tutoring circles where students engaged in additional targeted support in a small group setting. Grants also provided funds for the Math Department at San Francisco State University to offer tutoring services to students in grades 1st-5th at several sites. Parent surveys reflected positive feedback from academic support in aftercare. Other enrichment programs were engaging for all including Mad Science, Legarza basketball, hip hop and LEAP Art. School leadership surveys confirmed that student participation in these programs helped with student attendance, school engagement and attitude. We are currently working on expanding our enrichment programs at all sites to ensure equitable experiences for all JESD students.

Action 20: Summer Learning Program - JESD provided an extended school year experience to 500 K-8th graders. Students engaged in 180 minutes of ELA, 180 minutes of Math, 180 minutes of STEAM daily with additional enrichment. In grades K-3 students showed 1 month of academic growth in both ELA and Math. In grades 4th-8th students showed 3 months of growth in Math and 1 month of growth in ELA (the summer slide typically attributes to 2 months of academic loss). 90% of summer families surveyed said, "Their child's reading skills improved in the program." 92% of families surveyed said, "Their child increased their problem-solving skills in the program." All students were offered breakfast, lunch and a snack at no cost.

Action 23:   Our CCEIS funding ended September 2023. We used our CCEIS funds to purchase Imagine Learning licenses for SBA and WE students who scored High Risk on FastBridge aReading, our universal screener. We used district funds to continue support at JFK and WW. Students in the CCEIS program are meeting their weekly usage goal of 60 minutes per week. From the Beginning of the Year (BOY) assessment to the Middle of the Year (MOY) assessment students scoring 2 years below grade level on the BOY made significant growth with 5-12% moving to 1 year below grade level on the MOY. (JFK = 11%, SBA = 12%, WE = 5% and WW = 5%)

Action 25: Expand Middle School Elective Offerings - We added newly designed electives with a focus on STEAM. The Elective teachers formed a Collaborative Teacher Team to support the work in designing the expanded course offerings.

Action 26: Library Books - Our Librarians purchased an additional 7000 + new library books districtwide.

The following actions will not be continued:
Action 1.13 Site Interventions - School Sites have been funded to provide additional staff and services to support unduplicated student populations and students' scoring NOT MET in ELA and/or Math in CAASPP. Outcomes from this action resulted in misalignment and inequities of services and supports for unduplicated students. Funds from this action will be redistributed to other actions that will be supported districtwide.

Action 1.23 CCEIS - JESD has successfully completed the requirements of each CCEIS plan so this action will no continue forward.

Action 1.24 Collaboration - The JESD/AFT Labor Management Contract language that prevent administration from ensuring high levels of collaboration occur during the early release days.

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

Goal 1 is being adjusted to incorporate MTSS as a broad overarching district system that encompasses varying levels of support. With the implementation of the MTSS framework included as an LCAP goal, we believe that our focus will continue on the careful development of the tiers for instruction, behavior and social emotional supports. Planning this work as systemic, rather than as yearly new initiatives, will ensure that we will be able to put an end to the predictability of who is successful in our school system and who is not.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Improve the academic success of our English Learners (Priority 4: Pupil Achievement);

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Exam Data (2019-2020) % of English Learners making progress towards English Language Proficiency (Maintain Level 4 or Progressed at least one level)	55.3% - 2019-2020	ELPI (English Language Progress Indicator) Data not available since CDE has not released any CA Dashboard since 2019/20. As an alternative, the district has calculated the progress of EL by comparing 20/21 ELPAC scores against the 21/22 ELPAC scores. This comparison shows that 46.3% of the EL students remained at the same ELPAC level while 35% progressed at least one ELPAC level.	53.5% 2021-2022 Maintain Level 4 = 1.9% Progressed at least one level = 51.6%	52.4% 2022-2023 Maintain Level 4 = 2.8% Progressed at least one level = 49.5%	65% of English Learners made progress towards English Language Proficiency
Ever English Learners (English Learners & Reclassified Fluent	7% - 2019-2020	Metric Discontinued. Duplicates another metric.	Metric Discontinued. Duplicates another metric.	Metric Discontinued. Duplicates another metric.	21% of Ever English Learners (English Learners &

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Proficient (RFEP) students) Scoring Level 4 Overall on the ELPAC Summative Assessment (2019-2020)					Reclassified Fluent English Proficient (RFEP) students) Scor3 Level 4 Overall on the ELPAC Summative Assessment
ELPAC Summative Data (2019-2020) % of English Learners scoring Level 4 Overall	33% Level 4 - 2019-2020	15.64% Level 4 - 2020/21	17.03% Level 4 - 2021-2022 (267 students)	17.37% Level 4 - 2022-2023	55% score Level 4 on ELPAC Summative assessment
EL Reclassification % of English Learners reclassified	2019-2020 - 16.8%	2020/2021 - 7.4%	2021- 2022 - 10.7% (216 students)	2022- 2023 - 13%	28% of English Learners are reclassified
Long Term English Learner (in US Schools for more than 6 years) Decrease the % of students (6th-8th grades) identified as Long Term English Learners	2019-2020 - 6.4% of EL population are identified as LTEL	2020/2021 - 15.3% of EL population are identified as LTEL	2021-2022 - 15.8% of EL population are identified as LTEL	2022-2023 - 7.6% of EL population are identified as LTEL	5% of EL population are identified as LTEL
Ever English Learners (English Learners & Reclassified Fluent English Proficient (RFEP) students)	40% Meet/Exceed - 2018-2019	38.63% Meet/Exceed - 2020/2021	36.48% Meet/Exceed- 2021-2022	37.65% Meet/Exceed- 2022-2023	52% Meet/Exceed Benchmark in ELA on CAASPP

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Meeting and Exceeding Benchmark in English Language Arts					
Ever English Learners (English Learners & Reclassified Fluent English Proficient (RFEP) students) Meeting and Exceeding Benchmark in Math	30% Meet/Exceed - 2018-2019	23.64% Meet/Exceed - 2020/2021	23.39% Meet/Exceed 2021-2022	26.89% Meet/Exceed 2022-2023	42% Meet/Exceed Benchmark in Math on CAASPP

Goal Analysis

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

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

The focus of Goal 2 was improving learning outcomes for our Multilingual Learners. The actions and services related to the improved/increased services for Multilingual students focused on supporting students through Targeted Instructional Grouping, Designated ELD, hiring additional ELD staff, supporting Systematic ELD curriculum and providing access to online platforms such as Imagine Learning and ELLevation. Expected actions and services were generally implemented as planned to support student learning outcomes with a few exceptions due to staffing challenges and unanticipated necessary program expenditures.

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.

Added teaching licensing tools for teachers (-$30,206; goal 2 action 3). Added more ELD positions and which were all filled this year (-$509,655; goal 2 action 5). Provide training only for new ELD teachers ($123,503; goal 2 action 6). There was an increase in Program Director and Administrative Assistant cost due to a 3% negotiated salary increase (-$19,513; goal 2 action 4).

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

The following actions helped support our progress towards Goal 2:

Action 2.1: Systematic ELD is being implemented at 13 of our 14 schools.   We administered two unit assessments and on Unit 1 52% met standard and on Unit 3 54% met standard.

Action 2.3: All students in the CCEIS Cohort and EL students who meet the criteria have been assigned Imagine Learning licenses. Weekly student usage is being monitored. At the beginning of the year we had 73% of the cohort and EL students scoring 2 or more years below grade level and at the middle of the year assessment that number dropped to 66%. 8% of the cohort students moved up a level.

Action 2.5: 11 ELD Support Teachers provided Designated ELD instruction at 11 of our 14 schools.

Action 2.6: Sites selected two focus EL strategies each semester and conducted classroom observations and gave feedback on the implementation of the focus strategies.

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

Goal 2 will be sunsetted and folded in under the Broad Goal #1 as MTSS includes a focus on the supports needs for multilingual students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Build upon a district culture that promotes professional learning opportunities for staff to learn, develop and master the skills necessary to educate JESD students to prepare them for college and careers and the recruitment and retention of qualified staff. (Priority 1: Basics (Conditions of Learning))

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of teachers who are Highly Qualified	2019-2020 100% 2020-2021 100%	2021-2022 100%	2022-2023 100%	2023-2024 100%	100%
% of teachers responding favorably to the amount and quality of professional growth and learning opportunities available to faculty and staff	Panorama Survey 2020 50% scored favorably (of staff who took the survey)	Panorama Survey 2022 41% scored favorably (of staff who took the survey)	Panorama Survey 2023 42% scored favorably (of staff who took the survey)	Panorama Survey 2024 51% scored favorably (of staff who took the survey)	90%
% of staff attending district wide Institute Day (professional development day in January)	Institute Day 2020 (in person) 83% Certificated 64% Classified Institute Day 2021 (virtual) 92% Certificated 77% Classified	Institute Day 2022 (in person) 87% Certificated 78% Classified	Institute Day Aug. 2022 (in person) 84%% Certificated Institute Day Jan 2023 (in person) 76% Certificated 74% Classified	Institute Day Aug. 2023 (in person) 79.6% Certificated Institute Day Jan 2024 (in person) 83% Certificated 63% Classified	Institute Day 90% Certificated 80% Classified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of staff responding favorably to the question that asks about the relevancy of the professional development to their work	Panorama Survey 2020 38% scored favorably (of staff who took the survey)	Panorama Survey 2021 21% scored favorably (of staff who took the survey)	Panorama Survey 2022-23 25% scored favorably (of staff who took the survey)	Panorama Survey 2023-24 41% scored favorably (of staff who took the survey)	80% of staff who answered the survey

Goal Analysis

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

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

The focus of Goal 3 is around providing professional learning for all staff so all the base actions and services relate to ensuring all staff are highly qualified and receive the appropriate training in the core curriculum. The actions and services related to the improved/increased services for all students focused on providing staff through professional learning opportunities to support Social Emotional Learning, Positive Behavioral Interventions and Supporst, California State Standards, Universal Design for Learning,Technology Integration, and building school site aligned Multi-Tiered Systems of Support (MTSS). Expected actions and services were generally implemented as planned to support student learning outcomes with a few exceptions due to staffing attrition and unanticipated necessary program expenditures.

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.

New Teacher, Technology training, and Collaboration annual stipends will be paid out at the end of the school year. ($191,772; goal 3 actions 2, 5, and 7). No professional development day for SDC curriculum ($3,350; goal 3 action 13). No implementation of goal 3 action 4 due to substitute shortage. The District didn't hire any professional service company to provide professional learning related to the varying areas of curriculum (goal 3 action 9).

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

The following actions helped support our progress towards Goal 3:

Action 3.2: All first year and second year teachers received mentorship through the JESD Induction Program providing coaching, and classroom support with assistance in clearing their credentials.

Action 3.3: Teachers had ongoing opportunities to attend professional learning on the integration of our adopted curriculum and Universal Design for Learning and work with grade level colleagues at our weekly collaboration time and district wide grade level/ content collaboration meetings.

Action 3.5: Each site has 1-4 teachers who provide ongoing professional learning and support for technology integration through the use of release days, trainings and 1:1 support. This team of teachers is able to provide just in time support as teachers need it in order to increase the use of technology and build capacity with our teaching staff in effective uses of technology for teaching and learning.

The following actions will be discontinued:
Action 3.15: The Canvas platform was developed and initial courses were created; however, there were barriers to implementation so moving forward we will discontinue this action.

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

Goal 3 will be sunsetted and folded under the new Broad Goal #1 since providing professional development supports the need of staff to design lessons to meet their diverse learners.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Provide a positive school climate for students, staff and families which includes safe, secure, accessible and efficient classrooms, facilities and grounds. (Priority 3: Parental Involvement) (Priority 5: Pupil Engagement); (Priority 6:School Climate)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey	2020-2021 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 83% of elementary students respond favorably (of those who responded)	2021-2022 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 87% of elementary students respond favorably (of those who responded)	2022-2023 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 87% of elementary students respond favorably (of those who responded)	2023-2024 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 88% of elementary students respond favorably (of those who responded)	Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 90% of elementary students respond favorably (of those who respond)
Panorama Survey	2020-2021 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 77% of middle school students respond	2021-2022 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 81% of middle school students respond	2022-2023 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 81% of middle school students respond	2023-2024 Survey Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 80% of middle school students respond	Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) 90% of middle school students respond

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	favorably (of those who responded)	favorably (of those who responded)	favorably (of those who responded)	favorably (of those who responded)	favorably (of those who respond)
Panorama Survey	2020-2021 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 71% of elementary students respond favorably (of those who responded)	2021-2022 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 68% of elementary students respond favorably (of those who responded)	2022-2023 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 68% of elementary students respond favorably (of those who responded)	2023-2024 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 69% of elementary students respond favorably (of those who responded)	Sense of Belonging (How much students feel that they are valued members of the school community) 90% of elementary students respond favorably (of those who respond)
Panorama Survey	2020-2021 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 48% of middle school students respond favorably (of those who responded)	2021-2022 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 45% of middle school students respond favorably (of those who responded)	2022-2023 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 44% of middle school students respond favorably (of those who responded)	2023-2024 Survey Sense of Belonging (How much students feel that they are valued members of the school community) 41% of middle school students respond favorably (of those who responded)	Sense of Belonging (How much students feel that they are valued members of the school community) 90% of middle school students respond favorable (of those who respond)
Panorama Survey	2020-2021 Survey School Climate 95% of teachers respond favorably (of those who responded)	2021-2022 Survey School Climate 62% of teachers respond favorably (of those who responded)	2022-2023 Survey School Climate 64% of teachers respond favorably (of those who responded)	2023-2024 Survey School Climate 64% of teachers respond favorably (of those who responded)	School Climate 95% of teachers respond favorably (of those who respond)
Panorama Survey	2020-2021 Survey Well-being	2021-2022 Survey Well-being	2022-2023 Survey Well-being	2023-2024 Survey Well-being	Well-being

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	61% of teachers respond favorably (of those who responded)	60% of teachers respond favorably (of those who responded)	61% of teachers respond favorably (of those who responded)	66% of teachers respond favorably (of those who responded)	90% of teachers respond favorably (of those who respond)
Decrease the number of students who are identified as chronically absent; move from Orange Tier to Yellow Tier on the California School Dashboard	Chronic Absenteeism 2019-2020 8.3% districtwide	Chronic Absenteeism 2020-2021 16.81% districtwide	Chronic Absenteeism 2021-2022 19% districtwide	Chronic Absenteeism 2022-2023 22.4% districtwide	Chronic Absenteeism 2.3% districtwide
Reduce the overall Suspension Rates	Suspension Rate 2019-2020 2.5% Suspended at least once (districtwide) African American students - 9.5% English Learners - 2.1% Foster Youth - 5.3% Hispanic Students - 3.2% Homeless Students - 3.7% 2 or More Races - 2.8% Pacific Islander - 3.6% Socioeconomically Disadvantaged - 3.2% Students with Disabilities - 4.1% White Students - 3.7%	Suspension Rate 2020-2021 Suspended at least once (districtwide) African American students - 5% English Learners - 58.7% Foster Youth - 0% Hispanic Students - 43.3% Homeless Students - 0% 2 or More Races - 5% Pacific Islander - 0% Socioeconomically Disadvantaged - 8.7% Students with Disabilities - unknown White Students - 11%	Suspension Rate 2021-2022 1.3% Suspended at least once (districtwide) African American students - 1.4% English Learners - 1.8% Foster Youth - 0% Hispanic Students - 1.9% Homeless Students - 1.9% 2 or More Races - 1.4% Pacific Islander - 0% Socioeconomically Disadvantaged - 1.6% Students with Disabilities - 2.1%	Suspension Rate 2022-2023 2.4% Suspended at least once (districtwide) African American students - 6.3% White - 3.2% English Learners - 2.7% Hispanic Students - 3.3% Homeless Students - 4.8% 2 or More Races - 2.4% Pacific Islander - 2.1% Socioeconomically Disadvantaged - 2.8% Students with Disabilities - 2.3%	Suspension Rate 0.5% Suspended at least once (districtwide) African American students - 2.0% English Learners - 1.0% Foster Youth - 1.5% Hispanic Students - 1.2% Homeless Students - 1.0% 2 or More Races - 1.0% Pacific Islander - 1.0% Socioeconomically Disadvantaged - 1.0% Students with Disabilities - 1.5% White Students - 1.2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Goal Analysis

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

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

The focus of Goal 4 is around promoting a positive school climate at each school site so all the base actions and services relate to safety and upkeep of the facilities. The improved/increased actions and services for all students are related to supporting students who are chronically absent or need social emotional learning supports through counseling, mental health, nursing and additional custodial support to ensure the school environment is safe and welcoming. Expected actions and services were generally implemented as planned to support student learning outcomes with a few exceptions due to staffing attrition and unanticipated necessary program expenditures.

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

There was a 3% negotiated salary increase and increase in health and welfare costs (-$99,890; goal 4 action 2). Increase in nursing contracted services and increase in salaries and health and welfare costs (-$143,408; goal 4 action 4). Increase in contracted services for youth cinema projects (-$76,683; goal 4 action 7).

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

The following actions supported our progress towards Goal 4:

Action 4.5: Students are provided transportation support, clothing, enrichment opportunities, food, and other school based supports available for academic intervention. Services support students to attend school daily, which provides access to other basic needs and academic support at the school.

Action 4.6: Services support students mental health needs and social-emotional development. Mental Health services were contracted and delivered at 8 Elementary School Sites. School Counselor positions funded, providing comprehensive school counseling program at 14 school sites.

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

Goal 4 will be adjusted and included in our new focus goal on school climate and culture. This adjustment will bring clarity to the data around chronic absenteeism, suspensions, and school connectedness.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
5	Promote the district's successes, challenges and initiatives to better engage and encourage broader community involvement in all JESD schools. (Priority 3: Parental Involvement (Engagement))

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Panorama Survey Families responding favorably to Family-School Communication	2020-2021 Survey Family-School Communication 76% respond favorably (of those who responded)	2021-2022 Survey Family-School Communication 90% responded favorably	2022-2023 Survey Family-School Communication 87% responded favorably	2023-2024 Survey Family-School Communication % responded favorably	Family-School Communication 90% respond favorably (of those who responded)
Panorama Survey % of families responding to the survey	2020-2021 Survey 39% of families responded to the survey	2021-2022 Survey 11% of families responded to the survey	2022-2023 Survey 7% of families responded to the survey	2023-2024 Survey 31.8% of families responded to the survey	90% of families respond to the survey
Parent Involvement Advisory Committee Number of stakeholders (who are not Staff) that participate monthly on the committee	2020-2021 17 parents/stakeholders participate monthly on the committee	2021-2022 0 parents/stakeholders participate monthly on the committee	2022-2023 7 parents/stakeholders participate monthly on the committee	2023-2024 In lieu of an advisory committee, we presented at each school site. A total of 50 parents attended collectively.	50 parents/stakeholders participate monthly on the committee
District English Learner Advisory Committee	2020-2021 6 parents/stakeholders	2021-2022 2 parents/stakeholders	2022-2023 0 parents/stakeholders	2023-2024 20 parents/stakeholders	20 parents/stakeholders

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of stakeholders (who are not Staff) that participate quarterly on the committee	participate quarterly on the committee	participate monthly on the committee	participate monthly on the committee	participate monthly on the committee	participate quarterly on the committee

Goal Analysis

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

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

The focus of Goal 5 is around Community Engagement and the base services include communication strategies and family engagement strategies. The improved/increased actions and services for all students focus on building community schools and increasing engagement of families in the schools. Some ongoing challenges are related to family engagement and finding the best time and topics of interest for families to attend events. Expected actions and services were generally implemented as planned to support student learning outcomes with a few exceptions due to staffing attrition and unanticipated necessary program expenditures.

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.

No event held for Health and Literacy Day ($3,000; goal 5 action 1). No Community partnerships put together ($9,228; goal 5 action 7). No workshops scheduled between AFT and PTA (goal 5 action 3). There was an increase in the cost of existing contract with a vendor to continue to use translation services throughout the district (goal 5 action 6).

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

The following actions supported our progress towards Goal 5:

Action 5.4: Parent Education events were held around the topics of self-care, community resources, impacts of technology on the adolescent and young children, immigration resource night, monthly parent cafe's.

Action 5.6 Translated Communication - These services have helped our school staff to better communicate with families.

The following actions will be discontinued:
Action 5.1: Annual Health and Literacy Day - This event has not been held since the Pandemic.

Action 5.3: AFT and PTA partnership: These meetings have not been held since the Pandemic.

Action 5.9: Workforce Housing Liaison: This was a one year action for 2022-2023.

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

Goal 5 will be adjusted and included under new focus goal #3. Our new focus goal will allow us better metrics to evaluate our family and community outreach.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Instructions

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    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.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	Pam Scott Assistant Superintendent, Ed Services	pscott@jeffersonesd.org 650-991-1000

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Jefferson Elementary School District serves Preschool through 8th grade students from four contiguous areas in Northern San Mateo County - the western section of the city of Daly City, the Town of Colma, unincorporated Broadmoor Village, and a small section of the city of Pacifica. Daly City, with an estimated population of approximately 100,000, is the largest political unit, not only in the four areas, but also in the entire San Mateo County. The population of the four communities has a wide socio--economic, ethnic, linguistic, and cultural diversity. The community is situated close to the City of San Francisco, the Bay, the Pacific Ocean, and San Bruno Mountain. Jefferson Elementary School District was established in 1866. As the population grew and shifted from the original Daly City/Colma concentration, new sites were acquired and schools were built in other parts of the District. At present, the District includes a state preschool, ten elementary schools, one K--8 school, three intermediate schools, a central kitchen maintenance/warehouse unit and a District Office

Preschool: General Pershing; PK-SDC

Elementary Schools:

Daniel Webster PK--5; PK-SDC
Garden Village TK--5
George Washington TK--5
John F. Kennedy PK--5; PK-SDC
Margaret P. Brown TK--5
Marjorie H. Tobias K--5
Susan B. Anthony TK--5
Thomas Edison PK--5; PK-SDC
Westlake TK--5
Woodrow Wilson TK--5
K--8 school: Franklin D. Roosevelt

Middle Schools (all 6--8):
Benjamin Franklin, Fernando Rivera, Thomas R. Pollicita

District facilities are situated throughout Daly City, Colma and Broadmoor, making it the largest complex in the community. The District serves approximately 5,000 students of which 63% are Unduplicated Pupils (English learners, Foster Youth, and Low Income). More than 20 languages are represented, making the District truly international. The District presently employs 366 certificated staff and 243 classified employees. The Administration is comprised of experienced professionals, and the Governing Board is supportive of the educational process and student learning. The instructional program of the District is based on high expectations of students. The District maintains current materials and assesses student progress through multiple measures on an annual basis. Current results indicate that District students are performing at or above the State average in most areas. The District also implements a School2Home program to provide all students with a device to integrate the use of computing and broadband technologies into teaching and learning. The District believes in parent involvement to support schools and student progress. Every school maintains an active parent group and a School Site Council. The District also supports several district level parent groups, including a District English Language Advisory Committee.

Jefferson Elementary School District Vision
Jefferson Elementary School District, in partnership with the community, will be recognized at the local, state and national level as a model for excellence in academics, arts and the sciences.

Jefferson Elementary School District Mission
Jefferson Elementary School District provides all students a high quality education in a safe and nurturing environment where each student demonstrates a spirit of respect, responsibility and a commitment to academic and civic excellence.

Reflections: Annual Performance

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

SUCCESSES
JESD provides a strong foundation in academics, social emotional learning, mental health, behavior management and restorative practices for all students.

Our Educational Partners provided input on review of performance of state indicators, local performance indicators, and local self-assessment tools through School Site Council, PTA and our District English Learner Advisory Committee (DELAC). Family and community members made suggestions about improving student outcomes, supporting English Language Learners, School environments and Parent Engagement.

Our District continues to ensure that our practices, policies and procedures are equitable, ensuring that all students have access and opportunity to excel in life. Our equity work includes:
Sustaining and creating policies and practices that support all students;
Recognizing that success should incorporate the unique needs, talents, and interests of our students;
Reflecting regularly to ensure biases do not impact our practices or student success.

Our Equity Statement drove a resurgence of our MTSS practices and policies. During this last year, in partnership with Branching Minds, we began implementation of our refreshed comprehensive MTSS Handbook. In partnership with Branching Minds we initiated our work with a specific focus on Tier 1 best practices, data analysis protocols, and problem-solving protocols. To support the MTSS system we added 7 MTSS Specialists to support school sites with this new endeavor. Our MTSS specialist support will focused primarily on co-teaching model in the area of Math.

For the 2023-2024 school year, JESD prioritized the following three initiatives:
Expand Universal Design for Learning (Instruction)
Establish Collaborative TEAMS (Professional Learning)
Elevate ELD (Language Development).
These three initiatives connect to our School Board's newly adopted Equity Statement and also fit under the umbrella of MTSS.

Work within these three initiatives include:

EXPAND Universal Design for Learning (Instruction)
Our focus of all District Aligned teams, which includes the School Board/Superintendent, Administrative Teams, Site Leadership Teams and Teacher Collaborative Teams has been removing barriers for students and ensuring every student can access grade-level curriculum to achieve high levels of learning. All Teacher Collaborative Teams focus on UDL practices and work with their team members to build lessons that are accessible, engaging and rigorous. We will continue to build upon our successes next year through a deeper focus on learning targets/lesson goals and student engagement highlighted in the UDL Look Fors as our framework. Site Leadership Teams will be key drivers in identifying site specific goals and collecting data on the implementation of UDL.

Establish Collaborative TEAMS (Professional Learning)
Most of our JESD schools are small, and experiencing declining enrollment. Many sites only have one to two teachers per grade level which makes high quality collaboration a challenge. To address this challenge, we developed District wide Collaborative Teacher Teams rather than school site collaborative teams. Each year, we recruit a teacher leader per grade level/content team who participates in training prior to the start of the school year to review data, curriculum resources and the UDL Framework. We meet with the teacher leaders throughout the year to strengthen leadership skills and provide a focus on vertical grade level alignment.   This year, we hosted a professional development day for each collaborative team to provide instruction and guidance connected to the UDL Framework with a specific focus on Learning Targets and Lesson Opening. We continue to explore how to remove barriers so that our district collaborative teams can meet frequently.

Elevate ELD (Language Development)
We continue to support funding an additional 10 ELD Support Teachers to provide direct support to our EL students through small group instruction. Our ELD Collaborative Team meets monthly to share best practices. We continued to support our Systematic ELD program by training an additional 2 teachers this year while also expanding to all of our middle schools. We have successfully assessed over 1800 English Language Learners on the ELPAC with the support of classified, certificated, site and district leaders. We have reclassified all English Learners who qualified under the criteria and have moved them into the monitoring phase while communicating with teaching staff and families. Five sites have successfully engaged in EL strategies through ELLevation and an additional 9 sites successfully engaged in EL strategies through Systematic ELD and all sites participated in at least two rounds of observations. We will continue to build upon our successes in the following years by utilizing this same format but elevating the frequency of the feedback cycles.

In addition to the successes outlined above, we also:
Adopted an Elementary Science Program, TWIG Science and provided ongoing professional development to support implementation.

Expanded TK by adding an additional classroom at Margaret Pauline Brown Elementary School, for a total of 7 classrooms; and we purchased new furniture, instructional materials and outdoor environments for the new class.

Extended Learning Opportunities Plan Grant - We have partnered with after school providers to provide our students and families with a quality program 3:00- 6:00 pm daily. We continue to offer intersession to families to provide rich, full-day student coverage for families needing support during school holiday sessions. Additionally, we are fully enrolled in our extended school year offerings including the enrollment of 600 students (Big Lift included). Most excitingly, is our attention to equity when planning for the 2024/25 school year in regards to after school enrichment activities. By negotiating year long contracts with our enrichment providers we were able to settle on a fair rate with quality providers and offer the activities to all our sites providing equity across the district.

Special Education - We provided training for the first time that included all District SCIAS. They were trained with all SPED teachers on Handle With Care protocol. We supported IEP Goal development and monitoring by training all SPED Teachers on the use and functionality of GoalBook. We offered training by our OT, PT and APT staff to support all SPED teachers who have students with mobility, fine, and gross motor needs. We had 2 SPED committee meetings to support planning for SDC classroom configuration, mainstreaming and challenging behaviors. Finally, we had our first root cause facilitated meeting w/ support from COE on addressing chronic absenteeism.

Our PBIS and MTSS school site teams continued to implement best practices using data to best respond to student needs.

School Counselors provided SEL core curriculum delivery at both elementary and middle school sites. Topics focused on digital literacy and citizenship, self-awareness, self-management, social awareness, relationship management, and responsible decision making skills. The lessons are designed to increase student achievement, attendance, and development of prosocial behaviors. The Counseling department select topics on referral trends from the previous school year in order to address ongoing needs and stay current with the needs of the student body.

To measure SEL skill development and application, we use our Panorama survey. Results showed the following:
Grades 3-5: Improvement in Learning Strategies and Grit
Grades 6-8: Improvement in Supportive Relationships

To support our student's SEL growth next year, we will continue to work through our Collaborative Teacher teams on strategies to embed SEL competencies into their daily lessons using the UDL/SEL crosswalk. In addition, our middle schools administrators and staff met four full days this year with the goal to reinvigorate our restorative practices. We will continue to work with this cohort of staff throughout the 2024-2025 school year while also creating a new cohort.

We expanded the availability of laptops to instructional classified staff to help support teachers and students with our online instructional materials.

We provided training to our site technology resources teachers aligned to district goals to exemplify powerful uses of technology in support of collaborative teams, English Learnings and UDL.

To measure academic progress, we use Fastbridge as our initial screener and then curriculum based assessments to chart progress on common core standards. This year our CBM assessments were solely focused on ELA. We are adding in Math next year. Our teachers administered two interim Benchmark assessments - in November and again in March - in grades 3-8,   Data was disaggregated by teacher and school site with connections to specific standards of focus. Comparison scores between both interim assessments showed the following:

Grade 3: Interim 1= 49%; Interim 2 = 53%
Grade 4: Interim 1= 54%; Interim 2 = 59%
Grade 5: Interim 1= 54%; Interim 2 = 50%
Grade 6: Interim 1= 46%; Interim 2 = 51%
Grade 7: Interim 1= 51%; Interim 2 = 49%
Grade 8: Interim 1= 55%; Interim 2 = 52%

To measure SEL progress, we use our Panorama survey. Results showed the following:
Grades 3-5: Improvement in Learning Strategies and Grit
Grades 6-8: Improvement in Supportive Relationships

To continue to support our student achievement goal that all students read on grade level by 3rd Grade, we contracted with California Reading and Literacy Project for the 2023-2024 school year. All TK- grade 5 teachers, MTSS Specialists, ELD Teachers and K-8 RSP

Teachers participated in these training modules for a total of 180 teachers trained. In addition, all administrators participated in a Leadership Series to be able to support implementation. Learning outcomes included:

Become familiar with current and confirmed research related to the science of reading and effective literacy instruction of English Learners, developing readers, and struggling readers.
Learn to administer and analyze assessments which correspond to the Common Core Foundational Literacy Standards to improve instruction and student performance.
Acquire instructional strategies from a Structured Literacy approach that correspond to the Common Core State Standards.
Learn an instructional scope and sequence of teaching and learning foundational skills and how to utilize current resources to best support mastery of these skills.

To continue to support our student's SEL growth next year, we worked with our Collaborative Teacher teams on strategies to embed SEL competencies into their daily lessons using the UDL/SEL crosswalk. In addition, our middle schools administrators and staff met four days this year to reinvigorate our restorative practices, using the book: The Restorative Practices Playbook Tools for Transforming Discipline in Schools by: Dominique Smith, Douglas Fisher, Nancy Frey as the foundation for their work.

To foster strong family-school partnerships, we hosted Parent Cafes, facilitating discussions focused on topics generated by our families such as: learning how to use their child's educational apps, vaping prevention, digital citizenship, and CalFresh benefits. These cafes provide a welcoming and empowering space for parents to connect, share experiences, and gain knowledge from experts and peers. Recognizing the economic challenges faced by some families within our school community, we were excited to launch our new JESD Community Care Closet. This on-site resource provides free essential items such as school supplies, food, diapers, formula, and gently-used clothing to students and their families in need. Additionally, to further support basic needs security, we partnered with Second Harvest Food Bank to host regular free grocery distributions at one of our school sites. These efforts and initiatives demonstrate our commitment to creating a school environment where all students can focus on learning and achievement, regardless of their family's background. By prioritizing family engagement, we aim to empower parents as advocates for their children's education and create a collaborative school community.

CHALLENGES:

JESD has been identified for Differentiated Assistance based on the Dashboard Data from 2022-2023
ELA - 17.0 pts below standard; SWD 92.8 pts below standard; Homeless 92.4 pts below standard
Math - 44.3pts below standard; SWD 111.7pts below standard; Homeless 111.9 pts below standard
Absenteeism - 22.4% chronically absent; African American 28%; English Learners 26%, HIspanic 30.3%, Filipino 18.6%, Homeless 46.1%, Two or More Races 20.6%, SED 26.8%, SWD 30.6%, White 29.5%
Suspensions - 2.4% suspensions; African American 6.3%; White 3.2%

Below is information regarding red indicators on the 2023 CA Dashboard:

Schools within the LEA

Ben Franklin Intermediate: Chronic Absenteeism
Daniel Webster Elementary: Chronic Absenteeism
Franklin Delano Roosevelt Elementary: Chronic Absenteeism
Garden Village Elementary: Chronic Absenteeism
Margaret Pauline Brown Elementary: Chronic Absenteeism
Susan B. Anthony Elementary: Chronic Absenteeism
Thomas R. Pollicita: Chronic Absenteeism
Westlake Elementary: Chronic Absenteeism
Woodrow Wilson Elementary: Chronic Absenteeism
Woodrow Wilson Elementary: English Learner Progress

Student Group within the LEA
All Students: Chronic Absenteeism
Black/African American: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Homeless Youth: Chronic Absenteeism, ELA, Math
Multiple Races/Two or More: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism

Student Group within any school
Ben Franklin Intermediate:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, ELA, Math
Hispanic: Chronic Absenteeism, ELA, Math
Socioeconomically Disadvantaged: Chronic Absenteeism, ELA, Math
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism, ELA, Suspension

Daniel Webster Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

Fernando Rivera Intermediate:
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Suspension

Franklin Delano Roosevelt Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism, Suspension
Students with Disabilities: Chronic Absenteeism
White: Chronic Absenteeism

Garden Village Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
White: Chronic Absenteeism

George Washington Elementary:
English Learner: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

John F. Kennedy Elementary:
Students with Disabilities: Chronic Absenteeism

Margaret Pauline Brown Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Marjorie H. Tobias Elementary:
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Susan B. Anthony Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Thomas R. Pollicita:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, Math, Suspension
Hispanic: Chronic Absenteeism, Suspension
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

Westlake Elementary:
All Students: Chronic Absenteeism
Asian: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism, ELA
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism

Woodrow Wilson Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, English Learner Progress
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Please see section Reflections: Technical Assistance for a summary of our work to develop a plan of action to support our schools and student groups with red indicators.

Reflections: Technical Assistance

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

JESD has been identified for Differentiated Assistance. We are working with San Mateo County Office of Education and using continuous improvement science to analysis root causes, brainstorm change ideas and develop plan/do/study/act (PDSA) cycles.

JESD Dashboard Data from 2022-2023
ELA - 17.0 pts below standard; SWD 92.8 pts below standard; Homeless 92.4 pts below standard
Math - 44.3pts below standard; SWD 111.7pts below standard; Homeless 111.9 pts below standard
Absenteeism - 22.4% chronically absent; African American 28%; English Learners 26%, HIspanic 30.3%, Filipino 18.6%, Homeless 46.1%, Two or More Races 20.6%, SED 26.8%, SWD 30.6%, White 29.5%
Suspensions - 2.4% suspensions; African American 6.3%; White 3.2%

In partnership with SMCOE, JESD is working to address the LEA red indicators in academic achievement, chronic absenteeism and suspension rates for the following subgroups:
Academic Achievement: SWD, Homeless
Chronic Absenteeism: SWD, Homeless
Suspension Rates: African American and White

Below is information regrading red indicators on the 2023 CA Dashboard:

Schools within the LEA
Ben Franklin Intermediate: Chronic Absenteeism
Daniel Webster Elementary: Chronic Absenteeism
Franklin Delano Roosevelt Elementary: Chronic Absenteeism
Garden Village Elementary: Chronic Absenteeism
Margaret Pauline Brown Elementary: Chronic Absenteeism
Susan B. Anthony Elementary: Chronic Absenteeism
Thomas R. Pollicita: Chronic Absenteeism
Westlake Elementary: Chronic Absenteeism
Woodrow Wilson Elementary: Chronic Absenteeism
Woodrow Wilson Elementary: English Learner Progress

Student Group within the LEA
All Students: Chronic Absenteeism
Black/African American: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Homeless Youth: Chronic Absenteeism, ELA, Math
Multiple Races/Two or More: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism

Student Group within any school

Ben Franklin Intermediate:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, ELA, Math
Hispanic: Chronic Absenteeism, ELA, Math
Socioeconomically Disadvantaged: Chronic Absenteeism, ELA, Math
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism, ELA, Suspension

Daniel Webster Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

Fernando Rivera Intermediate:
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Suspension

Franklin Delano Roosevelt Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism, Suspension
Students with Disabilities: Chronic Absenteeism
White: Chronic Absenteeism

Garden Village Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism
White: Chronic Absenteeism

George Washington Elementary:
English Learner: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

John F. Kennedy Elementary:
Students with Disabilities: Chronic Absenteeism

Margaret Pauline Brown Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Marjorie H. Tobias Elementary:
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Susan B. Anthony Elementary:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

Thomas R. Pollicita:
All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, Math, Suspension
Hispanic: Chronic Absenteeism, Suspension
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism

Westlake Elementary:
All Students: Chronic Absenteeism
Asian: Chronic Absenteeism
English Learner: Chronic Absenteeism
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism, ELA
Socioeconomically Disadvantaged: Chronic Absenteeism
Students with Disabilities: Chronic Absenteeism, ELA, Math
White: Chronic Absenteeism

Woodrow Wilson Elementary:

All Students: Chronic Absenteeism
English Learner: Chronic Absenteeism, English Learner Progress
Filipino: Chronic Absenteeism
Hispanic: Chronic Absenteeism
Socioeconomically Disadvantaged: Chronic Absenteeism

District Improvement Team members include:
Ed Services Department
Three Principals
Three Elementary Teachers
Three Middle School Teachers
Two Special Education Staff
Two AFT Members
Three Classified Staff
Two ELD/MTSS Specialists
Two Counselors
Two Family Liaisons
One Vice Principal
One Community Schools Coordinator

We developed three specific Improvement Teams: Academic, Chronic Absenteeism and Suspension.

Teams met on:
February 12th 2024
February 29th 2024
March 7th 2024
March 21st 2024

An overall summary of our four meetings is outlined below:
Meeting #1: Review LCAP Goals, Actions and Metrics
1. Review actions in current LCAP - How do we know what is working? What data are we using?
2. Identify additional actions we are doing that are not in the LCAP; How are we monitoring and measuring effectiveness?
3. Select one action that the group wants to learn more about and has concerns around implementation.
4. Craft a Problem of Practice Statement; What is the specific problem we are trying to solve?

Meeting #2: Data Review, Problem of Practice, Root Causes
1. Address the responses from the Exit Ticket survey from Workshop #1
2. Refine the PoP (Problem of Practice) Statements
3. Revisit the Root Cause brainstorming activity related to the updated PoP: Identify missing data/information, develop learning questions;
Create a continued Action Plan for further development

4. Develop an AIM Statement
5. Introduce Theory of Action process, Driver Diagrams, PDSA cycles

Meeting #3: Change Ideas, Driver Diagram
1. Deeper data dive and analysis
2. Developed new Learning Questions related to Root Causes and Drivers
3. Discussed potential Change Ideas -Theory of Action
4. Began developing a Driver Diagram from AIM Statement

Meeting #4: AIM Statements, PDSA Cycles
1. Refine the PoP Statements
2. Revisit the Root Cause brainstorming activity related to the updated PoP
3. Identify missing data/information, develop learning questions
4. Create a continued Action Plan for further development
5. Develop an AIM Statement
6. Introduce Theory of Action process, Driver Diagrams, PDSA cycles

After our four meetings, each Improvement Teams identified one change idea for the Plan, Do, Study, Act (PDSA) improvement cycle. Teams will continue to meet monthly during the remainder of the 2023-2024 school year and into the 2024-2025 school year to review outcomes from the change ideas, adjust if necessary and scale up where appropriate. SMCOE will continue to work with our District Improvement Teams during the 2024-2025 school year.

The following schools were identified for Additional Targeted Support and Improvement (ATSI):

Benjamin Franklin Intermediate
* SWD - Chronic Absenteeism, ELA, Math
* White - Chronic Absenteeism, Suspension, ELA
* Year 1: Hispanic - CA, ELA and Math

Daniel Webster Elementary
* SWD - Chronic Absenteeism

George Washington Elementary
* SWD - Chronic Absenteeism

John F. Kennedy Elementary
* SWD - Chronic Absenteeism

Marjorie H. Tobias Elementary
* Hispanic - Chronic Absenteeism

Westlake Elementary
* SWD - Chronic Absenteeism
* White - Chronic Absenteeism
* Year 1: Asian - Chronic Absenteeism

JESD will support our ATSI schools to identify any resource inequities, complete a needs assessment and determine evidence based interventions to address the gaps in chronic absenteeism and academics for our SWD, Hispanic and White populations. Principals from these 6 schools attended a work session with the SMCOE on May 3 and will continue to meet with SMCOE until the end of the school year to develop their SPSA that will outline their goals metrics and actions to address these challenges.

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.

Not applicable

Support for Identified Schools

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

Not applicable

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Principals/Administrators/Other Staff	Members of the Ed Services Department met monthly to review data and identify areas of focus for the 2024-2027 LCAP. Our Administrative Council provided input on goals and actions during the 4/23/24 meeting.
Parent Input	District and Site Administrators met with parents and families, including families of students with disabilities, between Dec. 2023 and January 2024. Conversations occurred both in person and virtually during School Site Council, PTA, and Parent Coffee meetings. Attendees provided feedback in the following categories: Academic Needs, Social Emotional Needs, Physical Environments and Parent Engagement.
Student Input	District and Site Administrators met with a subset of both elementary and middle school students at their respective sites between November 2023 and April 2024. Feedback was gathered on the following topics: Feelings about school, description of ideal classroom environment, learning strategies, and relationships with adults and peers.
Teachers and Other School Personnel Input	Staff provided feedback in February 2024 through a survey administered during a staff meeting. Topics included: Improving student learning outcomes, academic success for language learners, ongoing staff development, school climate and culture and parent/community engagement.

Educational Partner(s)	Process for Engagement
San Mateo County Office Of Education (SMCOE)	JESD met with SMCOE on March 4, 2024 to review the LCAP process. Our collaboration centered on addressing chronic absenteeism, suspension rates and academic progress within targeted student groups as a priority in our LCAP development. Through this partnership, we honed our focus on implementing effective interventions and strategies to combat these three focus areas, ensuring that our LCAP reflects a targeted approach to support the academic success and well-being of all students.
AFT/CSEA	District Administration met with representatives from both the certificated and classified unions on May 14, 2024 to gather feedback on proposed LCAP goals, actions and metrics.

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

Jefferson Elementary School District provides several avenues for our stakeholders to engage in dialogue regarding curriculum, instruction, data, and extra supports. All stakeholders are invited to attend site based meetings such as School Site Council, English Learner Advisory Committee, Parent Teacher Associations and Parent Teacher Organizations. Schools also provide surveys to stakeholders for the express interest in generating feedback about the school and its communication. At the District level, there are 3 avenues for our stakeholders to engage - District outreach through organized school site parent groups, the District English Learner Advisory Committee and through the Panorama Survey.

Prior to this year, JESD facilitated a Parent Involvement Advisory Committee (PIAC) which was comprised of parent representatives from each school site including parents of students with disabilities. However, since the Pandemic, attendance at those virtual meetings was extremely low - no more than 5 parents in total. Therefore, in order to increase the number of parents providing feedback, District Administrators pivoted and attended school site parent meetings in person. This shift allowed JESD to gain a broader parent perspective, engaging over 50 families in the process. All families, including those who have students with disabilities, were invited and encouraged to attend these district led school site parent meetings.

The District English Learner Advisory Committee is made up of 1-2 English Learner parent representatives from each school site, and any other interested parents. This committee meets quarterly.

The Panorama Survey is a survey given once a year to all stakeholders, and then again at the end of the year to the students. The survey provides JESD with feedback from students, staff and parents about curriculum and instruction, communication, social emotional learning, and work satisfaction. This data is used to determine how to best support our students, staff and families.

Our staff and district leadership have opportunities to engage in dialogue regarding curriculum, instruction, data and extra supports. School sites hold leadership meetings to discuss all areas of curriculum and instruction. Staff meetings and department meetings are times in which

teachers and site staff assemble to discuss all areas of curriculum and instruction. Our Academic Council is composed of all district leaders. The Academic Council meets weekly to discuss all areas of curriculum and instruction.

During the course of writing the LCAP, all members from the teacher's union - AFT and all members of the classified union - CSEA are provided opportunities to review the LCAP and provide feedback.

District staff met with SELPA representatives on June 6, 2024 to review drafts of the LCAP and how the needs of Special Education students were addressed. The input was incorporated into the LCAP.

Below is a summary of themes and trends gathered from educational partners.
1. Students' perspectives:

Social Dynamics and Safety:
*Address drama within groups to ensure a safe environment.
*Increase awareness among adults, including teachers, about ongoing issues.
*Encourage adults to offer advice and support to resolve conflicts.
*Foster understanding and balance between relationship-building and content teaching.

Practical Infrastructure:
*Adjust pricing of snacks and enhance lunch options.
*Implement themed days
*Consider alternative grading systems and allow for late starts.

Student Well-being:
*Encourage a less harsh and more compassionate approach
*Address PE concerns regarding difficulty and duration of laps.

Interpersonal Relationships:
*Recognize the difference in relationships between office staff and teachers.
*Foster stronger connections between students and adults on campus.
*Establish a wellness center for brief breaks during the day.

Community Engagement:
*Incorporate community circles into advisory periods.
*Facilitate open discussions in community circles to address concerns effectively.
*Promote inclusivity and support for new students to prevent bullying and foster a sense of belonging.
*Create opportunities for students to engage in group activities, projects, and clubs to build friendships and enhance feelings of safety.

Communication and Social Skills:

*Provide support for students uncomfortable with social interactions.
*Encourage peer support and inclusion in various school activities to facilitate social integration.

These improvements aim to create a supportive and inclusive learning environment where students feel safe, valued, and empowered to succeed academically and socially.

2. Parents/Guardians Perspectives:
Academic Needs: Families expressed that additional academic supports such as tutoring, study halls and mentoring programs paired with dynamic community partnerships with local businesses and universities would be beneficial. They expressed a desire for small class size, extra-curricular classes such as art, STEAM and dance to provide enrichment activities. Parents shared that providing instructional materials in home languages would enable families to provide more support at home.

Social Emotional Needs: A big theme from this category was around recovery and reconnection as we enter post-pandemic times. Families shared a desire for more opportunities for students to socialize in less structured environments and structures to support students with building healthy relationships. This could be accomplished in clubs, enrichment classes, sports programs and afterschool programming to facilitate wellness. Paired with this, families acknowledged a need to incorporate instruction of conflict resolution tecniques and supporting students while navigating conflict. Families expressed how valuable school counselors are and a desire to keep counselors at our school sites.

Families also expressed a need for elementary school to middle school transition support.

Physical Environments: Families expressed concerns around traffic, crossing guards and safety as kids walk to and from school as some sites are located in high traffic areas. They would like to see more safe drop off zones and parking lot systems across all sites in the district.

Families would like to see schools painted inside and out. In addition, they would like outdoor spaces such as gardens and fields revived and cared for.

Parent Engagement: Families expressed a desire for regular events so parents can socialize and connect with each other through socials, picnics, sporting events, and family nights.   They also would like a parent education series on relevant topics like vaping, online behavior and academics. Parents shared they love to see their children perform and would like to see more student performances. When asked what barriers parents faced, many expressed that work often gets in the way and that childcare is beneficial so that "parents can engage, and kids can have fun". Families shared that translation services have been helpful and wish to see them continue.

When asked about communication, parents shared that a streamlined approach with fewer clicks is helpful since they access most of the information on their phones.

Families shared that increasing the availability of bilingual books and books in home languages would be beneficial.

3. Staff Perspectives:
Improved Learning Outcomes: Staff expressed a need to continue to develop a clear MTSS process with meaningful data points. They shared the addition of ELD and MTSS teachers has been helpful and would like to see that as a continued service. Teachers expressed a need for more tools to support newcomers and Multilingual learners. Staff also thinks smaller classes would better support student learning outcomes.

Academic Success for Language Learners: A trend in staff feedback shows a focus on and a need for support with newcomer students, ranging from additional people to additional resources, programs and tools.

Ongoing Staff Development: Staff provided feedback about our District Collaborative Teams and a desire for additional time. Teachers also expressed a desire for choice, opportunities to attend sessions outside the district and sessions led by other JESD teachers.

School Culture and Climate: Staff identified three areas for improvement. One, the physical environment which includes maintaining and updating playgrounds and fields, murals, and gardens.   The second area, focused on maintaining counselor support at school sites. They would like more opportunities for shared experiences through school assemblies. The third area is more support with Positive Behavioral Intervention and Supports for school teams.

Parent Engagement: Staff would like to see more family and community events at their school sites, such as literacy, science and game nights. Staff expressed a desire for bilingual staff at each site to help with translation on site.   In addition, they expressed a need to parent ESL classes.

4. Administrator/DO Staff Perspectives:
*MTSS|Tier 1 Instruction: Communicate broadly our expectations regarding Tier 1 best practices that align with the UDL Framework and schedule required collaborative team trainings throughout the school year to support our expectations.
*Accessible Student Data Profile: Storing all data in one central location will help staff more quickly understand learning needs, prior interventions, behavior challenges and parent support.
*Structures that support positive staff/student relationships: A renewed focus on restorative practices with an emphasis on community circles, affective statements and informal restorative circles.
*Elevated student choice and voice: Initiate additional structures to engage students in providing leadership with insight into how our system in meeting their needs.

This feedback provides valuable insights into the perspectives of our community and educational partners and has been included in the development of our LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maximize student success in both academics and social-emotional well-being through an inclusive and coordinated system of support (MTSS)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The analysis of California Dashboard Data and review of the available District Assessment data (Panorama, Fastbridge, Curriculum Based Assessments) indicates highly differentiated outcomes for various student groups within our District. This includes subgroups based on race, ethnicity, socio-economic status, language proficiency and disability status. Our data shows our Asian student group is achieving at higher rates on academic indicators, are suspended less than, and attend school more than their non-Asian peers. While chronic absenteeism negatively impacted all significant subgroups, our Students with Disabilities and our Homeless students perform significantly lower in ELA and Math (Academic Achievement) and are suspended at a higher rate than their peers.

This goal was confirmed through our engagement with educational partners. The importance of high quality, grade level instruction and appropriate social-emotional support designed to meet their needs in an inclusive and supportive environment was repeatedly emphasized during feedback sessions and throughout survey data. In addition, the need for a continued focus on the systematic implementation of our Multi-Tiered Systems of Support was also highlighted. As academic and behavioral success represents an area of concern, our district will specifically focus on ensuring that academic and behavioral outcomes improve through monitoring and support efforts.

A Multi-Tiered System of Supports (MTSS) is a proactive collaborative approach to data-driven instructional decision making that is continuous, cyclical, and considered within the context of larger educational and social systems . The MTSS framework uses high-quality, evidence-based instruction coupled with a standards-based curriculum, universal screening practices, the tiered intensity of support based on level of need, and continual use of data to guide decision making to ensure that ALL students receive the appropriate level of engagement to be successful.

JESD believes a Multi-Tiered System of Supports (MTSS) framework will help us achieve our school and community's commitment to the mission to achieve positive and equitable outcomes for all of our students. MTSS is a problem-solving and prevention model with strong evidence of success. MTSS uses data-based decision-making to inform academic and behavioral instruction and intervention based on individual student needs. Our commitment is to provide a series of coordinated systems and structures that when implemented with fidelity and rooted in our district's instructional core, result in positive benefits for all students.

Our goal for our educators: Educators will see this MTSS framework as a way to support all students more effectively, more easily, and more efficiently. We aim to streamline the collection and documentation of observations and student data, as well as the planning and reporting process required for differentiation and intervention. In doing so, we can enable our teachers to spend more time building relationships with their students, delivering personalized support, and experiencing professional success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of teachers who are appropriately assigned and fully credentialed in the subject area for the students they are teaching as reported in the Teacher Assignment Monitoring Outcomes Report in DataQuest.	2023-2024 100%			100%	
1.2	% of teachers responding favorably to the amount and quality of professional growth and learning opportunities available to faculty and staff	Panorama Survey 2024 51% scored favorably (of staff who took the survey)			90%	
1.3	% of staff attending district wide Institute Day (professional development day in January)	Institute Day Aug. 2023 (in person) 79.6% Certificated Institute Day Jan 2024 (in person) 83% Certificated 63% Classified			Institute Day 90% Certificated 80% Classified	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	% of staff responding favorably to the question that asks about the relevancy of the professional development to their work	Panorama Survey 2023-24 41% scored favorably (of staff who took the survey)			80% of staff who answered the survey	
1.5	100% of students will have sufficient access to textbooks	2023-2024 - 100% of students had sufficient access to textbooks			100% of students have sufficient access to textbooks	
1.6	California Dashboard ELA Decrease the Dashboard ELA points to move closer to Standard or Above Standard	2023 Dashboard (17 points below Standard)			California Dashboard ELA (1.3 points above Standard)	
1.7	California Dashboard Math Decrease the Dashboard Math points to move closer to Standard	2023 Dashboard (44.3 points below Standard)			California Dashboard Math (5.0 points below Standard)	
1.8	California Science Test	2022-2023 5th - 26% Proficient 8th - 20% Proficient			5th - 50% 8th - 50%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	1.Site and District administrators will oversee, support, and coach teachers in providing a multi-tiered system of support for Tiers 2 and 3 to target the needs of English Learners, Foster Youth and Low Income. 2. Highly qualified staff will deliver grade level instruction through any necessary differentiated supports to each student in their classrooms in the Least Restrictive Environment (LRE) using Board adopted grade level curriculum including appropriate accommodations for students with an Individualized Education Plan (IEP). 3. SPED Certificated and Classified staff will provide services to ensure all SPED students have access to the core curriculum.	$2,082,161.00	Yes
1.2	Tier I: Personnel: All teaching staff, classified staff, site administrators	1.Site and District administrators will oversee, support, and coach teachers in providing a multi-tiered system of support for Tier 1. 2. Highly qualified staff will deliver grade level instruction through any necessary differentiated supports to each student in their classrooms in the Least Restrictive Environment (LRE) using Board adopted grade level curriculum including appropriate accommodations for students with an Individualized Education Plan (IEP). 3. SPED Certificated and Classified staff will provide services to ensure all SPED students have access to the core curriculum.	$40,558,164.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Tier 1: New Teacher Induction	Ensure all 1st and 2nd year teachers will participate in the New Teacher Induction program. Identified staff will be compensated for ensuring additional support for any new JESD staff.	$199,208.00	Yes
1.4	Tier 1: Standards Aligned Materials and Instruction	1. Deliver a guaranteed and viable curriculum that is aligned to the California State Standards and supports diverse perspectives through an inclusive curriculum. 2. Ensure instruction adheres to the UDL Guidelines. 3. Update and provide access to online materials (IXL, NewsELA,Lexia etc.)and tools for universal access to support students in mastering grade level standards at school and at home. 4. Establish curriculum adoption committees to pilot new materials and make recommendations to the Governing Board for content areas needing new adoption. 5. Ensure all students receive scientific, evidence-based core instruction implemented with integrity and emphasizing grade-level standards and school-wide behavioral expectations. Instruction should be explicit, differentiated, and include flexible grouping and active student engagement.	$1,478,411.00	No
1.5	Tier 1: Early Childhood Programs	1. Continue to provide inclusive district preschool programs. 2. Provide Special Education services to preschool students as identified in the IEP 3.Allocate instructional assistants for each TK classroom.	$2,802,850.00	No
1.6	Tier 1: Technology Professional Development	Train certificated staff to integrate evidence based technology tools that accelerate learning for our unduplicated students.	$50,662.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Tier 2: Targeted Instructional Support Staff	Allocate additional certificated staff to each site to support students through targeted academic support in ELA, Math and English Language Development.	$2,210,170.00	Yes
1.8	Tier 2: Afterschool Enrichment and Tutoring	Offer after school enrichment and tutoring services through the ASES grant, site funding, Parcel Tax and ELOP funds .	$3,414,844.00	No
1.9	MTSS Monitoring System	Purchase of annual subscription to an online comprehensive data system to gather current student performance data to better analyze and monitor students' academic and behavioral needs throughout the school year. (Schoolytics and Ellevation)	$89,430.00	No
1.10	Tier 1: Increase the number of middle school staff in order to provide additional intervention and enrichment courses at all three middle schools.	Middle School staffing ratio will be calculated on an average of 30 students per class, a reduction from 33 students per class.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By June 2027, academic performance in both ELA and math will meet or exceed 70% proficiency.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Jefferson Elementary School District is focused on preparing all of our students to enter high school on grade level. We seek to provide our students with the access and opportunities, at the elementary and middle school levels, that will initiate their preparation to pursue college or a career once they graduate from high school. Our current State assessment data (2022-2023) shows that 54.8% of our students are not meeting the benchmark for their grade level in English Language Arts, and 66.5% are not meeting the benchmark for their grade level in Math.

Our most current State assessment data (2022-2023) shows that 52% of our English Learners are not meeting the benchmark for their grade level in English Language Arts and 62% in Math. We must focus our efforts on providing the strategies and supports that will improve the academic success of our Newcomers, English Learners and Long Term English Learners.

Additionally, Actions 2.1, 2.2, 2.3, 2.4, 2.5, and 2.6 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

Schools within the LEA:
Woodrow Wilson: English Learner Progress

Student Group within the LEA:
All Students: Chronic Absenteeism
Homeless Youth: Math
Students with Disabilities: Math

Student Group within any school:
Ben Franklin Intermediate:
English Learner: Math
Hispanic: Math

Socioeconomically Disadvantaged: Math
Students with Disabilities: Math

Marjorie H. Tobias Elementary:
Filipino: Chronic Absenteeism
Thomas R. Pollicita:
English Learner: Math

Westlake Elementary:
Students with Disabilities: ELA, Math
Woodrow Wilson Elementary:
English Learner: English Learner Progress

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CAASPP Data % of students Meeting and Exceeding Benchmark in English Language Arts	2022-2023: Met or Exceed Benchmark in ELA Overall = 45.22%			Met or Exceed Benchmark in ELA Overall = 70%	
2.2	CAASPP Data % of students Meeting and Exceeding Benchmark in English Language Arts	2022-2023: Met or Exceed Benchmark in ELA Asian = 67.87% Black or African American = 36.84% Hispanic = 32.26% Pacific Islander = 32.26% Filipino = 51.36% White = 26.45% Students w/Disabilities = 10.55%			Met or Exceed Benchmark in ELA Asian = 85% Black or African American = 65% Hispanic = 65% Pacific Islander = 65% Filipino = 70% White = 50% Students w/Disabilities = 40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomic Disadvantaged = 37.47% Homeless = 22.73% English Learners = 15.07%			Socioeconomic Disadvantaged = 60% Homeless = 60% English Learners = 30%	
2.3	CAASPP Data % of students Meeting and Exceeding Benchmark in Math	2022-2023: Met or Exceed Benchmark in Math Overall = 33.54%			Met or Exceed Benchmark in Math Overall = 70%	
2.4	CAASPP Data % of students Meeting and Exceeding Benchmark in Math	2022-2023: Met or Exceed Benchmark in Math Asian = 58.18% Black or African American = 18.92% Hispanic = 21.64% Pacific Islander = 21.21% Filipino = 36.88% White = 27.3% Students w/Disabilities = 9.92% Socioeconomic Disadvantaged = 27% Homeless = 11.11% English Learners = 12.68%			Met or Exceed Benchmark in Math Asian = 85% Black or African American = 41% Hispanic = 45% Pacific Islander = 45% Filipino = White = 70% Students w/Disabilities =35% Socioeconomic Disadvantaged = 55% Homeless = 55% English Learners = 25%	
2.5	Summative ELPAC results	2022-2023 17% Level 4			55% score Level 4 on ELPAC Summative assessment	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	EL Progress Indicator	2022-2023 49.5% Progressed at least one ELPI level.			65% of English Learners made progress towards English Language Proficiency	
2.7	EL Reclassification rate	2022-2023 13% of English Learners are reclassified			28% of English Learners are reclassified	
2.8	Long Term English Learner (in US Schools for more than 6 years) Decrease the % of students (6th-8th grades) identified as Long Term English	2022-2023 7.6% of EL population are identified as LTEL			5% of EL population are identified as LTEL	
2.9	iReady Reading (at or above grade level), grades 3-8	2023-2024 ELA - 36% Proficient			ELA - 70%	
2.10	iReady Math (at or above grade level), grades 3-8	2023-2024 Math - 33% Proficient			Math - 70%	
2.11	Access to a broad course of study as reported in Local Indicators on the CA Dashboard.	2023-2024 100%			100%	
2.12	Implementation of State Board adopted academic content and performance standards for all students as reported on	2023-2024 Met			Met	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	the Local Indicators on the CA Dashboard.					

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Tier 1: Professional Learning for all Staff	1. Require ongoing professional learning for teaching staff focused on adopted core curriculum. (TK-8) through Institute Days, release days, and optional afterschool monthly training that support teachers in the implementation of district initiatives. 3. Offer training on Integrated and Designated ELD across the district to support Newcomers, English Learners and Long Term English Learners. 4. Ensure high quality, professional learning for all administrators to help transform the learning community of all JESD schools. 5. Provide specialized coaching/content support for administrators with Preliminary Authorizations.	$313,604.00	Yes

Action #	Title	Description	Total Funds	Contributing
		6.Offer tuition assistance to participate in programs resulting in high needs areas (Special Education – moderate to severe, Science, Math) 7. Provide professional learning for teachers to support the implementation of all online learning platforms. 8. Provide ongoing professional learning for teaching staff focused on instructional strategies and assessments from a Structured Literacy approach that corresponds to the CCSS Foundational Skills to best support mastery of these skills (TK-5)		
2.2	Tier 1: Assessment Tools	Continue to administer local assessments that will provide baseline and growth data throughout the year.	$248,279.00	No
2.3	Tier 1: Collaboration	District Collaborative teams will collaborate to improve student achievement. Work will include: 1. Data analysis/Progress Monitoring 2. Development of tiered classroom interventions 3. Unit development aligned to UDL Framework 4. Identification and analysis of common Formative 5. Assessments 6. Participation in grade level lesson study protocol Each District Collaborative Teacher team will be supported by a trained teacher leader.	$1,097,589.00	Yes
2.4	Tier 1: 1:1 Technology Program	Fund one device for every student to provide access to instructional materials.	$336,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Tier 1: Enrichment Opportunities	Allocate sites with additional staff, K-8, to provide full access to enrichment classes. 1. Fund one additional elective teacher at TRP, FR, and BF, three music staff, and 3.5 elementary art teachers 2. Continue to support: • Ethnic Studies (Middle and Elementary) • Youth Cinema Project (Elementary) • Enrichment Period (Middle and Elementary) • Electives (Middle)	$1,108,185.00	Yes
2.6	Tier 1: EL Program	1. Schedule daily instruction in English Language Development for Newcomers, English Learners and Long Term English Learners. 2.Provide differentiated training for ALL teachers for both designated and integrated ELD.	$125,588.00	No
2.7	Tier 2: EL Support	1. Identify the Newcomers, English Learners and Long Term English Learners at each school site who are not meeting Benchmark based on CAASPP, Local Assessments, or ELPAC data and design instruction targeted by identified needs. 2. Continue funding online platforms designed specifically to target Newcomer and ELL student language acquisition.	$3,266,439.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By June 2027, positive school climate indicators will meet or exceed 90% favorability.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The Panorama Student survey is given to 3rd-8th graders every fall to measure School Culture and Climate. Students are asked questions about Supportive Relationships (How supported students feel through their relationships with friends, family, and adults at school) and their sense of belonging (How much students feel that they are valued members of the school community.)   Our goal is for 90% of elementary and middle school students to report favorably.

The Panorama staff survey also measures Staff feelings about School Climate and Culture and staff wellbeing.

Student attendance and Chronic absenteeism are also indicators of a positive school school climate. During the 22-23 school year, our Chronic Absenteeism rate was 22.4%.   Another metric looks at decreasing the overall suspension rate for students districtwide. Last year's rate was 2.4%. Our suspension rates for the 23-24 school year appear to mirror the same trajectory as last year.

Additionally, Actions 3.3, 3.7, 3.8, and 3.9in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

School sites within our LEA with Reds on the Dashboard-   CHRONIC ABSENTEEISM
Ben Franklin
Daniel Webster
Franklin D. Roosevelt
Garden Village
Margaret P. Brown
Susan B. Anthony
Thomas R. Pollicita
Westlake
Woodrow Wilson

Student Groups within the LEA
Black African American
English Learner
Filipino
Hispanic
Homeless Youth
Multiple Races (two or more)
Socioeconomically Disadvantaged
Students with Disabilities
White

Student Groups within any school within the LEA- CHRONIC ABSENTEEISM
Ben Franklin
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

Daniel Webster
English Learners
Filipino
HIspanic
Socioeconomically Disadvantaged
Students with Disabilities

Fernando Rivera
Hispanic

Franklin D. Roosevelt
English Learners
Filipino
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

Garden Village
English Learners
Filipino

Hispanic
Socioeconomically Disadvantaged
White

George Washington
English Learners
Students with Disabilities

John F. Kennedy
Students with Disabilities

Margaret P. Brown
English Learners
Filipino
Hispanic
Socioeconomically Disadvantaged

Majorie H. Tobias
Hispanic
Socioeconomically Disadvantaged

Susan B. Anthony
English Learners
Hispanic
Socioeconomically Disadvantaged

Thomas R. Pollicita
English Learners
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Westlake
Asian
English Learners
Filipino
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities
White

Woodrow Wilson
English Learners
Filipino
Hispanic
Socioeconomically Disadvantaged

Additionally, Actions 3.1, 3.2, 3.7, and 3.9 in this goal address the requirement to include one or more specific actions within the LCAP for any LEAs that have Red Dashboard indicators (or Very Low Status) 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:

School sites within our LEA with Reds on the Dashboard- SUSPENSIONS
Ben Franklin
Fernando Rivera
Franklin D. Roosevelt
Thomas R. Pollicita

Student Groups within the LEA
N/A

Student Groups within any school within the LEA
Ben Franklin
White

Fernando Rivera
Socioeconomically Disadvantaged

Franklin D. Roosevelt
Socioeconomically Disadvantaged

Thomas R. Pollicita
English Language Learner
HIspanic

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Decrease the number of students who are identified as chronically absent; move from Red Tier to Yellow Tier on the California School Dashboard	Chronic Absenteeism 22.4% districtwide			Chronic Absenteeism 6% districtwide	
3.2	Reduce the overall Suspension Rates	Suspension Rate 2022-2023 2.4% Suspended at least once (districtwide) African American students - 6.3% White - 3.2% English Learners - 2.7% Hispanic Students - 3.3% Homeless Students - 4.8% 2 or More Races - 2.4% Pacific Islander - 2.1% Socioeconomically Disadvantaged - 2.8% Students with Disabilities - 2.3%			Suspension Rate 0.5% Suspended at least once (districtwide) African American students - 2.0% English Learners - 1.0% Foster Youth - 1.5% Hispanic Students - 1.2% Homeless Students - 1.0% 2 or More Races - 1.0% Pacific Islander - 1.0% Socioeconomically Disadvantaged - 1.0% Students with Disabilities - 1.5% White Students - 1.2%	
3.3	Student SEL Panorama Survey Grades 3-5	2023 Fall Supportive Relationships = 88%			2027 Spring SEL Survey	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Management = 67% Social Awareness = 67% Learning Strategies = 65% Grit = 57% 2024 Spring SEL Survey Supportive Relationships = 88% Self Management = 70% Social Awareness = 69% Learning Strategies = 66% Grit = 61%			Supportive Relationships = 90% Self Management = 90% Social Awareness =90% Learning Strategies = 90% Grit = 90%	
3.4	Student SEL Panorama Survey Grades 6-8	2023 Fall SEL Survey Supportive Relationships = 80% Self Management = 68% Social Awareness = 58% Learning Strategies = 56% Grit = 54% 2024 Spring SEL Survey Supportive Relationships = 89%			2027 Spring SEL Survey Supportive Relationships = 90% Self Management = 90% Social Awareness =90% Learning Strategies = 90% Grit = 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Management = 68% Social Awareness = 67% Learning Strategies = 64% Grit = 57%				
3.5	Student Support and Environment Panorama Survey Grades 3-5	2023 Fall Learning Model = 73% Sense of Belonging = 69% School Climate = 67% School Safety = 58%			2027 Spring Learning Model = 90% Sense of Belonging = 90% School Climate = 90% School Safety = 90%	
3.6	Student Support and Environment Panorama Survey Grades 6-8	2023 Fall Learning Model = 78% Sense of Belonging = 41% School Climate = 44% School Safety = 54%			2027 Spring Learning Model = 90% Sense of Belonging = 90% School Climate = 90% School Safety = 90%	
3.7	Staff Panorama Survey	Spring 2024 Well Being = 66% School Climate = 64% Professional Learning = 51% Feedback and Coaching = 46%			Spring 2027 Well Being = 90% School Climate = 90% Professional Learning = 90% Feedback and Coaching = 90%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Family Panorama Survey	Spring 2024 Barriers to Engagement = 84% School Climate = 78% Family Efficacy = 70% Family Support = 68% Learning Behaviors = 59% Family Engagement = 23%			Spring 2027 Barriers to Engagement = 90% School Climate = 90% Family Efficacy = 90% Family Support = 90% Learning Behaviors = 90% Family Engagement = 90%	
3.9	Efforts to seek parent input in making decisions at both the District and Site levels as reported by the local indicator priority 3 on the CA Dashboard.	2023-2024 Met			Met	
3.10	School Attendance Rate	2023-2024 93.75%			98%	
3.11	Explusion Rates as reported through CALPADS	2023-2024 0%			0%	
3.12	Middle School dropout rates as reported through CALPADS	2023-2024 0%			0%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Tier 1, 2 and 3: Restorative Practices	Utilize the Continuum of Restorative Practices to build an inclusive and safe school climate to ensure that all school sites practice: Affective statements Restorative Conversations Restorative Interventions Whole Class Circles and Restorative Process Formal Conference	$114,806.00	Yes
3.2	Tier 1: Positive Behavior Intervention and Support	Support schools with the continued implementation of Positive Behavioral Interventions and Supports (PBIS).	$195,986.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Tier 1: Attendance Monitoring	Provide clerical staff to support daily attendance monitoring and the reduction of chronic absences and truancies through attendance notifications to families and schools.	$1,716,717.00	No
3.4	Tier 1: Parent Portal	Continue implementation of online parent portal to increase parent/teacher communication on student progress	$9,000.00	No
3.5	Tier 1: Communication	Maintain updated website interface (district and school level) to improve communication with families and community. Maintain all electronic communication platforms to include social media platforms and newsletters.	$138,000.00	Yes
3.6	Tier 1: Climate Survey	Administer Panorama Survey to students, staff and families to measure district and school climate and culture.	$23,000.00	Yes
3.7	Tier 2: Counselors	Provide comprehensive school counseling programs at all schools.	$0.00	Yes
3.8	Tier 2: Nursing Support Staff	Continue to fund Nursing staff who assist families and students with health needs	$1,252,363.00	Yes
3.9	Tier 3: Mental Health Support	Provide mental health support through contracted services.	$2,314,875.00	Yes
3.10	Tier 3: Homeless & Foster Care Youth Supports	Offer transportation, connection to housing resources and community organizations for families who are considered Homeless and/or for Foster Care Youth	$313,330.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Community Involvement	Continue expanded parent and community involvement at the district and school level through Family Nights, Community Events, Parent Education and communication in multiple languages through various media	$127,320.00	No
3.12	Librarians	Fund certificated Librarians and classified Librarian Techs to support teachers by: • providing print and online resources that support grade level curriculum and standards • teaching information literacy that includes library and online research, source evaluation, citation, copyright, and literature, including literary genres and personal reading selection.	$729,894.00	Yes
3.13	After School Athletics	Continue to fund middle school after school athletic programs.	$47,700.00	Yes
3.14	Translation Services	Provide contracted translation services to ensure all families are able to participate in all site and district events. Ensure that families who have specialize needs regarding translation, are provided the ability to communicate with the school site and the district office. Provide training to all site office staff to ensure knowledge of translation services.	$25,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$9,329,411	$672,211

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
18.402%	0.000%	$0.00	18.402%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Tier I: Personnel: All teaching staff, classified staff, site administrators **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard	This action will address the need by providing teachers with strategies and interventions to support Homeless, Foster Youth and Low Income students. All teachers will receive four days of professional learning based on the Universal Design for Learning Framework to develop lessons that prioritize removing barriers for English Learners, Foster Youth and Low Income students when accessing the curriculum. This is offered on an LEA wide basis because all students benefit	Local Assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY data not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY data not available Based on our dashboard data. EL, FY/homeless and Low Income students rely heavily on the expertise of their classroom teacher to be able to eliminate barriers to learning, ensuring all students learn at high levels. **Scope:** LEA-wide	from highly qualified teachers who are able to remove barriers to learning.	
1.3	**Action:** Tier 1: New Teacher Induction **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY data not available Math	Unduplicated students are especially vulnerable to unprepared or unsupported teachers. This action supports teachers new to the profession to receive their professional credential and receive specific training on best practices to better support English Learners, Low Income and Foster Youth students in their classrooms. Examples include in depth training on Universal Design for Learning with an emphasis on developing lessons that are culturally responsive and address language learning needs, increase student engagement, elevate student voice and choice and provide multiple opportunities for action and expression. This is	Local Assessments K-2 = Fastbridge 3-8 = iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY data not available **Scope:** LEA-wide	provided on an LEA -wide basis because every school has new teachers.	
1.6	**Action:** Tier 1: Technology Professional Development **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** LEA-wide	Unduplicated students are particularly dependent on school systems for quality instruction in the use of technology for learning and opportunities to learn applied technology. This action will address the need by supporting all staff in updating their learning on the evidence based technology tools used throughout the district that supports teaching and learning for English Learners, Foster Youth/Homeless and Low Income. Technology Professional Development will focus on supporting Tier 2 and 3 online intervention tools such as IXL, iReady Personalized Learning Platform, Lexia and Imagine Learning. This is provided on an LEA-wide basis because all of our students can benefit from quality instruction and the use of technology.	Panorama Survey Local Assessment Data K-2 Fastbridge 3-8 iReady
1.10	**Action:**	Enrichment and intervention classes offer learning experiences that enhance and/or support core	Local Assessment Data K-2 Fastbridge

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Tier 1: Increase the number of middle school staff in order to provide additional intervention and enrichment courses at all three middle schools. **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** 　LEA-wide	content which helps increase access and time for English Learners, Low Income and Foster Youth to improve learning outcomes towards state standards. This action will address the specific academic and social needs of unduplicated students that are achieving below grade level standard by ensuring that each site addresses the achievement gap by prioritizing additional interventions and supports for EL, FY/Homeless and Low income students.　This is provided on an LEA-wide basis because all students benefit from smaller class size.	3-8 iReady
2.1	**Action:** Tier 1: Professional Learning for all Staff **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard	Unduplicated students are highly dependent on a qualified teaching core. This action will address the need by bringing together all district teachers to receive specific training on best practices to better support English Learners, Low Income and Foster Youth students in their classrooms. Examples include in depth training on Universal Design for Learning with an emphasis on developing lessons that are culturally responsive and address language learning needs, increase student engagement, elevate student voice and	Local Assessments K-2 Fastbridge 3-8 iReady Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** LEA-wide	choice and provide multiple opportunities for action and expression. This is provided on an LEA -wide basis because learning improves for all students when staff are highly skilled.	
2.3	**Action:** Tier 1: Collaboration **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available	Research has shown that focused collaboration on meeting the needs of English Learners, Low Income and Foster Youth students will support increased academic achievement. Coordinated responses, such as the review and practice of district focused implementation of ELL strategies and UDL guidelines, will benefit unduplicated students by helping teachers remove barriers to learning. Teachers will prioritize use of this time on the development of action plans for English Learners, Low Income, Homeless/FY students. This action will address the need by ensuring that all students are receiving high quality instruction by giving teachers time to plan together. This is provided on an LEA -wide basis because all students benefit when teachers collaborate to remove barriers and enhance engagement.	Local Assessments K-2 Fastbridge 3-8 iReady Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	**Action:** Tier 1: 1:1 Technology Program **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** LEA-wide	To support learning during the Covid Pandemic, JESD completed a technology needs assessment and determined that the majority of our unduplicated students lacked technology in the home setting and were dependent upon schools for its provision in effective use; therefore, all students grade K-8 are provided a technology device to use both at school and at home. This action will address the learning needs of unduplicated students by prioritizing devices to unduplicated students. This is provided on an LEA-wide basis because all students benefit from having access to technology at home and at school.	Panorama Survey Local Assessment Data K-2 Fastbridge 3-8 iReady
2.5	**Action:** Tier 1: Enrichment Opportunities	Many unduplicated students are dependent on school provided enrichment opportunities as they are not readily available in the community. This action will address the need by offering hands on relevant learning experiences that integrate	Local Assessments 3-8 iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** LEA-wide	English Language Arts, Literacy, Math, Science and the Arts which help increase access and time for English Learners, Low Income and Foster Youth to improve learning outcomes towards state standards. English Learners, FY and Low income students will receive priority in enrollment. This action is provided on an LEA-wide basis because all students benefit from enrichment classes.	
3.1	**Action:** Tier 1, 2 and 3: Restorative Practices **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard	All students, but especially unduplicated students, benefit from positive school climates. Developing positive school climates improves chronic absenteeism, suspensions and impacts academic outcomes. This action will address the need by prioritizing English Learners, FY/Homeless and Low Income students have opportunities to build positive relationships and connections with peers and adults within the school community and learn how to repair harm after conflict which will decrease number of out of school suspensions for all students especially our unduplicated students. This action is LEA-wide because all schools are responsible for creating positive school cultures in which all students are provided supports to behave and socialize appropriately.	Discipline/Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** LEA-wide		
3.5	**Action:** Tier 1: Communication **Need:** Spring 2024 Barriers to Engagement = 84% School Climate = 78% Family Efficacy = 70% Family Support = 68% Learning Behaviors = 59% Family Engagement = 23% **Scope:** LEA-wide	Families of unduplicated students rely on timely and accurate information in their home language in order to make informed decisions and support their students success. This action will support communication across various media and platforms. Our websites and external communication platforms provide parents with the option to translate communication into a variety of languages. Also, by providing information in a variety of formats (website, newsletters, translated virtual meetings etc) families of unduplicated students can engage in a manner that best suits their needs and interests. With more supportive information, families can ensure their students are prepared for the learning experiences. This action is provided on an LEA-wide basis because all families benefit from clear communication and timely information.	Panorama Survey
3.6	**Action:** Tier 1: Climate Survey **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard	School Personnel rely on timely and accurate data to review and manage implementation of practices that support a positive school climate. Developing positive school climates improves chronic absenteeism, suspensions and impacts academic outcomes. This action will surface needs and allow staff to prioritize supports specific to our	Panorama Survey, Attendance and Suspension Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below **Scope:** LEA-wide	English Learners, Low income and FY/homeless populations by providing the district staff with information from students, families and staff about their experiences at each school site. This action is provided on an LEA-wide basis because all school sites benefit from listening to all stakeholders.	
3.7	**Action:** Tier 2: Counselors **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available	Developing positive school climates improves chronic absenteeism, suspensions and impacts academic outcomes. Counselors provide Tier 1, 2 and 3 services which includes classroom lessons, group and individual counseling sessions and family outreach. This action will prioritize the need to keep EL, Homeless/Foster Youth and Low Income students at school by providing the mental health services needed. The action is provided on an LEA-wide basis because all students benefit from counseling services.	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.8	**Action:** Tier 2: Nursing Support Staff **Need:** Chronic Absenteeism 22.4% districtwide EL - 26% Homeless - 46.1% FY not available **Scope:** LEA-wide	Many unduplicated students are dependent on school health services as they are not readily available in the community. When schools are able to prioritize these services for unduplicated students attendance will improve. This action will prioritize the need of unduplicated students by increasing the opportunity for them to receive health care during the school day. This action is provided LEA-wide because all students benefit from additional healthcare services.	Panorama Survey
3.9	**Action:** Tier 3: Mental Health Support **Need:** Chronic Absenteeism 22.4% districtwide EL - 26% Homeless - 46.1% Low Income - 26.8% Suspension Rate 2022-2023 2.4% Suspended at least once (districtwide) Homeless - 4.8% English Learners - 2.7% Low Income - 2.8% **Scope:**	Developing positive school climates improves chronic absenteeism, suspensions and impacts academic outcomes. Mental Health providers offer Tier 3 services which include individual and family sessions. This action will address the need to keep EL, Homeless/Foster Youth and Low Income students at school by providing the mental health services needed. The action is provided on an LEA-wide basis because all students benefit from mental health services.	Panorama Survey

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.10	**Action:** Tier 3: Homeless & Foster Care Youth Supports **Need:** Chronic Absenteeism 22.4% districtwide Homeless - 46.1% Low Income - 26.8% FY not available **Scope:** LEA-wide	Based on our Chronic Absenteeism data, our Homeless and Foster Youth have high rates of absenteeism. We want to provide extra supports, services and counseling for our Homeless and Foster Youth students who are experiencing barriers to learning. These supports will encourage regular daily attendance, build school connectedness and belonging which will improve student learning outcomes. The action is provided on an LEA-wide basis because each site have identified students and families in need of these supports.	Chronic Absenteeism Data
3.12	**Action:** Librarians **Need:** CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below	This action will address the need by ensuring that English Learners will have access to fully stocked libraries that librarians can specifically curate to support language development; low income and foster youth students will have access to hiqh quality libraries that they may not be able to use outside of the school day. The action is provided on an LEA-wide basis because all students benefit from fully stocked libraries.	Local Assessment K-2 Fastbridge 3-8 iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	FY not available Research has demonstrated that well stocked and staffed libraries are essential for supporting vulnerable student populations. Unduplicated students benefit from libraries overseen by credentialed librarians to ensure availability of quality materials and adequate maintenance to support regular circulation of these materials. Opportunities to access reading materials that may not be available in the community help support reading achievement. **Scope:** LEA-wide		
3.13	**Action:** After School Athletics **Need:** Chronic Absenteeism 22.4% districtwide EL - 26% Homeless - 46.1% Low Income - 26.8% FY not available Suspension Rate 2022-2023 2.4% Suspended at least once (districtwide) Homeless - 4.8% English Learners - 2.7% Low Income - 2.8% FY not available	Many unduplicated students are dependent on school provided enrichment opportunities as they are not readily available in the community. Unduplicated students will be given priority enrollment to these programs. This action is offered on an LEA-wide basis because providing after school athletics has shown to increase school engagement and connection.	Attendance Data; Suspension Rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
3.14	**Action:** Translation Services **Need:** Spring 2024 Barriers to Engagement = 84% School Climate = 78% Family Efficacy = 70% Family Support = 68% Learning Behaviors = 59% Family Engagement = 23% **Scope:** LEA-wide	Families of unduplicated students rely on timely and accurate information to make informed decisions and support their students success. This action will support communication across various languages. By providing information in a families home language, English Learners, Low income and Foster Youth/homeless students and families will be better informed and engaged. With more supportive information, families can ensure their students are prepared for the learning experiences. This action is provided on an LEA-wide basis because all students and families benefit when they are engaged in the school community.	Panorama Survey

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
1.7	**Action:** Tier 2: Targeted Instructional Support Staff **Need:**	This action will address the need by funding positions that are dedicated to supporting our English Learners, Low Income and Foster Youth. These additional staff will deliver targeted instruction through both co-teaching and small	Local Assessment Data K-2 Fastbridge 3-8 iReady

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Based on the CAASPP summative assessment scores in ELA and Math, and Fastbridge, our local assessment, our unduplicated students are not meeting benchmark and are underperforming against all other subgroups. CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard Homeless = 92.4 pts. below FY not available Math All students = 44.3 pts below standard EL = 68.5 pts below standard SED = 62.5 pts below standard Homeless = 111.9 pts. below FY not available **Scope:** Limited to Unduplicated Student Group(s)	group support therefore improving academic outcomes for unduplicated students.	
2.7	**Action:** Tier 2: EL Support **Need:** Based on the CAASPP summative assessment scores in ELA and Math, and Fastbridge, our local assessment, our students who are identified as English Learners are not	Students learning English need specifically designed instruction to acquire a new language. This action ensures dedicated time for ELD instruction during the school day in which Newcomers, English Learners and Long Term English Learners receive targeted language support in addition to core grade level instruction. Teachers are trained on the Systematic ELD curriculum to address language needs during Designated ELD. The strategies from both	Local Assessment K-2 Fastbridge 3-8 iReady ELPAC Level 4 Percentage ELPI Growth Report

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	meeting benchmark and are underperforming against all other subgroups. 2022-2023 ELPAC 17% Level 4 CA Dashboard Data 2022-2023 ELA All students = 17 pts below standard EL = 44.5 pts below standard Math All students = 44.3 pts below standard EL = 68.5 pts below standard **Scope:** Limited to Unduplicated Student Group(s)	Systematic ELD and ELLevation are also incorporated into Integrated ELD. This action is provided LEA-wide because each school site as a significant number of ELL students.	

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.

Additional Concentration Grant funding has allowed the District to increase Counselors across all sites. The 15% additional Concentration funding is $672,211. (6 FTE). LCAP Goal #3, Action #7

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	Fernando Rivera 73:1; Franklin D Roosevelt 26:1; Marjorie H Tobias 74:1; Thomas Edison 59:1	Benjamin Franklin 59:1; Daniel Webster 59:1; Garden Village 70:1; George Washington 27:1; John F Kennedy 25:1; Margaret P Brown 28:1; Susan B Anthony 99:1; Thomas R Pollicita 76:1; Westlake 67:1; Woodrow Wilson 54:1
Staff-to-student ratio of certificated staff providing direct services to students	Fernando Rivera 29:1; Franklin D Roosevelt 13:1; Marjorie H Tobias 19:1; Thomas Edison 16:1	Benjamin Franklin 32:1; Daniel Webster 19:1; Garden Village 18:1; George Washington 17:1; John F Kennedy 13:1; Margaret P Brown 13:1; Susan B Anthony 28:1; Thomas R Pollicita 35:1; Westlake 19:1; Woodrow Wilson 14:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$50,697,614	$9,329,411	18.402%	0.000%	18.402%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$38,970,736.00	$21,679,120.00	$1,581,581.00	$4,159,038.00	$66,390,475.00	$57,896,985.00	$8,493,490.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,061,340.00	$20,821.00	$2,082,161.00	$0.00	$0.00	$0.00	$2,082,161.00	
1	1.2	Tier I: Personnel: All teaching staff, classified staff, site administrators	All	No					$39,299,982.00	$1,258,182.00	$26,103,695.00	$10,977,735.00		$3,476,734.00	$40,558,164.00	
1	1.3	Tier 1: New Teacher Induction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$148,985.00	$50,223.00	$0.00	$0.00	$76,047.00	$123,161.00	$199,208.00	
1	1.4	Tier 1: Standards Aligned Materials and Instruction	All	No			All Schools		$135,811.00	$1,342,600.00	$549,148.00	$929,263.00	$0.00	$0.00	$1,478,411.00	
1	1.5	Tier 1: Early Childhood Programs	All	No			All Schools		$2,660,978.00	$141,872.00	$0.00	$2,802,850.00	$0.00	$0.00	$2,802,850.00	
1	1.6	Tier 1: Technology Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$50,662.00	$0.00	$44,072.00	$6,590.00	$0.00	$0.00	$50,662.00	
1	1.7	Tier 2: Targeted Instructional Support Staff	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$2,210,170.00	$0.00	$0.00	$2,210,170.00	$0.00	$0.00	$2,210,170.00	
1	1.8	Tier 2: Afterschool Enrichment and Tutoring	All	No			All Schools		$613,745.00	$2,801,099.00	$0.00	$3,414,844.00	$0.00	$0.00	$3,414,844.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.9	MTSS Monitoring System	All	No			All Schools		$0.00	$89,430.00	$68,430.00	$21,000.00	$0.00	$0.00	$89,430.00	
1	1.10	Tier 1: Increase the number of middle school staff in order to provide additional intervention and enrichment courses at all three middle schools.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Thomas R. Pollicita, Fernando Rivera, Ben Franklin 6-8		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
2	2.1	Tier 1: Professional Learning for all Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$196,604.00	$117,000.00	$187,929.00	$125,675.00	$0.00	$0.00	$313,604.00	
2	2.2	Tier 1: Assessment Tools	All	No			All Schools		$45,597.00	$202,682.00	$45,597.00	$0.00	$202,682.00	$0.00	$248,279.00	
2	2.3	Tier 1: Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,097,589.00	$0.00	$1,097,589.00	$0.00	$0.00	$0.00	$1,097,589.00	
2	2.4	Tier 1: 1:1 Technology Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$336,900.00	$5,900.00	$331,000.00	$0.00	$0.00	$336,900.00	
2	2.5	Tier 1: Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$722,935.00	$385,250.00	$82,696.00	$0.00	$1,025,489.00	$0.00	$1,108,185.00	
2	2.6	Tier 1: EL Program	English Learner	No					$85,218.00	$40,370.00	$125,588.00	$0.00	$0.00	$0.00	$125,588.00	
2	2.7	Tier 2: EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,156,346.00	$110,093.00	$3,266,439.00	$0.00	$0.00	$0.00	$3,266,439.00	
3	3.1	Tier 1, 2 and 3: Restorative Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$64,806.00	$50,000.00	$114,806.00	$0.00	$0.00	$0.00	$114,806.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	Tier 1: Positive Behavior Intervention and Support	All	No					$0.00	$195,986.00	$195,986.00	$0.00	$0.00	$0.00	$195,986.00	
3	3.3	Tier 1: Attendance Monitoring	All	No			All Schools		$1,716,717.00	$0.00	$1,716,717.00	$0.00	$0.00	$0.00	$1,716,717.00	
3	3.4	Tier 1: Parent Portal	All	No			All Schools		$0.00	$9,000.00	$0.00	$9,000.00	$0.00	$0.00	$9,000.00	
3	3.5	Tier 1: Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$138,000.00	$71,000.00	$67,000.00	$0.00	$0.00	$138,000.00	
3	3.6	Tier 1: Climate Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$23,000.00	$23,000.00	$0.00	$0.00	$0.00	$23,000.00	
3	3.7	Tier 2: Counselors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.8	Tier 2: Nursing Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$454,311.00	$798,052.00	$468,370.00	$783,993.00	$0.00	$0.00	$1,252,363.00	
3	3.9	Tier 3: Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,111,975.00	$202,900.00	$2,069,062.00	$0.00	$0.00	$245,813.00	$2,314,875.00	
3	3.10	Tier 3: Homeless & Foster Care Youth Supports	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$223,330.00	$90,000.00	$0.00	$0.00	$0.00	$313,330.00	$313,330.00	
3	3.11	Community Involvement	All	No			All Schools		$110,320.00	$17,000.00	$127,320.00	$0.00	$0.00	$0.00	$127,320.00	
3	3.12	Librarians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$729,564.00	$330.00	$452,531.00	$0.00	$277,363.00	$0.00	$729,894.00	
3	3.13	After School Athletics	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Thomas R. Pollicita; Fernando Rivera, Ben Franklin,		$0.00	$47,700.00	$47,700.00	$0.00	$0.00	$0.00	$47,700.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							FDR 6-8									
3	3.14	Translation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$25,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$50,697,614	$9,329,411	18.402%	0.000%	18.402%	$10,038,255.00	0.000%	19.800 %	**Total:**	$10,038,255.00
								LEA-wide Total:	$6,724,116.00
								Limited Total:	$3,266,439.00
								Schoolwide Total:	$47,700.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Tier I: Personnel: All teaching staff, classified staff, site administrators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,082,161.00	
1	1.3	Tier 1: New Teacher Induction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.6	Tier 1: Technology Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,072.00	
1	1.7	Tier 2: Targeted Instructional Support Staff	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$0.00	
1	1.10	Tier 1: Increase the number of middle school staff in order to provide additional intervention and enrichment courses at all three middle schools.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Thomas R. Pollicita, Fernando Rivera, Ben Franklin 6-8	$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.1	Tier 1: Professional Learning for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,929.00	
2	2.3	Tier 1: Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,097,589.00	
2	2.4	Tier 1: 1:1 Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,900.00	
2	2.5	Tier 1: Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$82,696.00	
2	2.7	Tier 2: EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,266,439.00	
3	3.1	Tier 1, 2 and 3: Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$114,806.00	
3	3.5	Tier 1: Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,000.00	
3	3.6	Tier 1: Climate Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,000.00	
3	3.7	Tier 2: Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.8	Tier 2: Nursing Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$468,370.00	
3	3.9	Tier 3: Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,069,062.00	
3	3.10	Tier 3: Homeless & Foster Care Youth Supports	Yes	LEA-wide	Foster Youth Low Income	All Schools	$0.00	
3	3.12	Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$452,531.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.13	After School Athletics	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Thomas R. Pollicita; Fernando Rivera, Ben Franklin, FDR 6-8	$47,700.00	
3	3.14	Translation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$57,670,790.00	$58,835,134.00

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	Standards Aligned Materials and Instruction	No	$276,266.00	398,016
1	1.2	Informational Technology Support	Yes	$1,374,816.00	1,447,876
1	1.3	Digital Textbooks & Curriculum	Yes	$863,000.00	659,986
1	1.4	Educational Services Department	Yes	$808,120.00	835,101
1	1.5	Textbook Reserve	No	$500,000.00	863,855
1	1.6	Assessment Tool	No	$44,950.00	42,254
1	1.7	PreSchool	No	$658,378.00	580,320
1	1.8	Librarians	Yes	$697,328.00	733,031
1	1.9	Update of Technology Devices	No	$0.00	0
1	1.10	1:1 Technology Program	Yes	$420,400.00	420,400
1	1.11	After School Athletics	Yes	$42,700.00	48,000

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	1.12	Art & Music Instruction	Yes	$353,801.00	378,996
1	1.13	Site Intervention Supports for Unduplicated Students and Struggling Students	Yes	$2,987,022.00	2,792,103
1	1.14	Data Warehouse	No	$22,000.00	21,040
1	1.15	Special Education Teaching Staff	No	$7,859,248.00	8,133,714
1	1.16	District Committees Focused on Student Achievement - SUNSETTED REVISED ACTION Spring 2022	Yes	$112,929.00	110,808
1	1.17	Ethnic Studies REVISED Action Spring 2022	Yes	$203,560.00	98,776
1	1.18	Elementary Physical Education	Yes	$924,187.00	864,558
1	1.19	Afterschool Enrichment and Tutoring	No	$1,167,551.00	1,010,820
1	1.20	Summer Learning Program	No	$75,116.00	200,619
1	1.21	Special Education Department Specialists	No	$3,961,289.00	4,081,201
1	1.22	Preschool SPED Services	No	$651,941.00	425,733

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	1.23	Comprehensive Coordinated Early Intervening Services Plan	No	$42,586.00	42,406
1	1.24	Collaboration	Yes	$881,204.00	881,204
1	1.25	NEW Action Spring 2022 Expanded Middle School Elective Offerings Revised Action Spring 2023	Yes	$300,000.00	48,328
1	1.26	NEW Action Spring 2022 Library Books	No	$123,678.00	116,124
1	1.27	NEW Action Spring 2023	No	$772,831.00	809,485
2	2.1	Systematic ELD (Designated ELD) REVISED ACTION Spring 2022	No	$100,000.00	100,000
2	2.2	Target Struggling Students	Yes	$2,821,632.00	2,822,557
2	2.3	Imagine Learning REVISED ACTION SPRING 2022	No	$39,544.00	69,750
2	2.4	EL Funded Positions	Yes	$247,723.00	268,273

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)
		REVISED ACTION Spring 2022 REVISED ACTION: Spring 2023			
2	2.5	Coaching - SUNSETTED REVISED ACTION Spring 2022	Yes	$666,317.00	1,175,972
2	2.6	Integrated & Designated ELD	No	$129,503.00	6,000
3	3.1	Highly Qualified Teachers	No	$22,532,148.00	23,343,601
3	3.2	New Teacher Induction	Yes	$223,628.00	128,810
3	3.3	Professional Development for Adopted Curriculum	No	$141,000.00	141,000
3	3.4	PBIS	Yes	$44,651.00	3,444
3	3.5	Technology Professional Development	Yes	$75,643.00	12,074
3	3.6	Instructional Leadership Teams REVISED ACTION Spring 2022	No	$0.00	0
3	3.7	Collaboration	Yes	$62,030.00	28,645
3	3.8	Curriculum Adoption Committee	No	$177,827.00	116,243
3	3.9	Institute Days	Yes	$25,520.00	2,041

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.10	Professional Learning for Administrators	No	$0.00	0
3	3.11	Tuition Assistance	No	$10,000.00	11,499
3	3.12	Technology Committee	Yes	$12,188.00	12,188
3	3.13	Special Day Class Curriculum - Professional Development	No	$3,350.00	0
3	3.14	Monthly Professional Development	No	$0.00	0
3	3.15	Micro Credentials	No	$8,000.00	7,916
4	4.1	Inclusive Curriculum and Practices	Yes	$250,310.00	222,609
4	4.2	Attendance Monitoring	No	$1,348,064.00	1,447,954
4	4.3	Positive Behavior Intervention Supports (PBIS)	Yes	$126,985.00	129,493
4	4.4	Nursing Support Staff	Yes	$933,001.00	1,076,409
4	4.5	Homeless & Foster Care Youth Supports	Yes	$257,138.00	398,609
4	4.6	Social Emotional Learning	Yes	$813,151.00	754,412
4	4.7	Youth Cinema Project REVISED Action REVISED Action	No	$151,225.00	227,908

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)
		Spring 2023			
4	4.8	Climate Survey	Yes	$25,000.00	21,250
5	5.1	Health & Literacy Community Event	No	$300.00	0
5	5.2	Communication	Yes	$135,700.00	91,729
5	5.3	Partnership with American Federation of Teachers & Parent Teacher Association	Yes	$9,462.00	1,070
5	5.4	Community Involvement	No	$127,433.00	118,565
5	5.5	Family Surveys	No	$0.00	0
5	5.6	Translation Services	Yes	$21,940.00	27,174
5	5.7	Community Partnerships	No	$9,476.00	248
5	5.8	Parent Portal	No	$16,000.00	22,937
5	5.9	Workforce Housing Liaison	No	$0.00	0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,010,684	$11,675,894.00	$11,070,528.00	$605,366.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Informational Technology Support	Yes	$943,252.00	980,575		
1	1.3	Digital Textbooks & Curriculum	Yes	$36,000.00	19,215		
1	1.4	Educational Services Department	Yes	$808,120.00	835,101		
1	1.8	Librarians	Yes	$430,942.00	457,060		
1	1.10	1:1 Technology Program	Yes	$5,900.00	5,390		
1	1.11	After School Athletics	Yes	$42,700.00	48,000		
1	1.12	Art & Music Instruction	Yes	$16,036.00	16,897		
1	1.13	Site Intervention Supports for Unduplicated Students and Struggling Students	Yes	$2,860,359.00	2,474,227		
1	1.16	District Committees Focused on Student Achievement - SUNSETTED REVISED ACTION Spring 2022	Yes	$112,929.00	110,808		
1	1.17	Ethnic Studies	Yes	$133,560.00	98,776		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		REVISED Action Spring 2022					
1	1.18	Elementary Physical Education	Yes	$924,187.00	864,558		
1	1.24	Collaboration	Yes	$881,204.00	881,204		
1	1.25	NEW Action Spring 2022 Expanded Middle School Elective Offerings Revised Action Spring 2023	Yes	$0.00	0		
2	2.2	Target Struggling Students	Yes	$2,821,632.00	2,822,557		
2	2.4	EL Funded Positions REVISED ACTION Spring 2022 REVISED ACTION: Spring 2023	Yes	$203,812.00	223,325		
2	2.5	Coaching - SUNSETTED REVISED ACTION Spring 2022	Yes	$114,856.00	114,856		
3	3.2	New Teacher Induction	Yes	$14,774.00	14774		
3	3.4	PBIS	Yes	$44,651.00	3,444		
3	3.5	Technology Professional Development	Yes	$69,045.00	69045		
3	3.7	Collaboration	Yes	$62,030.00	62030		
3	3.9	Institute Days	Yes	$25,520.00	2,041		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	Technology Committee	Yes	$12,188.00	12,188		
4	4.1	Inclusive Curriculum and Practices	Yes	$185,650.00	185,650		
4	4.3	Positive Behavior Intervention Supports (PBIS)	Yes	$126,985.00	129,493		
4	4.4	Nursing Support Staff	Yes	$523,317.00	444,534		
4	4.5	Homeless & Foster Care Youth Supports	Yes	$1,400.00	0		
4	4.6	Social Emotional Learning	Yes	$131,743.00	59,531		
4	4.8	Climate Survey	Yes	$25,000.00	21,250		
5	5.2	Communication	Yes	$86,700.00	86700		
5	5.3	Partnership with American Federation of Teachers & Parent Teacher Association	Yes	$9,462.00	1,070		
5	5.6	Translation Services	Yes	$21,940.00	26,229		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$53,649,338	$10,010,684	0	18.659%	$11,070,528.00	0.000%	20.635%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

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

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or

- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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

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

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

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

Requirements

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section [47606.5(d) (California Legislative Information)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The LCFF State Priorities Summary provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

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

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding
Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  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,

  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:

  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section [42238.024(b)(1) (California Legislative Information)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal
Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    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.

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.

    o 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).

    o 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.

    o Indicate the school year to which the baseline data applies.

    o 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.

o 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.

    o 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.

    o 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.

    o 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.

    o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    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.

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.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [*5 CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions
In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only
Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

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

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

   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:

  - **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 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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

  - o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - 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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