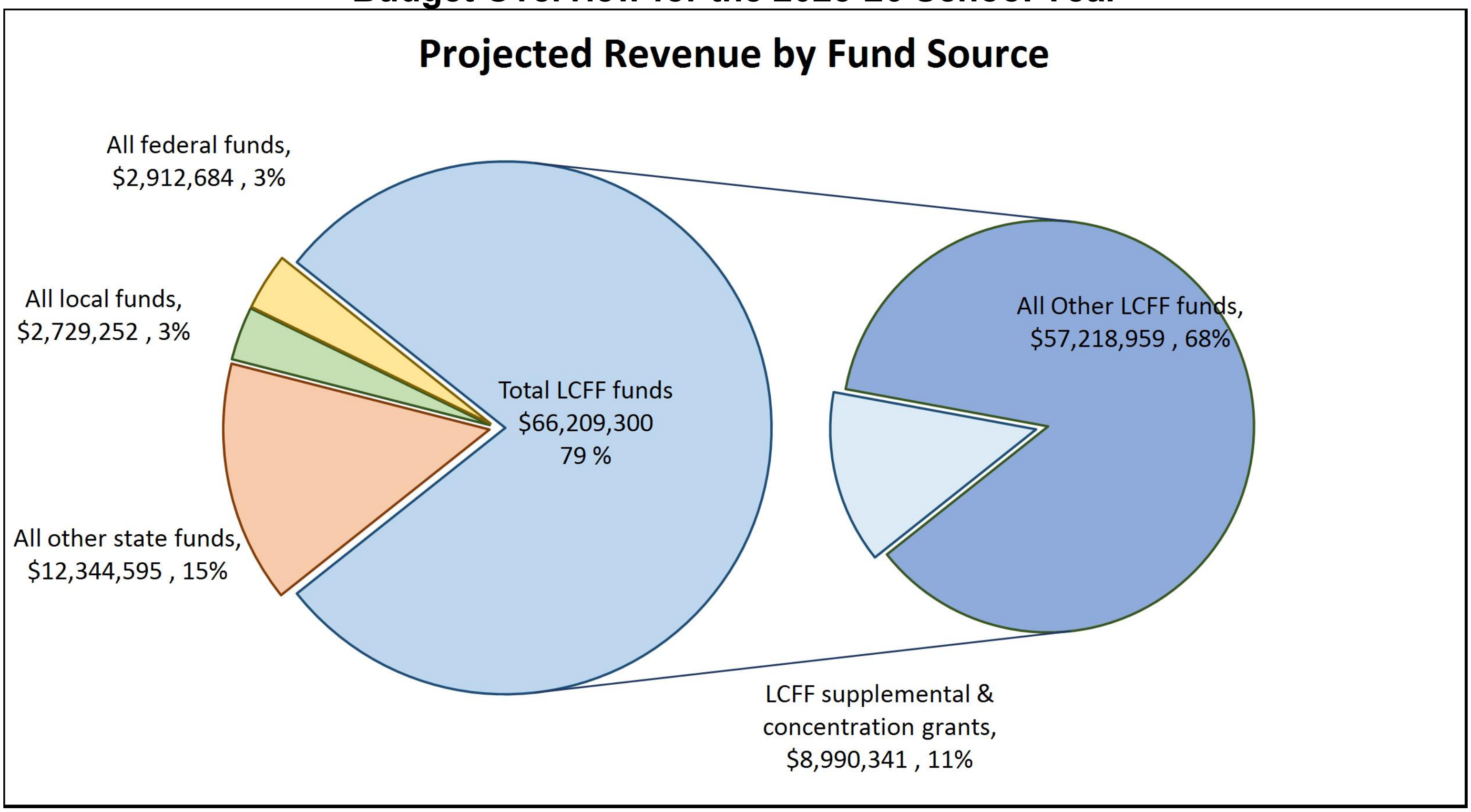
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District
CDS Code: 41 68916 0000000
School Year: 2025-26
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 2025-26 School Year

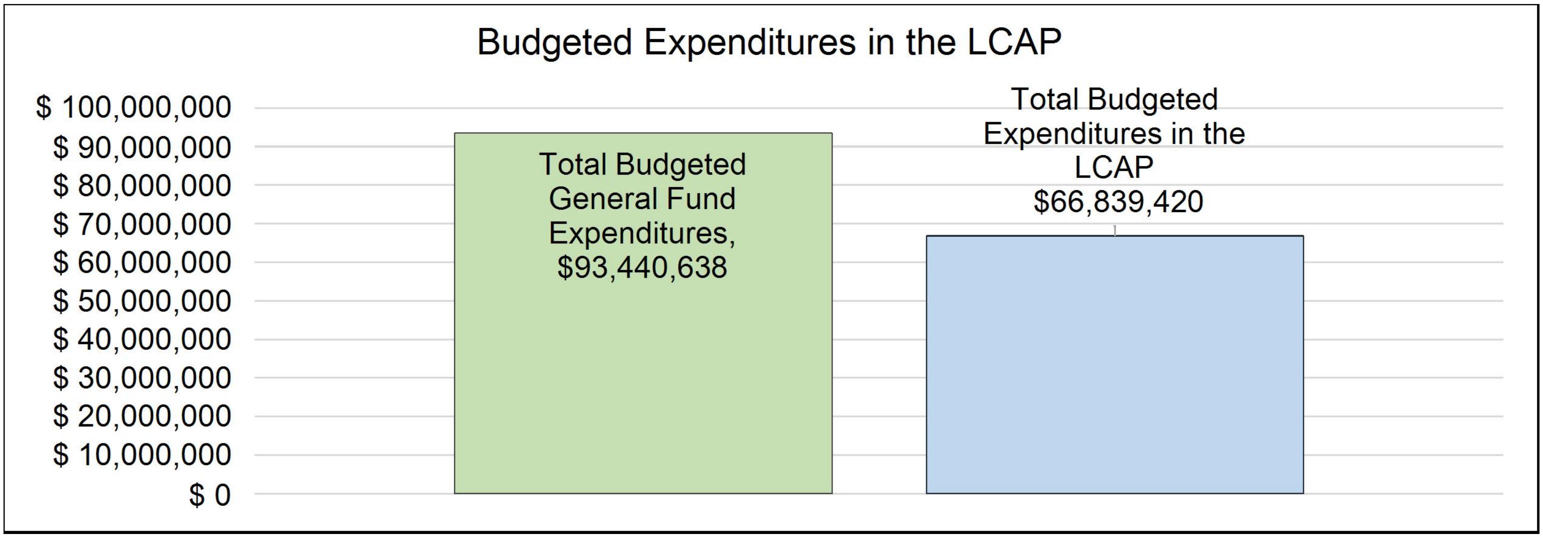


This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Elementary School District is $84,195,831, of which $66,209,300 is Local Control Funding Formula (LCFF), $12,344,595 is other state funds, $2,729,252 is local funds, and $2,912,684 is federal funds. Of the $66,209,300 in LCFF Funds, $8,990,341 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Jefferson Elementary School District plans to spend $93,440,638 for the 2025-26 school year. Of that amount, $66,839,420 is tied to actions/services in the LCAP and $26,601,218 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

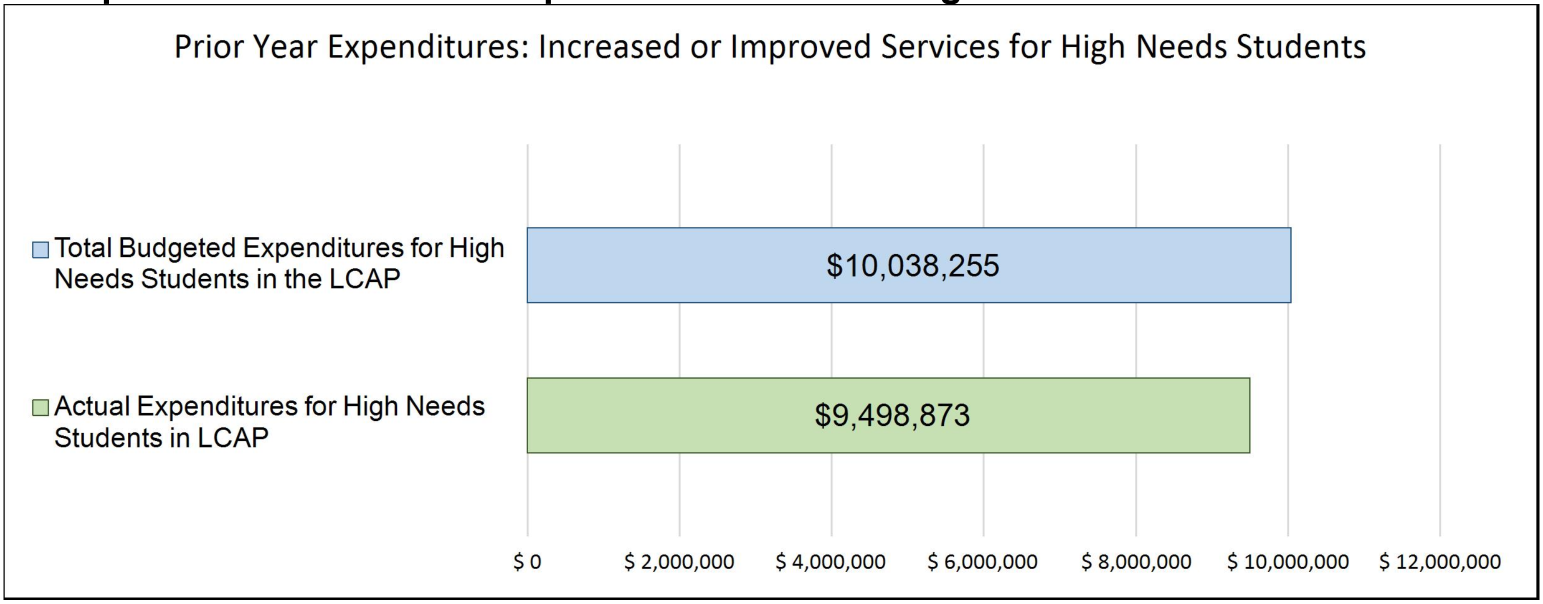
The General Fund expenditures not included in the LCAP are general operational cost $26,601,218. These costs are not part of the core and learning elements that are the primary focus of the 2025-26 LCAP. Expenditures include but are not limited to general operations costs such as: salaries and benefits 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 2025-26 School Year

In 2025-26, Jefferson Elementary School District is projecting it will receive $8,990,341 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 $9,522,919 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Jefferson Elementary School District's LCAP budgeted $10,038,255 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $9,498,873 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $539,382 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 2024-25 stem from unfilled Psychologist ($306,203 goal 1, action 1), unspent CRLP and Core materials training substitute cost due to low teacher attendance ($60,643 goal 2, action 1), unfilled Counselor position ($152,758 goal 3, action 9) and unfilled Library Technician position ($23,071 goal 3, action 12).

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 [2025-26]

General Information

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

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.

Goal 1:

Teacher Perceptions of Professional Development (Metric 1.2 & 1.4)

- Only 56% of teachers feel positive about the amount and quality of professional learning opportunities (up from 51% but still far from the 90% target).
- Only 45% of teachers find PD relevant to their work (up from 41%), which signals a disconnect between training topics and classroom needs.

Considerations:

- To increase relevance, PD should be teacher-driven—use surveys or teacher committees to align training topics with classroom challenges.
- Consider job-embedded coaching, mentorship programs, and teacher-led PD rather than one-size-fits-all workshops.

Attendance at Professional Development Days (Metric 1.3)

- Institute Day attendance has remained fairly stable for certificated staff (~79-83%) but has not yet reached the 90% target
- Classified staff participation for Jan 2025 was 67% an increase from 63% in Jan 2024.

Considerations:

- Make PD more flexible and engaging by including teachers in development of the agendas.
- Consider making attendance a shared goal within school teams to foster collective commitment to professional growth.

ELA Performance on California Dashboard (Metric 1.6)

- ELA scores dropped from 17 points below standard to 19.9 points below standard.

Considerations:

- The downward trend suggests that the implementation of Tier 1 best practices (UDL) are still in progress.
- Strengthen Tier 1 interventions for struggling readers, particularly early literacy and comprehension strategies.
- Incorporate more structured, data-driven literacy supports, including small-group instruction and targeted phonics/fluency practice.
- Ensure teachers (K-2) implement training on the CLRP routines received over the past two years to address gaps.
- Continue to

Math Performance on California Dashboard (Metric 1.7)

- Math scores also declined slightly (from 44.3 to 44.9 points below standard).

Considerations:

- The math gap is wider than the ELA gap, indicating a greater need for foundational math instruction.
- Prioritize math fluency and conceptual understanding, rather than rote memorization.
- Use hands-on, inquiry-based math instruction and blended learning tools to make concepts more accessible.
- Increase small-group instruction and peer tutoring opportunities to provide targeted support.

California Science Test (Metric 1.8)

- No improvement in science proficiency** from 2022-2023 to 2023-2024:
- 5th grade remains at 26% proficient

- 8th grade remains at 20% proficient

Considerations:
- The stagnant performance suggests a need for to fully implement our adopted curriculum.
- STEM integration into daily lessons could increase interest and retention of concepts.
- More project-based learning and real-world applications can improve outcomes.
- In elementary school settings, Science may be receiving less instructional time than ELA and math—consider curriculum pacing adjustments.

Goal 2:
English Language Arts (ELA) Performance
- The overall ELA benchmark percentage slightly decreased on CAASPP from 45.22% to 44.37%
- Significant achievement gaps persist, particularly among Black or African American, Hispanic, Pacific Islander, Socioeconomically Disadvantaged, Homeless, and English Learner students.
- White students showed a slight improvement from 26.45% to 30.7%, and Filipino students increased from 51.36% to 54.32%.
- The decline in Black or African American student performance (from 36.84% to 27.58%) is a particular area of concern.

Math Performance
- Math performance remains concerning, with a minor improvement from 33.54% to 33.71%.
- Asian and Filipino students continue to perform above the overall average, but disparities for other student groups remain.
- Black or African American students saw a notable decline from 18.92% to 15%, while Pacific Islander students saw a small improvement.

English Learner Progress
- The percentage of students scoring Level 4 on the ELPAC dropped from 17% to 15%, significantly below the 55% goal.
- Progress on the EL Progress Indicator (ELPI) also declined, with only 45.4% of students progressing at least one level, compared to 49.5% the previous year.
- Despite this, the Reclassification rate increased from 13% to 15.2%, suggesting some progress in transitioning students out of EL status.
- However, the percentage of Long-Term English Learners (LTEL) grew significantly from 7.6% to 12%, indicating challenges in supporting EL students over time.

iReady Assessment Results
- ELA proficiency in grades 3-8 increased from 36% to 47%.
- Math proficiency

Considerations:
Targeted Support

- Incorporate literature, authors, and texts that reflect the diverse cultural backgrounds of our students to foster engagement and show that all cultures are valued.
- Integrate culturally relevant problem-solving contexts (e.g., community-based problems, culturally familiar situations) to make math feel more connected to students' lives.
- Create small-group discussions and collaborative activities where students can work together on ELA and Math problems, learning from one another’s experiences and viewpoints.

English Learner Support
- Expand professional development for educators on evidence-based EL instructional strategies.
- Implement intensive language support for LTEL students to prevent further increases in this population.

Data-Driven Decision-Making
- Leverage student-level data to identify specific learning gaps and provide personalized supports.

Community and Family Engagement:
- Strengthen partnerships with families and community organizations to support student learning, especially for disadvantaged populations.

Progress Monitoring
- Regularly monitor progress on formative assessments like iReady and adjust instructional strategies as needed.

Goal 3:
- Chronic absenteeism has declined from 22.4% to 19.5%.
- The school has moved from the Red Tier to the Yellow Tier on the California School Dashboard, indicating improvement. .

Considerations:
- Identify root causes of absenteeism (e.g., transportation, family engagement, health issues).
- Strengthen school-home partnerships to encourage attendance.
- Implement data-driven early intervention strategies to prevent chronic absenteeism.

Suspension Rates (Metric 3.2)
- Overall suspension rates remained at 2.4% districtwide, with minor variations across student groups.
- African American students saw a slight decrease from 6.3% to 6.1%.
- White student suspensions decreased significantly (from 3.2% to 2%), while Hispanic student suspensions increased (3.3% to 3.8%)**.
- Homeless student suspensions dropped substantially (4.8% to 2.1%), showing targeted interventions may be working.

Considerations:
- Disproportionality in discipline remains a concern—targeted restorative practices should be strengthened.

- Address implicit bias and provide training on equitable discipline practices.

Social-Emotional Learning (SEL) Panorama Survey (Metrics 3.3 & 3.4)
- Grades 3-5:
- Grit (57% to 61%: Self-Management (67% to 70%), and Social Awareness (67% to 69%) have improved.
- Supportive relationships remain high (88%), indicating strong teacher-student connections.

- Grades 6-8:
- Significant improvements in social awareness (58% to 67%) and supportive relationships (80% to 89%).
- Grit and learning strategies remain lower (57% and 64%), indicating areas for continued focus.

Considerations:
- Future strategies should include more student-driven goal-setting and perseverance-building activities.
- Ensuring equity in SEL access for all students will be critical.

Student Support & School Climate (Metrics 3.5 & 3.6)
- Grades 3-5:
- Sense of belonging (69% to 59%) and school climate (67% to 59%) declined, indicating a need for more community-building efforts.
- School safety improved (58% to 68%), showing positive strides.

- Grades 6-8:
- Sense of belonging remains low (41% to 46%).
- School climate also decreased (44% to 41%), suggesting possible disengagement or discipline concerns.

Considerations:
- Middle school students seem to struggle with feeling connected to their school community—consider peer mentoring or advisory programs.
- Restorative practices and student voice initiatives should be expanded.
- Investigate whether changes in policies or leadership have affected student perceptions of climate and belonging.

Staff Panorama Survey (Metric 3.7)
- School climate (64% to 74%) and well-being (66% to 71%) show improvement.
- Professional learning (51% to 56%) and feedback/coaching (46% to 54%) remain low.

Considerations:
- Staff well-being is improving but needs sustained focus.
- Consider more collaborative PD opportunities and mentorship programs to improve professional learning and coaching.
- Leadership should seek ongoing feedback from staff to ensure support strategies align with their needs.

Family Panorama Survey (Metric 3.8)

- Barriers to engagement (84% to 85%) show slight improvement.
- Family engagement remains low (23% to 25%), indicating major challenges in involving families in school life.

Considerations:
- Family engagement remains one of the most critical areas for improvement.
- Consider more accessible events, flexible meeting times, and digital engagement options.
- Continue to address language barriers and other systemic obstacles that may prevent participation.

JESD Differentiated Assistance update based on CA Dashboard Data from 2023-2024
Long Term English Learners: ELA, Math and Chronic Absenteeism
African American Students: Math, ELA and Chronic Absenteeism

Below is information regarding red indicators on the 2024 CA Dashboard:

Schools within the LEA
Ben Franklin Intermediate: Chronic Absenteeism, ELA, Math
Daniel Webster Elementary: Chronic Absenteeism
Garden Village Elementary: Chronic Absenteeism
Thomas R. Pollicita: Suspension, ELPI, Math
John F. Kennedy: Chronic Absenteeism
Marjorie H. Tobias: Chronic Absenteeism

Student Groups within the LEA
Black/African American: Chronic Absenteeism
English Learner: Chronic Absenteeism, Suspension Rate, Math
Homeless Youth: ELA, Math

Student Group within any school
Ben Franklin Intermediate:
Hispanic: Chronic Absenteeism, ELA, Math
Students with Disabilities: Chronic Absenteeism, ELA, Math

Daniel Webster Elementary:
Students with Disabilities: Chronic Absenteeism

Garden Village Elementary:
White: Chronic Absenteeism

George Washington Elementary:
Students with Disabilities: Chronic Absenteeism

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

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

Thomas R. Pollicita:
English Learner: Suspension, ELPI, Math

JESD has expended all LREBG funds for the applicable LCAP year.

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

Reflections: Technical Assistance

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

JESD has been identified for Differentiated Assistance. This year we continued to build upon the implementation of the actions began in the prior year.

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%

JESD continues 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

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

Summary of work underway as a part of receiving Technical Assistance, specifically in areas related to Differentiated Assistance

1. Resumed Monthly Team Meetings

* Continued monthly meetings for Academic, Chronic Absenteeism, and Suspension.
* Maintained a consistent agenda focused on reviewing data, refining strategies, and monitoring progress on the identified change ideas.

2. Collected and Reviewed Data

* Established clear data points and collection schedules to track the impact of each change idea.
* Used both quantitative (attendance rates, academic performance, suspension data) and qualitative (student/staff feedback) measures.
* Analyzed data monthly to determine progress toward AIM Statements.

4. Refined and Adjusted Strategies

* Used monthly data reviews to adjust interventions and change ideas as needed.
* Revisited Root Cause and Driver Diagrams when new patterns or barriers emerged.

5. Documented Learning & Shared Progress

* Shared updates with district leadership, school sites, and stakeholders quarterly.
* Highlighted replicable strategies for potential districtwide adoption.

6. Conducted End-of-Year Reflection and Planning

* In May/June 2025, conducted a final review of outcomes.
* Determined which change ideas should be sustained, scaled, or sunsetted.
* Used findings to inform the 2025–2026 LCAP goals, actions, and metrics.

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	Our Administrative Council met monthly to monitor progress toward LCAP goals, analyze student and school-level data, and collaboratively develop action steps to support continuous improvement. These meetings provided a structured forum for shared decision-making and ensured alignment across departments and school sites. Feedback from these sessions included the following priorities: Goal 1: Continue building targeted interventions, ensure instruction aligns with Universal Design for Learning (UDL) principles, increase the use of Schoolytics for logging interventions, and refine data collection practices. Goal 2: Continue to strengthen the use of data to drive instruction, provide additional time for staff collaboration, and support teacher efficiency in designing and delivering high-quality UDL lessons. Goal 3: Continue to maintain and support for Positive Behavioral Interventions and Supports (PBIS), social-emotional learning (SEL), and restorative practices.
Family/Guardian Input	Throughout the year, site leaders worked with their School Site Councils (SSCs) to review the LCAP and align their Single Plans for Student Achievement (SPSAs). Parent input, including parents of SWD, was further gathered through a districtwide survey in March

Educational Partner(s)	Process for Engagement
	2025. Most recently, the Parent Advisory Council, including parents of SWD, met on June 3, 2025, to review and provide feedback on the draft LCAP. Key themes from parent input included the need to standardize communication tools and learning platforms (Goal 3.4, 3.5), improve clarity around intervention services (Goal 1), and expand access to specialists, academic support, and childcare beyond the school day and year (Goal 1.8). Families also emphasized restoring green spaces, reducing screen time, offering more engaging curriculum with less focus on testing (Goal 2.1, 2.2, 2.3), providing family workshops (Goal 3.11), encouraging peer mentoring, supporting creative enrichment (Goal 2.5), promoting cross-school collaboration, and fostering shared accountability. A follow-up letter was shared with the group summarizing how their comments were addressed in the revised plan.
Student Advisory Councils	Between November 2024 and April 2025, District and Site Administrators engaged directly with a diverse subset of elementary and middle school students at their respective school sites. These student voice sessions were designed to gather authentic feedback on key aspects of the educational experience, including students' feelings about school (Goal 3), their vision of an ideal classroom environment, preferred learning strategies (Goal 2), and the quality of their relationships with both adults and peers (Goal 3). The insights gained from these discussions have been instrumental in informing site-level planning, supporting LCAP priorities, and shaping strategies to foster more inclusive, engaging, and supportive learning environments. Student Advisory Councils were formed in lieu of including students as full members of LCAP PAC. Student advisories were provided with written feedback in June of 2025. A follow-up letter was shared with the group summarizing how their comments were addressed in the revised plan.
Teachers and Other School Personnel Input	Staff provided feedback in March 2025 through a survey. Topics included: Improving student learning outcomes, ongoing staff development, school climate and culture, and parent/community engagement. Staff emphasized the need for more instructional aides, especially in primary grades and for behavioral support, as well as increased time for unstructured, grade-level planning and collaboration (Goal 2.3). They also called for more engaging,

Educational Partner(s)	Process for Engagement
	differentiated curriculum materials (Goal 1.4, 1.11, 2.2) better access to intervention specialists, and a streamlined focus on fewer initiatives to avoid overload.
San Mateo County Office Of Education (SMCOE)	Throughout the 2024–2025 school year, Jefferson Elementary School District (JESD) actively participated in LCAP workshops offered by the San Mateo County Office of Education (SMCOE). These workshops provided valuable opportunities for district leaders to deepen their understanding of LCAP requirements, engage in collaborative discussions with neighboring districts, and explore best practices for aligning goals, actions, and metrics to student needs. Participation in these sessions also supported continuous improvement efforts by strengthening JESD's capacity to use data effectively, center stakeholder input, and ensure alignment with state priorities.
AFT/CSEA	On April 24, 2025, District Administration met with representatives from both the certificated and classified unions to gather input on the district's progress toward LCAP goals, actions, and metrics. This collaborative meeting provided a platform for open dialogue around the effectiveness of current initiatives, areas for improvement, and opportunities to better support students and staff. Union representatives offered valuable insights based on their direct experiences in schools, contributing to a more comprehensive understanding of implementation efforts and helping to ensure that future planning reflects the needs and perspectives of all employee groups.
DELAC	On Dec. 5, 2024, DELAC was presented English Learner outcomes from ELPAC and CAASPP. Questions and feedback were collected. LCAP updated were presented to DELAC on May 20, 2025. A follow-up letter was shared with the group summarizing how their comments were addressed in the revised plan.
SELPA	LCAP consultations occured on the following days February 28, March 28 and April 25.

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

2024 - 2025
Stakeholder Engagement in Jefferson Elementary School District

Jefferson Elementary School District (JESD) provides multiple avenues for stakeholders to engage in meaningful dialogue around curriculum, instruction, data, and supplemental supports. At the site level, all stakeholders are invited to participate in structured meetings such as School Site Councils (SSC), English Learner Advisory Committees (ELAC), Parent Teacher Associations (PTA), and Parent Teacher Organizations (PTO). Additionally, schools distribute surveys to families and community members to gather feedback specifically related to school climate, communication, and academic programming.

At the district level, there are three primary avenues for stakeholder engagement:

1. District Outreach through School-Based Parent Groups:
Site leaders collaborate with organized parent groups at school sites to share information and gather input on key initiatives.

2. District English Learner Advisory Committee (DELAC):
Composed of one to two English Learner parent representatives from each school site—along with other interested parents—DELAC meets quarterly to review programs and services for English Learners and provide feedback aligned to LCAP goals.

3. Panorama Survey:
This annual survey is administered to students, families, and staff to collect input on curriculum and instruction, communication, social-emotional learning, and work satisfaction. The results inform district decisions and help identify areas for improvement in supporting students, staff, and families.

Staff and leadership also participate in ongoing discussions regarding curriculum, instruction, assessment data, and supports for students. School sites hold regular leadership, department, and staff meetings where educators collaborate on instructional strategies and analyze data to improve student outcomes. At the district level, the Academic Council—comprised of all district leaders—meets weekly to engage in strategic planning and coordination across instructional areas.

During the review of the current LCAP, all members of the teachers' union (AFT) and the classified union (CSEA) were invited to reflect on and provide feedback regarding progress toward LCAP goals, actions, and metrics via a districtwide survey. Additionally, the presidents of both AFT and CSEA met with District Administration to engage in direct dialogue and share feedback representative of their members' experiences. This two-tiered process ensured that both certificated and classified staff perspectives were incorporated into the district's continuous improvement efforts.

District leadership also met with representatives from the Special Education Local Plan Area (SELPA) on February 28, March 28 and April 25 to review how the needs of students with disabilities were addressed in the LCAP. The feedback provided during this meeting was carefully considered and integrated into the final LCAP draft. Feedback from parents of students' with Disabilities were included in the LCAP surveys sent in March.

Below is a summary of themes and trends gathered from educational partners.

Students' perspectives:

Successes:
Students report consistent access to and benefits from technology in the classroom. A large majority use computers daily and feel they learn better with them. This aligns with our investment in digital learning and supports LCAP goals tied to 21st-century skill development. Students' perceptions around safety significantly improved. Fewer students report witnessing fights or experiencing cyberbullying, and many believe it is not difficult to get adult help if bullied. This reflects positively on school-wide efforts to create a safer, more responsive campus climate.

Areas for Growth: (Goal 1 Action 4; Goal 2 Action 5; Goal 3 Action 1,2,7,9)
Students report concerns with peer behavior and fairness. This suggests a need to strengthen behavior expectations and restorative practices. Also, peer connection and student identity need to be a focus moving forward, particularly through inclusive practices and increased adult-student positive relationships.

Parents/Guardians Perspectives:
Successes:
Many families highlighted positive school climates, supportive relationships, and welcoming environments as strengths across JESD. They appreciated efforts to provide high-quality resources and individualized learning opportunities. Communication with families was also seen as a strength, with multiple tools helping keep families informed and engaged. Some parents expressed satisfaction with ongoing curriculum improvements and praised specific school sites for their strong sense of community and care.

Areas for Growth: (Goal 1 - Action 10, 11; Goal 2 - Action 5, 6, 7; Goal 3 - Action 1, 2,)
A primary concern was the need for more support for English learners, students with special needs, and those performing above grade level, with many requesting enrichment opportunities. Concerns about large class sizes and inconsistent use of instructional platforms were also common. Several families favored a focus on more hands-on activities. Additionally, a better access to differentiated resources, and more structured interventions for struggling students. Behavioral issues, especially post-pandemic, and the need for more emotional and social support were frequently mentioned, alongside a call for improved management of bullying and disruptions, particularly in middle school.

Staff Perspectives:
Successes:
Jefferson Elementary staff are committed to implementing Tier 1 best practices such as scaffolding, small group instruction, formative assessment, and engagement strategies. Many staff regularly differentiate instruction and use visual aids, sentence stems, and flexible grouping to support diverse learners, including English learners and students with disabilities. Teachers express a strong interest in practical, classroom-relevant professional development, especially in areas like behavior management, neurodiversity, and reading intervention. Peer collaboration and planning time are valued with many educators asking for more opportunities to learn from each other.

Areas for Growth: (Goal 1, Action 4; Goal 2, Action 1, 3)
The survey surfaced opportunities to enhance support for teachers and students. Educators continue to advocate for smaller class sizes or additional in-class support to more effectively meet diverse needs. More dedicated time for planning, collaboration, and implementing new strategies would empower teachers to bring their best to instruction. Staff expressed a desire for more engaging, accessible curriculum and a streamlined approach to initiatives that honors their expertise and time. Strengthening the MTSS process and expanding access to

specialists and aides can help ensure every student receives the support they need. Overall, the results reflect a passionate, skilled staff committed to growth and eager for the resources and structures to help every learner thrive.

Administrator/DO Staff Perspectives:
Successes:
Jefferson Elementary staff strengthened Tier 1 and Tier 2 practices and working towards a streamlined MTSS referral process. Reading proficiency rose from 36% to 51%, and math from 22% to 45% on local assessments. School climate also improved, with fewer suspensions and students reporting feeling safe and seen. New teachers were supported, and the online parent portal was widely used. PBIS was implemented at all schools, and district teams collaborated regularly, using data to guide instruction. PD in UDL and SEL integration was well-received.

Areas for Growth: (Goal 1, Action 4, 9, 11; Goal 2, Action 1, 2, 3)
While progress has been made in data collection, there is a need continue to support Schoolytics more effectively for logging and analyzing student data. Additionally, continued efforts are needed to ensure that instruction consistently aligns with UDL guidelines. Leaders identified a need for district collaborative teams to meet more regularly beyond scheduled PD to strengthen teacher proficiency in delivering high-quality UDL lessons.

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%	2024 - 2025 100%		100%	0
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)	Panorama Survey 2025 56% scored favorably (of staff who took the survey)		90%	+5%
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 Aug. 2024 (in person) 79.83% Certificated Institute Day Jan 2025 (in person) 81.2% Certificated 67.34% Classified		Institute Day 90% Certificated 80% Classified	Certificated -1.8% Classified +4.34%

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)	Panorama Survey 2024-25 45% scored favorably (of staff who took the survey)		80% of staff who answered the survey	+4%
1.5	100% of students will have sufficient access to textbooks	2023-2024 - 100% of students had sufficient access to textbooks	2024-2025 - 100% of students had sufficient access to textbooks		100% of students have sufficient access to textbooks	0
1.6	California Dashboard ELA Decrease the Dashboard ELA points to move closer to Standard or Above Standard	2023 Dashboard (17 points below Standard)	2024 Dashboard (19.9 points below Standard)		California Dashboard ELA (1.3 points above Standard)	-2.9%
1.7	California Dashboard Math Decrease the Dashboard Math points to move closer to Standard	2023 Dashboard (44.3 points below Standard)	2024 Dashboard (44.9 points below Standard)		California Dashboard Math (5.0 points below Standard)	+0.6%
1.8	California Science Test	2022-2023 5th - 26% Proficient 8th - 20% Proficient	2023-2024 5th - 26% Proficient 8th - 20% Proficient		5th - 50% 8th - 50%	0

Goal Analysis [2024-25]

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

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

Action 1.2
Site and district administrators provided oversight and coaching to ensure the successful application of a multi-tiered system of support (MTSS). Highly qualified staff delivered grade-level instruction using differentiated supports in the Least Restrictive Environment (LRE). Special education (SPED) staff ensured students with IEPs had access to core curriculum. Collaborative coaching models proved effective in enhancing instructional practices. Staffing shortages posed difficulties in maintaining the desired level of individualized support. Additionally, administrators reported the need for ongoing professional development in MTSS.

Action 1.3
All first- and second-year teachers participated in the district's induction program, receiving mentorship and additional support. Mentorships strengthened teacher efficacy, contributing to retention and professional growth. New teachers expressed the need for more opportunities for peer collaboration.

Action 1.4
A guaranteed and viable curriculum was delivered, with updates to digital learning platforms like iReady, IXL, NewsELA, and Lexia to support personalized learning. Curriculum adoption committees piloted and recommended materials aligned with California State Standards. UDL guidelines enhanced instructional accessibility, promoting engagement and inclusivity.

Action 1.5
Inclusive preschool programs continued, with additional instructional assistants in Transitional Kindergarten (TK) classrooms. SPED services were provided as identified in students' IEPs. Early intervention through inclusive programs demonstrated positive impacts on school readiness. Staff recruitment for instructional assistants proved difficult in some areas.

Action 1.6
Certificated staff received training on integrating evidence-based technology tools to accelerate learning for unduplicated students. Teachers reported increased confidence in leveraging technology to personalize learning. Variability in teacher proficiency with technology tools required differentiated training sessions.

Action 1.7
The district planned to allocate additional certificated staff to each site to provide targeted academic support in ELA, Math, and English Language Development for two years. Since the two year period has passed, it has been sunsetted for the 2025–26 school year due to budget reductions.

Action 1.8
Afterschool tutoring and enrichment programs were offered using ASES, site funding, Parcel Tax, and ELOP funds.

Action 1.9
The district utilized Schoolytics and Ellevation for ongoing data analysis and student progress monitoring. Access to real-time data supported data-driven decision-making for intervention planning.

Action 1.10
Middle school class sizes were reduced from an average of 33 to 30 students, allowing for more individualized instruction. Teachers reported greater capacity to differentiate instruction and build relationships with students. Sustaining smaller class sizes without additional staffing allocations remained a concern.

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.

The variances between budgeted and actual in contributing services in FY 2024-25 stems from unfilled Psychologist 1.76 FTE positions (Goal 1, action 1, $220,000). The District was not able to fill 6 FTE Sped teacher positions since the beginning of the school year (Goal 1, action 2, $474,232). Spent an additional $800,000 plus for Summer Expanded Learning Program, Afterschool Enrichment to all schools and hired contractor to design, management and operate Summer Enrichment Program exclusively for JESD students at TRP (Goal 1, action 8).

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

Action 1.1
This action was effective. All teachers were appropriately assigned and fully credentialed (100%, 2023–2025), and instruction was delivered using board-adopted curriculum with accommodations for students with IEPs. Instructional support was consistently maintained across sites.

Action 1.2
This action was partially effective. Coaching and oversight supported improved differentiation, and educators reported increased confidence in instructional practices. However, persistent staffing shortages limited the level of individualized student supports that could be provided, impacting the full MTSS implementation.

Action 1.3
This action was effective, with areas for improvement.All first- and second-year teachers participated in the induction program and benefitted from mentoring relationships that improved retention and efficacy. New teachers requested greater access to coaching and collaborative planning time.

Action 1.4
This action was partially effective. The district delivered a standards-aligned curriculum using platforms like IXL, NewsELA, and Lexia, but UDL implementation was inconsistent across classrooms, limiting instructional equity. Some schools also faced delays in accessing updated materials and integrating technology. As a result, ELA scores declined from 17 points below standard in 2023 to 19.9 points below standard in 2024, moving further from the district’s goal of reaching 1.3 points above standard by 2026.

Action 1.5

This action was effective. Inclusive preschool programs and early interventions contributed to improved school readiness and a reduction in Special Day Class placements. Recruitment of instructional assistants remained a challenge, slightly limiting reach.

Action 1.6
This action was effective.Teachers reported increased confidence in using evidence-based digital tools for personalization, though varying levels of tech proficiency required ongoing differentiated support.

Action 1.7
This action was effective. Instructional support teachers focused on Math and ELD, providing targeted support to students. While there was some improvement in language acquisition, Math performance showed minimal change, as indicated by the California Dashboard, which showed Math scores remaining flat, from 44.3 points below standard in 2023 to 44.9 points below standard in 2024. iReady data indicates a positive change in Math for 2024-2025.

Action 1.8
This action was effective.The programs were offered and sustained at all sites.

Action 1.9
This action was partially effective. Platforms like Schoolytics and Ellevation supported real-time data monitoring for academic and behavioral needs, additional training to fully leverage the systems for intervention planning is needed.

Action 1.10
This action was effective.Reducing class sizes from 33 to 30 students per class increased instructional personalization and strengthened student-teacher relationships. Teachers reported a positive impact on differentiation and engagement.

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.

Reflections on prior practice have led to several key adjustments to better support student learning and instructional effectiveness.

1. Addition of Instructional Support for Middle School Math & UDL:
To strengthen the implementation of the new middle school math curriculum and enhance equitable instruction, the district will hire an Instructional Support Provider. This role will focus on coaching staff in Universal Design for Learning (UDL), Multi-Tiered System of Supports (MTSS), and differentiated instruction to improve instructional consistency and student outcomes.

2. Adjustments Due to Budget Reductions & Increased Collaborative Planning:
Due to budget reductions, ELD and MTSS support staff positions have been eliminated, impacting targeted support for English Learners and students requiring academic interventions. In response, the district will leverage data platforms such as Schoolytics and ELLevation to provide teachers with actionable insights to guide instruction and intervention efforts. Additionally, teacher teams will be provided dedicated

time to collaboratively plan UDL-aligned units at the grade level, ensuring lessons proactively remove barriers to learning for all students, including English Learners, Foster Youth, and Low-Income students.

3. Continued Investment in Successful Programs:
The district will maintain inclusive preschool expansion, which has led to a decrease in Special Day Class (SDC) preschool placements, and continue to support thriving afterschool programs. Additionally, lower middle school class sizes resulting from staffing adjustments have had a positive impact on student engagement and will remain a priority.

Moving forward, the district will focus on maximizing existing resources, refining professional learning opportunities, and improving data-driven instructional practices to ensure all students—particularly English Learners, Foster Youth, and Low-Income students—receive the support they need to succeed.

Action 1.11: Instructional Support (New for 2025–26)
This action has not yet been implemented. It will begin in 2025–26 and is designed to address challenges in instructional consistency by providing coaching in UDL, MTSS, and the new middle school math curriculum.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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.	$43,053,912.00	No
1.2	Tier 2: Personnel: Student Support	Funds support key positions that go beyond core duties to address barriers faced by low-income students, English learners, and foster youth. 1. The IT Technician and Director of Integrated Technology ensure equitable access to devices, connectivity, and tech support.	$2,134,904.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. The School Psychologist provides targeted mental health services for students facing trauma or instability. 3. The Program Director of Assessment, Accountability, and Multilingual Students uses data to close learning gaps and leads programs that support English learners and underserved student groups.		
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.	$122,519.00	No
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 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.	$1,403,900.00	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.	$2,841,919.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Tier 1: Technology Professional Development	Train certificated staff to integrate evidence based technology tools that accelerate learning for our unduplicated students.	$69,405.00	Yes
1.7	SUNSETTED 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.	$0.00	
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 .	$4,419,270.00	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)	$70,705.00	
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, in order to create additional intervention and enrichment classes.	$0.00	No
1.11	NEW Instructional Support	Contract with Curriculum Associates for an Instructional Support Provider to assist staff on the implementation of the new middle school math curriculum, Universal Design for Learning (UDL) strategies, and Multi-Tiered System of Supports (MTSS) to enhance differentiated instruction and student success.	$255,000.00	No

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%	2023-2024: Met or Exceed Benchmark in ELA Overall = 44.37%		Met or Exceed Benchmark in ELA Overall = 70%	-0.85%
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%	2023-2024: Met or Exceed Benchmark in ELA Asian = 66.79% Black or African American = 27.58% Hispanic = 29.36% Pacific Islander = 18.76% Filipino = 54.32% White = 30.7%		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%	Asian = -1.08% Black = -9.26% Hispanic = -2.9% Pacific Islander = -13.5% Filipino = +2.96% White = +4.25% SWD = +0.04% SED = -0.86% Homeless = -7.63% EL = -4.71%

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%	Students w/Disabilities = 10.59% Socioeconomic Disadvantaged = 36.61% Homeless = 15.10% English Learners = 10.36%		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%	2023-2024: Met or Exceed Benchmark in Math Overall = 33.71%		Met or Exceed Benchmark in Math Overall = 70%	+0.17%
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%	2023-2024: Met or Exceed Benchmark in Math Asian = 59.55% Black or African American = 15% Hispanic = 19.44% Pacific Islander = 25% Filipino = 38.15% White = 27.3% Students w/Disabilities = 9.92% Socioeconomic Disadvantaged = 27.61% Homeless = 9.66%		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%	Asian = +1.37% Black or African American= -3.92% Hispanic = -2.2% Filipino = +3.79% White = 0 Pacific Islander = +3.79% SWD = 0 SED = +0.61% Homeless = -1.45% EL = 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learners = 12.68%			
2.5	Summative ELPAC results	2022-2023 17% Level 4	2023-2024 15% Level 4		55% score Level 4 on ELPAC Summative assessment	-2%
2.6	EL Progress Indicator	2022-2023 49.5% Progressed at least one ELPI level.	2023-2024 45.4% Progressed at least one ELPI level.		65% of English Learners made progress towards English Language Proficiency	- 4.1%
2.7	EL Reclassification rate	2022-2023 13% of English Learners are reclassified	2023-2024 15.2% of English Learners are reclassified		28% of English Learners are reclassified	+ 2.2%
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	2023-2024 12% of EL population are identified as LTEL		5% of EL population are identified as LTEL	+4.4%
2.9	iReady Reading (at or above grade level), grades 3-8	2023-2024 ELA - 36% Proficient	2024-2025 ELA - 47% Proficient		ELA - 70%	+11%
2.10	iReady Math (at or above grade level), grades 3-8	2023-2024 Math - 33% Proficient	2024-2025 Math - 42% Proficient		Math - 70%	+9%
2.11	Access to a broad course of study as reported in Local	2023-2024 100%	2024-2025 100%		100%	0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicators on the CA Dashboard.					
2.12	Implementation of State Board adopted academic content and performance standards for all students as reported on the Local Indicators on the CA Dashboard.	2023-2024 Met	2024-2025 Met		Met	0

Goal Analysis [2024-25]

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

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

The Tier 1 initiatives outlined in the plan for professional learning, assessment tools, and collaboration were largely implemented with varying degrees of success. The following analysis provides insights into the execution of these actions, highlighting substantive differences between what was planned and what was actually implemented, along with any challenges and successes encountered along the way.

Action 2.1
This action was successfully executed, with professional learning opportunities being offered on UDL Lesson and Unit design, Core curriculum, Integrated and Designated ELD and CRLP. We also provide training on the integration of online platforms. The district provided Institute Days, release days, afterschool monthly training, and support for teachers in adopting district initiatives. Teachers and administrators received consistent professional development, with some seeing improvements in their ability to implement the core curriculum, use online platforms, and apply instructional strategies aligned with the Structured Literacy approach. The ongoing professional development also allowed for more effective integration of ELD strategies to support Newcomers and English Learners. While the professional learning opportunities were offered, participation varied across schools and departments. Some staff faced challenges balancing training with their regular duties, leading to inconsistent engagement.

Action 2.2
This action was fully implemented as intended. Completion rates for grades 3-8 on local assessments were administered. All schools were able to utilize the assessments effectively to inform instruction and monitor student growth. The assessments provided useful data for some teachers to adjust their teaching strategies. Our local assessment platform was new this year. Once challenge was learning how to navigate and analyze the new data.

Action 2.3

This initiative was largely successful, with collaboration occurring at various levels across the district. Collaborative teams were able to work together on data analysis, intervention strategies, and unit development aligned with the UDL framework and lesson study protocol. The collaborative efforts led to the development of more cohesive instructional strategies across grade levels. Routine data analysis and progress monitoring enabled teams to identify areas for improvement. Additionally, a lesson study protocol was implemented with two small cohorts of primary teachers. Some schools faced logistical issues with scheduling. Additionally, some teams struggled to integrate UDL guidelines consistently.

Action 2.4
This action was successfully carried out as planned, providing each student with a device. The initiative has enabled equitable access to educational resources, supporting personalized learning environments. The successful deployment of devices has enhanced student engagement and access to learning tools. Teachers have been able to integrate technology more effectively into their teaching practices. While implementation went smoothly, ongoing maintenance and tech support have been identified as areas requiring further attention to ensure that devices remain functional for all students throughout the school year.

Action 2.5
The core of this action was successfully implemented, including the hiring of the additional staff and the continuation of enrichment programs. The expansion of enrichment opportunities has enhanced students' academic experience, providing them with more opportunities for creative and intellectual exploration. Some schools faced staffing shortages which presented as a challenge.

Action 2.6
All schools have successfully integrated daily ELD instruction and provided differentiated instruction for all students. Some schools have seen increased proficiency and engagement from EL students through targeted instruction. The ongoing turnover of staff across the district presents training challenges to meet the diverse needs of our teachers.

Action 2.7
The use of online platforms for language support was maintained, but engagement with these tools varied across sites. The use of online platforms for language support has shown promise, with some students making noticeable progress in language acquisition. A key challenge was the inconsistent data collection and analysis, which hindered the ability to design highly targeted instruction for students not meeting benchmarks.

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.

The District was not able to hire Electives teachers at Ben Franklin and Fernando Rivera and Music teacher at Franklin Roosevelt (Goal 2, action 5, $250,000), low teacher participation rate in the afterschool CRLP training (Goal 2, action 1, $175,000) and increase in substitute cost pay rate by 22% (Goal 2, action 2, $-31,600).

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

2.1 Tier 1: Professional Learning for All Staff
The ongoing professional learning opportunities provided through Institute Days, release days, and optional afterschool training have demonstrated moderate effectiveness in supporting the implementation of district initiatives. Many teachers have reported increased confidence in using the adopted core curriculum, particularly at sites where professional development participation was consistent. However, inconsistent engagement across schools has limited the overall impact.

2.2 Tier 1: Assessment Tools
The implementation of local assessments has been effective in achieving its intended goals. The district maintained assessment schedules, led and supported data analysis to inform instruction. While some sites used assessment data to adjust instructional strategies, the lack of clear guidance and training on data interpretation led to missed opportunities for targeted intervention and progress monitoring.

2.3 Tier 1: Collaboration
Teachers engaged in data analysis, progress monitoring, and development of tiered interventions with support from teacher leaders. The use of the Universal Design for Learning (UDL) framework has improved unit development and instructional planning. Participation in grade-level lesson study protocols was only offered to primary teachers.

2.4 Tier 1: 1:1 Technology Program
Every student having a device allowed for greater engagement with online learning platforms and digital resources. Teachers have reported increased student participation and individualized learning opportunities. Some challenges remain, including device maintenance and technical support. However, the district's proactive approach to device management has minimized disruptions.

2.5 Tier 1: Enrichment Opportunities
The enrichment opportunities have been effective in expanding student access to diverse learning experiences. Additional staff hires, including elective teachers, music staff, and art teachers, have supported enrichment programs. Initiatives such as Ethnic Studies, the Youth Cinema Project, and enrichment periods have been well-received by students and families. Improved staffing support and resource allocation could enhance program consistency and impact.

2.6 Tier 1: EL Program
The EL Program has been partially effective in supporting Newcomers, ELs, and LTELs. To improve outcomes, more targeted support, monitoring, and professional development will be necessary to ensure the program meets the needs of all EL students.

2.7 Tier 2: EL Support
Continued funding for online platforms, like Imagine Learning and Rosetta Stone was beneficial in supporting language acquisition for students, have been successful.To improve outcomes, sites will analyze data to monitor progress and implementation.

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.

Following a thorough analysis of academic performance data and reflection on implementation outcomes, the district has maintained its overarching goal—achieving 70% student proficiency in ELA and math by June 2027—but has made strategic adjustments to metrics and actions to accelerate progress. While there was a slight increase in iReady Reading proficiency (from 36% to 47%), there remains an urgent need for more intensive and differentiated support, especially for English Learners, Long-Term English Learners, and Students with Disabilities. In response, the district will enhance targeted interventions and increase monitoring of student progress through more robust data cycles and tiered supports. Professional learning for teachers (Action 2.1) will place greater emphasis on structured literacy and foundational skills aligned to CCSS, while collaboration time (Action 2.3) will be increasingly used for data-driven lesson planning and intervention design. Additionally, due to persistent performance gaps in math—especially among Black, Hispanic, and socioeconomically disadvantaged students—the district will deepen implementation of math-specific coaching and training. These changes reflect a sharpened focus on equity and responsiveness, ensuring that instructional strategies are closely aligned with the learning needs of students most at risk of falling behind.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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 monthly training that support teachers in the implementation of district initiatives. 2. Offer training on Integrated and Designated ELD across the district to support Newcomers, English Learners and Long Term English Learners. 3. Ensure high quality, professional learning for all administrators to help transform the learning community of all JESD schools. 4. Provide specialized coaching/content support for administrators with Preliminary Authorizations. 5.Offer tuition assistance to participate in programs resulting in high needs areas (Special Education – moderate to severe, Science, Math) 6. Provide professional learning for teachers to support the implementation of all online learning platforms. 7. 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)	$328,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Tier 1: Assessment Tools	Continue to administer local assessments that will provide baseline and growth data throughout the year.	$171,467.00	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 Assessments 6. Participation in grade level lesson study protocol	$958,513.00	Yes
2.4	Tier 1: 1:1 Technology Program	Fund one device for every student to provide access to instructional materials.	$493,356.00	Yes
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: -Youth Cinema Project (Elementary) -Enrichment Period (Middle and Elementary) -Electives (Middle)	$857,577.00	Yes
2.6	Tier 1: EL Program	1. Schedule daily instruction in English Language Development for Newcomers, English Learners and Long Term English Learners.	$34,000.00	No

Action #	Title	Description	Total Funds	Contributing
		2.Provide differentiated training for ALL teachers for both designated and integrated ELD.		
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.	$2,774,440.00	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	2024 Chronic Absenteeism 19.5% districtwide Declined 3% and yellow indicator on CA Dashboard.		Chronic Absenteeism 6% districtwide	-3%
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 2023-2024 2.4% Suspended at least once (districtwide) African American students - 6.1% White - 2% English Learners - 2.9% Hispanic Students - 3.8% Homeless Students - 2.1% 2 or More Races - 1.7% Pacific Islander - 0% Socioeconomically Disadvantaged - 2.6% Students with Disabilities - 2.7%		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%	Suspension Rate 2023-2024 0 Suspended at least once (districtwide) African American students = -0.2% White = -1.2% English Learners = -+.2% Hispanic Students = +.5% Homeless Students = -2.7% 2 or More Races = -0.7% Pacific Islander = -2.1% Socioeconomically Disadvantaged = -0.2% Students with Disabilities =+.4%
3.3	Student SEL Panorama Survey Grades 3-5	2023 Fall Supportive Relationships = 88%	2024 Fall		2027 Fall SEL Survey	Supportive Relationships = -1%

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 = 87% Self Management = 82% Social Awareness = 87% Learning Strategies = 90% Grit/Perseverance = 85%		Supportive Relationships = 90% Self Management = 90% Social Awareness =90% Learning Strategies = 90% Grit = 90%	Self Management = +15% Social Awareness = +20% Learning Strategies = +25% Grit/Perseverance = +30%
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%	2024 Fall SEL Survey Supportive Relationships = 82% Self Management = 86% Social Awareness = 89% Learning Strategies = 84% Grit = 84%		2027 Fall SEL Survey Supportive Relationships = 90% Self Management = 90% Social Awareness =90% Learning Strategies = 90% Grit = 90%	Supportive Relationships = +2% Self Management = +18% Social Awareness = +31% Learning Strategies = +26% Grit = +30%

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%	2024 Fall Learning Model = 74% Sense of Belonging = 59% School Climate = 59% School Safety = 68%		2027 Fall Learning Model = 90% Sense of Belonging = 90% School Climate = 90% School Safety = 90%	Learning Model = +1% Sense of Belonging = -10% School Climate = -8% School Safety = +10%
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%	2024 Fall Learning Model = 80% Sense of Belonging = 46% School Climate = 41% School Safety = 58%		2027 Fall Learning Model = 90% Sense of Belonging = 90% School Climate = 90% School Safety = 90%	Learning Model = +2% Sense of Belonging = +5% School Climate = -3% School Safety = +4%
3.7	Staff Panorama Survey	Spring 2024 Well Being = 66% School Climate = 64% Professional Learning = 51% Feedback and Coaching = 46%	Spring 2025 Well Being = 71% School Climate = 74% Professional Learning = 56% Feedback and Coaching = 54%		Fall 2027 Well Being = 90% School Climate = 90% Professional Learning = 90% Feedback and Coaching = 90%	Well Being = +5% School Climate = +10 5 Professional Learning = +5% Feedback and Coaching = +8%

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 2025 Barriers to Engagement = 85% School Climate = 8o% Family Efficacy = 72% Family Support = 70% Learning Behaviors = 58% Family Engagement = 25%		Fall 2027 Barriers to Engagement = 90% School Climate = 90% Family Efficacy = 90% Family Support = 90% Learning Behaviors = 90% Family Engagement = 90%	Barriers to Engagement = +1% School Climate = +2% Family Efficacy = +2% Family Support = +2% Learning Behaviors = -1% Family Engagement = +2%
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	2024-2025 Met		Met	0
3.10	School Attendance Rate	2023-2024 93.75%	2024-2025 94.3%		98%	+0.55%
3.11	Explusion Rates as reported through CALPADS	2023-2024 0%	2024-2025 0%		0%	0
3.12	Middle School dropout rates as reported through CALPADS	2023-2024 0%	2024-2025 0%		0%	0

Goal Analysis [2024-25]

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

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

All planned Tier 1–3 actions were implemented, including restorative practices, PBIS, daily attendance monitoring, Panorama surveys, and mental health supports. Clerical staff and nursing services were essential in supporting daily attendance and wellness efforts. The continuation of community engagement events and family communication platforms helped build trust with families.

Action 3.1
This action implemented restorative practices across all school sites to build inclusive, supportive school climates and reduce suspension rates, and while implementation was consistent, some schools with high suspension rates struggled with full fidelity, indicating a need for deeper staff training and practice modeling.

Action 3.2
This action supported the districtwide implementation of PBIS to promote consistent, proactive student behavior systems, contributing to stable suspension rates, though results varied by subgroup and site, suggesting the need for differentiated support in schools with persistent discipline disparities.

Action 3.3
This action funded clerical staff to conduct daily attendance tracking and family outreach, which directly supported a 3% drop in chronic absenteeism districtwide and a move from the Red to Yellow tier on the CA Dashboard, despite continued challenges at several high-need campuses.

Action 3.4
This action continued the use of an online parent portal to improve communication between families and schools about student progress, and while it helped strengthen family efficacy, barriers such as digital access and language differences still limited full utilization for some families.

Action 3.5
This action maintained digital communication tools such as websites and social media to increase family engagement, successfully improving perceptions of school climate among families, although engagement levels remained low, indicating that digital communication alone is insufficient.

Action 3.6
This action administered the Panorama climate and SEL surveys to students, staff, and families to monitor school climate, with resulting data showing gains in SEL metrics like Grit and Supportive Relationships but also revealing areas of concern, including a significant drop in elementary students’ sense of belonging.

Action 3.7

This action provided counseling services at all school sites to support students' emotional and academic development, which positively contributed to SEL improvements and stable suspension rates, though some schools reported limited integration of counselors into broader intervention systems.

Action 3.8
This action funded school nurses to address student health needs and support attendance, with nurses playing a key role in maintaining student wellness, although greater collaboration with attendance staff could strengthen their impact on chronic absenteeism.

Action 3.9
This action offered contracted mental health services to provide intensive emotional support to students, which correlated with improved SEL outcomes and staff well-being, although demand continued to outpace available services, especially at high-need sites.

Action 3.10
This action provided transportation and access to housing and community resources for homeless and foster youth, which supported school access for these vulnerable students, though broader housing instability remains a significant external barrier.

Action 3.11
This action expanded parent and community engagement through events and multilingual outreach, contributing to modest gains in family climate ratings, yet family engagement remained low, highlighting the ongoing need for more personal and culturally relevant outreach efforts.

Action 3.12
This action funded librarians and library techs to support literacy and research skills aligned with grade-level standards, indirectly supporting student engagement and academic access, though its impact on school climate metrics was not directly measured.

Action 3.13
This action supported middle school athletics to foster student connection and engagement, and was particularly successful in strengthening the sense of belonging at the secondary level, as reflected in rising SEL and climate survey results.

Action 3.14
This action provided translation services and training for staff to ensure equitable access for non-English speaking families, effectively supporting multilingual communication, though some school sites need additional support in fully utilizing these services during everyday interactions.

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.

The District has unfilled 1.2 FTE Counselor positions (Goal 3, action 9, $108,000) and there were unspent funds for nursing services due to the student moving out of JESD in November 2024 (Goal 3, action 8, $96,000), paid additional cost for premium cloud hosting on student information system and paid additional services for reporting student absences through an app (Goal 3, action 5, $-33,000) and paid additional cost for translation services for families (Goal 3, action 14, $-14,500).

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

Action 3.1
This action was moderately effective in fostering inclusive school climates, as the overall suspension rate remained steady at 2.4% from 2022–23 to 2023–24, but showed declines in key subgroups (e.g., White students dropped from 3.2% to 2.0%; Homeless students from 4.8% to 2.1%). However, suspension rates increased slightly for English Learners (2.7% to 2.9%) and Hispanic students (3.3% to 3.8%), indicating inconsistent implementation across sites, especially those with Red Dashboard indicators.

Action 3.2
This action was partially effective, as PBIS practices contributed to stable overall suspension rates (2.4%), and small reductions were seen in some groups like African American students (6.3% to 6.1%). However, the lack of districtwide suspension rate improvement—despite PBIS efforts—suggests that Tier 1 strategies need to be strengthened or combined with more responsive Tier 2 interventions in high-need schools.

Action 3.3
This action was highly effective, helping to reduce chronic absenteeism from 22.4% to 19.5% districtwide, resulting in a shift from the Red to Yellow tier on the CA Dashboard. This 3% drop reflects the impact of consistent daily monitoring and family outreach, especially when supported by clerical staff and attendance notifications.

Action 3.4
This action was somewhat effective, as reflected in the increase in Family Efficacy scores from 70% (Spring 2024) to 72% (Spring 2025) on the Panorama Survey. While the portal enhanced access to student progress information, persistent challenges around technology access and multilingual support limited deeper engagement across all families.

Action 3.5
This action was moderately effective, supporting a 2-point increase in the Family School Climate score (78% to 80%) and a 1-point increase in Barriers to Engagement (84% to 85%). However, Family Engagement itself remained low, increasing only from 23% to 25%, suggesting that communication alone is not sufficient to drive active participation.

Action 3.6
This action was very effective as it provided crucial data for decision-making and progress tracking. Key SEL metrics improved across both grade bands: in grades 3–5, Grit rose from 57% to 61%, and Self-Management from 67% to 70%; in grades 6–8, Supportive Relationships grew from 80% to 89%. However, grades 3–5 Sense of Belonging fell from 69% to 59%, highlighting an area for targeted intervention.

Action 3.7
This action was generally effective, aligning with improvements in SEL scores, including Grit (Grades 6–8: 54% to 84%) and Self-Management (Grades 6–8: 68% to 86%). These gains suggest that counseling support played a key role in student development, though variations in site-level integration limited full effectiveness.

Action 3.8
This action was effective, supporting student wellness and attendance. Our district's attendance rate reached 93.75% in 2023–24 and chronic absenteeism decreased, both of which reflect the indirect influence of health support in maintaining student presence.

Action 3.9
This action was very effective, contributing to multiple positive trends: SEL improvements across all domains, staff well-being increasing from 66% to 71%, and staff perceptions of School Climate rising from 64% to 74%. These results suggest that mental health services benefited both students and staff broadly.

Action 3.10
This action was effective, supporting consistent attendance among vulnerable students. Homeless student suspension rates dropped significantly from 4.8% to 2.1%, suggesting improved engagement and behavior outcomes through coordinated wraparound services.

Action 3.11
This action was minimally effective in driving deep family engagement. Despite slight gains in Family Support (68% to 70%) and School Climate (78% to 80%), the Family Engagement metric remained critically low (23% to 25%), showing that while events and outreach occurred, they did not consistently translate into meaningful participation.

Action 3.12
This action was indirectly effective, providing academic support that complements engagement and climate initiatives.

Action 3.13
This action was effective in fostering student engagement and connection, especially among middle school students. SEL improvements in grades 6–8—such as Grit (54% to 84%) and Learning Strategies (56% to 84%)—can be partially attributed to increased opportunities for belonging and participation through athletics.

Action 3.14
This action was effective in promoting inclusive communication, supporting Family Efficacy increases (70% to 72%) and reduced barriers to engagement (84% to 85%). However, additional training is still needed at some school sites to ensure consistent and proactive use of translation support services.

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.

As a result of ongoing reflection and analysis of implementation data from the 2023–24 school year, the district has made several key adjustments to Goal 3 for the coming year to strengthen progress toward the overarching objective of achieving 90% favorability in school climate indicators by June 2027. While the goal itself remains unchanged, refinements have been made to selected actions and focus areas based on observed trends. For instance, the notable decline in elementary students' sense of belonging has prompted a renewed emphasis on developmentally responsive Tier 1 supports, such as differentiated PBIS strategies and increased use of restorative practices. Professional development for restorative practices will be enhanced to improve fidelity at sites with elevated suspension rates. To further address persistent subgroup disparities—particularly among English Learners, Hispanic students, and students with disabilities—data disaggregation will be deepened, and actions will be tailored accordingly. Additionally, efforts to increase authentic family engagement will be prioritized through culturally responsive outreach and multilingual communication strategies. Finally, greater alignment across student support services, including nursing, attendance monitoring, and counseling, will ensure more coordinated intervention for students facing chronic absenteeism. These changes reflect the district's commitment to data-informed continuous improvement and to fostering an inclusive and supportive school climate for all 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.

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 Affective Questions Impromptu Conversations Classroom Circles Formal Conference	$81,918.00	Yes
3.2	Tier 1: Positive Behavior Intervention and Support	Support schools with the continued implementation of Positive Behavioral Interventions and Supports (PBIS).	$182,745.00	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.	$1,814,209.00	No
3.4	Tier 1: Parent Portal	Continue implementation of online parent portal to increase parent/teacher communication on student progress	$10,000.00	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.	$119,000.00	Yes
3.6	Tier 1: Climate Survey	Administer Panorama Survey to students, staff and families to measure district and school climate and culture.	$23,900.00	Yes
3.7	Tier 2: Counselors	Provide comprehensive school counseling programs at all schools.	$0.00	No
3.8	Tier 2: Nursing Support Staff	Continue to fund district and contracted nursing staff who assist families and students with health needs	$1,075,827.00	Yes
3.9	Tier 3: Mental Health Support	Provide mental health support through contracted services.	$2,275,864.00	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	$313,404.00	

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	$127,812.00	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.	$730,742.00	Yes
3.13	After School Athletics	Continue to fund middle school after school athletic programs.	$55,000.00	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.	$39,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$8,990,341	$593,284

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
17.343%	0.000%	$0.00	17.343%

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
1.2	**Action:** Tier 2: Personnel: Student Support **Need:** CA Dashboard Data 2023-2024 ELA All students = 17 pts below standard EL = 44.5 pts below standard SED = 37.6 pts below standard	This action funds key district positions that collectively remove barriers to learning for low-income students, English learners, and foster youth. These positions ensure equitable access to technology and connectivity, provide targeted mental health and social-emotional support, and use data to close achievement gaps through tailored instructional programs. Because the needs of unduplicated pupils are present across all schools and grade levels, providing these supports on an LEA-wide basis ensures consistent access	CA Dashboard Data | Metric 1.6 and 1.7

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
	Homeless = 92.4 pts. below FY data not available Math All students = 44.9 pts below standard EL = 77 pts below standard SED = 63.2 pts below standard Homeless = 112.8 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	to resources and services, regardless of school assignment, and maximizes impact for students who experience the greatest barriers to academic success.	
1.6	**Action:** Tier 1: Technology Professional Development **Need:** CA Dashboard Data 2023-2024 ELA All students = 19.9 pts below standard EL = 54.3 pts below standard SED = 40.6 pts below standard Homeless = 118.4 pts. below FY data not available Math All students = 44.9 pts below standard EL = 77 pts below standard	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.	CA Dashboard Data Metric 1.6 and 1.7

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 = 63.2 pts below standard Homeless = 112.8 pts. below FY data not available **Scope:** LEA-wide		
2.1	**Action:** Tier 1: Professional Learning for all Staff **Need:** 2023-2024: Met or Exceed Benchmark in ELA Socioeconomic Disadvantaged = 36.61% Homeless = 15.10% English Learners = 10.36% 2023-2024: Met or Exceed Benchmark in Math Socioeconomic Disadvantaged = 27.61% Homeless = 9.66% English Learners = 12.68% **Scope:** LEA-wide	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 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. Offering tuition assistance for teachers to specialize in high-needs areas like Special Education and STEM addresses the shortage of qualified educators and ensures unduplicated pupils receive expert instruction. By providing professional learning for teachers on all online learning platforms, the district ensures consistent and effective use of technology, which is crucial for unduplicated pupils who may face a digital divide. Providing ongoing professional learning on a Structured Literacy approach for TK-5 teachers ensures a consistent, evidence-based instructional framework to support unduplicated pupils in mastering foundational reading skills.	iReady Reading and Math | Metric 2.9 and 2.10

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
2.3	**Action:** Tier 1: Collaboration **Need:** 2023-2024: Met or Exceed Benchmark in ELA Overall = 44.37% 2023-2024: Met or Exceed Benchmark in Math Overall = 33.71% iReady 2024-2025 ELA - 47% Proficient Math - 42% Proficient **Scope:** LEA-wide	These actions address the needs of English learners, foster youth, and low-income students by ensuring that all grade-level teams systematically analyze student data, identify learning gaps, and design tiered interventions responsive to diverse needs. The development of UDL-aligned units and use of common formative assessments promote equitable access to grade-level content, while the lesson study process builds teacher capacity to deliver instruction that is both rigorous and inclusive. Providing these actions on an LEA-wide basis ensures that all students—especially unduplicated pupils—benefit from consistent, high-quality instructional practices, aligned supports, and equitable learning opportunities regardless of the school they attend.	Local Assessments K-2 Amira 3-8 iReady Metric 2.9 and 2.10
2.4	**Action:** Tier 1: 1:1 Technology Program **Need:** CA Dashboard Data 2023-2024 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	Providing one device per student ensures equitable access to digital instructional materials, online assessments, and intervention programs, which is critical for English learners, foster youth, and low-income students who may not have reliable technology at home. This access supports differentiated instruction, language development tools, and adaptive learning programs aligned to the UDL framework. Offering this on an LEA-wide basis guarantees that all students—regardless of school or personal circumstances—can fully participate in learning, collaborate with peers, and engage with instructional resources both in and out of the classroom.	Local Assessment Data K-2 Amira 3-8 iReady Metric 2.9 and 2.10

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 = 44.9 pts below standard EL = 77 pts below standard SED = 63.2 pts below standard Homeless = 112.8 pts. below FY data not available **Scope:** LEA-wide		
2.5	**Action:** Tier 1: Enrichment Opportunities **Need:** CA Dashboard Data 2023-2024 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 All students = 44.9 pts below standard EL = 77 pts below standard SED = 63.2 pts below standard Homeless = 112.8 pts. below FY data not available **Scope:** LEA-wide	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 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.	Local Assessments 3-8 iReady Metric 2.9 and 2.10

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
3.1	**Action:** Tier 1, 2 and 3: Restorative Practices **Need:** 2024 Chronic Absenteeism 19.5% districtwide Declined 3% and yellow indicator on CA Dashboard. Suspension Rate 2023-2024 2.4% Suspended at least once (districtwide) African American students - 6.1% White - 2% English Learners - 2.9% Hispanic Students - 3.8% Homeless Students - 2.1% 2 or More Races - 1.7% Pacific Islander - 0% Socioeconomically Disadvantaged - 2.6% Students with Disabilities - 2.7% **Scope:** LEA-wide	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.	Attendance Data | Metric 3.1 Discipline/Suspension Data | Metric 3.2
3.5	**Action:** Tier 1: Communication **Need:** Spring 2025 Barriers to Engagement = 85% School Climate = 8o% Family Efficacy = 72%	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	Panorama Survey | Metric 3.8

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
	Family Support = 70% Learning Behaviors = 58% Family Engagement = 25% **Scope:** LEA-wide	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.	
3.6	**Action:** Tier 1: Climate Survey **Need:** 2024 Chronic Absenteeism 19.5% districtwide English Learners 26.3% Homeless 43.8% SED 23.2% Suspension Rate 2023-2024 2.4% Suspended at least once (districtwide) Homeless Students - 2.1% Socioeconomically Disadvantaged - 2.6% Students with Disabilities - 2.7% **Scope:** LEA-wide	Administering the Panorama Survey to students, staff, and families provides critical data on school climate and culture, helping to identify barriers to engagement, belonging, and safety—factors closely linked to chronic absenteeism and suspension rates. Current data show high rates of chronic absenteeism for English learners (26.3%), homeless students (43.8%), and socioeconomically disadvantaged students (23.2%), as well as disproportionate suspension rates for socioeconomically disadvantaged (2.6%) and students with disabilities (2.7%). Panorama results guide site and district teams in designing targeted interventions, restorative practices, and supports that improve relationships, increase attendance, and reduce disciplinary incidents. Providing this survey on an LEA-wide basis ensures consistent, comparable feedback across all schools, allowing the district to monitor progress and respond equitably to the needs of unduplicated pupils.	Panorama Survey | Metric 3.5 and 3.6
3.8	**Action:** Tier 2: Nursing Support Staff **Need:**	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	Attendance Data | Metric 3.1

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
	2024 Chronic Absenteeism 19.5% districtwide English Learners 26.3% Homeless 43.8% SED 23.2% **Scope:** LEA-wide	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.	
3.9	**Action:** Tier 3: Mental Health Support **Need:** 2024 Chronic Absenteeism 19.5% districtwide English Learners 26.3% Homeless 43.8% SED 23.2% Suspension Rate 2023-2024 2.4% Suspended at least once (districtwide) Homeless Students - 2.1% Socioeconomically Disadvantaged - 2.6% Students with Disabilities - 2.7% **Scope:** LEA-wide	Providing mental health support through contracted services addresses barriers to learning caused by trauma, stress, and social-emotional challenges, which disproportionately affect English learners, homeless students, socioeconomically disadvantaged students, and students with disabilities. Current data indicate significant challenges in student engagement, with chronic absenteeism rates of 26.3% for English learners, 43.8% for homeless students, and 23.2% for socioeconomically disadvantaged students, as well as disproportionate suspension rates for socioeconomically disadvantaged students (2.6%) and students with disabilities (2.7%). Mental health services provide timely counseling, crisis intervention, and preventative supports that foster emotional well-being, improve attendance, and reduce behavior incidents. Offering these services on an LEA-wide basis ensures that all students—especially unduplicated pupils—have equitable access to mental health resources, regardless of school site or personal circumstance.	Attendance and Suspension Data | Metric 3.1 and 3.2
3.12	**Action:** Librarians	This action addresses the needs of unduplicated pupils—English Learners, foster youth, and low-	School Climate Data | Metric 3.5 and 3.6

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: 2024 Fall | Grades 3-5 Learning Model = 74% Sense of Belonging = 59% School Climate = 59% School Safety = 68% 2024 Fall | Grades 6-8 Learning Model = 80% Sense of Belonging = 46% School Climate = 41% School Safety = 58% **Scope:** LEA-wide	income students—by ensuring they have consistent access to fully stocked libraries curated by credentialed librarians. These libraries provide high-quality, culturally relevant materials that may not be available in students' homes or communities, directly supporting literacy and language development. Unduplicated students benefit most from this action because it goes above and beyond basic access. Materials are selected to reflect students' identities, experiences, and language needs, creating welcoming spaces that promote a sense of belonging, academic engagement, and safety. Though the action is provided LEA-wide to benefit all students, it is especially critical for those who rely on school as their primary source of learning materials and safe, inclusive environments. By intentionally prioritizing the needs of unduplicated pupils, this action helps close opportunity gaps while improving school climate for everyone.	
3.13	**Action:** After School Athletics **Need:** 2024 Chronic Absenteeism 19.5% districtwide English Learners 26.3% Homeless 43.8% SED 23.2% Suspension Rate 2023-2024 2.4% Suspended at least once (districtwide) Homeless Students - 2.1% Socioeconomically Disadvantaged - 2.6% Students with Disabilities - 2.7%	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 schoolwide basis because providing after school athletics has shown to increase school engagement and connection.	Attendance Data; Suspension Rates | Metric 3.1 and 3.2

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		

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
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 meeting benchmark and are underperforming against all other subgroups. 2023-2024 15% Level 4 2023-2024: Met or Exceed Benchmark in ELA Overall = 44.37% English Learners = 12.68% 2023-2024: Met or Exceed Benchmark in Math	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 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.	Local Assessment K-2 Fastbridge 3-8 iReady Metric 2.9 and 2.10 ELPAC Level 4 Percentage Metric 2.5 ELPI Growth Report Metric 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Overall = 33.71% English Learners = 12.68% EL = 68.5 pts below standard **Scope:** Limited to Unduplicated Student Group(s)		
3.14	**Action:** Translation Services **Need:** Spring 2025 Barriers to Engagement = 85% School Climate = 8o% Family Efficacy = 72% Family Support = 70% Learning Behaviors = 58% Family Engagement = 25% **Scope:** Limited to Unduplicated Student Group(s)	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 Family Survey | Metric 3.8

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

2025-26 Total Planned 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	51,837,770	8,990,341	17.343%	0.000%	17.343%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$39,857,623.00	$21,040,486.00	$1,159,936.00	$4,781,375.00	$66,839,420.00	$57,227,052.00	$9,612,368.00

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	All	No					$42,194,202.00	$859,710.00	$27,234,486.00	$11,557,817.00		$4,261,609.00	$43,053,912.00	
1	1.2	Tier 2: Personnel: Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,125,904.00	$9,000.00	$2,134,904.00	$0.00	$0.00	$0.00	$2,134,904.00	
1	1.3	Tier 1: New Teacher Induction	All	No			All Schools		$67,519.00	$55,000.00	$0.00	$0.00	$67,519.00	$55,000.00	$122,519.00	
1	1.4	Tier 1: Standards Aligned Materials and Instruction	All	No			All Schools		$0.00	$1,403,900.00	$444,280.00	$959,620.00	$0.00	$0.00	$1,403,900.00	
1	1.5	Tier 1: Early Childhood Programs	All	No			All Schools		$2,700,547.00	$141,372.00	$0.00	$2,841,919.00	$0.00	$0.00	$2,841,919.00	
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		$69,405.00	$0.00	$69,405.00	$0.00	$0.00	$0.00	$69,405.00	
1	1.7	SUNSETTED Tier 2: Targeted Instructional Support Staff							$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.8	Tier 2: Afterschool Enrichment and Tutoring	All	No			All Schools		$68,795.00	$4,350,475.00	$0.00	$4,419,270.00	$0.00	$0.00	$4,419,270.00	
1	1.9	MTSS Monitoring System							$0.00	$70,705.00	$70,705.00	$0.00	$0.00	$0.00	$70,705.00	
1	1.10	Tier 1: Increase the number of middle school staff in order to provide additional intervention and enrichment courses	All	No			All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

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
		at all three middle schools.														
1	1.11	NEW Instructional Support	All	No			All Schools		$0.00	$255,000.00	$255,000.00				$255,000.00	
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		$318,612.00	$10,000.00	$311,425.00	$17,187.00	$0.00	$0.00	$328,612.00	
2	2.2	Tier 1: Assessment Tools	All	No			All Schools		$0.00	$171,467.00	$171,467.00	$0.00	$0.00	$0.00	$171,467.00	
2	2.3	Tier 1: Collaboration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$958,513.00	$0.00	$958,513.00	$0.00	$0.00	$0.00	$958,513.00	
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	$493,356.00	$32,760.00	$460,596.00	$0.00	$0.00	$493,356.00	
2	2.5	Tier 1: Enrichment Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$473,213.00	$384,364.00	$16,407.00	$0.00	$841,170.00	$0.00	$857,577.00	
2	2.6	Tier 1: EL Program	English Learner	No					$0.00	$34,000.00	$34,000.00	$0.00	$0.00	$0.00	$34,000.00	
2	2.7	Tier 2: EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$2,740,440.00	$34,000.00	$2,774,440.00	$0.00	$0.00	$0.00	$2,774,440.00	
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		$31,918.00	$50,000.00	$81,918.00	$0.00	$0.00	$0.00	$81,918.00	
3	3.2	Tier 1: Positive Behavior Intervention and Support	All	No					$0.00	$182,745.00	$182,745.00	$0.00	$0.00	$0.00	$182,745.00	
3	3.3	Tier 1: Attendance Monitoring	All	No			All Schools		$1,814,209.00	$0.00	$1,814,209.00	$0.00	$0.00	$0.00	$1,814,209.00	

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	3.4	Tier 1: Parent Portal	All	No			All Schools		$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	
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	$119,000.00	$11,000.00	$108,000.00	$0.00	$0.00	$119,000.00	
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	$23,900.00	$23,900.00	$0.00	$0.00	$0.00	$23,900.00	
3	3.7	Tier 2: Counselors	All	No			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		$320,453.00	$755,374.00	$409,750.00	$666,077.00	$0.00	$0.00	$1,075,827.00	
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		$2,264,364.00	$11,500.00	$2,124,502.00	$0.00	$0.00	$151,362.00	$2,275,864.00	
3	3.10	Tier 3: Homeless & Foster Care Youth Supports							$233,404.00	$80,000.00	$0.00	$0.00	$0.00	$313,404.00	$313,404.00	
3	3.11	Community Involvement	All	No			All Schools		$114,812.00	$13,000.00	$127,812.00	$0.00	$0.00	$0.00	$127,812.00	
3	3.12	Librarians	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$730,742.00	$0.00	$479,495.00	$0.00	$251,247.00	$0.00	$730,742.00	
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, FDR 6-8		$0.00	$55,000.00	$55,000.00	$0.00	$0.00	$0.00	$55,000.00	
3	3.14	Translation Services	English Learners	Yes	Limited to Unduplicated Student	English Learners	All Schools		$0.00	$39,500.00	$39,500.00	$0.00	$0.00	$0.00	$39,500.00	

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
					Group(s)											

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
51,837,770	8,990,341	17.343%	0.000%	17.343%	$9,522,919.00	0.000%	18.371 %	**Total:**	$9,522,919.00
								LEA-wide Total:	$6,653,979.00
								Limited Total:	$2,813,940.00
								Schoolwide Total:	$55,000.00

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	**1.2**	Tier 2: Personnel: Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,134,904.00	
1	**1.6**	Tier 1: Technology Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,405.00	
2	**2.1**	Tier 1: Professional Learning for all Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$311,425.00	
2	**2.3**	Tier 1: Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$958,513.00	
2	**2.4**	Tier 1: 1:1 Technology Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,760.00	
2	**2.5**	Tier 1: Enrichment Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,407.00	

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	2.7	Tier 2: EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,774,440.00	
3	3.1	Tier 1, 2 and 3: Restorative Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$81,918.00	
3	3.5	Tier 1: Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$11,000.00	
3	3.6	Tier 1: Climate Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,900.00	
3	3.8	Tier 2: Nursing Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$409,750.00	
3	3.9	Tier 3: Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,124,502.00	
3	3.12	Librarians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$479,495.00	
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	$55,000.00	
3	3.14	Translation Services	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$39,500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$66,390,475.00	$63,659,752.00

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**	Tier I: Personnel: All teaching staff, classified staff, site administrators	Yes	$2,082,161.00	1,815,298
1	**1.2**	Tier I: Personnel: All teaching staff, classified staff, site administrators	No	$40,558,164.00	39,973,260
1	**1.3**	Tier 1: New Teacher Induction	No	$199,208.00	199,208
1	**1.4**	Tier 1: Standards Aligned Materials and Instruction	No	$1,478,411.00	1,321,288
1	**1.5**	Tier 1: Early Childhood Programs	No	$2,802,850.00	2,597,950
1	**1.6**	Tier 1: Technology Professional Development	Yes	$50,662.00	44,072
1	**1.7**	Tier 2: Targeted Instructional Support Staff	Yes	$2,210,170.00	2,113,804
1	**1.8**	Tier 2: Afterschool Enrichment and Tutoring	No	$3,414,844.00	3,226,437
1	**1.9**	MTSS Monitoring System	No	$89,430.00	86,680
1	**1.10**	Tier 1: Increase the number of middle school staff in order to	No	$0.00	0

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)
		provide additional intervention and enrichment courses at all three middle schools.			
2	2.1	Tier 1: Professional Learning for all Staff	Yes	$313,604.00	138,490
2	2.2	Tier 1: Assessment Tools	No	$248,279.00	279,960
2	2.3	Tier 1: Collaboration	Yes	$1,097,589.00	1,046,868
2	2.4	Tier 1: 1:1 Technology Program	Yes	$336,900.00	350,590
2	2.5	Tier 1: Enrichment Opportunities	Yes	$1,108,185.00	552,516
2	2.6	Tier 1: EL Program	No	$125,588.00	66,029
2	2.7	Tier 2: EL Support	Yes	$3,266,439.00	3,272,000
3	3.1	Tier 1, 2 and 3: Restorative Practices	Yes	$114,806.00	84,638
3	3.2	Tier 1: Positive Behavior Intervention and Support	No	$195,986.00	169,866
3	3.3	Tier 1: Attendance Monitoring	No	$1,716,717.00	1,704,187
3	3.4	Tier 1: Parent Portal	No	$9,000.00	8,044

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	**3.5**	Tier 1: Communication	Yes	$138,000.00	171,039
3	**3.6**	Tier 1: Climate Survey	Yes	$23,000.00	21,250
3	**3.7**	Tier 2: Counselors	No	$0.00	0
3	**3.8**	Tier 2: Nursing Support Staff	Yes	$1,252,363.00	1,166,441
3	**3.9**	Tier 3: Mental Health Support	Yes	$2,314,875.00	2,004,402
3	**3.10**	Tier 3: Homeless & Foster Care Youth Supports	Yes	$313,330.00	318,803
3	**3.11**	Community Involvement	No	$127,320.00	115,683
3	**3.12**	Librarians	Yes	$729,894.00	716,449
3	**3.13**	After School Athletics	Yes	$47,700.00	55,000
3	**3.14**	Translation Services	Yes	$25,000.00	39,500

2024-25 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)
9,168,274	$10,038,255.00	$9,498,873.00	$539,382.00	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	**1.1**	Tier I: Personnel: All teaching staff, classified staff, site administrators	Yes	$2,082,161.00	1,815,298		
1	**1.6**	Tier 1: Technology Professional Development	Yes	$44,072.00	44,072		
1	**1.7**	Tier 2: Targeted Instructional Support Staff	Yes	$0.00			
2	**2.1**	Tier 1: Professional Learning for all Staff	Yes	$187,929.00	130,506		
2	**2.3**	Tier 1: Collaboration	Yes	$1,097,589.00	1,046,868		
2	**2.4**	Tier 1: 1:1 Technology Program	Yes	$5,900.00	5,900		
2	**2.5**	Tier 1: Enrichment Opportunities	Yes	$82,696.00	57,372		
2	**2.7**	Tier 2: EL Support	Yes	$3,266,439.00	3,272,000		
3	**3.1**	Tier 1, 2 and 3: Restorative Practices	Yes	$114,806.00	84,639		
3	**3.5**	Tier 1: Communication	Yes	$71,000.00	67,500		

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	**3.6**	Tier 1: Climate Survey	Yes	$23,000.00	21,250		
3	**3.8**	Tier 2: Nursing Support Staff	Yes	$468,370.00	469,329		
3	**3.9**	Tier 3: Mental Health Support	Yes	$2,069,062.00	1,957,342		
3	**3.10**	Tier 3: Homeless & Foster Care Youth Supports	Yes	$0.00			
3	**3.12**	Librarians	Yes	$452,531.00	432,297		
3	**3.13**	After School Athletics	Yes	$47,700.00	55,000		
3	**3.14**	Translation Services	Yes	$25,000.00	39,500		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
50,917,325	9,168,274	0	18.006%	$9,498,873.00	0.000%	18.655%	$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.

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

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

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

School districts and COEs: *EC Section 52060(g)* and *EC Section 52066(g)* specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

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

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

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

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

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

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

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

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

- For school districts, see *Education Code* Section 52062;
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal

Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
  - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
  - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
  - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

    The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

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