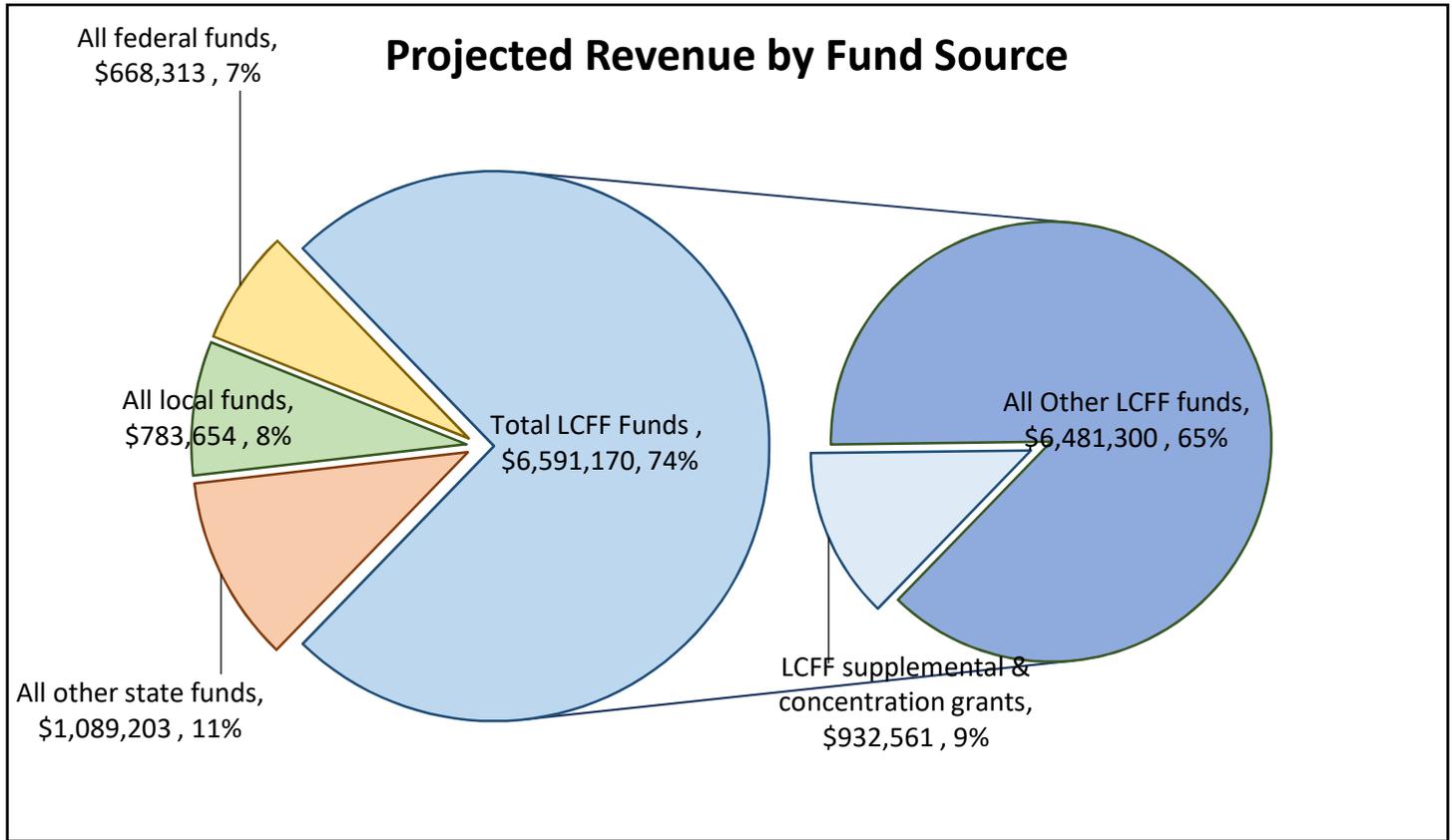


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jamul-Dulzura Union School District  
 CDS Code: 37681556038319  
 School Year: 2024-25  
 LEA contact information: Eric Van Huynh, (619) 669-7703 CBO@jdusd.org

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

## Budget Overview for the 2024-25 School Year

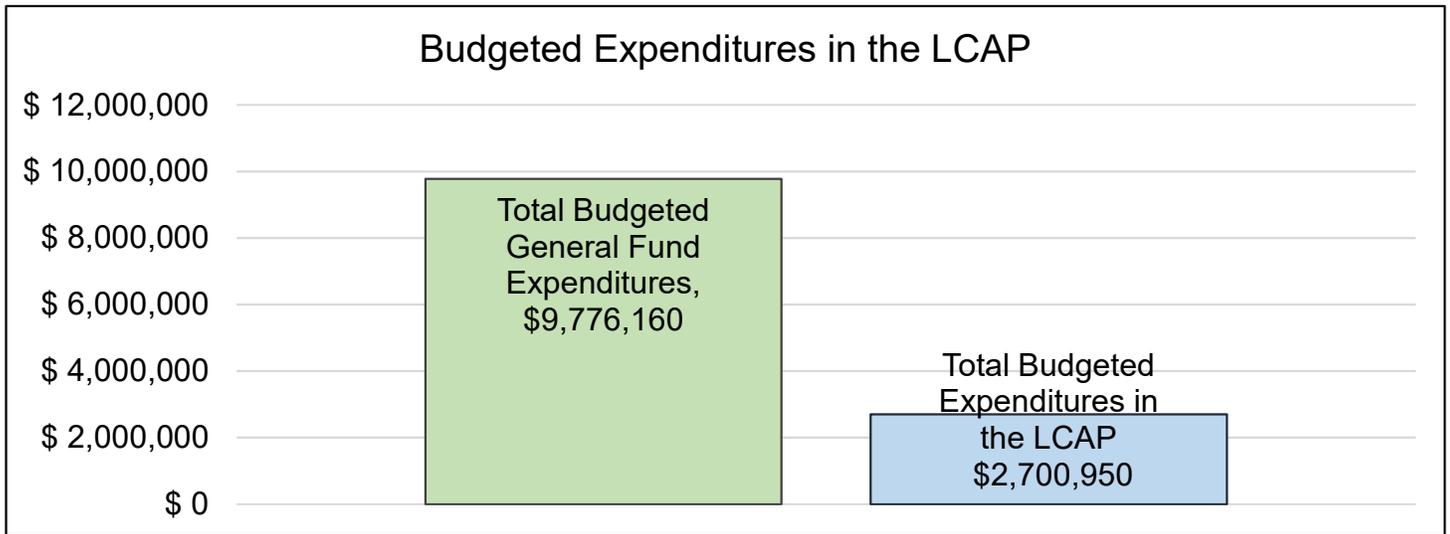


This chart shows the total general purpose revenue Jamul-Dulzura Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jamul-Dulzura Union School District is \$9,955,031.00, of which \$7,413,861.00 is Local Control Funding Formula (LCFF), \$1,089,203.00 is other state funds, \$783,654.00 is local funds, and \$668,313.00 is federal funds. Of the \$7,413,861.00 in LCFF Funds, \$932,561.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jamul-Dulzura Union School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jamul-Dulzura Union School District plans to spend \$9,776,160.00 for the 2024-25 school year. Of that amount, \$2,700,950.00 is tied to actions/services in the LCAP and \$7,075,210.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

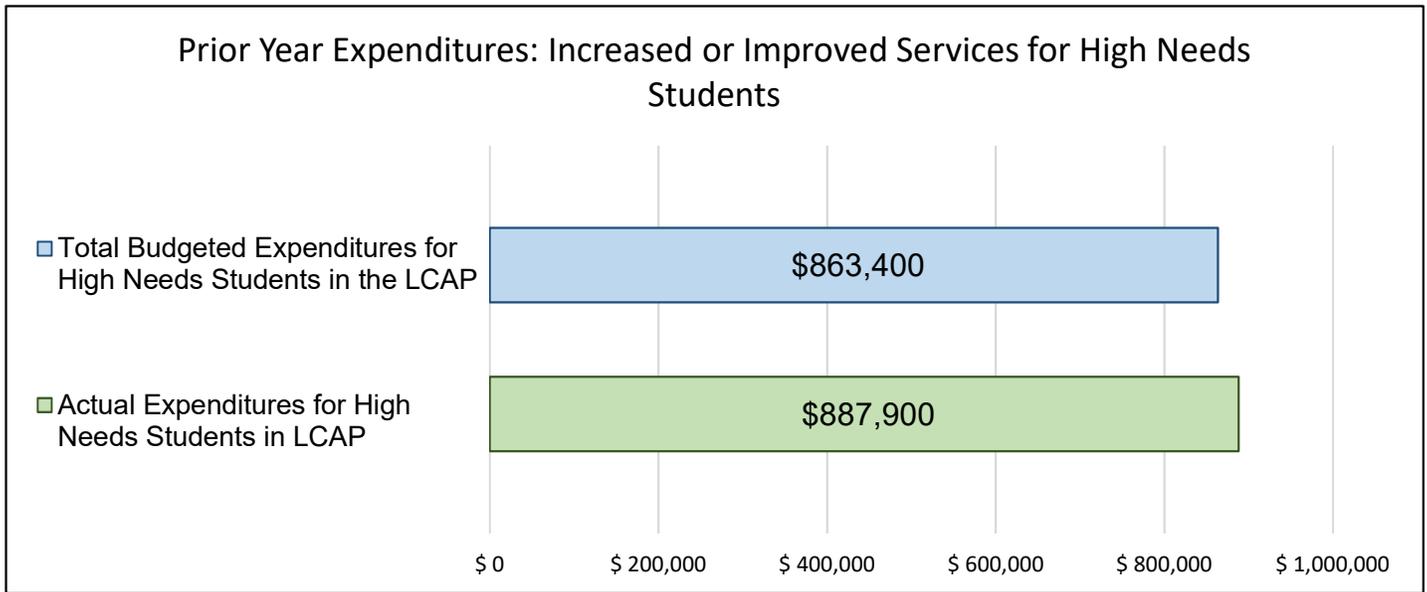
The expenditures for 2023-24 school year does not include in the LCAP are: salaries for administrative staff, certificated and classified staff, office support assistance and staff, operational costs and maintenance, basic school supplies, office supplies, technology and telecommunications.

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

In 2024-25, Jamul-Dulzura Union School District is projecting it will receive \$932,561.00 based on the enrollment of foster youth, English learner, and low-income students. Jamul-Dulzura Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jamul-Dulzura Union School District plans to spend \$970,500.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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



This chart compares what Jamul-Dulzura Union 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 Jamul-Dulzura Union School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Jamul-Dulzura Union School District's LCAP budgeted \$863,400.00 for planned actions to increase or improve services for high needs students. Jamul-Dulzura Union School District actually spent \$887,900.00 for actions to increase or improve services for high needs students in 2023-24.



# Jamul-Dulzura

## UNION SCHOOL DISTRICT

*District of Civic Excellence*

### 2023–24 Local Control and Accountability Plan Annual Update

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

| Local Educational Agency (LEA) Name | Contact Name and Title              | Email and Phone                      |
|-------------------------------------|-------------------------------------|--------------------------------------|
| Jamul--Dulzura Union Elementary     | Elizabeth Bystedt<br>Superintendent | lbystedt@jdusd.org<br>(619) 669-7702 |

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 1      | JDUSD will improve student academic achievement in ELA, mathematics, and science by progressing 10% of students currently performing "Standard Not met" or "Standard Nearly Met" levels to "Standard Met" or "Standard Exceeded", while maintaining students in the "Met Standard" and "Standard Exceeded" levels, as measured by the California Assessment of Student Performance and Progress (CAASPP). |

## Measuring and Reporting Results

| Metric | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|--------|--|--|---|---|--|
| CAASPP | <p>2019 Districtwide<br/>ELA 47% Met or Exceeded<br/>Math 34 % Met or Exceeded</p> <p>Hispanic/Latino<br/>ELA 39% Met or Exceeded<br/>Math 20% Met or Exceeded</p> | <p>2021 Data - due to the pandemic, our middle school took the CAASPP and our elementary school took NWEA/MAP for end of year. The data is reported here.</p> <p>Middle School CAASPP<br/>ELA 40 % Met or Exceeded (lowest grade levels 7th &amp; 8th at 39% Met or Exceeded)<br/>Math 23% Met or Exceeded (lowest grade level 7th at 16% met or Exceeded)</p> <p>Hispanic/Latino - looking for the data</p> | <p>2022 Data - this is our new baseline year of CAASPP data due to the pandemic.</p> <p>Districtwide (Grades 3-8)<br/>ELA 28% Met or Exceeded<br/>Math 18% Met or exceeded</p> <p>Elementary (Grades 3-5)<br/>ELA 28% Met or Exceeded with 3rd grade being the highest at 34% met or exceeded and 4th grade being the lowest at 20% met or exceeded</p> | <p>2023 Data</p> <p>Districtwide (Grade 3-8)<br/>ELA 32% Met or Exceeded<br/>Math 20% Met or Exceeded</p> <p>Elementary (Grades 3-5)<br/>ELA 31% Met or Exceeded with 4th grade being the highest at 33% met or exceeded and 5th grade being the lowest at 27% met or exceeded<br/>Math 25% Met or exceeded with 3rd grade being highest at 34% Met or Exceeded</p> | <p>Districtwide<br/>ELA 77% or more Met or Exceeded<br/>Math 64% or more Met or Exceeded<br/>ELA less than 23% Standard Not Met<br/>Math less than 36% Standard Not Met</p> <p>Hispanic/Latino<br/>ELA 70% or more Met or Exceeded<br/>Math 50% or more Met or Exceeded<br/>ELA less than 30% Standard Not Met<br/>Math less than 50% Standard Not Met</p> |

| Metric | Baseline | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24 |
|--------|----------|--|---|---|-----------------------------|
|        |          | <p>ELA<br/>Math</p> <p>Elementary School<br/>NWEA/MAP<br/>Language Arts:<br/>Reading 44.8%<br/>scored Avg,HiAvg or<br/>Hi (lowest grade 3rd<br/>at 38% Avg, HiAvg or<br/>Hi)<br/>Math: 26.8% scored<br/>Avg, HiAvg or Hi<br/>(lowest grade 4th at<br/>25% Avg or HiAvg, no<br/>Hi)</p> | <p>Math 23% Met or<br/>exceeded with 3rd<br/>grade being highest at<br/>37% Met or Exceeded<br/>and 5th grade being<br/>lowest at 13% Met or<br/>Exceeded</p> <p>Middle School<br/>(Grades 6-8)<br/>ELA 27 % Met or<br/>Exceeded with 7th<br/>grade being the<br/>highest at 33% met or<br/>Exceeded and 6th<br/>grade being the<br/>lowest at 22% Met or<br/>Exceeded<br/>Math 14% Met or<br/>Exceeded with 7th<br/>grade being highest at<br/>17% and 8th grade<br/>being lowest at 10%</p> <p>Hispanic/Latino<br/>Districtwide*<br/>ELA 23% Met or<br/>Exceeded<br/>Math 11% Met or<br/>Exceeded</p> <p>*For those<br/>Hispanic/Latino<br/>students who were</p> | <p>and 5th grade being<br/>lowest at 12% Met or<br/>Exceeded</p> <p>Middle School<br/>(Grades 6-8)<br/>ELA 34 % Met or<br/>Exceeded with 6th<br/>grade being the<br/>highest at 41% Met or<br/>Exceeded and 7th<br/>grade being the<br/>lowest at 29% Met or<br/>Exceeded<br/>Math 14% Met or<br/>Exceeded with 8th<br/>grade being highest at<br/>20% and 7th grade<br/>being lowest at 12%</p> <p>CAST 2023<br/>5th<br/>11% Met or exceeded<br/>with another 65%<br/>Nearly Met<br/>8th<br/>22% Met or exceeded<br/>with another 54%<br/>Nearly Met</p> |                             |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome  | Year 3 Outcome | Desired Outcome for 2023–24 |
|--------|----------|----------------|---|----------------|-----------------------------|
|        |          |                | <p>here pre and post pandemic<br/>           ELA 35% Met or Exceeded Standard<br/>           Math 30% Met or Exceeded Standard</p> <p>EL Districtwide<br/>           ELA 5% Met or exceeded<br/>           Math 5% Met or Exceeded</p> <p>CAST 2021-2022<br/>           5th and 8th Grade<br/>           12.41% Met or exceeded with another 64.23 % nearly met</p> <p>Elementary School NWEA/MAP<br/>           Language Arts:<br/>           Reading 44.8% scored Avg,HiAvg or Hi (lowest grade 3rd at 38% Avg, HiAvg or Hi)<br/>           Math: 26.8% scored Avg, HiAvg or Hi (lowest grade 4th at 25% Avg or HiAvg, no Hi)</p> |                |                             |

| Metric                              | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24  |
|-------------------------------------|--|--|---|--|--|
| ELPAC                               | 2019 Districtwide<br><br>Write<br>5% Level 4<br>28% Level 3<br>45% Level 2<br>21% Level 1  | 2021 Districtwide<br><br>Written Language<br>4% Level 4<br>13% Level 3<br>36% Level 2<br>46% level 1<br><br>41% at Grade 2 scored Level 3 or 4 while 0% at grade 3 scored level 3 or 4 | 2022 Districtwide<br><br>Written Language<br>8% Level 4<br>17% Level 3<br>42% Level 2<br>33% Level 1<br><br>Our students are doing better across the board on the ELPAC | 2023 Districtwide<br><br>35% of EL Students made 1 or more years of growth on the ELPAC<br><br>Written Language<br>6% Level 4<br>16% Level 3<br>46% Level 2<br>31% Level 1 | Districtwide Writing Levels 1 & 2 will decrease to less than 36%                 |
| Measurable Results Assessment (MRA) | Spring 2021<br><br>JES<br>Student Engagement - 69%<br>School Belonging - 67%<br><br>OGMS<br>Student Engagement - 57%<br>School Belonging - 54% | Spring 2022<br><br>JES<br>Student Engagement - 73%<br>School Belonging - 74%<br><br>OGMS<br>Student Engagement - 65%<br>School Belonging - 65%   | Spring 2023<br><br>JES<br>Student Engagement - 83%<br>School Belonging - 84%<br><br>OGMS<br>Student Engagement - 72%<br>School Belonging - 70%                          | Spring 2024<br><br>JES<br>Student Engagement - 83%<br>School Belonging - 76%<br><br>OGMS<br>Data not available at this time  | Increase Student Engagement and School Belonging at both schools to at least 80% |
| Chronic Absenteeism                 | 2020 10.8%<br>2019 13.1%   | 2022 16.7%<br>2021 13.2%   | 2022 Dashboard 44.1%<br>2022/2023 School Year District Data 29.67% (local data)   | 2023 Dashboard 33.1%   | Decrease chronic absenteeism by 5%   |

| Metric                                    | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|---|---|---|---|---|---|
| LCFF #1 Basic Services                    | <p>Teachers are appropriately assigned and fully credentialed - According to the 2020-21 SARC we had 1 teacher out of the 25 employed that was not fully credentialed - there were NO misassignments or vacancies</p> <p>Every student has access to standards aligned instructional materials - 100%</p> | <p>Teachers are appropriately assigned and fully credentialed - According to the 2021-22 SARC we had 3 teachers out of the 26 employed that were not fully credentialed - there were NO misassignments or vacancies</p> <p>Every student has access to standards aligned instructional materials - 100%</p> | <p>Teachers are appropriately assigned and fully credentialed - According to the 2022-23 SARC we had 1 teachers out of the 26 employed that were not fully credentialed - there were NO misassignments or vacancies</p> <p>Every student has access to standards aligned instructional materials - 100%</p> | <p>Teachers are appropriately assigned and fully credentialed - According to the SARC published in 2024 we had 1 teachers out of the 26 employed that were not fully credentialed - there were NO misassignments or vacancies</p> <p>Every student has access to standards aligned instructional materials - 100%</p> | <p>ALL teachers will be appropriately assigned and fully credentialed</p> <p>ALL students will continue to have access to standards aligned instructional materials</p> |
| LCFF #2 Implementation of State Standards | <p>The JDUSD school board has adopted the academic content and performance standards adopted by the state board of education. All curriculum for all students reflects the state standards.</p>   | <p>The JDUSD school board has adopted the academic content and performance standards adopted by the state board of education. All curriculum for all students reflects the state standards.</p>   | <p>The JDUSD school board has adopted the academic content and performance standards adopted by the state board of education. All curriculum for all students reflects the state standards.</p>   | <p>The JDUSD school board has adopted the academic content and performance standards adopted by the state board of education. All curriculum for all students reflects the state standards.</p>   | <p>Continue to adopt current state standards adopted materials.</p> <p>English Learners will increase to 50% well developed in reading and listening.</p>               |

| Metric                     | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|----------------------------|--|--|---|---|--|
|                            | Most recent ELPAC data in MMARS shows that in 2019 80% of students were well developed or somewhat/moderately developed in listening, speaking, and reading while 90% met these definitions in writing. That being said only 10% of students were well developed in reading.   | Most recent ELPAC data in MMARS shows that in 2021 40% of students were well developed or moderately developed overall. 64% scored well developed or moderately developed in listening. Only 17% scored well developed or moderately developed in writing.                           | Most recent ELPAC data in MMARS shows that in 2022 40% of students were well developed or moderately developed overall. 64% scored well developed or moderately developed in listening. Only 25% scored well developed or moderately developed in writing.  | Most recent ELPAC data in MMARS shows that in 2023 54% of students were well developed or moderately developed overall. 84% scored well developed or moderately developed in listening. 73% scored well developed or moderately developed in writing. |  |
| LCFF # 4 Pupil Achievement | Percentage of English Learner Pupils who make progress toward English proficiency English Learner Reclassification Rate - looking at the latest ELPAC data in MMARS 34% of EL pupils qualified to be redesignated in 2020. Due to the pandemic and inconsistent teacher input, reclassifications will be looked at in the Fall of 2021/22 in order to set baseline | In Fall of 2021 we redesignated 16% of our EL students from the 2020/2021 school year (15 students total).<br><br>For the 2021/22 school year we had 101 EL students and we are currently waiting for our final ELPAC data to arrive so that we can work on our Fall redesignations. | In Fall of 2022 we redesignated 23% (30 actual number) of our EL students from the 2021/2022 school year (students total). We have also RFEF'd another 38 students this Spring which bring our total RFEFs for the year to 68 OR 52%<br><br>For the 2022/23 school year we had 130 EL students and we are currently waiting for our final | During the 2023/2024 school year we RFEF'd 6 students.<br><br>Overall ELPAC scores in 2023 54% Well Developed/Moderately Developed  | Increase by 10% each year from the baseline determined in Fall 2021, the number of students as RFEF (redesignated fluent English proficient)<br><br>Increase ELPAC Overall At or Above Proficient scores to 80% by June 2024 |

| Metric                   | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|--------------------------|---|--|---|--|---|
|                          | <p>metrics. Spring 2021 ELPAC will also be used for this purpose</p> <p>Overall ELPAC scores in 2019 At or Above Proficient were 63%</p>  | <p>Overall ELPAC scores in 2021 Well Developed/Moderately Developed were 40%.</p>  | <p>ELPAC data to arrive so that we can work on our Fall 2023 redesignations. This will only be our TK-2nd graders as the other grade are reflected above.</p> <p>Overall ELPAC scores in 2022 Well Developed/Moderately Developed increased to 52%.</p> |  |   |
| LCFF #5 Pupil Engagement | <p>13.1% Chronic Absenteeism according to the 2019 Dashboard (orange)</p> <p>Average Daily Attendance rate for the same time period - 94.8%</p> <p>0% Middle School Drop Outs</p> | <p>2022 16.7%<br/>2021 13.2%</p> <p>Average Daily Attendance rate for 2022 - 85.4%</p> <p>Average Daily Attendance rate for 2021 - 91.6%</p> <p>0% Middle School Drop Outs</p> | <p>2022 Dashboard Data 44.1% chronic absenteeism</p> <p>2022/2023 District Data 29.67% chronic absenteeism</p> <p>2022/2023 Average Daily Attendance - 90.84% for P2 reporting, 80% for P1</p> <p>0% Middle School Drop Outs</p>                        | <p>2023 Dashboard Data 33.1% chronic absenteeism</p> <p>2023/2024 ADA - 91%</p> <p>0 Middle School Drop Outs</p> | <p>Chronic Absenteeism will drop by 5% each year according to the state dashboard</p> <p>Increase average daily attendance to 98% by year 3.</p> <p>Middle School Drop Out rates will remain at 0</p> |
| LCFF #6 School Climate   | <p>According to the 2019 Dashboard the Pupil Suspension Rate was</p>  | <p>According to the 2019 Dashboard the Pupil Suspension Rate was</p>   | <p>According to the 2022 Dashboard the Pupil Suspension Rate was</p>  | <p>2023 Dashboard Pupil Suspension rate 2.6%</p>   | <p>Pupil Suspension Rate will remain in the</p>   |

| Metric | Baseline  | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|--------|---|--|---|---|---|
|        | <p>2.2% (green) and there were 0 expulsions.</p> <p>According to 2021 MRA data JES scored 69 for supportive environment while OGMS scored 63.</p> | <p>2.2% (green) and there were 0 expulsions.</p> <p>In 2021/22 school year the Pupil Suspension rate was 3.7% and there were 0 expulsions. (Local Measure)</p> <p>According to 2022 Measurable Results Assessment survey data (given annually to students, staff, and families) JES scored 73 for supportive student environment includes sense of safety and school connectedness and 78 for supportive staff environment while OGMS scored 65 for students and 76 for staff.</p> | <p>0.9% and there were 0 expulsions.</p> <p>According to 2023 Measurable Results Assessment survey data (given annually to students, staff, and families on the sense of safety, school connectedness, and other school focuses) JES scored 81 for supportive student environment includes sense of safety and school connectedness and 77 for supportive staff environment while OGMS scored 69 for students and 75 for staff. The MRA survey, part of the Leader In Me curriculum, is an annual online survey which asks questions specific to each group of takers. The MRA is a rigorously developed tool used to annually collect, analyze, and report student-, staff-, and school-level outcomes</p> | <p>2024 MRA<br/>JES<br/>Supportive Student Environment 79<br/>Supportive Staff Environment 75</p> <p>OGMS<br/>Data not available at this time</p> | <p>green or move to blue on the Dashboard</p> <p>The scores for supportive environment will increase to 75 at each school site on the annual MRA.</p> |

| Metric                        | Baseline  | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24   |
|-------------------------------|---|---|---|---|---|
|                               |   |   | related to the focus on improving leadership, culture, and academics. It can be used to help a school identify its strengths and weaknesses, develop improvement plans, and monitor progress.   |   |   |
| LCFF #7 Broad Course of Study | All students including all unduplicated pupils and students with exceptional needs are taught the same course of study as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success. | All students including all unduplicated pupils and students with exceptional needs are taught the same course of study as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success. | All students including all unduplicated pupils and students with exceptional needs are taught the same course of study as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success. | All students including all unduplicated pupils and students with exceptional needs are taught the same course of study as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success. | All students including all unduplicated pupils and students with exceptional needs will continue to be taught the same course of study as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success. |
| LCFF #8 Other Pupil Outcomes  | Discovery Science (NGSS Materials) have been adopted for the 2021-22 school   | Discovery Science (NGSS Materials) have been adopted for the 2021-22 school   | Discovery Science (NGSS Materials) - This year has been   | History/ Social Studies Materials were adopted at the elementary school   | NGSS - full implementation of Discovery Science by year 3   |

| Metric | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome                             | Desired Outcome for 2023–24   |
|--------|--|--|---|--|---|
|        | <p>year. This year will be the initial implementation.</p> <p>History/Social Studies Materials to be piloted throughout the district</p> | <p>year. This year has been the initial implementation.</p> <p>History/Social Studies Materials remain to be piloted throughout the district</p> | <p>the second year of implementation.</p> <p>History/Social Studies Materials were adopted for the middle school this year and remain to be adopted for the elementary school</p> | <p>and implemented across the district</p> | <p>HSS - materials will be adopted/created with full implementation by year 3</p> |

## Goal Analysis

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

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

Action 1.2 We have seen a decrease in chronic absenteeism. We believe that is due to the concerted effort of the office/administration staff to communicate with parents through letters and meetings along with the teacher providing highly innovative project based learning opportunities so that children did not want to miss school.

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 1.2 Reclassified English Proficient - This year we increased the teacher at the middle school to full time in order to work with our EL students on designated ELD during the school day.

Action 1.8 Civic Learning - We had fewer students participate at the County Level of NHD and no students moved on to the State level therefore there was a cost savings

Action 1.9 Reduced Class Size - We had increased enrollment in 2023/2024. As our class sizes at the elementary level increase we hired two an additional teacher in order to ensure that our unduplicated students were getting the support they need in order to increase their academic skills.

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

Action 1.1 Reclassified English Proficient - effective

Action 1.2 Chronic Absenteeism - making a dent - effective

Action 1.3 Teacher Credentials & Curriculum Adoptions - all adoptions are up to date and we continue to have a focus on ensuring that all new hires have appropriate credentials

Action 1.4 Hispanic/Latino Student Success - Our hispanic/latino students increased in both ELA and math

Action 1.5 Professional Learning-UDL - we have been able to provide UDL training throughout this past LCAP. It will continue to be a focus as we have 1/3 of our teachers being new.

Action 1.6 Technology -effective

Action 1.7 GATE - effective and their first Science Fair at the elementary school was held this spring

Action 1.8 Civic Learning - effective - 5th grade held their first We the People competition this Spring

Action 1.9 Reduced Class Size - effective - as JDUSD has grown we are carefully adding staff in order to ensure smaller class sizes while also being cognizant of staffing ratios and the budget

Action 1.10 Transportation -effective - we have found a way to add additional seats on the bus for our Unduplicated pupils for the 2024/25 school year

Action 1.11 Professional Learning -ELD - effective and ongoing

Action 1.12 Temporary Teacher - Academic Support - effective and ongoing. Due to limited one-time funding used to fund the temporary teacher, the district was able to only fund the temp teacher for only two academic years.

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

Action 1.10 Transportation - the addition of seats for our biggest stop of socioeconomically disadvantaged students

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

## Goals and Actions

### Goal

| Goal # | Description  |
|--------|--|
| 2      | Infrastructure is key to supporting student achievement and parent/school partnerships. To that end, JDUSD will continue to build and maintain safe high quality facilities, kept in good repair focused on ensuring that our students have what is needed to receive a well rounded 21st century education. |

### Measuring and Reporting Results

| Metric                 | Baseline   | Year 1 Outcome   | Year 2 Outcome  | Year 3 Outcome   | Desired Outcome for 2023–24   |
|------------------------|--|--|---|--|---|
| LCFF #1 Basic Services | <p>School Facilities are maintained in good repair - According to the FIT report completed in January 2021 the schools scored JES 99.7 exemplary and OGMS 100 exemplary</p> <p>Annual Comprehensive Storm Water Site Compliance Evaluation report - overall score adequate</p> | <p>School Facilities are maintained in good repair - According to the FIT report completed in January 2022 the schools scored JES 99.6 exemplary and OGMS 100 exemplary</p> <p>Annual Comprehensive Storm Water Site Compliance Evaluation report dated July 2021 - overall score adequate</p> <p>School facilities are in process of being updated, paint, new asphalt, and</p> | <p>School Facilities are maintained in good repair - According to the FIT report completed in January 2023 the schools scored JES 100 exemplary and OGMS 100 exemplary</p> <p>Annual Comprehensive Storm Water Site Compliance Evaluation report dated July 2022 - overall score adequate</p> <p>School facilities are in process of being updated, paint has occurred, some new asphalt has occurred</p> | <p>School Facilities are maintained in good repair - According to the FIT report completed in January 2024 the schools scored JES 70 fair and OGMS 99 good</p> <p>Annual Comprehensive Storm Water Site Compliance Evaluation report dated July 2023 - overall score adequate</p> <p>School facilities are in process of being updated, paint has occurred, some new asphalt has occurred with more to come,</p> | <p>All school facilities will be updated or in the process of being updated.</p> <p>FIT reports will have scores of 100% Exemplary</p> <p>Annual Comprehensive Storm Water Site Compliance Evaluation report - overall score adequate or higher</p> <p>A Facilities Assessment will be completed along with a Master Plan</p> |

| Metric | Baseline | Year 1 Outcome            | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24 |
|--------|----------|---------------------------|--|--|-----------------------------|
|        |          | hardening of the campuses | with more to come, and hardening of the campuses has occurred. | and hardening of the campuses has occurred. Solar will be installed this summer. |                             |

## Goal Analysis

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

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

We did not update our telephonic communications (Action 2.5) due to increased costs and the remaining work to complete Action 2.8 over the summer of 2024.

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.

NA

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

We are measuring effectiveness on this goal by completeness of each project. All projects are designed to increase student/family engagement and therefore academics.

Action 2.1 Electronic Marquees - completed

Action 2.2 Promethean Boards - district completed implementation of new Promethean Smartboards for all classrooms in prior school year(s). Additional cost incurred was only for new teacher without one

Action 2.3 Facilities Assessment & Master Plan - district architect completed the Master Facilities Plan. Updated estimated cost much higher than projected

Action 2.4 Generators - completed

Action 2.5 Telephonic Communications - did not occur due to limited funding sources

Action 2.6 Playground Updates - Completed

Action 2.7 Tennis Courts - Completed

Action 2.8 Data Center - in progress but not completed at this time, it is scheduled to be completed summer 2024. New network file server(s) and MDF/IDF cabling were/will be deployed in phases due to limited funds

Action 2.9 Facilities Hardening - Completed and revised estimated costs lower than projected

Action 2.10 External Painting - completed painting both Jamul Elementary and Oak Grove M.S. in the 2022-23 school year

Action 2.11 Shade - due to unavailability of the updated Master Facilities Plan, the district was not able to implement the planned shade structures

Action 2.12 Kdg Playground Improvements - also due to unavailability of the updated Master Facilities Plan, the district was not able to start the Kindergarten playground improvement projects

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

Based on the feedback from our students, teachers and the parents/community members at DELAC, PAGE and Strategic Planning, actions regarding shade, play structures, fitness lab, and kindergarten playground updates will be included in the 2024-2027 LCAP

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

# Goals and Actions

## Goal

| Goal # | Description   |
|--------|---|
| 3      | JDUSD will improve family and school partnerships by increasing parent/family involvement in District organized activities by 5% each year, over the next 3 years |

## Measuring and Reporting Results

| Metric             | Baseline  | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24  |
|--------------------|---|---|--|--|--|
| Strategic Planning | 50% of our parents showed to our Strategic Planning meeting this year | 55% of Strategic Planning parents were present participants<br>50% of JDUSD Board Members were present participants for Strategic Planning<br>100% of JDUSD staff strategic planning members were present | 60% of Strategic Planning parents were present participants (Spring)<br>66% of JDUSD Board Members were present participants for Spring Strategic Planning (Spring)<br>100% of JDUSD staff strategic planning members were present | 93% of Strategic Planning parents were present participants (Spring)<br>60% of JDUSD Board Members were present participants for Spring Strategic Planning (Spring)<br>100% of JDUSD staff strategic planning members were present | 100% of Strategic Planning members will attend both meetings during the year |
| ELAC/DELAC         | 3 parents attend all meetings on a consistent basis                   | 2 parents consistently attended all ELAC/DELAC meetings throughout the year   | ELAC/DELAC returned to pre-pandemic numbers. We had 11 parents attend this year.   | 3 parents attended all ELAC/DELAC meetings this year. A highlight is that they were all middle school parents which is traditionally a group that is harder for JDUSD to reach.  | Increase parent participants to 8 at each meeting                            |

| Metric                      | Baseline   | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome  | Desired Outcome for 2023–24  |
|-----------------------------|--|---|--|---|--|
| Curriculum Night Attendance | Baseline will be set August/September 2021   | <p>Our Fall Curriculum Nights were during an upswell of COVID cases throughout the county. Therefore our middle school Curriculum Night was through Zoom and our elementary school night was in person.</p> <p>Based on the Spring JES Open House we had 57% of families attend the event. We will use this number as our starting off point.</p> | Our Fall Curriculum Nights returned to pre-pandemic numbers at both school sites. They were well attended with 55% attending at the middle school and 65% attending at the elementary school.          | Fall Curriculum Nights were well attended and continue to be at pre-pandemic levels.  | 100% of families will attend Curriculum Night whether in person or on line   |
| MRA                         | <p>Spring 2021 Parent Survey</p> <p>Barriers to Engagement</p> <p>School Staff seem too busy</p> <p>JES - 83% agree</p> <p>OGMS - 81% agree</p> <p>The school is not welcoming to parents/guardians</p> <p>JES - 88%</p> <p>OGMS - 90% agree</p> | <p>Spring 2022 Parent Survey</p> <p>The survey has changed their questions in this area. Comparing from 2021 to 2022 both school sites have improved in this area.</p> <p>2021 finding - "Families feel that the school environment is unwelcoming and believe that the staff</p>   | <p>Spring 2023 Parent Survey</p> <p>JES Family Engagement remained the same at 76 while Community Engagement increased from 57 to 71.</p> <p>OGMS Family Engagement increase to 82 while Community</p> | <p>Spring 2024 Parent Survey</p> <p>JES Family Engagement dropped 4 points to 75% while Community Engagement decreased from 71 to 66</p> <p>OGMS data is not available at this time</p> | <p>Original Desired Outcome - Schools that are welcoming and where the staff do not seem too busy. Bring all scores down to under 50% in these areas.</p> <p>New Wording - Students' caregivers feel included in their child's learning through inclusive opportunities,</p> |

| Metric                     | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Year 3 Outcome  | Desired Outcome for 2023–24  |
|----------------------------|--|---|---|---|--|
|                            |  | <p>are too busy, resulting in poor communication and an overall insufficient sense of community"</p> <p>2022 finding - "Students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home."<br/>JES scored a 76 in this area while OGMS scored a 64</p> | Engagement dropped from 65 to 59  |   | communication, and support for learning at home. The school engages the community through collaborative partnerships providing students and their families with sources of support and learning. Bring all scores to 75. |
| LCFF #3 Parent Involvement | We will promote parental participation in programs for unduplicated pupil and exceptional pupils. The Baseline will be set August/September 2021 as we return to onsite teaching and learning post pandemic. | Based on the Spring JES Open House we had 57% of families attend the event. 49% of the attendees were white compared to 27.6% of the student population, while 51% were Hispanic compared to 64.8% of the student population.   | Based on the Spring JES Open House we had 47% of families attend the event. 45% of the attendees were white compared to 24% of the student population, while 55% were Hispanic compared to 60% of the student population. | Based on the JES Spring Leadership Day/Open House event we had 75% or more families attend the event based parking lots and classroom observations. We did not have a moment to collect official name data as it was all hands on deck in | Parents attending Strategic Planning, Curriculum Night, etc will represent student percentages for unduplicated pupils and pupils with exceptional needs   |

| Metric | Baseline | Year 1 Outcome  | Year 2 Outcome   | Year 3 Outcome   | Desired Outcome for 2023–24 |
|--------|----------|---|--|--|-----------------------------|
|        |          | The data for the 2022/23 school year will be broken down to include parents of all unduplicated groups of students. | 2022/23 Strategic Planning Parent Representation 30% white, 10% students with disabilities, 70% Hispanic, 40% socioeconomically disadvantaged, 50% English Learner, 0 Foster Youth | order to ensure everyone got to where they were going. Anecdotal data states that everyone who attended had a wonderful time and that the event should continue.<br><br>2023 Strategic Planning Parent Representation continued with the same parent representation that were invited to attend. |                             |

## Goal Analysis

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

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

Action 3.1 Adult ESL Classes - did not occur this year at all. Grossmont High School District, who supplies the teacher, was under staffed and therefore did not have someone to send out to our district. We did provide the information so that our parents and community could attend virtually OR at another location.

Action 3.6 Parent Workshops - we did not get these off the ground this year. We tried to fold them into our Parent University for the 2023/2024 school year. We had people sign up for the first 3 Parent Universities BUT after all the work, no one attended. In gathering feedback from PAGE it was discussed that parents are trying to make ends meet and that once they are off work, they want to focus on their families rather than come out to a meeting or even join a zoom. It was suggested that we record and post the training to see if anyone views it that way AND that they are short.

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.

- 3.3 ELAC/DELAC - We had fewer ELAC/DELAC meetings this year and they were in conjunction with the timing of the ESL classes which lead to a cost savings
- 3.7 Public Meeting Promotion - We changed website companies over the summer of 2022 which made meeting promotion more cost effective
- 3.8 Multiple Dates/Times - We found that many of the multiple meetings fell during the school day and therefore there was a cost savings

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

For Goal 3 we consider the action effective if it is completed or if the parent/family involvement has increased exponentially. In the case of 3.2 having representation of our student groups is how we looked at it being effective.

Action 3.1 Adult ESL Classes - incomplete as stated above

Action 3.2 Strategic Planning - We have been able to accomplish changing the demographic of our Strategic Planning Team to better represent our community. Our Hispanic, EL, white, SED, SWD populations are all represented. We are trying to ensure our foster youth (we only had 1 student this year) and homeless youth are represented too. Our parent attendance has increased at the meetings.

Action 3.3 ELAC/DELAC Meetings - ELAC/DELAC decreased during the 2023/2024 school year

Action 3.4 Parent Curriculum Night - completed and ongoing

Action 3.5 Family Activity Events - Not as many as we had hoped but we were able to offer additional events this year.

Action 3.6 Parent Workshops - We held our annual Family Financial Fun Night. We tried holding monthly Parent Universities but as discussed above we had zero attendance.

Action 3.7 Public Meeting Notification - completed and ongoing

Action 3.8 Multiple dates/times for Input and Learning - completed and ongoing

While we saw growth in improving family and school partnerships as evidenced by the MRA data, we also saw that in our data analysis of our action items that there is still room for growth as we moved towards our desired outcomes for 2023-24.

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

Action 3.9 Parent University will be changed to be recorded and posted on the website/social media so that parents can watch it at any time rather than a scheduled time.

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

# Instructions

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

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

## Goals and Actions

### Goal(s)

#### Description:

Copy and paste verbatim from the 2023–24 LCAP.

#### Measuring and Reporting Results

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

#### Metric:

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

#### Baseline:

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

#### Year 1 Outcome:

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

#### Year 2 Outcome:

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

#### Year 3 Outcome:

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

#### Desired Outcome for 2023–24:

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

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

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

### Goal Analysis

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

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

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

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
  - 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, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

California Department of Education  
November 2023



# Jamul-Dulzura

## UNION SCHOOL DISTRICT

*District of Civic Excellence*

### 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                      |
|-------------------------------------|-------------------------------------|--------------------------------------|
| Jamul--Dulzura Union Elementary     | Elizabeth Bystedt<br>Superintendent | lbystedt@jdusd.org<br>(619) 669-7702 |

### Plan Summary [2024-25]

#### General Information

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

The Jamul-Dulzura Union School District serves the communities of Jamul, Dulzura, and Barrett Lake in a rural area of east San Diego County. We are nestled in the foothills south of El Cajon in the unincorporated part of East County approximately 20 miles east of downtown San Diego. JDUSD shares our southern border with the international border with Mexico. The district encompasses 160 square miles of mountainous terrain and ranch land. It is entirely comprised of winding tow lane roads and open ranch land.

For the 2023/2024 school year, approximately 620 TK-8th grade students were served across two small schools. Jamul Elementary served 395 students in TK-5th grade, while Oak Grove Middle School served 225 students in grades 6 through 8. The demographics of the Jamul-Dulzura School District reflect the diversity in the state of California with our students being 67% Hispanic, 24% white, and 5% two or more races. There are also small percentages of American Indian/Alaskan Native, Asian, and Black/ African American students. Our unduplicated pupil count is 60.2%. The District is 57.5% socioeconomically disadvantaged, 21.7% English Learner, 15% Students with disabilities, 0.2%

foster youth, and 5% homeless. The district is very aware and focused on the diverse needs of its students and provides additional services and support to help all students to reach their highest academic potential.

The District's mission statement and core beliefs below are evidence of the commitment to all students.

JDUSD Mission Statement: As a school centered community in a diverse and changing world, we are committed to educating, enriching, and challenging every child by providing to all, excellence in leadership, instruction, opportunities and resources that develop creative, cooperative, and caring lifelong learners, independent decision makers, and contributing citizens.

We Believe In: Respect, honesty, and integrity  
Developing nurturing relationships  
Taking personal responsibility for one's own actions

We Believe: Learning is a lifelong process  
Everyone should have the opportunity to reach their full potential  
People need to know they are valued  
Diversity enriches society  
It is the responsibility of the family and society to provide a safe and supportive environment for individual growth  
Each of us has the responsibility to further the good of our community and society

## Reflections: Annual Performance

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

JDUSD has a lot to celebrate as we focus on our new "normal" and at the same time we have room to improve. Our English Learners are green on the Dashboard this year with 54.7% of them making progress which is an increase of 3.1%. This is due to the good work of our teachers and the focus across the district to ensure that all students are receiving grade level instruction. At the same time, our ELA and math results are yellow on the Dashboard with each showing an increase. ELA increased by 5.1 points and mathematics increase by 7.2 points. That being said, JDUSD needs to continue to focus on catching our students up because even with the increases we are below standard. Our English learners and Students with Disabilities both scored in the red in both subject areas. We continue to focus on chronic absenteeism. JDUSD in working with families brought out chronic absenteeism rate down by 11% to 33.1% chronically absent. We scored in the yellow on this indicator with no student groups in the red. Chronic Absenteeism will continue to be a focus since the best way to increase academic scores is through first, best teaching, and the only way to accomplish that is to have students present for the teaching. Our suspension rate increased this year by 1.7% to 2.6% of students being suspended at least one day.

Groups in the red on the 2023 CA Dashboard: District level: English Learners and Students with Disabilities in both ELA and Math, 2 or more races for suspension rate  
Site level: OGMS English Learners for chronic absenteeism

# Reflections: Technical Assistance

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

JDUSD is not currently a part of technical assistance

# 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.

NA

## ***Support for Identified Schools***

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

NA

## ***Monitoring and Evaluating Effectiveness***

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

NA

# 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   |
|--|--|
| Students - Action Items that directly relate to information gathered from students are Action 1.1 Professional Development, 1.5 Enhanced Tutoring and After School Offerings, 1.6 Increased Arts Offerings at JES, 1.7 Increased Arts Offerings at OGMS, 1.8 Enhanced Facilities at JES, and 1.9 Enhanced Facilities at OGMS                         | Student Focus Groups were conducted at both school sites<br>Kelvin Student Engagement Survey was conducted at both school sites<br>One on one student conversations were had |
| Teachers -1.1 Professional Development, 1.2 English Language Development, 1.3 Reduced Class Sizes, 1.4 Curriculum Adoptions, 2.2 Increased Transportation  | Staff Survey<br>During our regular meetings with the Bargaining Unit<br>Strategic Planning<br>One on one conversations were had  |
| Classified Staff - 1.1 Professional development, 1.2 English Language Development, 1.8 Enhanced JES Facilities, 2.1 Increase Social Work Support   | Staff Survey<br>During our regular meetings with the Bargaining Unit<br>One on one conversations were had  |
| Parents - Action Items that directly relate to information gathered from parents are Action 1.6 Increased Arts Offerings at JES, 1.7 Increase Arts Offerings at OGMS, 1.8 Enhanced Facilities at JES, 1.9 Enhanced Facilities at OGMS, 3.1 Social Worker, 3.2 Increased Opportunities to be on Campus, 3.3 Streamlined Communication, 3.7 CareSolace | Strategic Planning<br>Parent Advisory Group<br>ELAC/DELAC<br>School Site Councils<br>Superintendent's Book Club<br>One on One conversations were had                         |
| Principals/ Administrators - All of the above  | Principals Meetings<br>Cabinet Meetings<br>Strategic Planning  |

| Educational Partner(s) | Process for Engagement                                    |
|------------------------|---|
|                        | School Site Councils<br>One on one conversations were had |
| East County SELPA      | Consultation  |

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

Students: Action Items that directly relate to information gathered from students are Action 1.1 Professional Development, 1.5 Enhanced Tutoring and After School Offerings, 1.6 Increased Arts Offerings at JES, 1.7 Increased Arts Offerings at OGMS, 1.8 Enhanced Facilities at JES, and 1.9 Enhanced Facilities at OGMS

Teachers: Action Items that directly relate to information gathered from teachers are 1.1 Professional Development, 1.2 English Language Development, 1.3 Reduced Class Sizes

Classified Staff: Action Items that directly relate to information gathered from classified staff are 1.1 Professional development, 1.2 English Language Development, 1.8 Enhanced JES Facilities, 2.1 Increase Social Work Support

Parents: Action Items that directly relate to information gathered from parents are Action 1.6 Increased Arts Offerings at JES, 1.7 Increase Arts Offerings at OGMS, 1.8 Enhanced Facilities at JES, 1.9 Enhanced Facilities at OGMS, 3.1 Social Worker, 3.2 Increased Opportunities to be on Campus, 3.3 Streamlined Communication, 3.7 CareSolace

Principals/Administrators: All of the above

# Goals and Actions

## Goal

| Goal # | Description  | Type of Goal |
|--------|--|--------------|
| 1      | To improve student academic growth and achievement by providing high-quality instruction, targeted interventions, and access to rigorous curriculum, ensuring that all students reach their full academic potential. | Broad Goal   |

State Priorities addressed by this goal.

|  |
|--|
| <p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> |
|--|

An explanation of why the LEA has developed this goal.

|   |
|---|
| Academic growth and achievement are fundamental to student success and future opportunities. By focusing on high-quality instruction, personalized support, and a rigorous curriculum, we aim to equip all students with the knowledge and skills |
|---|

## Measuring and Reporting Results

| Metric # | Metric                 | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|------------------------|--|----------------|----------------|---|----------------------------------|
| 1.1      | LCFF #1 Basic Services | Teachers are appropriately assigned and fully credentialed - According to the 2020-21 SARC we had 1 teacher out of the 25 employed that was not fully credentialed - there were NO misassignments or vacancies |                |                | <p>ALL teachers will be appropriately assigned and fully credentialed</p> <p>ALL students will continue to have access to standards aligned instructional materials</p> |                                  |

| Metric # | Metric                                    | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | Every student has access to standards aligned instructional materials - 100%  |                |                |  |                                  |
| 1.2      | LCFF #2 Implementation of State Standards | <p>The JDUSD school board has adopted the academic and performance standards adopted by the state board of education. All curriculum for all students reflects the state standards.</p> <p>In addition, all adopted curriculum has supplemental materials that have been purchased in order to enable English Learners to access Common Core State Standards.</p> |                |                | <p>Continue to adopt current state standards adopted materials as they are available and continue to adopt the supplemental materials to ensure EL students can access the curriculum.</p> <p>Math 2025/2026 and ELA as soon as available for adoption</p> |                                  |
| 1.3      | LCFF #4 Pupil Achievement                 | <p>2023 Dashboard ELPAC and CAASPP</p> <p>ELPAC Data 54.7% of our English Learners are making progress towards English language proficiency which is an increase of 3.1% (green)</p>  |                |                | <p>English Learners will increase to 75% making progress towards English language proficiency</p> <p>R-FEP - 30% of EL students will be redesignated as</p>  |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
|          |        | <p>In the 2023/24 school year 5 students (5% of our ELs) were redesignated as English proficient</p> <p>CAASPP ELA Data 48.7 points below standard which is an increase of 5.1 points (yellow)</p> <p>Red - English Learners (80.8 points below, maintained 0.2) &amp; Students with Disabilities (107.6 points below, maintained -2.1)</p> <p>Yellow - Hispanic (57.3 points below, increased 7.3), Socioeconomically Disadvantaged (61.3 points below, increased 11.1) &amp; White 26.7 points below, increased 11.5)</p> <p>CAASPP Mathematics Data 81.1 points below standard which is an increase of 7.2 points (yellow)</p> <p>Red - English Learners (113.3 points below, maintained 1.5) &amp; Students with Disabilities (127.5</p> |                |                | <p>English proficient each year</p> <p>CAASPP ELA will increase to all student groups being in the green bands and being at standard</p> <p>CAASPP Mathematics will increase to all student groups being in the green bands and being at standard</p> <p>CAASPP Science will be in the green band for all student groups and all student groups will be at standard</p> |                                  |

| Metric # | Metric                        | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|-------------------------------|--|----------------|----------------|--|----------------------------------|
|          |                               | <p>points below, maintained 0.3)<br/>           Orange - Hispanic (97.3 points below, increased 7.5) &amp;<br/>           Socioeconomically Disadvantaged (96.2 points below, increased 8)<br/>           Yellow - White (42.1 points below, increased 11.1)</p> <p>Science will be added with the 2024 Dashboard</p>  |                |                |  |                                  |
| 1.4      | LCFF #7 Broad Course of Study | <p>All students including all unduplicated pupils and students with exceptional needs are taught the same course of study/standards as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and supports are provided as needed in order to insure student success.</p> |                |                | <p>All students including all unduplicated pupils and students with exceptional needs will continue to be taught the same course of study/standards as our other children at each grade level including but not limited to math, ELA, science, social studies/civics, physical education, and art/music. Modifications and</p> |                                  |

| Metric # | Metric                       | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|------------------------------|--|----------------|----------------|--|----------------------------------|
|          |                              |  |                |                | supports are provided as needed in order to insure student success.  |                                  |
| 1.5      | LCFF #8 Other Pupil Outcomes | <p>Arts<br/>Oak Grove Middle School has a fulltime visual arts teacher and all students have the opportunity to take at least one year of visual art during their middle school career.</p> <p>Foreign Language<br/>Oak Grove Middle School has a fulltime Spanish teacher and all student have the opportunity to take at least one year of Spanish during their middle school career</p> |                |                | <p>All students TK-8th grade have access during the school day to a visual arts and music teacher/curriculum</p> <p>Foreign Language offerings will be made at the elementary school</p> |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                        | Description  | Total Funds  | Contributing |
|----------|------------------------------|--|--------------|--------------|
| 1.1      | Professional Development     | Provide professional development opportunities to elementary teachers in the areas of classroom management, PBIS, integrated ELD, UDL, physical education, writing, reading, and math. Middle school opportunities will include classroom management, PBIS, subject specific, UDL, and integrated ELD strategies. All teachers will receive professional development in the area of working with Long Term English Learners in order to help those students become English proficient/fluent. This action supports the 2023 Dashboard low performing requirements. | \$55,000.00  | No           |
| 1.2      | English Language Development | English Learner students will have enhanced opportunities for Designated ELD by a specified teacher or coach as a part of their core academics while having Integrated ELD in their regular classroom. In addition, the Literacy Coach will provide coaching for teachers specifically in the area of ELD and working with Long Term English Learners. This action supports the 2023 Dashboard low performing requirements.  | \$21,000.00  | Yes          |
| 1.3      | Reduced Class Sizes          | The district will work to ensure class sizes are at or below state/contract sizes in order to facilitate teacher differentiation for all students with a focus on unduplicated pupils  | \$750,000.00 | Yes          |
| 1.4      | Curriculum Adoptions         | All students will have up to date curriculum. Math is our next adoption and will be piloted and adopted as soon as there is a textbook list from the   | \$75,000.00  | No           |

| Action #   | Title  | Description   | Total Funds  | Contributing |
|------------|--|---|--------------|--------------|
|            |  | State. We will continue to follow the adoption cycles as materials are available from the State.  |              |              |
| <b>1.5</b> | Enhanced Tutoring and After School Offerings | Offer FREE strategic tutoring and enhance the other free (low cost) afterschool offerings to include garden club, dance, music, theater, and languages including american sign language with focus recruitment and priority for our low income students | \$21,000.00  | Yes          |
| <b>1.6</b> | Increased Arts Offerings - Jamul Elementary  | Enhance the Prop 28 monies to ensure that all TK-5th grade students have high quality instruction in the arts including visual art, music, dance and theater during the school day  | \$60,000.00  | No           |
| <b>1.7</b> | Enhanced Arts Offerings - Oak Grove Middle   | Enhance the Prop 28 monies to ensure that all 6th-8th grade students have the opportunity for high quality instruction in the arts including visual art, music, dance and theater during the school day   | \$28,000.00  | No           |
| <b>1.8</b> | Enhanced Facilities - Jamul Elementary       | Update Kindergarten Playground blacktop, add shade to parent pick up and drop off areas, add play structures for upper grade students, add a gaga ball court  | \$550,000.00 | No           |
| <b>1.9</b> | Enhanced Facilities - Oak Grove Middle       | Redo blacktop/basketball courts, add Fitness Lab, add shade at the front of the school and on the fields next to new fitness lab, replace baseball/softball back stop   | \$550,000.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal |
|--------|---|--------------|
| 2      | To improve student engagement and mental health by implementing comprehensive support systems, fostering a positive school climate, and ensuring all students have access to mental health resources and engaging extracurricular activities. | Focus Goal   |

State Priorities addressed by this goal.

|  |
|--|
| Priority 5: Pupil Engagement (Engagement)<br>Priority 6: School Climate (Engagement) |
|--|

An explanation of why the LEA has developed this goal.

Student engagement and mental health are critical components of academic success and overall well-being. By addressing these areas, we aim to create a supportive learning environment that promotes the physical, emotional, and academic growth of every student.

## Measuring and Reporting Results

| Metric # | Metric                   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|--------------------------|--|----------------|----------------|---|----------------------------------|
| 2.1      | Chronic Absenteeism      | 33.1% Chronic Absenteeism according to the 2023 Dashboard (yellow) this is a decline in chronic absenteeism of 11% over 2022<br><br>Average Daily Attendance rate for the same time period -<br><br>0% Middle School Drop Outs |                |                | Decrease Chronic Absenteeism to under 5%<br><br>Increase ADA to 98% |                                  |
| 2.2      | LCFF #5 Pupil Engagement | Using Kelvin Pulses to gather data - February 2024 51% of students   |                |                | 95% of students answering favorably to the                          |                                  |

| Metric # | Metric   | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--|--|----------------|----------------|--|----------------------------------|
|          |  | answered favorably to questions around being engaged in their classes  |                |                | same questions regarding engagement in their classes.  |                                  |
| 2.3      | LCFF #6 School Climate                           | <p>According to the 2023 Dashboard the Pupil Suspension Rate was 2.6% (orange) which was an increase of 1.7% over the year before and there were 0 expulsions.</p> <p>According to 2024 MRA (Leader in Me Measurable results Assessment) data JES scored 79 for student supportive environment. OGMS data is not available at this time.</p> |                |                | <p>Pupil Suspension rate will be green according to the 2026 Dashboard and we will continue with 0 expulsions.</p> <p>Both schools 2027 MRA will will a score of 85 or above for student supportive environment.</p> |                                  |
| 2.4      | CalHope Survey Results                           | This baseline will be set in the Fall of 2024  |                |                | Target will be set from baseline data  |                                  |
| 2.5      | MRA - Leader In Me Measurable Results Assessment | <p>Spring 2024</p> <p>JES School Belonging - 76% of students believe that they are cared about and understood by the people in their school. This is a decrease of 9% from 2023.</p>   |                |                | 95% of students believe that they are cared for and empowered to help make decisions at their school.  |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
|          |        | <p>School Climate -82% of staff see the worth and potential in every student and provide the support each student needs to see their unique strengths for themselves as well as to develop the skills necessary to pursue their potential. This is an increase of 10% over the 2023 results.</p> <p>Student Empowerment - 83% of students believe they are provided with schoolwide and classroom opportunities that include them in decision-making and grow their leadership competence. This is an increase of 2% over the 2023 results.</p> <p>OGMS<br/>As of this time OGMS has not completed the MRA for 2023-2024</p> <p>Spring 2023 Data<br/>School Belonging - 68%<br/>School Climate - 77%</p> |                |                |                           |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---------------------------|----------------------------------|
|          |        | <p>Student Empowerment - 76%</p> <p>In addition to the annual MRA, JDUSD will begin using the California Healthy Kids Survey in the 2024/2025 school year. Baselines will be set using this data</p> |                |                |                           |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title   | Description  | Total Funds | Contributing |
|----------|---|--|-------------|--------------|
| 2.1      | Increased Social Work support                                 | Our Community Engagement Initiative grant monies are focused on having a full-time bilingual social worker at Oak Grove Middle School in order to help our students with academic, social emotional, counseling, etc. This in turn allows us to place the social work intern at Jamul Elementary School. While we appreciate the grant and are looking forward to the work it requires, the grant does not completely cover the costs of a social worker. Having a bilingual social worker ensures that we can also serve the needs of our English Learners along with their families. | \$91,000.00 | Yes          |
| 2.2      | Increased Transportation                                      | Transportation is one of the most important pieces of the puzzle for student engagement. Due to our large size, we have many families who cannot drive their students to school on a regular basis. Over the years we have added a stop at the location that the bulk of our McKinney Vento students live. In addition, we plan to change stops around so that both busses will now drive to the location where the highest concentration of EL and SocioEconomically Disadvantaged families live.   | \$47,000.00 | Yes          |
| 2.3      | Ongoing regular student input & feedback                      | We will use Kelvin for monthly "pulses" or check ins with our students, families, and staff to receive real time actionable data. In addition starting in the 2024-2025 school year we will use Kelvin to complete the CalHope Survey of mental health in order to better support the needs of our students.   | \$6,000.00  | No           |
| 2.4      | Decrease Chronic Absenteeism                                  | We will reduce chronic absenteeism by focusing ongoing open communication with families with a focus on our English Learners and Low Income students. For the 2024/25 school year we are piloting School Status. This action supports the 2023 Dashboard low performing requirements.  | \$30,500.00 | Yes          |
| 2.5      | Increase access to school psychologist for counseling support | In order to meet the needs of our students' mental health and to help decrease anxiety and chronic absenteeism, we will increase our school psychologist support by 60%. This person will be housed at Oak Grove Middle School.  | \$84,000.00 | No           |

| Action #    | Title  | Description   | Total Funds | Contributing |
|-------------|--|---|-------------|--------------|
|             |  |   |             |              |
| <b>2.6</b>  | Increase Extracurricular Activities, Clubs, Sports, and Electives Offered                  | Students have requested that we offer more extracurricular activity options, clubs and sports across the schools. In addition those same students asked for an increase in electives being offered during the school day. While those electives and extracurricular activities will be offered to all students, we will continue to recruit our English Learners and Low Income students. Examples of planned extracurriculars are stickball, soccer, cross country, girls on the run, art, musical theater, music, and robotics. | \$8,000.00  | No           |
| <b>2.7</b>  | Focus on PBIS Supports   | Provide ongoing professional development for teachers and staff on PBIS best practices. Integrate PBIS curriculum into daily classroom activities across all grade levels.  | \$15,000.00 | No           |
| <b>2.8</b>  | Increase Access to Care Solace for student mental health support outside of school support | Care Solace is a program that can be accessed 24/7 by the community of Jamul and Dulzura to access outside providers in the areas of mental health, addiction, and social services. School personnel can also make "warm handoffs" in order to help facilitate the communication. Care Solace takes the burden of finding the right "match" and navigating the system off of the families and staff in order to provide a better more thoughtful system.  | \$10,000.00 | No           |
| <b>2.9</b>  | Project Based Learning   | Increase opportunities for project based learning such as science fairs, We the People, National History Day, GATE, Leadership Day, etc   | \$5,000.00  | No           |
| <b>2.10</b> | Maintain Leader In Me  | JDUSD has just completed year 3 of Leader In Me - in the staff survey completed in May of 2024, the majority of the staff said they could see gains in student leadership and want to continue with this program.   | \$65,000.00 | No           |
| <b>2.11</b> | Fully Participating in our Community Engagement Initiative Grant Work                      | As part of our Community Engagement Grant work, we must involve a student as a part of the team.  | \$7,500.00  | No           |

| Action #    | Title                             | Description   | Total Funds | Contributing |
|-------------|-----------------------------------|---|-------------|--------------|
| <b>2.12</b> | Fieldtrips                        | JDUSD will provide each grade level free transportation to one fieldtrip each year.   | \$5,000.00  | No           |
| <b>2.13</b> | Behavior Support Specialist/ BCBA | A Behavior Support Specialist or a Board Certified Behavior Analyst will be available for consultation and support throughout the district. This person will also provide professional development opportunities for staff. | \$91,000.00 | No           |

# Goals and Actions

## Goal

| Goal # | Description   | Type of Goal                 |
|--------|---|------------------------------|
| 3      | To enhance parental involvement and engagement in school activities, decision-making processes, and student learning through comprehensive outreach programs, effective communication strategies, and supportive resources, JDUSD will improve family and school partnerships by increasing parent/family involvement in District and School organized activities | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Parental involvement is a key factor in student success and academic achievement. By actively engaging parents and guardians in the educational process, we can create a collaborative environment that supports student growth and development.

## Measuring and Reporting Results

| Metric # | Metric                    | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome   | Current Difference from Baseline |
|----------|---------------------------|--|----------------|----------------|---|----------------------------------|
| 3.1      | LCFF#3 Parent Involvement | We will promote parental participation in programs across the district but especially for unduplicated pupils and exceptional pupils. We are finding that parents/guardians come to events that their child is participating in (especially at the elementary school) but at the same time parents/guardians are not participating in events specific to them such as Parent |                |                | Strategic Planning representatives from ALL unduplicated pupil groups including special education attending ALL Strategic Planning meetings<br><br>ELAC/DELAC representative from both school sites with a goal of 10 parents attending 4 out of 7 meetings |                                  |

| Metric # | Metric | Baseline   | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome  | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|--|----------------------------------|
|          |        | <p>University even with child care and translation services available.</p> <p>Strategic Planning Attendance and Input - 2023/2024 parent representation grew to include parents representing students in all unduplicated pupil groups and attendance increased to 90% attending all meetings</p> <p>ELAC/DELAC Attendance and Input - 2023/2024 held one formal meeting attended by 3 middle school parents</p> <p>Curriculum Related Events - Elementary school attendance at Back to School Night, Musical Theater Performances, Science Fair and Leadership Day were very well attended with all overflow parking full. SDCEE Financial Fun Night had 20 families present.</p> |                |                | <p>Curriculum Related Events - increase opportunities for families to be on both campuses for curriculum related events to a minimum of 3 per year</p> |                                  |

| Metric # | Metric  | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome                                    | Current Difference from Baseline |
|----------|---|---|----------------|----------------|--|----------------------------------|
|          |   | Middle School attendance at Back to School Night was well attended by 6th grade families.   |                |                |  |                                  |
| 3.2      | MRA (Leader in Me Measurable Results Assessment) Feedback | <p>2024 Spring MRA</p> <p>JES - Family Engagement 75% of students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. This is a decline of 4% from 2023.</p> <p>OGMS 2024 data is not available at this time 2023 82% of students' caregivers are satisfied with the way the school includes them in their child's learning through inclusive opportunities, communication, and support for learning at home. This is an increase of 16% from 2022.</p> <p>In addition to the annual MRA, JDUSD will be</p> |                |                | 95% of student caregivers are satisfied at both school sites |                                  |

| Metric # | Metric                         | Baseline  | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome            | Current Difference from Baseline |
|----------|--------------------------------|---|----------------|----------------|--------------------------------------|----------------------------------|
|          |                                | reporting results from the California Healthy Kids Survey beginning in 2024/2025 - baselines will be set at that time |                |                |                                      |                                  |
| 3.3      | Kelvin Pulses/ CalHope Surveys | The baseline for this will be set in Fall 2024  |                |                | Target will be set from the baseline |                                  |

## Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

## Actions

| Action # | Title                          | Description   | Total Funds | Contributing |
|----------|--------------------------------|---|-------------|--------------|
| 3.1      | Increase Social Worker Support | Our Community Engagement Initiative grant monies are focused on having a full-time bilingual social worker at Oak Grove Middle School in order to | \$91,000.00 | Yes          |

| Action #   | Title  | Description  | Total Funds | Contributing |
|------------|--|--|-------------|--------------|
|            |  | help our students and their families with academic, social emotional, counseling, attendance, etc. This in turn allows us to place the social work intern at Jamul Elementary School. While we appreciate the grant and are looking forward to the work it requires, the grant does not completely cover the costs of a social worker. Having a bilingual social worker ensure that we can also serve the needs of our English Learners along with their families. |             |              |
| <b>3.2</b> | Increase Parent Opportunities to be on campus            | Foster a welcoming and inclusive school environment that encourages parents to participate in school activities, thereby strengthening the school community and supporting student success.  | \$3,600.00  | No           |
| <b>3.3</b> | Streamline Communication                                 | Communication is key to the success of schools and the district. In order to facilitate communication across the school community as a district, we will find a consistent way to communicate using the new website tools, class dojo, etc.  | \$15,000.00 | No           |
| <b>3.4</b> | Increase Parent/Guardian Specific Events & Opportunities | Currently families are invited to award ceremonies and Back to School Night across the District. In addition, the elementary school has increased the number of on site events with musical theater, science fair, We the people, and a Leadership Day. We need to ensure that we continue with these events and the middle school needs to add events (1 per quarter).  | \$3,900.00  | No           |
| <b>3.5</b> | Family Leadership Training                               | Family Leadership Training will allow parents and staff to come together to improve academic outcomes such as increased reading levels, college/career readiness, amd grades while building the capacity of parents for positive school engagement and thriving home environments. While it will be open to all families, we will focus the recruitment on on the parents/guardians of our English Learners and Low Income families.                               | \$4,600.00  | Yes          |
| <b>3.6</b> | Fully Participating in our Community                     | As part of our Community Engagement Grant work, we must involve a parent as a part of the team.  | \$1,350.00  | No           |

| Action #   | Title   | Description  | Total Funds | Contributing |
|------------|---|--|-------------|--------------|
|            | Engagement Initiative Grant Work  |  |             |              |
| <b>3.7</b> | Increase Access to Care Solace for student & family mental health support, addiction support, and social services support outside of school support | Care Solace is a program that can be accessed 24/7 by the community of Jamul and Dulzura to access outside providers in the areas of mental health, addiction, and social services. School personnel can also make "warm handoffs" in order to help facilitate the communication. Care Solace takes the burden of finding the right "match" and navigating the system off of the families and staff in order to provide a better more thoughtful system. | \$4,500.00  | No           |
| <b>3.8</b> | Kelvin Pulses / CalHope Surveys   | We will use Kelvin for monthly "pulses" or check ins with our students, families, and staff to receive real time actionable data. In addition starting in the 2024-2025 school year we will use Kelvin to complete the CalHope Survey of mental health in order to better support the needs of our students.   | \$2,000.00  | No           |

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

|   |  |
|---|--|
| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
| \$932561  | \$47173  |

## 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 |
|---|-----------------------------|-------------------------|---|
| 15.304%   | 0.177%                      | \$10,547.00             | 15.481%   |

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                |
|-------------------|--|---|---|
| 1.3               | <p><b>Action:</b><br/>Reduced Class Sizes</p> <p><b>Need:</b><br/>Students will be in smaller class sizes.</p> <p><b>Scope:</b><br/>LEA-wide</p> | Each school will have small class size to focus on acceleration of learning especially for our unduplicated pupils. In order to improve the outcomes for our unduplicated pupils. All students will benefit from having smaller classes and therefore we will be providing this on an LEA wide basis. | School schedule, attendance rosters, I-Ready Data |

| Goal and Action # | Identified Need(s)   | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis  | Metric(s) to Monitor Effectiveness  |
|-------------------|--|--|---|
| 2.1               | <p><b>Action:</b><br/>Increased Social Work support</p> <p><b>Need:</b><br/>Our students and families have an increased need for the support of a social worker in the areas of mental health, academic counseling, crisis prevention and intervention, PBIS, attendance, and school climate. Due to our high number of parents and students who are Spanish speakers, having the social worker be bilingual will be a plus in school to home communication and support.</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>The social worker will be housed at Oak Grove Middle School and will be able to service the 6th, 7th, and 8th grade students there, as the need has been the highest at these grade levels. The social worker will also help with the 2023 dashboard indicator regarding chronic absenteeism.</p>           | <p>Social Worker Case Management Notes, attendance records, attendance letters,</p>             |
| 2.4               | <p><b>Action:</b><br/>Decrease Chronic Absenteeism</p> <p><b>Need:</b><br/>Homeless students (41%) and students with disabilities (45.6%) are our two biggest student groups for chronic absenteeism, both landing in orange on the 2023 Dashboard. At the middle school chronic absenteeism was red for our English Learners.</p> <p><b>Scope:</b><br/>LEA-wide</p>   | <p>Due to our size we can concentrate on individual students and families in order to provide support and ensure that they are coming to school. We are piloting the usage of School Status in order to communicate with families in a more timely fashion and to maintain ongoing positive communication.</p> | <p>Individual student attendance data from our student information system and School Status</p> |
| 3.1               | <p><b>Action:</b><br/>Increase Social Worker Support</p> <p><b>Need:</b></p>   | <p>The social worker will be housed at Oak Grove Middle School and will be able to service the 6th, 7th, and 8th grade students and their families, as the need has been the highest at these grade</p>  | <p>Social Worker Case Management Notes</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>Our students and families have an increased need for the support of a social worker in the areas of mental health, academic counseling, crisis prevention and intervention, PBIS, attendance, and school climate. Due to our high number of parents and students who are Spanish speakers, having the social worker be bilingual will be a plus in school to home communication and support.</p> <p><b>Scope:</b><br/>Schoolwide</p> | <p>levels. The social worker will also help with the 2023 dashboard indicator regarding chronic absenteeism.</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                        |
|-------------------|--|---|---|
| <p><b>1.2</b></p> | <p><b>Action:</b><br/>English Language Development</p> <p><b>Need:</b><br/>EL students need the opportunity to practice learning English in a safe, warm environment with specified curriculum to meet their needs. Designated ELD will be done in a classroom with a specified teacher or the Literacy Coach in order to provide this setting in order to increase English development success</p> <p><b>Scope:</b></p> | <p>Each school will designate and schedule a teacher/coach to work with small groups of EL students in order to provide their designated ELD. The Coach will also provide ELD coaching for generalist teachers.</p> | <p>School schedule, attendance rosters, ELPAC results</p> |

| Goal and Action # | Identified Need(s)   | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness  |
|-------------------|--|---|---|
|                   | Limited to Unduplicated Student Group(s)   |   |   |
| 1.5               | <p><b>Action:</b><br/>Enhanced Tutoring and After School Offerings</p> <p><b>Need:</b><br/>LCAP student surveys at both schools had similar requests, Low Income students requested more free or low cost opportunities afterschool without having to be a part of the ELOP program.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p>   | JDUSD will work to ensure there is a wide range of free or low cost afterschool opportunities for students such as garden club, dance, music, theater, and languages including american sign language with focus recruitment and priority for our low income students | attendance rosters, after school schedules, flyers for individual offerings       |
| 2.2               | <p><b>Action:</b><br/>Increased Transportation</p> <p><b>Need:</b><br/>JDUSD only has two bus routes. Our low income and English Learner students tend to live the farthest away from the schools and therefore rely on district transportation in order to get to school and home. For the past 10+ years there has been a waiting list for Route B. We need more seats on the bus i order to transport our students who have the least access to reliable home to school transportation.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | Through creative outside the box thinking, and a shift in bus routes, we will be able to add addition students at our biggest stop for unduplicated pupils therefore eliminating the wait list in order to access transportation.                                     | Chronic absenteeism rates and ADA for specific students who live at this location |
| 3.5               | <p><b>Action:</b><br/>Family Leadership Training</p>   | By training key staff and focused recruited parents, and then implementing those trainings for other  | attendance at Family Leadership Training  |

| Goal and Action # | Identified Need(s)  | How the Action(s) are Designed to Address Need(s)   | Metric(s) to Monitor Effectiveness                                       |
|-------------------|---|---|--|
|                   | <p><b>Need:</b><br/>Children need to see their parents involved in their school. The children need to be represented by the adults on campus. Our unduplicated pupil group families tend to be the ones that are working so hard to stay a float and therefore are not the families that are able to volunteer on a regular basis and therefore be "seen" as leaders on the school sites.</p> <p><b>Scope:</b><br/>Limited to Unduplicated Student Group(s)</p> | <p>parents throughout the year, our recruited parents will have the opportunity to shine as leaders on campus for all our unduplicated students and families.</p> | <p>events, increased unduplicated parent attendance at school events</p> |

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.

NA

### ***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.

Both Oak Grove Middle School and Jamul Elementary School have high concentrations of unduplicated pupils. The additional \$47,173 will be used to continue to employ 6 of our Instructional Assistants as fulltime employees rather than part time employees therefore increasing services for this group of children. (Goal 1)

| <b>Staff-to-student ratios by type of school and concentration of unduplicated students</b> | 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            | NA   | 19:620  |
| Staff-to-student ratio of certificated staff providing direct services to students          | NA   | 30:620  |

# 2024-25 Total Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|-----------|--|--|---|--|---|
| Totals    | 6093701  | 932561   | 15.304%   | 0.177%   | 15.481%   |

| Totals | LCFF Funds     | Other State Funds | Local Funds    | Federal Funds | Total Funds    | Total Personnel | Total Non-personnel |
|--------|----------------|-------------------|----------------|---------------|----------------|-----------------|---------------------|
| Totals | \$1,381,100.00 | \$187,350.00      | \$1,100,000.00 | \$32,500.00   | \$2,700,950.00 | \$1,324,750.00  | \$1,376,200.00      |

| 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                     | All Students with Disabilities                 | No  |  |  | All Schools                               | 2024-2027             | \$5,000.00      | \$50,000.00         | \$55,000.00  |                   |             |               | \$55,000.00  |   |
| 1      | 1.2      | English Language Development                 | English Learners                               | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                               | 2024-2027             | \$20,000.00     | \$1,000.00          | \$21,000.00  |                   |             |               | \$21,000.00  |   |
| 1      | 1.3      | Reduced Class Sizes                          | English Learners<br>Foster Youth<br>Low Income | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                               | 2024-2027             | \$750,000.00    | \$0.00              | \$750,000.00 |                   |             |               | \$750,000.00 |   |
| 1      | 1.4      | Curriculum Adoptions                         | All  | No  |  |  | All Schools                               | 2025/2026 school year | \$0.00          | \$75,000.00         | \$45,000.00  | \$25,000.00       |             | \$5,000.00    | \$75,000.00  |   |
| 1      | 1.5      | Enhanced Tutoring and After School Offerings | Low Income                                     | Yes   | Limited to Unduplicated Student Group(s) | Low Income                                     | All Schools                               | 2024-2027             | \$15,000.00     | \$6,000.00          | \$16,000.00  |                   |             | \$5,000.00    | \$21,000.00  |   |
| 1      | 1.6      | Increased Arts Offerings - Jamul Elementary  | All  | No  |  |  | Specific Schools: Jamul Elementary School | 2024-2027             | \$48,000.00     | \$12,000.00         |              | \$60,000.00       |             |               | \$60,000.00  |   |
| 1      | 1.7      | Enhanced Arts Offerings - Oak Grove Middle   | All  | No  |  |  | Specific Schools: Oak Grove Middle        | 2024-2027             | \$23,000.00     | \$5,000.00          |              | \$28,000.00       |             |               | \$28,000.00  |   |

| 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      | 1.8      | Enhanced Facilities - Jamul Elementary   | All  | No  |  |  | Specific Schools: Jamul Elementary | 2024-2027             | \$0.00          | \$550,000.00        |             |                   | \$550,000.00 |               | \$550,000.00 |   |
| 1      | 1.9      | Enhanced Facilities - Oak Grove Middle   | All  | No  |  |  | Specific Schools: Oak Grove Middle | 2024-2027             | \$0.00          | \$550,000.00        |             |                   | \$550,000.00 |               | \$550,000.00 |   |
| 2      | 2.1      | Increased Social Work support  | English Learners<br>Foster Youth<br>Low Income | Yes   | School wide                              | English Learners<br>Foster Youth<br>Low Income | Specific Schools: Oak Grove Middle | Fall 2024-Spring 2027 | \$91,000.00     | \$0.00              | \$70,000.00 | \$21,000.00       |              |               | \$91,000.00  |   |
| 2      | 2.2      | Increased Transportation   | English Learners<br>Low Income                 | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Low Income                 | All Schools                        | Fall 2024-Spring 2025 | \$47,000.00     | \$0.00              | \$35,000.00 |                   |              | \$12,000.00   | \$47,000.00  |   |
| 2      | 2.3      | Ongoing regular student input & feedback   | All  | No  |  |  | All Schools<br>Grades 2-8          | Fall 2024-Spring 2027 | \$0.00          | \$6,000.00          | \$5,000.00  |                   |              | \$1,000.00    | \$6,000.00   |   |
| 2      | 2.4      | Decrease Chronic Absenteeism   | English Learners<br>Low Income                 | Yes   | LEA-wide                                 | English Learners<br>Low Income                 | All Schools                        | Fall 2024-Spring 2025 | \$0.00          | \$30,500.00         | \$4,500.00  | \$26,000.00       |              |               | \$30,500.00  |   |
| 2      | 2.5      | Increase access to school psychologist for counseling support                              | All  | No  |  |  | Specific Schools: Oak Grove Middle | Fall 2024-Spring 2025 | \$84,000.00     | \$0.00              | \$84,000.00 |                   |              |               | \$84,000.00  |   |
| 2      | 2.6      | Increase Extracurricular Activities, Clubs, Sports, and Electives Offered                  | All  | No  |  |  | All Schools                        | Fall 2024-Spring 2027 | \$5,000.00      | \$3,000.00          | \$8,000.00  |                   |              |               | \$8,000.00   |   |
| 2      | 2.7      | Focus on PBIS Supports   | All  | No  |  |  | All Schools                        | Fall 2024-Spring 2027 | \$15,000.00     | \$0.00              | \$10,000.00 | \$5,000.00        |              |               | \$15,000.00  |   |
| 2      | 2.8      | Increase Access to Care Solace for student mental health support outside of school support | All  | No  |  |  | All Schools                        | Fall 2024-Spring 2027 | \$10,000.00     | \$0.00              | \$10,000.00 |                   |              |               | \$10,000.00  |   |
| 2      | 2.9      | Project Based Learning   | All  | No  |  |  | All Schools                        | fall 2024-Spring 2027 | \$5,000.00      | \$0.00              | \$5,000.00  |                   |              |               | \$5,000.00   |   |

| 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 |
|--------|----------|---|--|---|--|--|------------------------------------|-----------------------------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 2      | 2.10     | Maintain Leader In Me   | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2026       | \$0.00          | \$65,000.00         | \$60,000.00 |                   |             | \$5,000.00    | \$65,000.00 |   |
| 2      | 2.11     | Fully Participating in our Community Engagement Initiative Grant Work   | All                                      | No  |  |  | Specific Schools: Oak Grove Middle | Fall 2024-Spring 2027       | \$7,500.00      | \$0.00              | \$7,500.00  |                   |             |               | \$7,500.00  |   |
| 2      | 2.12     | Fieldtrips  | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2027       | \$5,000.00      | \$0.00              | \$5,000.00  |                   |             |               | \$5,000.00  |   |
| 2      | 2.13     | Behavior Support Specialist/ BCBA   | All Students with Disabilities           | No  |  |  | All Schools                        | 2024-2027                   | \$91,000.00     | \$0.00              | \$91,000.00 |                   |             |               | \$91,000.00 |   |
| 3      | 3.1      | Increase Social Worker Support  | English Learners Foster Youth Low Income | Yes   | School wide                              | English Learners Foster Youth Low Income | Specific Schools: Oak Grove Middle | Fall 2024-Spring 2027       | \$91,000.00     | \$0.00              | \$70,000.00 | \$21,000.00       |             |               | \$91,000.00 |   |
| 3      | 3.2      | Increase Parent Opportunities to be on campus   | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2027       | \$0.00          | \$3,600.00          | \$600.00    |                   |             | \$3,000.00    | \$3,600.00  |   |
| 3      | 3.3      | Streamline Communication  | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2027       | \$0.00          | \$15,000.00         | \$15,000.00 |                   |             |               | \$15,000.00 |   |
| 3      | 3.4      | Increase Parent/Guardian Specific Events & Opportunities  | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2027       | \$3,000.00      | \$900.00            | \$3,000.00  |                   |             | \$900.00      | \$3,900.00  |   |
| 3      | 3.5      | Family Leadership Training  | English Learners Low Income              | Yes   | Limited to Unduplicated Student Group(s) | English Learners Low Income              | All Schools                        | Fall of 2024-Spring of 2027 | \$4,000.00      | \$600.00            | \$4,000.00  |                   |             | \$600.00      | \$4,600.00  |   |
| 3      | 3.6      | Fully Participating in our Community Engagement Initiative Grant Work   | All                                      | No  |  |  | Specific Schools: Oak Grove Middle | Fall 2024-Spring 2027       | \$750.00        | \$600.00            |             | \$1,350.00        |             |               | \$1,350.00  |   |
| 3      | 3.7      | Increase Access to Care Solace for student & family mental health support, addiction support, and social services support outside of school support | All                                      | No  |  |  | All Schools                        | Fall 2024-Spring 2027       | \$4,500.00      | \$0.00              | \$4,500.00  |                   |             |               | \$4,500.00  |   |

| Goal # | Action # | Action Title                    | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location    | Time Span             | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|--------|----------|---------------------------------|------------------|---|-------|-------------------------------|-------------|-----------------------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| 3      | 3.8      | Kelvin Pulses / CalHope Surveys | All              | No  |       |                               | All Schools | Fall 2024-Spring 2027 | \$0.00          | \$2,000.00          | \$2,000.00 |                   |             |               | \$2,000.00  | 0                                       |

# 2024-25 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type           | Total LCFF Funds |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 6093701                      | 932561   | 15.304%   | 0.177%   | 15.481%   | \$970,500.00  | 0.000%   | 15.926 %   | <b>Total:</b>            | \$970,500.00     |
|                              |  |   |  |   |   |  |  | <b>LEA-wide Total:</b>   | \$754,500.00     |
|                              |  |   |  |   |   |  |  | <b>Limited Total:</b>    | \$76,000.00      |
|                              |  |   |  |   |   |  |  | <b>Schoolwide Total:</b> | \$140,000.00     |

| Goal | Action # | Action Title                                 | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)                  | Location                              | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--|---|--|--|---------------------------------------|--|---|
| 1    | 1.2      | English Language Development                 | Yes   | Limited to Unduplicated Student Group(s) | English Learners                               | All Schools                           | \$21,000.00  |   |
| 1    | 1.3      | Reduced Class Sizes                          | Yes   | LEA-wide                                 | English Learners<br>Foster Youth<br>Low Income | All Schools                           | \$750,000.00   |   |
| 1    | 1.5      | Enhanced Tutoring and After School Offerings | Yes   | Limited to Unduplicated Student Group(s) | Low Income                                     | All Schools                           | \$16,000.00  |   |
| 2    | 2.1      | Increased Social Work support                | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Oak Grove Middle | \$70,000.00  |   |
| 2    | 2.2      | Increased Transportation                     | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Low Income                 | All Schools                           | \$35,000.00  |   |
| 2    | 2.4      | Decrease Chronic Absenteeism                 | Yes   | LEA-wide                                 | English Learners<br>Low Income                 | All Schools                           | \$4,500.00   |   |
| 3    | 3.1      | Increase Social Worker Support               | Yes   | Schoolwide                               | English Learners<br>Foster Youth<br>Low Income | Specific Schools:<br>Oak Grove Middle | \$70,000.00  |   |

| Goal | Action # | Action Title               | Contributing to Increased or Improved Services? | Scope                                    | Unduplicated Student Group(s)  | Location    | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|----------------------------|---|--|--------------------------------|-------------|--|---|
| 3    | 3.5      | Family Leadership Training | Yes   | Limited to Unduplicated Student Group(s) | English Learners<br>Low Income | All Schools | \$4,000.00   |   |

# 2023-24 Annual Update Table

| Totals        | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---------------|--|--|
| <b>Totals</b> | \$2,372,500.00                                       | \$1,376,800.00                             |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title                 | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--|--|--|---|
| 1                  | 1.1                  | Reclassified English Proficient            | Yes  | \$3,000.00                                     | 3000  |
| 1                  | 1.2                  | Chronic Absenteeism                        | No   | \$2,500.00                                     | 2500  |
| 1                  | 1.3                  | Teacher Credentials & Curriculum Adoptions | No   | \$225,000.00                                   | 220000  |
| 1                  | 1.4                  | Hispanic/Latino student Success            | No   | \$5,000.00                                     | 5000  |
| 1                  | 1.5                  | Professional Learning - UDL                | No   | \$20,000.00                                    | 20000   |
| 1                  | 1.6                  | Technology                                 | Yes  | \$87,000.00                                    | 87000   |
| 1                  | 1.7                  | GATE                                       | No   | \$3,600.00                                     | 3600  |
| 1                  | 1.8                  | Civic Learning                             | No   | \$3,000.00                                     | 2800  |
| 1                  | 1.9                  | Reduced Class Size                         | Yes  | \$700,000.00                                   | 725000  |
| 1                  | 1.10                 | Transportation                             | Yes  | \$43,000.00                                    | 43000   |
| 1                  | 1.11                 | Professional Learning - ELD                | Yes  | \$35,500.00                                    | 35000   |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title           | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|--------------------|----------------------|--------------------------------------|--|--|---|
|                    |                      |                                      |  |  |   |
| 1                  | 1.12                 | Temporary Teacher - Academic Support | Yes  | \$70,000.00                                    | 0   |
| 2                  | 2.1                  | Electronic Marquees                  | No   | \$36,000.00                                    | 36000   |
| 2                  | 2.2                  | Promethian Boards                    | No   | \$88,000.00                                    | 10000   |
| 2                  | 2.3                  | Facilities Assessment & Master Plan  | No   | \$8,000.00                                     | 36000   |
| 2                  | 2.4                  | Generators                           | No   | \$50,000.00                                    | 50000   |
| 2                  | 2.5                  | Telephonic Communications            | No   | \$100,000.00                                   | 0   |
| 2                  | 2.6                  | Playground updates                   | No   | \$0.00   | 0   |
| 2                  | 2.7                  | Tennis Courts                        | No   | \$0.00   | 0   |
| 2                  | 2.8                  | Data Center                          | No   | \$80,000.00                                    | 25000   |
| 2                  | 2.9                  | Facilities Hardening                 | No   | \$75,000.00                                    | 35000   |
| 2                  | 2.10                 | External Painting                    | No   | \$250,000.00                                   | 0   |
| 2                  | 2.11                 | Shade                                | No   | \$150,000.00                                   | 0   |
| 2                  | 2.12                 | Kindergarten Playground Improvements | No   | \$300,000.00                                   | 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                  | Adult ESL Classes                           | Yes  | \$5,000.00                                     | 5000  |
| 3                  | 3.2                  | Strategic Planning                          | Yes  | \$10,000.00                                    | 10000   |
| 3                  | 3.3                  | ELAC/DELAC Meetings                         | Yes  | \$6,000.00                                     | 6000  |
| 3                  | 3.4                  | Parent Curriculum Night                     | No   | \$3,000.00                                     | 3000  |
| 3                  | 3.5                  | Family Activity Events                      | No   | \$2,500.00                                     | 2500  |
| 3                  | 3.6                  | Parent Workshops                            | No   | \$2,000.00                                     | 2000  |
| 3                  | 3.7                  | Public Meeting Promotion                    | Yes  | \$3,500.00                                     | 3500  |
| 3                  | 3.8                  | Multiple dates/times for Input and Learning | Yes  | \$3,400.00                                     | 3400  |
| 3                  | 3.9                  | Parent University                           | Yes  | \$2,500.00                                     | 2500  |

# 2023-24 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|--|---|---|--|--|--|--|
| 898447   | \$863,400.00  | \$887,900.00  | (\$24,500.00)  | 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                  | Reclassified English Proficient             | Yes   | \$2,000.00   | 2000  |   |   |
| 1                  | 1.6                  | Technology                                  | Yes   | \$62,000.00  | 62000   |   |   |
| 1                  | 1.9                  | Reduced Class Size                          | Yes   | \$700,000.00   | 725000  |   |   |
| 1                  | 1.10                 | Transportation                              | Yes   | \$43,000.00  | 43000   |   |   |
| 1                  | 1.11                 | Professional Learning - ELD                 | Yes   | \$35,500.00  | 35000   |   |   |
| 1                  | 1.12                 | Temporary Teacher - Academic Support        | Yes   | \$1,000.00   | 1000  |   |   |
| 3                  | 3.1                  | Adult ESL Classes                           | Yes   | \$5,000.00   | 5000  |   |   |
| 3                  | 3.2                  | Strategic Planning                          | Yes   | \$6,000.00   | 6000  |   |   |
| 3                  | 3.3                  | ELAC/DELAC Meetings                         | Yes   | \$4,000.00   | 4000  |   |   |
| 3                  | 3.7                  | Public Meeting Promotion                    | Yes   | \$2,500.00   | 2500  |   |   |
| 3                  | 3.8                  | Multiple dates/times for Input and Learning | Yes   | \$2,400.00   | 2400  |   |   |
| 3                  | 3.9                  | Parent University                           | Yes   | 0  | 0   |   |   |

# 2023-24 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|--|---|--|---|--|--|---|
| 5956705   | 898447  | 0  | 15.083%   | \$887,900.00   | 0.000%  | 14.906%  | \$10,547.00  | 0.177%  |

# 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.

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

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

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

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

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

# Plan Summary

## Purpose

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

## Requirements and Instructions

### General Information

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

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

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

### Reflections: Annual Performance

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

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

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

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

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

### Reflections: Technical Assistance

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

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

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

### **Comprehensive Support and Improvement**

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

#### Schools Identified

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

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

#### Support for Identified Schools

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

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

#### Monitoring and Evaluating Effectiveness

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

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

## **Engaging Educational Partners**

### **Purpose**

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

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

### **Requirements**

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
  - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## Instructions

### Respond to the prompts as follows:

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

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

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

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

### Complete the table as follows:

#### Educational Partners

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

#### Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

**Description**

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
  - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

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

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

### Type of Goal

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

### State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Maintenance of Progress Goal**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

**Measuring and Reporting Results:**

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

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

Complete the table as follows:

#### Metric #

- Enter the metric number.

#### Metric

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

#### Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

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

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
  - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

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

## Current Difference from Baseline

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

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

| Metric   | Baseline   | Year 1 Outcome  | Year 2 Outcome  | Target for Year 3 Outcome  | Current Difference from Baseline   |
|--|--|---|---|--|--|
| Enter information in this box when completing the LCAP for <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

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
  - Professional development for teachers.
  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

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

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

### Purpose

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

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

### Statutory Requirements

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

**Requirements and Instructions**

Complete the tables as follows:

**Total Projected LCFF Supplemental and/or Concentration Grants**

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

**Projected Additional 15 percent LCFF Concentration Grant**

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

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

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

**LCFF Carryover — Percentage**

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

### LCFF Carryover — Dollar

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

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

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

## Required Descriptions:

### LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

### Identified Need(s)

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

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

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

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

### **Limited Actions**

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

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

Complete the table as follows:

### **Identified Need(s)**

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

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

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

### **Metric(s) to Monitor Effectiveness**

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

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

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

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

### **Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

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

## Action Tables

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

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

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

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

## Total Planned Expenditures Table

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

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All,” or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools.” If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans.” Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year,” or “2 Years,” or “6 Months.”
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
  - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

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

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

## Contributing Actions Table

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

## Annual Update Table

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

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

## Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

## LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

## Calculations in the Action Tables

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

### Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
  - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**

- This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

### **Contributing Actions Annual Update Table**

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of 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).