



## LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jamestown School District

CDS Code: 55-72363-6054852

School Year: 2025-26

LEA contact information:

Contessa Pelfrey

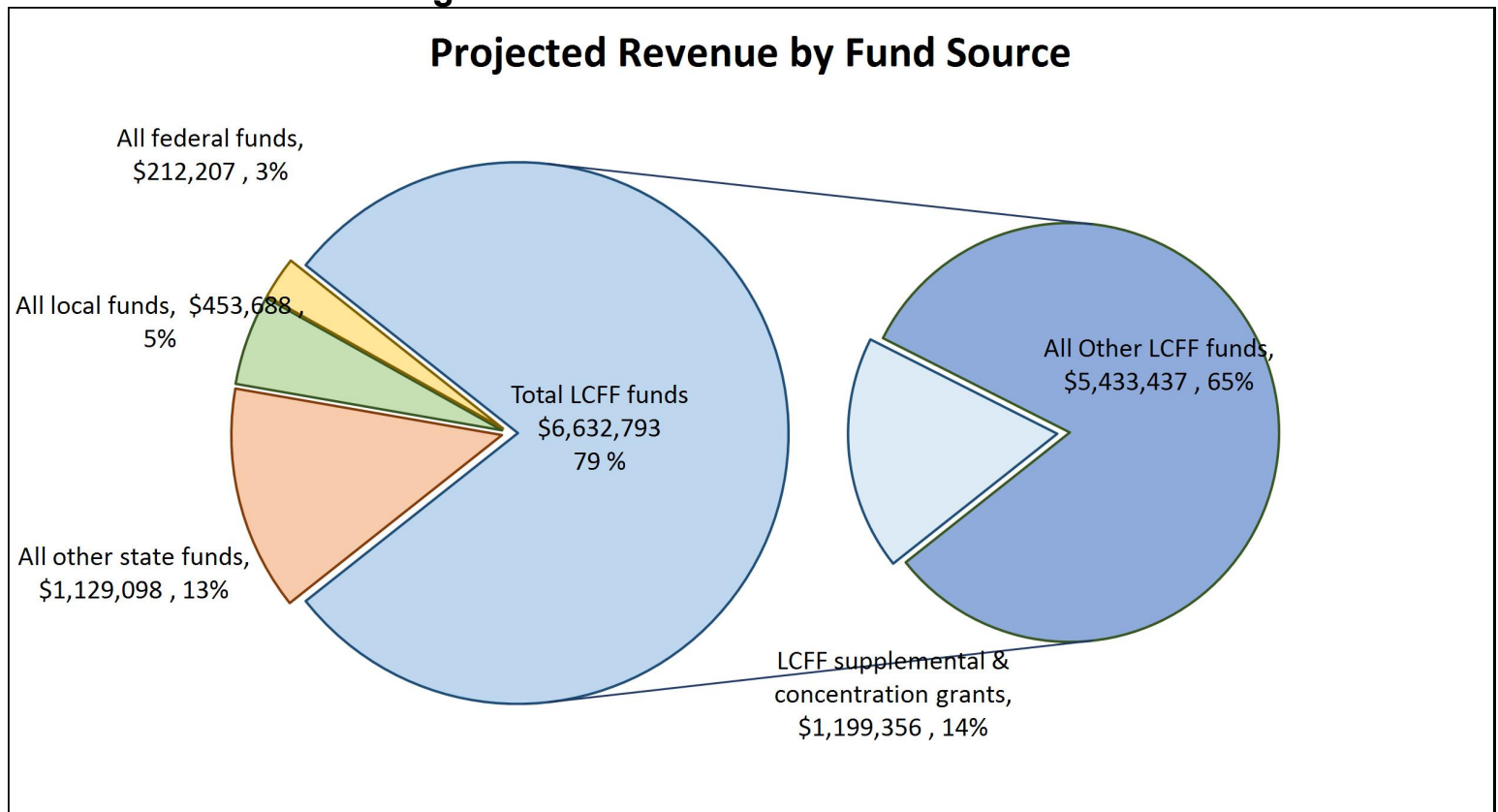
Superintendent

cpelfrey@jespanthers.org

209-984-4058

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

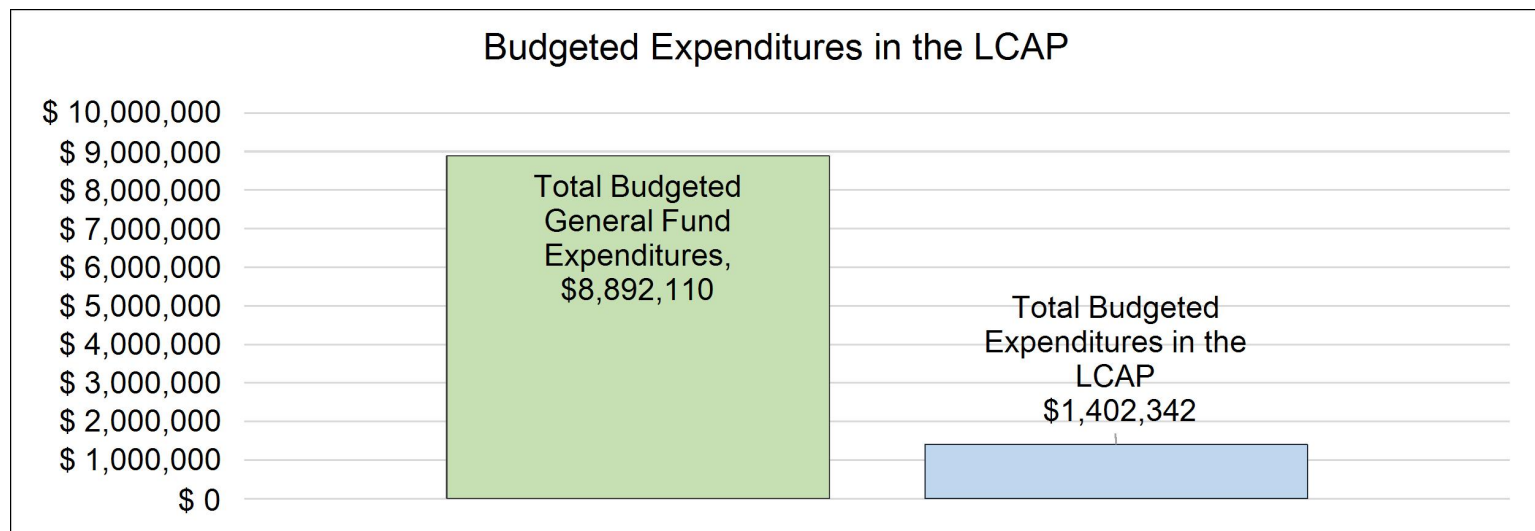


This chart shows the total general purpose revenue Jamestown School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jamestown School District is \$8,427,786, of which \$6,632,793 is Local Control Funding Formula (LCFF), \$1,129,098 is other state funds, \$453,688 is local funds, and \$212,207 is federal funds. Of the \$6,632,793 in LCFF Funds, \$1,199,356 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 Jamestown 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: Jamestown School District plans to spend \$8,892,110 for the 2025-26 school year. Of that amount, \$1,402,342 is tied to actions/services in the LCAP and \$7,489,768 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The district is implementing Multi Tiered Systems of Support (MTSS), increasing academic support for math and reading, increasing EL support for students, targeted intervention in mental health, counseling services, and liaison support for homeless and foster youth. The district also supports a Dual Immersion Program.

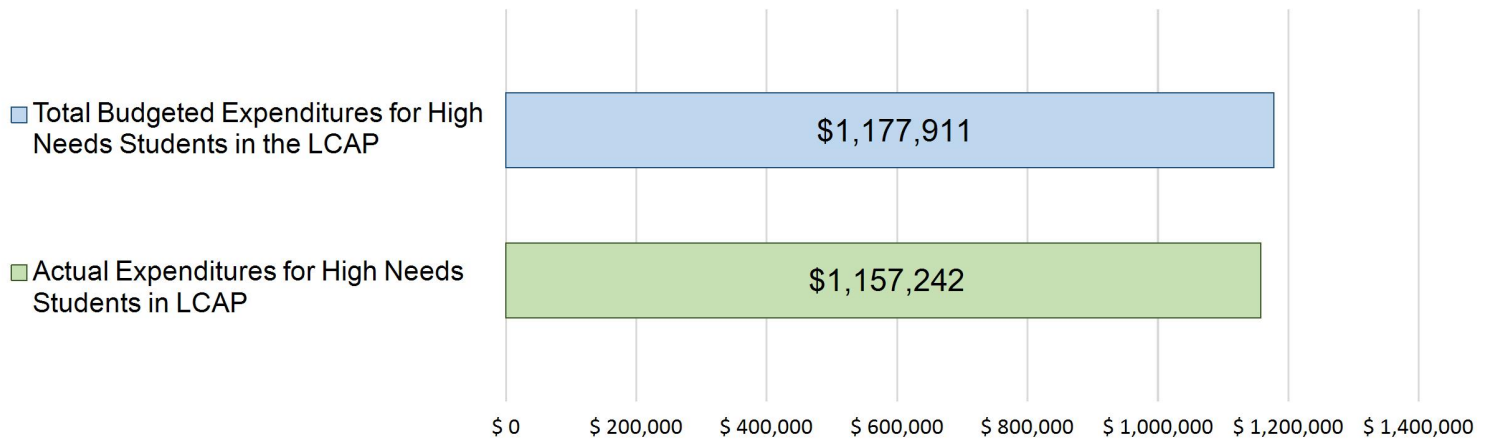
## Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Jamestown School District is projecting it will receive \$1,199,356 based on the enrollment of foster youth, English learner, and low-income students. Jamestown School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jamestown School District plans to spend \$1,199,356 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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



This chart compares what Jamestown 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 Jamestown 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, Jamestown School District's LCAP budgeted \$1,177,911 for planned actions to increase or improve services for high needs students. Jamestown School District actually spent \$1,157,242 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$20,669 had the following impact on Jamestown School District's ability to increase or improve services for high needs students:

The difference did not impact the actions and services of our high needs students. The district pulled resources from other funding to meet the needs of our students.



## Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jamestown School District	Contessa Pelfrey Superintendent	cpelfrey@jespanthers.org 209-984-4058

## 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.

Jamestown School District was established in 1855. The district mission is to provide a healthy, safe, enriching, learning environment to help each child grow and achieve. The district has two school sites. One is Jamestown Elementary in the town of Jamestown, which is nestled in the foothills of California's gold country. The other is Chinese Camp School, which is located in the middle of the Red Hills Habitat in Chinese Camp. Jamestown School takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program including a Spanish/English Dual Immersion Program in grades kindergarten through 8th. The district also offers a Science Academy, located at the Chinese Camp campus, that serves students in grades 3-6. The District operates an After School Program on both campuses in collaboration with our Extended Learning Opportunity Program at Jamestown. The Jamestown Family Resource Center is a support for families and students within our school community. The district partners with the Amador Tuolumne Community Action Agency to operate an Early Learning Center. Students enjoy a strong elementary sports program, visual art classes, classroom music, and band. The district has two counselors who promote positive behavior intervention and support strategies along with a staff that has been trained in Trauma Informed Practices. In addition, strong social emotional support and social skills curriculum is promoted and maintained by a strong MTSS team including a behavior and attendance support assistant. Jamestown School District serves approximately 440 students in Transitional Kindergarten through eighth grade with a student population of 66.6% socioeconomically disadvantaged and 8.5% English Learners.

# Reflections: Annual Performance

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

Based upon the 2023 California School Dashboard, our lowest performing indicator and student groups are:

English Learner and Hispanic students were at the lowest indicator for Chronic Absenteeism; Socioeconomically disadvantaged were at the lowest indicator for ELA; and our students with disabilities were the lowest indicator for suspension rates. Our socioeconomically disadvantaged students, who comprise 73.4% of our student body, performed significantly below the standard in both ELA and Math. Our Hispanic student group increased their performance by 10.5 points, moving them to the "Yellow" performance level, and our ELs improved by 22.7 points in mathematics. Additionally, students with disabilities (SWD) demonstrated an improvement of 14.6 points in mathematics, although they remain in the "Orange" category. Our overall suspension rate decreased, but we still have challenges in reducing the suspension rates among homeless students and SWD at 12% and 17.9% respectively. Our discipline referral rate did go down by 3% as well as the percentage of students identified as high risk which decreased by 7%. English Learners (ELs) declined in English proficiency progress, dropping from 67% to 40.7%. Students with disabilities (SWD) showed the lowest achievement scores. Overall chronic absenteeism from decreased from 38.9% to 30%, however our homeless (38.1%), SWD (35.2%) subgroups are still extremely high.

## 2024-2025 LCAP Reflection: Progress, Data-Driven Needs, and Next Steps

Our district continues to demonstrate success in several key areas, particularly in mental health support and enrichment programs. Counseling services, trauma-informed practices, PBIS, and social-emotional learning have remained central to our efforts to support student well-being. Additionally, our Dual Immersion program, visual and performing arts offerings, and the Science Academy have been recognized as strengths that contribute positively to student engagement and achievement. We also continue to expand wraparound services for students and families, fostering a nurturing and supportive school environment.

The implementation of our planned actions has revealed both progress and areas of persistent challenge. According to the 2024 California School Dashboard, our data identifies several critical student groups and indicators requiring targeted improvement:

**Chronic Absenteeism:** Homeless students were in the red performance level, highlighting a serious concern. However, overall chronic absenteeism decreased by 6.3%, with notable gains among Hispanic students, students with disabilities, socioeconomically disadvantaged students, and English learners.

**English Language Arts (ELA):** Hispanic students, socioeconomically disadvantaged students (who make up 66.6% of our enrollment), and students with disabilities were all in the red performance level for ELA.

**Mathematics and Suspension Rates:** Students with disabilities were in the red for both math and suspensions, emphasizing the continued need for targeted instructional and behavioral supports.

While these results indicate critical achievement gaps, our targeted interventions—particularly new instructional materials and strategies for students with disabilities—helped those students maintain academic achievement in both ELA and math, signaling that our actions are beginning to have a positive impact.

Despite progress in several areas, suspension rates remain a concern. Rates increased across multiple subgroups including socioeconomically disadvantaged, students with disabilities, Hispanic, English learners, and White students. In response, we implemented a school-wide behavior management system and expanded alternatives to suspension. We will continue to refine and expand these approaches through our Multi-Tiered System of Supports (MTSS) framework.

English learner progress showed encouraging growth: English proficiency increased from 40.7% to 44%, and the EL reclassification rate improved by 24%. However, these gains are still below historical benchmarks, and a high number of Long-Term English Learners (LTELs) requires intensified support through both designated and integrated ELD instruction.

Students with disabilities continue to have the lowest academic outcomes across core areas, though incremental gains suggest that continued differentiated instruction, progress monitoring, and professional development remain essential. Homeless and foster youth face unique barriers—often related to basic needs—and will require ongoing, targeted wraparound services. Particularly alarming is the 14.4% increase in chronic absenteeism among homeless students, underscoring the need for increased home visits, SART meetings, and personalized outreach.

#### Looking Ahead: 2025-2026 Goals and Focus Areas

Our goals for the coming year are grounded in data-informed decision-making. Priorities include:

**Professional Development:** We will expand training for staff on data-driven Professional Learning Communities (PLCs) and Explicit Direct instruction instructional strategies, effective integrated ELD instruction, and interventions aligned with the needs of our unduplicated student groups.

**Attendance Improvement:** Increasing daily student attendance remains a critical strategy for improving academic outcomes.

**Resource Allocation and Monitoring:** Based on the results of our April needs assessment survey, we have strategically prioritized the use of our remaining \$334,896 in Learning Recovery Emergency Block Grant (LREBG) funds to address identified areas of greatest need. The survey responses highlighted the following key areas for support: increased academic intervention in reading (78%) and math (58%), improved classroom structure to facilitate small group instruction, and the most critical need—expanded access to counseling, mental health services, and social-emotional learning.

In response to these findings, we will implement a new Action 1.7 under Goal 1, allocating LREBG funds to provide professional development and coaching in Explicit Direct Instruction (EDI). This targeted training will support teachers in delivering more effective instruction, particularly in reading and math, and directly addresses the identified need for improved academic support. This action also meets LREBG funding criteria by removing barriers to learning through enhanced instructional practices.



Additionally, we will expand Goal 2 to strengthen our mental health and social-emotional supports. Specifically, Action 2.1 will now include funding for a second school counselor, and Action 2.2 will expand to cover 0.5 FTE of our Behavior and Attendance Support Assistant. These enhancements are aligned with LREBG requirements to address trauma, promote mental wellness, and support student well-being through school-based counseling and social-emotional learning initiatives.

Overall, the needs assessment directly informed our funding decisions, ensuring that LREBG resources are used to implement high-impact actions that support our most vulnerable student groups and address the barriers to learning most urgently identified by our community. There is LREBG budget carryover.

Through ongoing analysis, staff collaboration, and a commitment to equity, we aim to close achievement gaps and ensure that every student receives the support needed to thrive.

## Reflections: Technical Assistance

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

In November of 2024, the Jamestown Elementary School District was identified for Differentiated Assistance (DA) due to having one or more student groups in the lowest indicator in at least two state priority areas. The Socioeconomically Disadvantaged (SED) and Students with Disabilities (SWDs) student groups were identified as low performing in Priority 4 Pupil Achievement and Priority 6 School Climate. The SWD student group received red indicators for suspensions as well as on the CAASPP ELA and math assessments. Similarly, the SED student group had red indicators in suspensions and the CAASPP ELA assessment, and an orange indicator in the CAASPP math assessment.

The district has taken several steps in improving student outcomes. District leadership is collaborating with TCSOS in the continuous improvement approach to data analysis and root cause determination to identify areas for growth. In February of 2025, the district leadership team met with the TCSOS DA Team to brainstorm ideas on a work-plan to support the district with its continuous improvement work centered on its lowest performing student groups. In May of 2025, both teams met to solidify the work-plan including check points throughout the school year to determine progress in the identified improvement areas. In the 2025-26 school year, the district will collaborate quarterly with the TCSOS DA Team on the implementation of these change ideas and their impacts to help improve student outcomes in the identified areas.

In addition, the district is a regular participant in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings not only discuss compliance and technical administrative issues, but also reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is also part of the Special Education Local Plan Area (SELPA) for the county which helps to support our students with disabilities. District and school staff participate in several TCSOS professional development (PD) trainings such as deep dives into school data, English learner network meetings, and ELA implementation strategies. Through culmination of this work, the district will be able to take effective actions to better support student outcomes for all students at our schools.

Actions 1.1, 1.5, 2.2, and 2.3 align with the technical assistance work underway by the district.

**Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

***Schools Identified***

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

N/A

***Support for Identified Schools***

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

N/A

***Monitoring and Evaluating Effectiveness***

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

N/A



# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Teachers and Site Leadership Team	LCAP agenda item discussion and input at staff meetings; analysis of benchmark data for academic achievement, development and implementation of WIN time, and universal screening data; LCAP Google Form survey and reflective local indicator surveys distributed on May 16th.
Administration and Management Team	LCAP agenda item discussion and input at Management meetings; LCAP Google Form Survey distributed on May 16th; Dashboard data analysis;
Classified Staff	LCAP Google Form Survey distributed on May 16th.
School Site Council including English Learner Representative	LCAP agenda item discussion and input at SSC meetings; Development and analysis of Parent Involvement Survey; Draft LCAP presentation and approval at June 3rd meeting
Parents / Parent Advisory Committee	Public Input at Board Meetings; Family Fun Nights and school events; Parent Involvement Surveys; California Healthy Kids Parent Survey; LCAP Google form surveys through Autodialer messaging and QR codes distributed on May 6th; Parent Advisory met on May 22, 2025 to provide input and feedback on the LCAP
Bargaining Units	Regular meetings to discuss priorities, goals and objectives; Review and consultation of both JTA and CSEA of draft LCAP in May.
Students	Google Survey on May 21st; Student leadership discussion and survey input on goals and objectives; California Healthy Kids Survey for 5,6,7,8 grades
SELPA Director	Regular meetings on special education programming; Review and consultation on April 30, 2025.

Educational Partner(s)	Process for Engagement
Governing Board	Regular presentations on LCAP progress, Mid-year LCAP report, analysis of Dashboard results, input on goals and objectives; Posted the LCAP and received comments from the public for Board consideration prior to Board consideration and approval on June 25, 2025.

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

Jamestown School District ( JSD) goals, actions and services are supported by educational partner feedback. Educational Partner feedback related to increasing overall student achievement and well being has influenced Jamestown School District's goals and actions in the following areas:

**Certificated:** Teachers continue to prioritize maintaining a safe, positive school climate through continued counseling and mental health supports, providing behavioral supports and personnel to facilitate PBIS, social-emotional education, and our school wide behavior intervention plan.(Goal 2, Actions 2.1, 2.2, 2.3). They also prioritized supporting families with wrap around services through JFRC and to continue home visits to increase student school attendance and engagement. They emphasized the need to boost student achievement in reading and math and gave positive feedback on the use of research-based curricula such as SIPPS, dedicated time for targeted intervention (WIN) and PLC professional development ( Goal 1, Actions 1.1, 1.2, 1.3). There could be more support for students with special needs in general education classes, ( Goal 1, Action 1.5) work on school attendance, and increasing parent involvement .(Goal 4, Action 4.1, 4.4)

**Classified:** Priorities included counseling and mental health services ( Goal 2 Action 2.1), student behavior supports and trauma informed responses ( Goal 2, Action 2.2, 2.3, 2.4), more staff support for after-school care, and more personnel, training, and resources for students with disabilities and inclusion into general education.( Goal 1 Action 1.5).

**Management:** The top priorities are supporting the music and art program, STEAM, after school intervention support, counseling supports, and particularly increasing opportunities for CTE (Goal 3) . Areas to focus on are how to increase participation in our Family Fun Nights or parent education classes ( Goal 4, Action 4.1, 4.2), by possibly offering digital access and collaborating with PTO. Improve our communication platform and content, and updating our website ( Goal 4 4.3). Continue home visits and SART meetings. ( Goal 4, 4.4)

**School Site Council:** Increasing student achievement is the priority ( Goal 1 Action 1.1, 1.2, 1.3, 1.4, 1.5) and continuing mental health supports for students and to also think about how to support staff in this area ( Goal 2, 2.1) They would like to see a full time PE instructor added to staffing. Current Goals and Actions are supported and feel need to be continued.

**Parent Advisory:** Focus is on supporting increasing student academic achievement ( Goal 1Action 1.1, 1.2, 1.3, 1.4, 1.5) . Positive feedback on how the district is providing inclusion support for students with special needs.( Goal 1 Action 1.5) They would like to see more CTE opportunities and that the district continues to fund PE supplies and materials as needed. Communication is frequent, but it may be too much. Look at simplifying and making sure information is accurate, including freshening up our website with updated content. ( Goal 4 Action 4.3) For family fun and parent education nights, possibly move them to earlier in the week to generate more attendance.( Goal 4 Action

4.1,4.2) Continue to support field trips and assemblies ( Goal 3 Action 3.3), counseling ( Goal 2 Action 2.1) and art and music program ( Goal 3 Action 3.2).

Bargaining units: Continue and increase field trips and motivating educational opportunities( Goal 3 Action 3.3) . Supporting classified staff with behavior management strategies and training opportunities ( Goal 2 Action 2.3) as well as special education inclusion training ( Goal 1 Action 1.5). Support students who are not achieving at benchmark levels with curriculum and instruction designed to help them to meet their academic goals. ( Goal 1 Action 1.1, 1.2, 1.3, 1.4, 1.5).

Student: Students highlighted several top priorities in their survey results. They expressed support for the provision of supports and resources to increase student achievement, and for English Learners ( Goal 1) . They would like to see more opportunities for extracurricular and enrichment activities ( Funded through ELOP and ASES) , especially for middle schoolers. There was a strong response to making sure our campus is safe ( Goal 2). One area that was almost unanimous, was to build a new gym and a better track.

Board: The Board expressed strong support for maintaining the current LCAP goals and actions into the upcoming cycle, reaffirming their alignment with district priorities. They highlighted the importance of sustained academic growth through continued implementation of programs such as Dual Immersion, the Science Academy, and Art, Music, and STEAM initiatives (Goal 3, Actions 3.1–3.3). A key area of focus was accelerating student achievement by addressing learning gaps through targeted strategies and supports (Goal 1, Actions 1.1–1.5).

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
1	Increase student achievement through strong standards-aligned curriculum, data driven instruction, technology, and the provision of multi-tiered instructional supports ( MTSS) in reading and math	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jamestown School District understands the need to support and increase academic outcomes for our students and provide them a safe, positive learning environment. Goal 1 was based on the analysis of our local benchmark assessments and summative testing data where there is a clear need to focus on English Language Arts ( ELA) and math instruction. Our percentage of students meeting or exceeding standards in ELA was 26.49% and math 23.74%, and even though we have seen growth in our subgroups, there is still a need to focus and strengthen academic growth.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA:	2022-2023 CAASPP 22.11% Met or Exceeded Standards All: 60.4 points below standard SED: 72.8 points below EL: 93.9 points below SWD: 114.3 points below White:50.5 points below Hispanic: 64.2 points below	2023-2024 CAASPP 26.49% Met or Exceeded Standards All: 64.7 points below standard SED:76.4 points below standard EL:99.1 points below standard SWD:116.8 points below standard		CAASPP Overall 10% increase to 32% or Higher Met or Exceeded Standards  All: Increase by overall 20 points 40.4 points below SED: No more than 50 points below	Overall % Met or Exceeded Standards: Increased by 4.38 percentage points (from 22.11% to 26.49%) All Students: Declined by 4.3 points (from 60.4 points below standard to 64.7 points below)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless/Foster Youth: Less than 11 students no data	White: 54.8 points below standard Hispanic: 76.5 points below standard Homeless/Foster Youth: Less than 11 students no data		EL: No more than 70 points below SWD: No more than 70 points below White: No more than 40 points below Hispanic: No more than 50 points below Homeless/Foster Youth: No more than 50 points below	Socioeconomically Disadvantaged (SED): Declined by 3.6 points (from 72.8 to 76.4 points below standard) English Learners (EL): Declined by 5.2 points (from 93.9 to 99.1 points below standard) Students with Disabilities (SWD): Declined by 2.5 points (from 114.3 to 116.8 points below standard) White Students: Improved by 4.3 points (from 54.8 to 50.5 points below standard) Hispanic Students: Improved by 12.3 points (from 76.5 to 64.2 points below standard) Homeless/Foster Youth: No reportable data (fewer than 11 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Math	2022-2023 CAASPP 20.19% Met or Exceeded Standards All: 72.9 points below standard SED: 86.3 points below EL: 77.5 points below SWD: 146.3 points below White: 71.5 points below Hispanic: 69.8 points below Homeless/Foster Youth: Less than 11 students No Data	2023-2024 CAASPP 23.74% Met or Exceeded Standards All:76.5 points below standard SED:89.7points below standard EL:100.3points below standard SWD:143.4points below standard White:69.7points below standard Hispanic:87.4points below standard Homeless/Foster Youth: Less than 11 students No Data		CAASPP Overall 10% increase to 30% or Higher Met or Exceeded Standards  All: Increase by an overall 20 or more points SED: No more than 60 points below EL: No more than 50 points below SWD: No more than 100 points below White: No more than 50 points below Hispanic:No more than 50 points below Homeless/Foster Youth: No more than 50 points below	Overall % Met or Exceeded Standards: Increased by 3.55 percentage points (from 20.19% to 23.74%) All Students: Declined by 3.6 points (from 72.9 to 76.5 points below standard) Socioeconomically Disadvantaged (SED): Declined by 3.4 points (from 86.3 to 89.7 points below standard) English Learners (EL): Declined by 22.8 points (from 77.5 to 100.3 points below standard) Students with Disabilities (SWD): Improved by 2.9 points (from 146.3 to 143.4 points below standard) White Students: Improved by 1.8 points (from 71.5 to 69.7 points below standard) Hispanic Students:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Declined by 17.6 points (from 69.8 to 87.4) Homeless/Foster Youth: No reportable data (fewer than 11 students)
1.3	Local Benchmark Assessment- STAR Reading	2023-2024 Reading Growth Data +1.0 GE District Average 44% Proficiency Report	2024-2025 Reading Growth Data +0.8 GE District Average 48% Proficiency Report		Reading Growth Data +1.5 GE or Higher District Average  60% Proficiency Report	District Average Growth: Decreased by 0.2 grade equivalents (from +1.0 GE to +0.8 GE) Proficiency Report (% of students at or above proficiency): Increased by 4 percentage points (from 44% to 48%)
1.4	Local Benchmark assessment- STAR Math	2023-2024 Reading Growth Data +0.8 GE District Average 46% Proficiency Report	2024-2025 Reading Growth Data +0.9 GE District Average 39% Proficiency Report		Reading Growth Data +1.5 GE or Higher District Average  60 % Proficiency Report	District Average Growth: Increased by 0.1 grade equivalents (from +0.8 GE to +0.9 GE) Proficiency Report (% of students at or above proficiency):



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Decreased by 7 percentage points (from 46% to 39%)
1.5	CALSAAS CA School Dashboard Highly Qualified Teachers	61.5% Highly Qualified Teachers 6.8% Out of field ( 1 FTE Local assignment option ) 11.5% Ineffective ( 1 FTE Teacher on a PIP/STSP, 2 FTE misassignments- one was corrected) 11.5% Incomplete (Alternative special education related)	72.7% Highly Qualified Teachers 4.5% Out of field ( 1 FTE Local assignment option) 9.1% Ineffective ( 1 FTE Teacher on a PIP/STSP, 2 FTE misassignments- one was corrected) 9.1% Incomplete (Alternative special education related)		80% Highly Qualified Teachers 6.8% Out of field 6.8% Ineffective 0% Incomplete	Highly Qualified Teachers: Increased by 11.2 percentage points (from 61.5% to 72.7%) Out-of-Field Teachers: Decreased by 2.3 percentage points (from 6.8% to 4.5%) Ineffective Teachers: Decreased by 2.4 percentage points (from 11.5% to 9.1%) Incomplete Assignments: Decreased by 2.4 percentage points (from 11.5% to 9.1%)
1.6	Facilities maintained in good repair	FIT Rating Jamestown 97.11% FIT Rating Chinese Camp 98.20%	24-25 FIT Rating Jamestown 97.55%		FIT Rating Maintain 90% or higher rating for both Jamestown and Chinese Camp	Jamestown Elementary: Increased by 0.44 percentage points (from 97.11% to 97.55%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			FIT Rating Chinese Camp 96.42%			Chinese Camp School: Decreased by 1.78 percentage points (from 98.20% to 96.42%)
1.7	Technology Plan	Device to Student Ratio 450 devices: 411 students; Personnel: One tech specialist stipend; 100% implementation of technology replacement plan	Device to Student Ratio: 470 Devices: 443 Students Personnel: One tech specialist stipend; 100% implementation of technology replacement plan		All students have 1:1 devices; Maintain technology specialist; 100% Implementation of technology replacement plan;	Device-to-Student Ratio: Improved from approximately 1.10:1 to 1.06:1 (450 devices for 411 students ? 470 devices for 443 students) Student Enrollment: Increased by 32 students (from 411 to 443) Devices Available: Increased by 20 devices (from 450 to 470) Personnel Support: Remains the same – one tech specialist with stipend Technology Replacement Plan: Continued at 100% implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Student sufficient access to standards based curriculum	100% students have sufficient access to standards aligned instructional materials	100% students have sufficient access to standards aligned instructional materials		100% of students have sufficient access to standards aligned curriculum	Remains the same at 100% of students have sufficient access to standards aligned curriculum
1.9	CA Dashboard English Learner Progress	40.7% Progress Toward Proficiency EL reclassification Rate 10% 14% of Long Term English Learners (LTELS)	2023-2024 Data 44%Progress Toward Proficiency EL reclassification Rate 34% Long-term English Learners fewer than 11 students- no data		60% or Higher Progress Toward Proficiency 20% Reclassification Rate Decrease LTELS annually by 1%	Progress Toward Proficiency: Increased by 3.3 percentage points (from 40.7% to 44%) EL Reclassification Rate: Increased by 24 percentage points (from 10% to 34%) Long-Term English Learners (LTELS): No current data available (fewer than 11 students in 2023–24; prior year: 14%)
1.10	CAST Scores	Overall: 31.51% Met or Exceeded Standards	2023-2024 CAST Overall: 14.47% Met or Exceeded Standards		Overall: 40% or Higher will Meet or Exceed Standards	Overall % Met or Exceeded Standards: Decreased by 17.04 percentage points (from 31.51% to 14.47%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	DIBELS Data District Composite	DIBELS End of Year Data ( 23-24) Composite Score 57% Core Support	DIBELS End of Year Data ( 24-25) Composite Score 50% Core Support		DIBELS End of Year Data 65% or Higher Core Support (green + blue )	Overall Core Support: Decreased by 7 percentage points (from 57% to 50%)
1.12	DIBELS Data Primary grades (Supporting use of SIPPS Literacy program)	<p>Grade K 40% Core 7.92 Months of Growth Measured</p> <p>Grade1 50% Core 9.94 Months of Growth Measured</p> <p>Grade 2 54% Core 8.50 Months of Growth Measured</p> <p>Grade 3 51% Core 8.34 Months of Growth Measured</p> <p>Grade 4 33% Core 9.29 Months of Growth Measured</p>	<p>Grade K 31% Core 7.74 Months of Growth Measured</p> <p>Grade1 76% Core 14.6 Months of Growth Measured</p> <p>Grade 2 39% Core 9.7 Months of Growth Measured</p> <p>Grade 3 52% Core 8.9 Months of Growth Measured</p> <p>Grade 4 60% Core 8.7 Months of Growth Measured</p>		<p>Grade K 50% Core 11.0 Months of Growth Measured</p> <p>Grade1 60% Core 11.0 Months of Growth Measured</p> <p>Grade 2 60% Core 11.0 Months of Growth Measured</p> <p>Grade 3 60% Core 11.0 Months of Growth Measured</p> <p>Grade 4 50% Core 11.0 Months of Growth Measured</p>	<p>Grade % Core Support (Change) Growth in Months (Change)</p> <p>K Decreased from 40% ? 31% (–9%) Decreased from 7.92 ? 7.74 (–0.18 mo)</p> <p>1 Increased from 50% ? 76% (+26%) Increased from 9.94 ? 14.6 (+4.66 mo)</p> <p>2 Decreased from 54% ? 39% (–15%) Increased from 8.50 ? 9.7 (+1.2 mo)</p> <p>3 Increased from 51% ? 52% (+1%) Increased from 8.34 ? 8.9 (+0.56 mo)</p> <p>4 Increased from 33% ? 60% (+27%) Decreased from 9.29 ? 8.7 (–0.59 mo)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Programs and Services provided to Students with Disabilities	20% of teachers and/or support staff who participate in professional development focused on intervention strategies for Students with Disabilities	75% of teachers/support staff participated in PD focused on intervention strategies for students with disabilities		70% of teachers and/or support staff who participate in professional development focused on intervention strategies for Students with Disabilities	Participation Rate: Increased by 55 percentage points (from 20% to 75% of teachers and/or support staff)

## 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 1.1 (Professional Development): Fully implemented. Professional Learning Communities (PLCs) were expanded, and a guiding coalition of teacher leaders was formed to focus on essential standards. A school-wide initiative for WIN time (What I Need) was implemented this year along with an overall master schedule overhaul to prioritize the time for student differentiated instruction. These structural changes are hoping to prove successful, as assessment results (CAASPP ELA: 26.49%; Math: 23.74%) indicated the need for more targeted instructional PD, especially for students with disabilities, English learners, and homeless students.

Action 1.2 (Reading Support): Implemented with fidelity. All TK–5 teachers received SIPPS training, and on-site coaching was provided. DIBELS results showed positive growth, including 7.74 months of reading growth in Kindergarten and 31% of students reading at core levels. There was slight overspending as a result of some additional coaching in SIPPS and literacy growth results support this action's continuation.

Action 1.3 (Math Support): Fully implemented. Math interventions were delivered using a paraprofessional and digital tools. However, the action had limited impact on student achievement (CAASPP Math: 23.74%; +0.9 grade equivalent growth), suggesting a need for refinement, particularly for English learners and students with disabilities.

Action 1.4 (ELD Support): Partially implemented. Staffing changes led to integration of ELD into "WIN Time," reducing it to a part-time classified position. While this maintained some support, ELPAC growth (44%) and reclassification (34%) fell short of expectations. A return to a full-time Classified ELD role is planned while maintaining a certificated teacher as the ELD coordinator.

Action 1.5 (Tiered Interventions and Inclusion): Expanded beyond original scope. Additional aides were hired due to increased enrollment of students with disabilities and support needed for inclusion. Staff PD participation reached 75%, and there was an improved effort for inclusion practices. Budget overspending occurred due to the added personnel, but aligned with equity priorities.

Action 1.6 (Technology): Fully implemented. Device access has exceeded the 1:1 goal (470 devices for 443 students), and additional technology was procured through budget realignment.

Action 1.7 (Explicit Direct Instruction – New for 2025-2026): this will be added for next school year using Learning Recovery Emergency Block Grant (LREBG) funds. This action will include the implementation of DataWorks training and coaching to improve Tier 1 instruction. Implementation will serve all students, but provide targeted instructional support to SWD, ELs, and homeless students, and impact will be assessed in the upcoming year.

Overall, all actions were carried out with responsiveness to changing conditions. Substantive implementation differences staffing limitations (Action 1.4), and scaling of services (Action 1.5). Successes included technology deployment, SIPPS-related reading gains, and staff engagement. Key challenges continue to be lagging academic outcomes for unduplicated student groups. Planned refinements address these challenges and reflect a continuous improvement approach.

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

In the implementation of Goal 1, several material differences between budgeted and actual expenditures were identified, primarily due to strategic reallocations and adjustments in response to evolving instructional and student needs.

The incorporation of Learning Recovery Emergency Block Grant (LREBG) funds for the 2025-2026 school year will be a significant adjustment.

These one-time funds will be used to establish a new action (Action 1.7) focused on professional development and coaching in explicit direct instruction (EDI). This new action will represent a material change in both budget and scope, addressing core instructional improvement needs and enhancing the quality of Tier 1 instruction. The intent will be to elevate instructional consistency and impact, particularly for students with disabilities, English learners, and homeless students.

Overspending in professional development (Action 1.1) resulted from the creation of a guiding coalition of teacher leaders. These educators received stipends to lead and facilitate Professional Learning Communities (PLCs). While not initially budgeted at this scale, the investment materially expanded the scope of teacher collaboration and support. It also advanced systemic instructional improvement efforts districtwide.

In reading instructional support (Action 1.2), unplanned costs were incurred to provide additional on-site coaching for the SIPPS program. These services exceeded the initial allocation and required internal reallocation of LCAP funds. The increased intensity of instructional support expanded the reach of early literacy interventions and directly contributed to improved fluency outcomes.

English Language Development (Action 1.4) experienced a shift due to staffing changes that reduced the role from full-time to part-time. This change materially altered service delivery for English learners ( incorporated into WIN time) and reflected an underspending in this area. While this adjustment managed short-term resources, it also limited access to designated ELD instruction. Plans are in place to return to a full-time role to fully support EL progress.

Spending on special education supports (Action 1.5) exceeded budget projections due to the additional special education instructional aides. This expansion was necessary to support increased enrollment of students with disabilities and to strengthen inclusive practices. The budget variance here reflects a material increase in service scale, ensuring individualized academic and behavioral support aligned with equity goals.

There was a material difference for Action 1.6 of an additional \$28,559 due to the purchase of additional Chromebooks and a smart board. The budget adjustments were addressed through reallocations of the total LCAP budget. These changes improved digital access, they did not materially alter the scope or intent of the action

Collectively, these material differences reflect a strategic shift of resources to address emerging priorities in instructional support, literacy, inclusion, and language development. All adjustments prioritized unduplicated pupils and maintained compliance with the district's Minimum Proportionality Percentage. While some services were scaled down due to staffing limits (e.g., ELD), others were scaled up (e.g., PLCs, reading coaching, inclusion supports). These decisions ensured continued alignment with LCAP goals and a strong commitment to equitable student outcomes.

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

##### Action 1.1: Professional Development

This action was effective. 75% of teachers and support staff participated in professional development focused on MTSS and data-driven instruction (Metric 1.13), designated WIN time for all students was implemented and local benchmark assessment show increased student achievement gains. CAASPP results for the prior year showed 26.49% of students met or exceeded standards in ELA and 23.74% in math (Metrics 1.1 and 1.2), and it is expected that CAASPP results for the 24-25 school year will reflect at least a 3% gain. PLC training will continue into next year along with WIN to provide consistent instructional application and targeting of support for students with disabilities, English learners, and homeless students.

##### Action 1.2: Reading Instructional Support

This action was effective. Comprehensive SIPPS training and additional on-site coaching led to measurable reading gains. DIBELS data showed significant growth, including 76% of Grade 1 students at core with 14.6 months of reading growth (Metric 1.12), and a district-wide average of 48% reading proficiency (Metric 1.3). These outcomes affirm the success of the district's early literacy strategy, even with unplanned cost increases.

##### Action 1.3: Math Instructional Support



This action was effective but gains are slow. Although consistently implemented, student achievement in math prior year was only 23.74% meeting or exceeding standards (Metric 1.2). While a math specialist paraprofessional and digital tools supported instruction, additional measures are needed to address subgroup gaps and raise overall performance.

#### Action 1.4: English Language Development

This action was ineffective. Staffing changes and the reconfiguration of schedules resulted in the reduction of dedicated ELD time, integrating services into WIN Time. Assessment results prior year showed 44% of English learners which is a small gain toward proficiency, and the reclassification rate was 34% (Metric 1.9). Program analysis highlight the inadequacy of current support structures and the need for a reinstated full-time ELD position.

#### Action 1.5: Tiered Interventions and Inclusion Training and Supports

This action was effective. To support increased enrollment of students with disabilities, the district hired additional aides and conducted extensive professional development. As a result, 75% of staff participated in intervention training (Metric 1.13), and inclusive practices were expanded. The action contributed positively to service access and student support structures, despite requiring additional investment.

#### Action 1.6: Technology Equipment/Supplies/Support

This action was effective. The district maintained a 1:1 student-device ratio (470 devices for 443 students) and achieved 100% implementation of its technology replacement plan (Metric 1.7). These investments expanded digital access and supported instructional delivery across all grade levels.

#### Action 1.7: Improve Instructional Practices (LREBG-Funded)

This action will be implemented for the 25-26 school year. The action will focus on professional development through DataWorks' explicit direct instruction model. Full-year deployment and ongoing coaching are required to evaluate long-term effectiveness.

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

#### Action 1.1: Professional Development

This action will be revised to increase its impact on student achievement. Although 75% of staff participated in professional development. The planned revision will enhance the focus on data-driven instruction and the Multi-Tiered System of Supports (MTSS) and further supporting PLC training and implementation. The goal is to provide more targeted support to teachers and improve academic outcomes across all student groups. The planned expenditures for this action have been increased over the previous year.

#### Action 1.2: Reading Instructional Support

No modifications are planned for this action. DIBELS results showed measurable gains in reading fluency and proficiency, affirming the effectiveness of the current implementation model.

#### Action 1.3: Math Instructional Support

This action will be modified to improve effectiveness. With only 23.74% of students meeting math standards on the CAASPP, the district will increase support for math intervention specialists and review digital instructional tools. These changes aim to provide more effective, targeted interventions for students struggling in mathematics.

#### Action 1.4: English Language Development (ELD)

No changes to the action structure are planned. However, the district will reinstate a full-time ELD teacher to restore dedicated language development instruction. This staffing restoration will strengthen the support for English learners, which was reduced due to the incorporation into WIN time and staffing shifts.

#### Action 1.5: Tiered Interventions and Inclusion Supports

No revisions are planned. This action has been effective in expanding inclusive practices and providing support to students with disabilities through increased staffing and professional development.

#### Action 1.6: Technology Equipment/Supplies/Support

No changes are proposed. Technology needs were successfully met through strategic budget adjustments, maintaining a 1:1 student-device ratio and upgrading instructional tools. The planned expenditures for this action have been increased over the previous year.

#### Action 1.7: Improve Instructional Practices

This is a new action for 25-26. The district will implement coaching strategies and instructional supports to better meet the needs of all learners and ensure stronger implementation of Tier 1 instruction.

#### Overall Goal Changes:

A new action—Action 1.17—will be added under Goal 1. Funded by the Learning Recovery Emergency Block Grant (LREBG), it provides site-based professional development and coaching in explicit direct instruction using the DataWorks framework. The focus will be on improving Tier 1 instruction to accelerate academic growth, especially among students with disabilities, English learners, and homeless students.

#### Summary of Adjustments:

Actions revised: 1.1, 1.3, 1.7

New Action added: 1.7 (LREBG-funded EDI coaching)

**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	Professional Development	Provide targeted professional development, collaboration, and release time in order to build effective data-driven professional learning communities ( PLC) with a focus on monitoring and supporting improved implementation of MTSS to improve student academic achievement.	\$11,000.00	Yes
1.2	Reading Instructional Support	Purchase research-based educational reading program SIPPS for implementation in grades K-4 and additional reading benchmarking software and intervention digital programs to support implementation of academic content of state standards .	\$20,000.00	Yes
1.3	Math Instructional Support	1.0 Math Intervention Specialist Classified FTE and supplementary intervention digital programs to support implementation of academic content of state standards .	\$48,161.00	Yes
1.4	English Language Development	1.0 Classified FTE to provide focused designated instruction on state ELD standards to assist English learners in developing academic content learning in English and become English language proficient as well as professional development training in integrated ELD.	\$52,556.00	Yes
1.5	Tiered Interventions and Inclusion Training and Supports	Provide tiered interventions and inclusion training and supports of certificated and classified staff to increase student achievement for students especially those low income, foster youth, and EL with disabilities. In addition, collaboration with Tuolumne County Superintendent of Schools staff for professional development on curriculum, instruction, and training in the area of special education.	\$31,448.00	Yes
1.6	Technology Equipment/Supplies/ Support	Purchase necessary technology devices and instructional supplies for students and staff along with supporting technology services through a technology specialist stipend.	\$109,855.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>1.7</b>	Improve Instructional Practices	Provide professional development and coaching in the area of Explicit Direct Instruction with Dataworks through a comprehensive program Tier I instructional methodology in order to increase student achievement in the areas of reading and math.	\$50,203.00	No

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
2	The implementation of comprehensive District-wide behavior management system integrating Positive Behavior Interventions and Supports (PBIS), along with proactive measures such as behavior management response protocols ( I Understand), bully prevention programs, restorative justice, social emotional learning. This goal aims to cultivate a safe, inclusive, and nurturing school environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students and their families in Jamestown School District are feeling safe, engaged in learning, and connected to school. The combined actions included within this goal focus on the Multi-Tiered Systems of Support ( MTSS) necessary to foster a safe school environment and to allow for students to have access to the mental health resources to be successful prioritizing homeless/foster youth, English learners, low-income and students with disabilities..

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Universal Screening Tool for Student Behavior and Risk	2023-2024 Data Students Identified in High Risk Category 20%	2024-2025 Data Students Identified in High Risk Category 15%		10% or less Students Identified in High Risk Category	Decreased by 5 percentage points (from 20% in 2023–24 to 15% in 2024–25)
2.2	CA Dashboard Suspension/Expulsion Rate	2022-2023 Suspension Rate: All: 7.3% Homeless: 12% SWD: 17.9%	2023-2024 Suspension Rate: All: 8.5% Homeless: 9.8% SWD: 18.6%		Suspension Rate All: 5% or lower Homeless: 8% SWD: 8% SED: 6%	Group 2022–23 to 2023–24 and the Change:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 9.6% EL: 0% White: 8.6% Hispanic: 2.6 %  Expulsion Rate: 0%	SED: 10% EL: 5.1% White: 9.3% Hispanic: 4.7%  Expulsion Rate: 0.3%		EL: 0% White: 4% Hispanic: 1.7%  Expulsion Rate 0%	All Students 7.3%/8.5% Increased by 1.2% Homeless 12% /9.8% Decreased by 2.2% SWD 17.9%/18.6% Increased by 0.7% SED 9.6%/10% Increased by 0.4% EL 0%/ 5.1% Increased by 5.1% White 8.6%/9.3% Increased by 0.7% Hispanic 2.6%/ 4.7% Increased by 2.1%  Expulsion Rate Increased by 0.3% (from 0% to 0.3%)
2.3	School Attendance and Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism All: 30% Homeless: 38.1% SWD: 43.4% SED: 35.2% EL: 27% White: 28.5% Hispanic: 29.8%  22-23 Attendance Rate 90.63%	2023-2024Chronic Absenteeism All: 23.6% Homeless: 52.5% SWD: 37.1% SED: 29.3% EL: 15.4% White: 22.1% Hispanic: 23%  23-24 Attendance Rate 93.58%		Chronic Absenteeism All: 15% or less Homeless: 20% SWD: 25% SED: 25% EL: 15% White: 25% Hispanic: 20%  Attendance Rate 93% or higher.	Group 2022–23 to 2023–24 Change: All Students 30%/23.6% Decreased by 6.4% Homeless 38.1%/52.5% Increased by 14.4% SWD 43.4%/37.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Decreased by 6.3%  SED 35.2%/29.3%  Decreased by 5.9%  EL 27% /15.4%  Decreased by 11.6%  White  28.5%/22.1%  Decreased by 6.4%  Hispanic  29.8%/23%  Decreased by 6.8%</p> <p>2022–23  Attendance Rate: 90.63%  2023–24  Attendance Rate: 93.58%  Increase of 2.95 percentage points</p>
2.4	Local Climate Survey - California Healthy Kids Survey	2023-2024 62.3% Feel very safe or safe 60% Caring adult relationships 72% High expectations set 39% Experience sadness/ hopelessness	2024-2025 71.5% Feel very safe or safe 67.25 Caring adult relationships 82.5% High expectations set 34.5% Experience sadness/ hopelessness		75% or higher Feel very safe or safe 75% or higher Caring adult relationships 75% or higher High expectations set Less than 20% Experience	Measure 2023–24 to 2024–25 Change:  Feel Very Safe or Safe 62.3%/ 71.5% Increased by 9.2% Caring Adult Relationships 60%



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					sadness/ hopelessness	/67.25% Increased by 7.25% High Expectations Set 72% /82.5% Increased by 10.5% Experience Sadness/Hopelessness 39% /34.5% Decreased by 4.5%
2.5	School Facilities maintained in good repair. Facility Inspection Tool (FIT)	97.11%% overall school rating on the FIT for JES 98.20% overall school rating on the FIT for Chinese Camp (Facility Inspection Tool)	24-25 97.55% overall school rating on the FIT for JES 96.42% overall school rating on the FIT for Chinese Camp		Maintain 90% or above FIT rating	Jamestown Elementary: Increased by 0.44 percentage points (from 97.11% to 97.55%) Chinese Camp School: Decreased by 1.78 percentage points (from 98.20% to 96.42%)
2.6	Middle School Dropout Rate	2022-2023 1% Dropout Rate	2023-2024 0% Dropout Rate		0% Dropout Rate	Decreased by 1 percentage point (from 1% to 0%)
2.7						

## 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 implementation of Goal 2 focused on strengthening district-wide behavior systems and emotional supports through counseling services, Multi-Tiered System of Supports (MTSS), and school climate initiatives. Overall, actions were implemented with adaptations that responded to staffing and resource constraints.

A key challenge emerged when a school counselor resigned midyear, and the position remained unfilled for the remainder of the year. This resulted in reduced availability of counseling services and a corresponding budget reduction of 50% for this action. Despite this setback, data from Metric 2.4 indicated that 71.5% of students felt very safe or safe, 67.25% reported having caring adult relationships, and 82.5% felt that high expectations were set for them. These results suggest that available counseling and related supports contributed positively to student well-being, even under limited conditions. However, 34.5% of students reporting sadness or hopelessness points to a continued need for mental health interventions.

MTSS implementation positively impacted attendance and student behavior. Chronic absenteeism declined to 23.6% and midyear data showed a decrease to 10.91% , and the overall attendance rate improved to 93.58% and midyear data at 95.86% (Metric 2.3). Suspension and expulsion rates (8.5% and 0.3%, respectively, per Metric 2.2) reflect a decline in major disciplinary actions. The successful implementation of Positive Behavioral Interventions and Supports (PBIS) and the HERO program contributed to these results, reducing discipline referrals and creating a more structured behavior management environment.

School-wide behavior management strategies were effectively deployed, and resource management proved efficient. Incentive funds for PBIS were underspent, as the school store remained stocked from the prior year. Additionally, trauma-informed practices were supported through initial professional development sessions. Some professional development was delivered through the use of free resources from the county office, allowing training continuity without additional costs.

Support for homeless students expanded through increased home visits and the creation of a full-service plan to be launched next year. Universal screening results revealed a high demand for tier two and tier three mental health services, underscoring the need for expanded counseling and behavioral support. To address this, Learning Recovery Emergency Block Grant (LREBG) funds will be used to fund a second counselor and support a 0.5 FTE behavior and attendance assistant—both roles targeting student engagement and emotional wellness. These adaptive strategies mitigated staffing challenges and reinforced district capacity to provide social-emotional supports.

In summary, implementation under Goal 2 succeeded in deploying critical school climate and behavior supports. While challenges in staffing and training limited full program delivery, the district demonstrated adaptability by reallocating resources, integrating external supports, and sustaining key initiatives. These efforts advanced the overarching goal of fostering a safe, inclusive, and supportive school environment.

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.

Counseling Services (Action 2.1):

A material difference was identified in the budget for Counseling Services due to the midyear resignation of a counselor. This staffing change resulted in the position remaining unfilled for the rest of the year, leading to a 50% reduction in actual expenditures compared to the planned budget. In response, the district has hired a second counselor for the 25-26 school year and Learning Recovery Emergency Block Grant (LREBG) funds will be allocated to support a second counselor to address increased demand for mental health and emotional support services. This budget deviation materially altered the structure and availability of counseling services, impacting access for students but maintaining support coverage through strategic staffing reconfiguration.

MTSS Implementation (Action 2.2)

There was a material difference in the budget compared to the planned budget due to an increase in funding toward MTSS coordinator from 0.02 FTE to a 0.19 FTE. More time was given in this area by personnel to support our tiered systems of support in the areas of SST and IEP coordination and oversight and the implementation of a weekly mental health team meeting. The budget overspending did not change the scope of the action but enhanced tiered services for students especially those who are SED, SWD, and homeless.

School-wide Behavior Management (Action 2.3):

This action experienced underspending due to an existing surplus of materials and incentives in the school PBIS store, stocked from the previous year. As a result, fewer purchases were needed, and budgeted funds were not fully utilized. This variance did not change the scope or quality of the action. The PBIS and HERO programs continued to operate effectively, and student services were not negatively impacted.

Trauma-Informed Training (Action 2.4):

Underspending occurred in this action because the district leveraged free professional development resources offered through the county schools program. This eliminated the need for additional spending while maintaining the scope and quality of trauma-informed practices across staff. Training goals were met, and students benefited from a continued focus on safety, relationships, and emotional support without incurring extra costs.

Overall Impact:

The budget variances across Goal 2 reflect a pattern of strategic adaptation to staffing and resource shifts. While the resignation of a counselor constituted a material difference, it was mitigated by reallocation of staff and strategies. The other underspending instances (PBIS and trauma training) did not materially affect the delivery or effectiveness of services. The district maintained its planned level of support for unduplicated pupils and met the intended outcomes through efficient use of funds. No material differences were observed between the planned and actual percentages of improved services.

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

Action 2.1: Counseling Services

This action was ineffective in fully achieving its intended outcomes. Although designed to improve students' sense of safety, relationships with adults, and emotional well-being, universal screening data revealed significant unmet needs—particularly among Tier 2 and Tier 3 students. Metric 2.4 data showed that 71.5% of students felt very safe or safe, while 34.5% reported feeling sad or hopeless, indicating gaps in emotional support services. The resignation of a counselor midyear, with the position left vacant, further hindered implementation. To address these gaps, the district has hired a second counselor for the coming year, and will fully implement a bi-weekly mental health team meeting and utilize a revised referral process.

#### Action 2.2: MTSS Implementation

This action was effective in identifying and supporting at-risk students, especially homeless youth. MTSS structures were fully implemented, including increased home visits and the development of a full-service support plan for homeless families to be implemented in the coming year. Metric 2.1 data identified 15% of students as high-risk, establishing a baseline for future reduction efforts. Attendance metrics improved, with a chronic absenteeism rate of 23.6% and an overall attendance rate of 93.58% (Metric 2.3), indicating progress. Implementation proceeded smoothly, without reported barriers.

#### Action 2.3: School-wide Behavior Management

This action was effective. The PBIS and HERO programs were fully implemented and led to improved student behavior and reductions in discipline referrals. Suspension and expulsion rates (8.5% and 0.3%, respectively; Metric 2.2) reflect a safer and more structured school environment. Metric 2.4 further supports this, showing that 71.5% of students felt very safe or safe and 67.25% reported caring adult relationships. Due to surplus materials, the district underspent on behavioral incentives without compromising program delivery. This action will continue, given its strong results.

#### Action 2.4: Trauma-Informed Training

This action was effective, despite limited financial investment. Free training from the county schools program allowed the district to maintain trauma-informed practices without additional cost. Staff participated in behavior and inclusion training with a trauma-informed focus. School climate metrics show positive trends: 71.5% of students felt very safe or safe, and 67.25% reported having caring adult relationships (Metric 2.4). Additionally, 15% of students were identified in the high-risk category (Metric 2.1), indicating continued need for support. The district plans to evolve this action to focus more directly on inclusion supports through a trauma-informed lens next year.

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

#### Action 2.1: Counseling Services

No changes are planned for this action. Counseling services remain a critical component of the district's support strategy, and staffing adjustments made midyear will be addressed through expanded support in the coming year. The planned expenditures for this action have been increased over the previous year.

#### Action 2.2: MTSS Implementation

No changes are planned. The action continues to support identification and intervention for at-risk students and has proven effective, particularly in addressing the needs of homeless students. The planned expenditures for this action have been increased over the previous year.

#### Action 2.3: School-wide Behavior Management

No modifications are proposed. The PBIS and HERO programs will continue as implemented, given their effectiveness in reducing discipline incidents and improving school climate.

#### Action 2.4: Trauma-Informed Training

No changes are required. The use of free county-provided resources has met the training needs effectively. The district will maintain its focus on trauma-informed strategies and adjust emphasis toward inclusion support through this lens.

#### Overarching Changes:

To enhance the effectiveness of Goal 2, the district has strategically allocated Learning Recovery Emergency Block Grant (LREBG) funds to support multiple actions. This includes the addition of a second counselor and funding to continue the utilization of 0.5 FTE behavior and attendance support assistant with the other 0.5 FTE funded through LCAP. These enhancements directly address increased student needs and support the district's broader efforts to improve school climate, student well-being, and behavioral outcomes.

**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	Counseling Services	Provide a 1.0 FTE counselor ( LCFF funding) and 1.0 FTE counselor ( LREBG funding)	\$240,370.00	Yes
2.2	MTSS Implementation	Implement Multi Tiered Systems of Support (MTSS) through the provision of a 0.2 F.T.E. MTSS coordinator, 0.5 F.T.E. behavior and attendance support assistant( LCFF) and 0.5 F.T.E. ( LREBG), and a 0.2 F.T.E. for trauma informed support /homeless and foster youth liaison.	\$117,431.00	Yes
2.3	School-wide Behavior Management	School staff will continue to utilize a school-wide behavior management system that includes Positive Behavior Interventions and Supports (PBIS), as well as behavior management response protocols ( I Understand), bully	\$20,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		prevention programs, restorative justice, social emotional learning, other means of correction, and incentives to create and foster a positive school climate.		
<b>2.4</b>	Trauma Informed Training	Provide training and support in the areas of trauma informed practices and inclusion.	\$5,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
3	To provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)  
 Priority 4: Pupil Achievement (Pupil Outcomes)  
 Priority 5: Pupil Engagement (Engagement)  
 Priority 7: Course Access (Conditions of Learning)  
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to maintain that all students have access to a broad course of study through the offerings of art, music, technology, student leadership, health, and world language and and inclusion support so that all students are engaged in learning. The combined actions included in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth. This goal is principally directed toward our homeless/foster youth, English Learners, Low-income, and students with disabilities.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA CASSPP California Spanish Assessment (CSA)	2022-2023 CSA Data 3rd grade- Range 1 (lowest level)- 339.6 Scaled Mean Score 4th grade- Range 1 - 436.9 Average Scaled Mean Score 5th grade- Range 1- 536.6 Average Scale Mean Score	2023-2024 CSA Data 3rd grade- No data fewer than 11 students tested 4th grade- Range 1 -443.9 Average Scaled Mean Score		CSA Data Each grade level will improve 15 points or more and move into Range 2 or higher  50% of students enrolled in the Spanish I A-G course will	Measure: CSA Data (Range 1 – Average Scaled Mean Score)  3rd Grade: Increased by +4.3 points (from 339.6 to 343.9*)



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>6th grade- first year of testing in 23-24. No Data</p> <p>0% of students completed the Spanish I A-G Course</p>	<p>5th grade- Range 1-538.1 Average Scale Mean Score</p> <p>6th grade- No Data fewer than 11 students tested</p> <p>12 students enrolled in the Spanish I A-G: 100% completed and passed the course</p>		complete the course	<p>4th Grade: Increased by +7.0 points (from 436.9 to 443.9)</p> <p>5th Grade: Increased by +1.5 points (from 536.6 to 538.1)</p> <p>6th Grade: No baseline (first year of testing in 2023–24)</p> <p>*No actual 2023–24 score given for 3rd grade—if “No Data” applies, this line would read “No data – fewer than 11 students tested.”</p>
3.2	CA Dashboard - Access to a Broad Course of Study	<p>Master Schedule- 100% of students receive/ offered instruction in music/art</p> <p>1.0 FTE Music teacher</p> <p>0.5 FTE Art teacher</p>	<p>Master Schedule- 100% of students receive/offered instruction in music/art</p> <p>1.0 Music Teacher</p> <p>1.0 Art Teacher</p>		<p>Master Schedule - 100% of students receive/offered instruction in music/art</p> <p>1.0 FTE Music teacher</p> <p>0.5 FTE Art teacher</p>	<p>Music/Art Access:</p> <p>No change – remained at 100% of students receiving/offered instruction in music and art</p> <p>Staffing: Art teacher increased by +0.5 FTE (from 0.5 FTE to 1.0)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FTE); Music teacher remained at 1.0 FTE
3.3	CA Dashboard Implementation of Standards	Ratings CTE-3.0 Initial Implementation PE-3.68 Initial Implementation World Language-4.0 Full Implementation Health Education-4.41 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability	Ratings CTE- 3.72 Initial Implementation PE- 4.36 Full Implementation World Language-4.54 Full Implementation Health Education-4.41 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability		Ratings CTE-4.0 Full implementation PE-4.0 Full implementation or higher World Language-Maintain 4.0 Full Implementation or higher Health Education-Maintain 4.0 Full implementation or higher Visual and Performing Arts-5.00 Maintain Full implementation and Sustainability	<p>Ratings CTE: Increased by +0.72 (from 3.00 to 3.72) – Initial Implementation</p> <p>PE: Increased by +0.68 (from 3.68 to 4.36) – moved from Initial Implementation to Full Implementation</p> <p>World Language: Increased by +0.54 (from 4.00 to 4.54) – remained Full Implementation</p> <p>Health Education: No change (remained at 4.41 – Full Implementation)</p> <p>Visual and Performing Arts: No change (remained at 5.00 – Full</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Implementation and Sustainability

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 3.1 (Spanish-English Dual Immersion Program):  
This action was implemented successfully. Metric 3.1 was used to evaluate student Spanish proficiency via the California Spanish Assessment (CSA). For 4th grade, scaled mean scores ranged from 1 to 443.9, and for 5th grade, from 1 to 538.1. Data for 3rd and 6th grades were not available due to fewer than 11 students being assessed. Despite this data limitation, program effectiveness was evident. Notably, 12 sixth-grade students enrolled in the new Spanish 1 high school A–G course passed, completing one-year of their high school language requirement early. Strong educational partner support contributed to the action’s success, and no implementation challenges were reported.

Action 3.2 (Art and Music Programs):  
This action was fully implemented, as confirmed by Metric 3.2, which showed that 100% of students received instruction in both music and art. The district employed one full-time music teacher and one full-time art teacher, ensuring consistent access for all students. Prop 28 funding enabled program expansion, including the addition of drama and increased instrument offerings. Student participation in band and art programs increased, reflecting strong student engagement and success in arts education.

Action 3.3 (STEAM Materials and Activities):  
Implementation of this action was also successful, although the evaluation metric (Metric 3.3) was broader than the specific STEAM focus. It included a rating of 3.72 for Career Technical Education (CTE), and full implementation scores for PE (4.36), World Language (4.54), and Health Education (4.41). Visual and Performing Arts achieved full implementation and sustainability with a score of 5.00. While these scores reflect strong standards implementation across related subjects, they indirectly capture STEAM-specific impacts. All field trips were completed, and all supply requisitions were fulfilled. Budget adjustments were necessary due to fewer school assemblies and partial redirection of funds to support necessary small school expenditures at Chinese Camp. Despite underspending in this area, all STEAM-related requests were met.

Overall Implementation Reflection:  
Goal 3 implementation progressed as planned, with no major obstacles reported. Budget execution remained stable, with minor underspending addressed through reallocation without disrupting services. Prop 28 funds significantly enhanced the music program, while educational partner engagement strengthened the Dual Immersion Program. No changes to actions or strategies are planned for the coming year

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.

Action 3.1: Spanish-English Dual Immersion Program

There were no material differences between budgeted and actual expenditures for this action. Financial planning was accurate, and the program was implemented fully within its allocated budget. The action maintained its intended scale and scope, ensuring full delivery of planned services without disruption. The early completion of the Spanish 1 high school course by 6th-grade students reflects the program's effectiveness, and no adjustments to resource allocation were necessary.

Action 3.2: Art and Music Programs

There were no material variances in district budgeted expenditures; however, the receipt of Proposition 28 funds significantly enhanced the action's capacity. These external funds supported expansion of the music program, including the addition of drama and acquisition of new instruments. While this represents a shift in overall program funding, it does not constitute a material difference within LCAP-reported expenditures. Instead, it reflects successful leveraging of outside resources to extend and enrich services. The program's scope expanded positively without requiring LCAP budget adjustments.

Action 3.3: STEAM Materials and Activities

This action experienced modest underspending due to fewer assemblies being scheduled and the use of necessary small school funding to support certain field trips on the Chinese Camp campus. As a result, the LCAP allocation was not fully expended. Despite this, all planned STEAM activities and supply needs were met, and no services were reduced. The district plans to adjust the budget for this action in the upcoming year to reflect actual spending trends. The underspending was strategic and did not impact implementation quality or student access.

Overall Financial Impact:

Goal 3 was in line in implementation of all actions either fully funded as planned or supported through supplemental resources. Where underspending occurred, it was due to strategic adjustments or use of alternate funding streams, and all student services were delivered as intended. There were no material differences in the planned versus actual percentages of improved services, and all actions maintained their commitment to unduplicated pupils and college- and career-readiness outcomes.

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

Action 3.1: Spanish/English Dual Immersion Program

This action was highly effective. The program advanced Spanish proficiency and academic achievement for participating students. All 12 sixth-grade students enrolled in the Spanish I A–G course successfully completed and passed the course, fulfilling a high school graduation

requirement early. Metric 3.1, which tracks Spanish I A–G completion, confirms this outcome. The program met all implementation expectations without obstacles and stayed within budget. Strong support from educational partners, reflected in ongoing advisory input and engagement, further contributed to the program’s effectiveness.

#### Action 3.2: Art and Music Programs

This action was effective. Metric 3.2 shows that 100% of students had access to art and music instruction during the school year. The district employed one full-time music teacher and one full-time art teacher. With the support of Proposition 28 funding, the district expanded programming to include drama and a broader selection of instruments. These enhancements led to increased participation in band and visual arts. Effective staffing, enriched offerings, and stable funding contributed to strong student engagement and learning in the arts.

#### Action 3.3: STEAM Materials and Activities

This action was effective. All STEAM-related field trips were completed and materials were procured as requested. Metric 3.3 measures general implementation of academic standards across content areas although does not assess STEAM-specific impact. Additionally, fewer school assemblies and external funding for some field trips led to underspending.

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

#### Action 3.1: Spanish/English Dual Immersion Program

No changes are planned for this action. The program remains on track, with strong student outcomes and continued support from educational partners. The planned expenditures for this action have been increased over the previous year.

#### Action 3.2: Art and Music Programs

No modifications are planned for the core action. However, expansion will continue in the coming year through additional offerings made possible by Proposition 28 funding. The expanded program will include drama and a greater variety of musical instruments and arts-based activities such as photography. This adjustment reflects increased student engagement and aligns with the program’s demonstrated effectiveness in fostering creativity and enrichment.

#### Action 3.3: STEAM Materials and Activities

No changes are proposed to the action itself, but a reduction in budget allocation is under consideration due to underspending during the current year. Fewer assemblies and the availability of alternative funding sources for some field trips led to lower expenditures. This adjustment ensures alignment between projected needs and actual spending, supporting ongoing efficiency without reducing the quality or scope of STEAM offerings.

#### Overall Adjustments:

While no changes are made to the overall goal, metrics, or core actions, minor refinements in resource allocation and program scale are being implemented in response to outcome data and effectiveness. These refinements aim to maintain program quality, address student interests, and ensure sustainable use of resources.

**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	Spanish/English Dual Immersion Program	Support and enhance the Spanish/English Dual Immersion Program by acquiring and retaining bilingual personnel, and providing appropriate curriculum and supplies in order for enrolled students to become proficient in both Spanish and English.	\$527,600.00	Yes
3.2	Art and Music Programs	District will continue to support a master schedule incorporating art and music instruction for K-8 grades within the school day along with the necessary equipment and supplies for both Jamestown Elementary and Chinese Camp School schools.	\$114,811.00	Yes
3.3	STEAM Materials/Activities	Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math ( STEAM) through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.	\$20,000.00	Yes

# Goals and Actions

## Goal

Goal #	Description	Type of Goal
4	Promote school program benefits and parent and family engagement through various activities including family fun nights and parent educational opportunities while reinforcing community collaborations, broadening wrap-around services enhancing communication and accessibility in order to build family connectedness, engagement and participation.	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.

Educational partner feedback revealed a desire for a more focused approach to providing family engagement, support and resources.

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent/family attendance rate at family engagement events	Average 165 people per event  55 completed the Parent Involvement Survey	Average to date: 229 people per event  60 completed the Parent Involvement Survey		Average 200 or more or people in attendance per event  100 or more completed Parent Involvement Survey	Average Event Attendance: Increased by +64 people per event (from 165 to 229)  Parent Involvement Survey Completion: Increased by +5 responses (from 55 to 60)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Involvement Survey Results	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 83.7% Art and Music- 94.3% STEAM Activities and Supplies-92.3% Engaging Educational Opportunities for Students- 97%	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 88% Art and Music- 95.5% STEAM Activities and Supplies- 92.5% Engaging Educational Opportunities for Students- 97%		Maintain a rating of above 80% Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy Art and Music STEAM Activities and Supplies Engaging Educational Opportunities for Students	Dual Immersion and Science Academy: Increased by +4.3 percentage points (from 83.7% to 88%)  Art and Music: Increased by +1.2 percentage points (from 94.3% to 95.5%)  STEAM Activities and Supplies: Increased by +0.2 percentage points (from 92.3% to 92.5%)  Engaging Educational Opportunities for Students: No change (remained at 97%)
4.3	Exit Surveys from Parent Education Opportunities in order for parents to provide input for decision making for the school sites and LEA	Planning on implementing this year. Will use a 10 point satisfaction rating scale. No baseline yet.	0 exit surveys Will incorporate another metric		80% of parents will have a satisfaction rate of 7 or above	Baseline: Planning stage in prior year – no baseline data collected  Current Year: 0 exit surveys completed; will



Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						incorporate a different metric
4.4	Home visits	10-15 home visits a month. Will implement a satisfaction survey. No baseline yet	<p>Average of 15 home visits a month.</p> <p>90% of families are connected to appropriate community resources</p> <p>71% of families who receive home visits report improved communication and support</p> <p>71% of families who received home visits improved school attendance</p>		<p>90% of families are connected to appropriate community resources</p> <p>80% of families who receive home visits report improved communication and support</p> <p>10% increase in school attendance by families who receive home visits</p>	<p>Home Visit Frequency: Increased from a range of 10–15 per month to an average of 15 per month</p> <p>Satisfaction Survey: No baseline – new measure implemented this year</p> <p>Family Connection to Resources: New metric – 90% of families connected to appropriate community resources</p> <p>Improved Communication and Support: New metric – 71% of families receiving home visits reported improvement</p> <p>Improved School Attendance: New</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						metric – 71% of families receiving home visits reported improvement
4.5	Community partners	17 active community partners	23 active community partners		25 or more community partners	Increased by +6 partners (from 17 to 23)

## 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 implementation of Goal 4, which focuses on increasing parent engagement, improving communication, and supporting student attendance, yielded mixed results—highlighting both effective practices and areas for strategic improvement.

### Action 4.1: Family Fun Nights

This action was partially effective. Family Fun Nights were implemented and averaged 229 attendees per event, with 60 Parent Involvement Surveys completed. These events supported strong family engagement when delivered. However, staffing limitations constrained the number and consistency of events. Staff reported being overextended, which affected planning and execution. This challenge suggests a need for improved resource allocation or potential compensation for staff supporting these activities.

### Action 4.2: Parent Education Opportunities

This action faced implementation challenges. Metric 4.3, intended to track parent satisfaction via a 10-point exit survey, could not be assessed because no exit surveys were completed. Fewer events were held than planned, they were not well attended, and budget underspending reflected these gaps. As a corrective strategy, the district is considering remote or digital formats for workshops to better align with parent availability and feedback from informal consultations. Also better marketing, promotion of events and clear messaging would be helpful for parents and families.

### Action 4.3: Parent Communication

This action was effective. The district averaged 15 home visits per month, with 90% of families connected to appropriate community resources. Communication strategies were enhanced through increased use of text-based updates and a new marquee incorporating a QR code for information access. Feedback from educational partners confirmed improved outreach. A digital tracking log supported consistent service delivery and outcome monitoring.

#### Action 4.4: Increase Student Attendance

This action was effective. Home visits directly contributed to improved attendance in over 75% of visited families. The district also benefited from support from 23 community partners, who helped address barriers to attendance and strengthened the district's support network. Chronic absenteeism declined significantly, aligning with this action's intended outcomes.

#### Overall Implementation Reflection:

Goal 4's implementation demonstrated a strong commitment to family engagement and student attendance. However, capacity limitations impacted delivery of parent education and family events. In response, the district is planning enhanced collaboration with the Parent-Teacher Organization (PTO), considering virtual event formats, and exploring compensation options to bolster staff involvement. Effective financial oversight led to successful implementation of Actions 4.3 and 4.4, while underspending in Actions 4.1 and 4.2 points to a need for refined budget planning to meet family engagement objectives.

### 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.

#### Action 4.1: Family Fun Nights

This action experienced material underspending. Fewer events were held than originally planned due to staffing capacity limitations, which reduced the total hours allocated to planning and delivery. As a result, expenditures were significantly lower than budgeted. This impacted the number—but not the quality—of events. The district is exploring potential staff stipends and collaboration with the Parent-Teacher Organization (PTO) to increase staffing capacity for these events next year.

#### Action 4.2: Parent Education Opportunities

This action also experienced material underspending. Due to low attendance and incomplete implementation of planned workshops, fewer resources were required than anticipated. This resulted in a substantial deviation from the planned budget. The district is revising its approach by shifting toward virtual formats and collecting input on parent preferences for workshop times and topics. These strategies are intended to improve both implementation and budget utilization.

#### Action 4.3: Parent Communication

There were no material differences between budgeted and actual expenditures. The action was implemented as planned, with home visits, marquee purchase (partially funded), and text messaging systems fully supported by the allocated budget. All intended communication strategies were executed within projected financial parameters.

#### Action 4.4: Increase Student Attendance

There were no material differences in budget execution. The district maintained its planned scope of home visits and partner engagement, with spending aligning closely with the original projections. The use of existing community partnerships contributed to consistent service delivery without requiring additional funding.

#### Overall Financial Reflection:

For Goal 4, material differences in expenditures occurred for Actions 4.1 and 4.2 due to reduced event frequency and workshop delivery. These variances did not reduce the scope of services for unduplicated pupils, and the Minimum Proportionality Percentage (MPP) was maintained. Strategic adjustments for the coming year will improve the alignment between planning and actual implementation, ensuring that funds are used more effectively to support family engagement.

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

#### Action 4.1: Family Fun Nights

This action was partially effective. Average event attendance was 229 participants, demonstrating strong engagement when events occurred. Metric 4.1, which measures attendance, confirms the events were successful in fostering family connection. However, fewer events were held than planned due to staff capacity challenges. Underspending resulted from this reduced frequency. The district is considering collaboration with the PTO and staff stipends to increase future event capacity.

#### Action 4.2: Parent Education Opportunities

This action was ineffective. Metric 4.3, designed to capture feedback via parent exit surveys, had no data due to lack of completion. Low participation and lack of evaluative feedback prevented assessment of effectiveness. Budget underspending and the reduced number of workshops further reflect implementation challenges. The district is responding by surveying parent preferences, adjusting workshop topics and formats, and exploring virtual delivery options to increase accessibility and participation.

#### Action 4.3: Parent Communication

This action was effective. The district implemented text-based alerts, a new QR-enabled marquee, and consistent home visits to improve family communication. According to Metric 4.4, 71% of families receiving home visits reported improved communication and support. Educational partners validated the positive impact of these efforts. Budget alignment was maintained, and these communication strategies will continue based on their demonstrated effectiveness.

#### Action 4.4: Increase Student Attendance

This action was highly effective. Home visits supported improved attendance for over 75% of families reached. Metric 4.4 (tracking outcomes from home visits) and Metric 4.5 (reporting on the role of 23 community partners) confirm a strong network of support. Chronic absenteeism declined substantially. The district stayed within budget, and home visits and incentive strategies will continue to reinforce progress in reducing absenteeism.

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

#### Action 4.1: Family Fun Nights

No changes are planned for this action. Strong turnout and positive engagement during events indicate the strategy is effective as implemented. Improvements in staff support capacity are being explored through PTO collaboration or staff stipends but do not require formal action changes at this time.

Action 4.2: Parent Education Opportunities

This action will be refined. Based on low participation in prior workshops and the absence of exit survey feedback, the district will shift toward remote or virtual formats in the coming year. This adjustment is designed to increase accessibility and align with parent preferences for time and format, as gathered through informal feedback.

Action 4.3: Parent Communication

No structural changes are planned, but current strategies will be continued and enhanced. The use of text-based alerts and a new marquee with QR code access has improved communication visibility and reach. These methods will remain in place based on stakeholder feedback and implementation success.

Action 4.4: Increase Student Attendance

No changes are planned. Home visits, attendance review team meetings, and student/family incentives have contributed to reductions in chronic absenteeism and are meeting their intended outcomes. The district will implement the Full-Service Action Plan for Homeless Families in the upcoming year. These actions will continue as currently designed. The planned expenditures for this action have been increased over the previous year.

Overall Summary:

While the overarching goal and its metrics remain unchanged, refinements in implementation—particularly for parent education—are being introduced based on outcome data and participation feedback. These strategic adjustments aim to increase parent engagement and ensure continuity of effective practices while addressing previously identified participation and staffing barriers.

**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
4.1	Family Fun Nights	Provide opportunities for parents and families to participate in fun events including supplies, food throughout the year to support family connectedness, engagement, and participation.	\$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>4.2</b>	Parent Education Opportunities	Provide a series of parent educational workshops based upon parent interest to include supplies, food and childcare.	\$2,000.00	Yes
<b>4.3</b>	Parent Communication	Increase the availability and ease of home/school communication, information, supports and resources	\$2,000.00	Yes
<b>4.4</b>	Increase student Attendance	Implement home visits and an incentive program for parents and students to support regular school attendance	\$23,907.00	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
\$1,199,356	\$115,346

## 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
22.544%	0.000%	\$0.00	22.544%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p><b>Action:</b> Professional Development</p> <p><b>Need:</b> 73.3% of our student population identified as low-income and performing in the red/lowest performance in ELA and our students with disabilities are performing the furthest below standard in both ELA and math. English language Learners English proficiency dropped to 40.7%. Foster/Homeless youth</p>	Professional development, collaboration and release time will be important for all teachers to analyze student achievement data frequently, effectively monitor and support student progress, and make decisions on instruction and intervention supports particularly benefitting low-income students and students with disabilities.	CAASPP Data, STAR Data, DIBELS

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
	<p>often fall into another one of the above subgroups as well as have challenges with regular school attendance and therefore require targeted support and closer monitoring. Educational partners identified that more professional development and collaborative time is needed to support teachers in implementing data driven instruction.</p> <p><b>Scope:</b> LEA-wide</p>		
<b>1.2</b>	<p><b>Action:</b> Reading Instructional Support</p> <p><b>Need:</b> Our data demonstrates that our Socioeconomically Disadvantaged Students comprising 73.4% of our student body, performed significantly below the standard at 72.8 points below standard in ELA and our EL are also significantly lagging behind with 93.9 points below standard. Even though we do not have data for foster/homeless they often show lower literacy skills due to additional barriers to learning.</p> <p><b>Scope:</b> Schoolwide</p>	Implementation of SIPPS particularly in kindergarten will enhance foundational reading skills. This research-based program supports struggling readers, particularly benefiting English learners and socioeconomically disadvantaged students by closing the literacy gap early.	DIBELS, STAR Reading Benchmark Assessments, CAASPP Data
<b>1.3</b>	<p><b>Action:</b> Math Instructional Support</p>	Supporting a 1.0 FTE Math Intervention Specialist for both push in and pullout intervention services and providing supplementary resources like IXL and Math Seeds will provide targeted support.	CAASPP Data, STAR math, IXL/Math Seeds growth reports



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
	<p><b>Need:</b> Our data demonstrates that our Socioeconomically Disadvantaged Students comprising 73.4% of our student body, performed significantly below the standard at 86.3 points below standard in math. Our EL are also significantly are 77.5 points below standard. Even though we do not have data for foster/homeless they often show lower math skills due to additional barriers to learning.</p> <p><b>Scope:</b> Schoolwide</p>	Small group intervention support will provide differentiated supports which we believe will improve math proficiency among all students, especially those who are socioeconomically disadvantaged and English learners.	
1.4	<p><b>Action:</b> English Language Development</p> <p><b>Need:</b> There was a notable decline in English proficiency progress dropping from 67% to 40.7%. There is a need for consistent and effective English language development.</p> <p><b>Scope:</b> LEA-wide</p>	Supporting 1.0 FTE for focused and consistent ELD instruction and providing targeted professional development on ELD strategies will strengthen academic content learning for our English Learners. In addition, there will be a focused effort on our Long Term English Learners addressing engagement and motivation in order to close the gaps in their language acquisition process.	CAASPP Data EL proficiency, Reclassification and LTEL rates
1.5	<p><b>Action:</b> Tiered Interventions and Inclusion Training and Supports</p>	Training will equip our staff with the skills to implement differentiated instruction, ensuring that lessons meet the diverse needs of all students, particularly those with disabilities who are also	CAASPP, Suspension Data, Inclusion rates or LRE, Parent attendance and participation rates at

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
	<p><b>Need:</b> Our EL, SED, and homeless students who are also SWD have a need for improved instructional strategies, staff training and supports in the area of inclusion and intervention in order to improve academic achievement as they have the lowest CAASPP scores.</p> <p><b>Scope:</b> LEA-wide</p>	socioeconomically disadvantaged, EL, or homeless. Training will also help staff identify and implement effective intervention strategies for students with disabilities, improving their academic performance. This is particularly crucial for low-income and homeless students who may lack additional academic support at home. Inclusive training promotes the creation of classroom environments where all students, regardless of their socioeconomic status or disabilities, feel valued and included. This fosters a sense of belonging, improves engagement and participation, and can reduce disciplinary actions.	IEPs, surveys, staff participation in PD
1.6	<p><b>Action:</b> Technology Equipment/Supplies/Support</p> <p><b>Need:</b> Educational partner feedback supports the continued purchase of technology student devices so that all students have access to the technological tools to be academically successful. Feedback also supports making sure teachers and staff have the necessary technological instructional supplies and technology support to deliver effective instruction.</p> <p><b>Scope:</b> LEA-wide</p>	Purchasing necessary technology devices and supplies for students and staff, and supported by a technology specialist will ensure that all students, particularly those who are socioeconomically disadvantaged, foster/homeless, and English Learners have access to the tools they need for successful learning both at school and home if necessary.	Technology Plan
2.1	<p><b>Action:</b> Counseling Services</p>	Continuing to support a full-time counselor will provide essential mental health support. We have seen a reduction in our suspension and discipline	Universal Screening Tool, CHKS

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
	<p><b>Need:</b> 20% of our current student enrollment are in need of more intensive mental health and behavioral support particularly our low income students and students with disabilities who have higher suspension rates, as well as a high rate at 39% of students feeling sadness/hopelessness.</p> <p><b>Scope:</b> LEA-wide</p>	data especially for high risk students who have had ongoing counseling support. We anticipate seeing continued decline in suspension data in our homeless and foster youth, and socioeconomically disadvantaged students. We are developing a more targeted plan for behavior support in our students with disabilities .	
2.2	<p><b>Action:</b> MTSS Implementation</p> <p><b>Need:</b> Our data shows that only 62.3 % of students feel safe at school or feel they have caring adult relationships. The number of homeless students have increased and there has been a significant increase in the amount of home visits and wraparound service requests. Overall Chronic absenteeism is still significantly high at 30% but our unduplicated students are at an even higher absenteeism rate. (Homeless: 38.1%,SWD: 43.4%,SED: 35.2%, EL 27%)</p> <p><b>Scope:</b> LEA-wide</p>	All of these identified staff will provide targeted support for trauma-affected students and ensure the needs of homeless and foster youth are met particularly surrounding school attendance. We will progress monitor the attendance rate of our homeless students and provide additional transportation for families in need. Additional phone calls and support meetings and home visits will be held regarding attendance with a particular focus on Homeless, EL, SED and SWD. These roles will create a structured, supportive environment, addressing high suspension rates and improving an overall LEA- wide student connection and engagement.	Universal Screening Tool, CA Dashboard suspension rates
2.3	<p><b>Action:</b> School-wide Behavior Management</p>	Continuing to utilize a school-wide behavior management system and PBIS incentives will	CA Dashboard suspension rate, Chronic absenteeism

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
	<p><b>Need:</b> Suspension rates are high at an overall 7.3% particularly within our students with disabilities (17.9%), homeless (12%) and low-income (9.6). Educational partners have shared that behavior management and supporting positive interventions is a priority and specifically there are concerns about bullying behaviors at school and the need for more supervision, SEL education and consistent behavioral support.</p> <p><b>Scope:</b> LEA-wide</p>	<p>foster a LEA-wide positive school climate and reduce overall suspension rates. The specific behavior management response protocols ("I Understand") will allow us to have a school-wide consistent response to behavioral issues. Counseling support and anti-bullying presentations along with Social Emotional Learning (SEL) to support students' emotional and social development education will ensure a safe and supportive environment. The increase in restorative justice practices will help to address conflicts and build community, and it also supports other means of correction all aimed at decreasing suspension rates, improving student relationships with staff, and fostering a caring and inclusive school environment. There will be a particular focus on our SWD, SED, EL and homeless students who need a more supportive environment to improve their motivation, engagement and academic achievement.</p>	<p>rate, School attendance rate, CA Healthy Kids Survey Data,</p>
2.4	<p><b>Action:</b> Trauma Informed Training</p> <p><b>Need:</b> Our data shows that 39% of our students feel chronic sadness or hopelessness. Many of our low-income, homeless, and English Learner (EL) students have unique and</p>	<p>Providing trauma-informed training for all staff to better understand and support students affected by trauma. This includes professional development on inclusive practices and the provision of resources to support students' mental health needs. Trauma-informed practices help create a supportive environment where students feel understood and valued. Inclusive practices help</p>	<p>Universal Screening Tool, CHKS survey</p>

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
	<p>significant challenges that can impact their academic and social-emotional development. Some may experience chronic stress due to financial instability, food insecurity, and inadequate housing conditions. All of these conditions can affect their ability to focus, learn, and engage in school activities.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students feel accepted and integrated into the school community. This approach is essential for creating a supportive environment for high-risk students including those who are homeless, in foster care, socioeconomically disadvantaged, or have disabilities. We hope to see a decrease in the rating of sadness and hopelessness and an increase in safety and adult connection.</p>	
<b>3.1</b>	<p><b>Action:</b> Spanish/English Dual Immersion Program</p> <p><b>Need:</b> Educational partners have identified that our bilingual program is a priority and that it offers students the ability to develop bilingual language skills that will give them provide access to broader career opportunities and upward economic mobility in the future.</p> <p><b>Scope:</b> Schoolwide</p>	<p>By enhancing language proficiency, this program allows EL students to learn in their native language while acquiring English, accelerating their academic success and overall literacy. It promotes cultural inclusivity and identity, fostering a sense of pride and belonging among students who often face societal stigmas. Academically, dual language programs improve cognitive abilities and problem-solving skills, which are crucial for students lacking educational support at home. The program also provides social-emotional support by creating a stable, understanding environment, reducing stress associated with language barriers, and facilitating greater parental involvement. Additionally, bilingualism opens up broader career opportunities, offering long-term economic benefits and helping to close achievement gaps.</p>	CAASPP, CSA,
<b>3.2</b>	<p><b>Action:</b> Art and Music Programs</p> <p><b>Need:</b> Universal Screening Tool rating scale shows that 20% of our students have significant behavior and mental health needs. 39% of</p>	<p>It is a priority identified by all educational partners that we continue to support an art and music program. These programs allow for students to have a creative outlet, and provide opportunities for those who may struggle with a more traditional learning environment. It helps with social skill development, builds a sense of belonging, and</p>	Universal Screening Tool, CHKS, Master Schedule

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
	<p>students have rated they feel chronic sadness or hopelessness. Out chronic absenteeism rate is 30%. All of these data points demonstrate a need for opportunities to help students manage stress and anxiety as well as be involved in school activities that are more engaging.</p> <p><b>Scope:</b> LEA-wide</p>	also may allow low-income, EL or homeless students who may not have access outside of school .	
<b>3.3</b>	<p><b>Action:</b> STEAM Materials/Activities</p> <p><b>Need:</b> CAASPP test scores including science show our unduplicated students performing significantly below standard. Also, student local climate surveys state that they are not feeling motivated or engaged in school activities. Other educational partner feedback showed that more hands on education, CTE related exposure, and field trips are a priority and they would like to see more opportunities.</p> <p><b>Scope:</b> LEA-wide</p>	Providing more hands on instructional opportunities and school sponsored field trips offers all students, but specifically our unduplicated student subgroups by providing enriching educational experiences, and giving equal access and exposure to new environments and opportunities. Real world connections make education relevant and allow for social skill development using teamwork ,collaboration and healthy peer interactions. These activities also can inspire academic interest and possible career paths.	CAASPP, Local Climate survey, CHKS
<b>4.1</b>	<p><b>Action:</b> Family Fun Nights</p> <p><b>Need:</b> Survey results from students and families show a desire for more connection and engagement with the greater school</p>	They offer a safe and enjoyable space for families to interact, relieving stress and building positive relationships. For EL families, these nights provide opportunities to practice English in a relaxed setting, enhancing language skills. For low-income and homeless families, the provision of free activities, food, and entertainment promotes	Parent Involvement Survey, Satisfaction Survey, Attendance rate at events

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
	<p>community. They have shared that these events are something to look forward to, providing a safe structured activity for families to enjoy that promotes inclusivity breaking down social and economic barriers.</p> <p><b>Scope:</b> LEA-wide</p>	overall well-being and engagement with the school community.	
<b>4.2</b>	<p><b>Action:</b> Parent Education Opportunities</p> <p><b>Need:</b> This was a result of educational partner feedback. There is a need to offer support for parents and families in the areas of academics and social emotional health of their children. In particular parent education of trauma informed practices.</p> <p><b>Scope:</b> LEA-wide</p>	<p>These workshops will empower parents with the knowledge and skills to support their children's education, fostering better academic outcomes. Supplying necessary materials ensures all families can participate fully, regardless of financial challenges; offering food helps alleviate the burden on families struggling with food insecurity or just logistics when activities are around dinnertime, making it easier for them to attend. Providing childcare removes a significant barrier for parents who might otherwise be unable to participate due to lack of supervision for their children. This approach will not only enhance parental involvement and engagement, but also will create a supportive community network, improving the overall well-being and success of EL, homeless, and low-income students.</p>	Attendance Rates at events, Satisfaction Rating
<b>4.3</b>	<p><b>Action:</b> Parent Communication</p> <p><b>Need:</b> Survey results and educational partner feedback stated a need to have consistent communication in a timely manner to support their child's learning and promote family engagement. Especially for our Spanish</p>	Enhanced communication allows teachers to provide personalized feedback and support to parents, helping them understand their child's academic needs and how to assist with homework and learning activities at home. Providing timely information about available resources, such as tutoring, after-school programs, and online learning tools, which will help bridge the resource gap for socioeconomically disadvantaged and	Parent participation in school events, attendance rates, surveys



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
	<p>speaking families to have communications and documents in their native language.</p> <p><b>Scope:</b> LEA-wide</p>	<p>homeless students. For EL families, providing communication in their native language and using translation services ensures they receive and understand important information, fostering a supportive home environment. Regular communication about school events, parent-teacher meetings, and workshops encourages greater parental involvement, which is linked to improved student outcomes. This is particularly beneficial for EL and socioeconomically disadvantaged families who may feel disconnected from the school community. Regular check-ins and surveys can help identify the specific needs of students and families, allowing the school to provide targeted support, such as counseling or social services.</p>	
4.4	<p><b>Action:</b> Increase student Attendance</p> <p><b>Need:</b> We have 30% chronic absenteeism rate and a total attendance rate of 90.5%. Homeless and low income students are our highest. Only 15% of parents completed the Parent Involvement Survey.</p> <p><b>Scope:</b> LEA-wide</p>	<p>By setting specific target and measures and beginning to document home visits, we will be able to more effectively evaluate the impact on improving student and family connectedness to school and how we are supporting families of students who are homeless, EL, SED or SWD with wrap around services and supports.</p>	<p>Home visit log, SART meetings, Parent Involvement Survey,</p>



### 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
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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.

The additional concentration add-on funding will be used to support increased mental health supports and facilitation of MTSS and tiered intervention supports and trauma informed practices. (Goal 2 ,Actions 2.1, 2.2, 2.5 and Goal 1 Action 1.5, ) In addition, the provision of increased academic instructional supports both in the classroom and as pull out intervention services as identified in Goal 1, Actions 1.2, 1.3, 1.4, 1.5)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:14.14
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:10.51

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	5,320,116	1,199,356	22.544%	0.000%	22.544%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,199,356.00	\$202,986.00	\$0.00	\$0.00	\$1,402,342.00	\$1,152,061.00	\$250,281.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,000.00	\$0.00	\$11,000.00				\$11,000.00	
1	1.2	Reading Instructional Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.3	Math Instructional Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income			\$43,161.00	\$5,000.00	\$48,161.00				\$48,161.00	
1	1.4	English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools		\$52,556.00	\$0.00	\$52,556.00				\$52,556.00	
1	1.5	Tiered Interventions and Inclusion Training and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$26,448.00	\$5,000.00	\$31,448.00				\$31,448.00	
1	1.6	Technology Equipment/Supplies/Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$11,277.00	\$98,578.00	\$109,855.00				\$109,855.00	
1	1.7	Improve Instructional Practices	All	No					\$0.00	\$50,203.00		\$50,203.00			\$50,203.00	
2	2.1	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$240,370.00	\$0.00	\$120,185.00	\$120,185.00			\$240,370.00	
2	2.2	MTSS Implementation	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		\$117,431.00	\$0.00	\$84,833.00	\$32,598.00			\$117,431.00	

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
			Low Income			Low Income										
2	2.3	School-wide Behavior Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.4	Trauma Informed Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
3	3.1	Spanish/English Dual Immersion Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary		\$527,600.00	\$0.00	\$527,600.00				\$527,600.00	
3	3.2	Art and Music Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$103,311.00	\$11,500.00	\$114,811.00				\$114,811.00	
3	3.3	STEAM Materials/Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
4	4.1	Family Fun Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$6,000.00	\$6,000.00				\$6,000.00	
4	4.2	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
4	4.3	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
4	4.4	Increase student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$18,907.00	\$5,000.00	\$23,907.00				\$23,907.00	

# 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
5,320,116	1,199,356	22.544%	0.000%	22.544%	\$1,199,356.00	0.000%	22.544 %	<b>Total:</b>	\$1,199,356.00
								<b>LEA-wide Total:</b>	\$603,595.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$595,761.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
1	1.2	Reading Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$20,000.00	
1	1.3	Math Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income		\$48,161.00	
1	1.4	English Language Development	Yes	LEA-wide	English Learners	All Schools	\$52,556.00	
1	1.5	Tiered Interventions and Inclusion Training and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		\$31,448.00	
1	1.6	Technology Equipment/Supplies/Support	Yes	LEA-wide	English Learners Foster Youth Low Income		\$109,855.00	
2	2.1	Counseling Services	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$120,185.00	

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 (%)
					Low Income			
2	2.2	MTSS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$84,833.00	
2	2.3	School-wide Behavior Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
2	2.4	Trauma Informed Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
3	3.1	Spanish/English Dual Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary	\$527,600.00	
3	3.2	Art and Music Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$114,811.00	
3	3.3	STEAM Materials/Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
4	4.1	Family Fun Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,000.00	
4	4.2	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.3	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
4	4.4	Increase student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$23,907.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,202,929.00	\$1,157,242.10

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	Professional Development	Yes	\$5,000.00	9,262.32
1	1.2	Reading Instructional Support	Yes	\$16,000.00	42,040.57
1	1.3	Math Instructional Support	Yes	\$47,037.00	46,976
1	1.4	English Language Development	Yes	\$50,036.00	16,271
1	1.5	Tiered Interventions and Inclusion Training and Supports	Yes	\$30,399.00	65,052
1	1.6	Technology Equipment/Supplies/Support	Yes	\$50,117.00	78,676.50
2	2.1	Counseling Services	Yes	\$116,493.00	59,094.82
2	2.2	MTSS Implementation	Yes	\$81,045.00	99,570
2	2.3	School-wide Behavior Management	Yes	\$20,000.00	10,000
2	2.4	Trauma Informed Training	Yes	\$5,000.00	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)
3	3.1	Spanish/English Dual Immersion Program	Yes	\$614,392.00	592,717
3	3.2	Art and Music Programs	Yes	\$123,177.00	111,221.
3	3.3	STEAM Materials/Activities	Yes	\$27,000.00	15,000
4	4.1	Family Fun Nights	Yes	\$4,000.00	1448.05
4	4.2	Parent Education Opportunities	Yes	\$4,000.00	212.84
4	4.3	Parent Communication	Yes	\$4,000.00	4,000.00
4	4.4	Increase Student Attendance	Yes	\$5,233.00	5700.00

# 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)
1,157,242.	\$1,177,911.00	\$1,157,242.00	\$20,669.00	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	Professional Development	Yes	\$5,000.00	9,262.32		
1	1.2	Reading Instructional Support	Yes	\$16,000.00	42,040.57		
1	1.3	Math Instructional Support	Yes	\$47,037.00	46,976.00		
1	1.4	English Language Development	Yes	\$25,018.00	16,271.00		
1	1.5	Tiered Interventions and Inclusion Training and Supports	Yes	\$30,399.00	65,052.00		
1	1.6	Technology Equipment/Supplies/Support	Yes	\$50,117.00	78,676.40		
2	2.1	Counseling Services	Yes	\$116,493.00	59,094.82		
2	2.2	MTSS Implementation	Yes	\$81,045.00	99,570.00		
2	2.3	School-wide Behavior Management	Yes	\$20,000.00	10,000.00		
2	2.4	Trauma Informed Training	Yes	\$5,000.00	0		
3	3.1	Spanish/English Dual Immersion Program	Yes	\$614,392.00	592,717.00		



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	3.2	Art and Music Programs	Yes	\$123,177.00	111,221.00		
3	3.3	STEAM Materials/Activities	Yes	\$27,000.00	15,000.00		
4	4.1	Family Fun Nights	Yes	\$4,000.00	1448.05		
4	4.2	Parent Education Opportunities	Yes	\$4,000.00	212.84		
4	4.3	Parent Communication	Yes	\$4,000.00	4,000.00		
4	4.4	Increase Student Attendance	Yes	\$5,233.00	5700.00		

# 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)
5,045,251	1,157,242.	0.00	22.937%	\$1,157,242.00	0.000%	22.937%	\$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](mailto: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, Statutes 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 #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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:

- 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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