

LCFF Budget Overview for Parents

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

CDS Code: 35-67488-0000000

School Year: 2025-26

LEA contact information:

Elizabeth Volmer

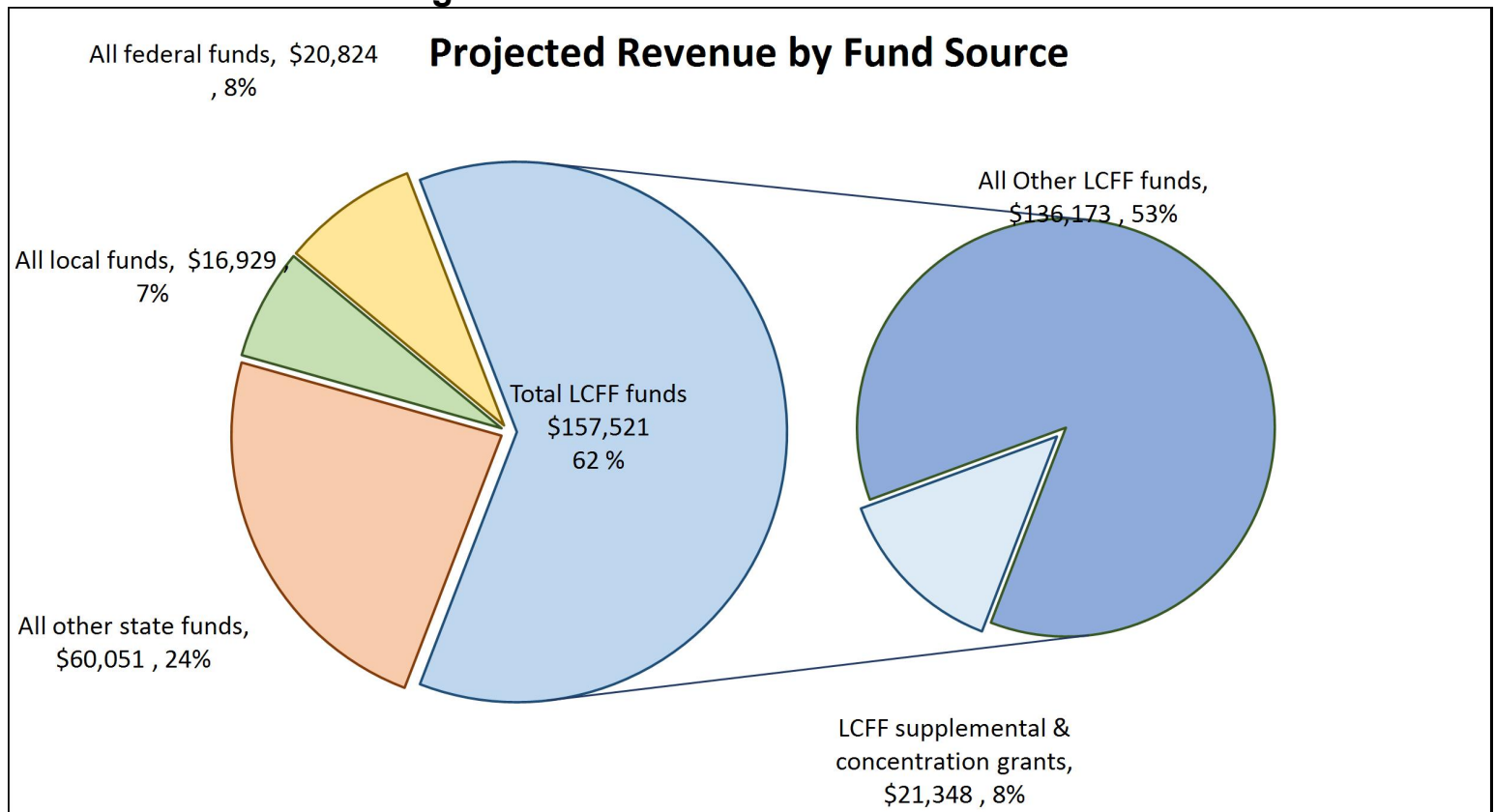
Principal/Teacher

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(831) 389-4593

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

Budget Overview for the 2025-26 School Year

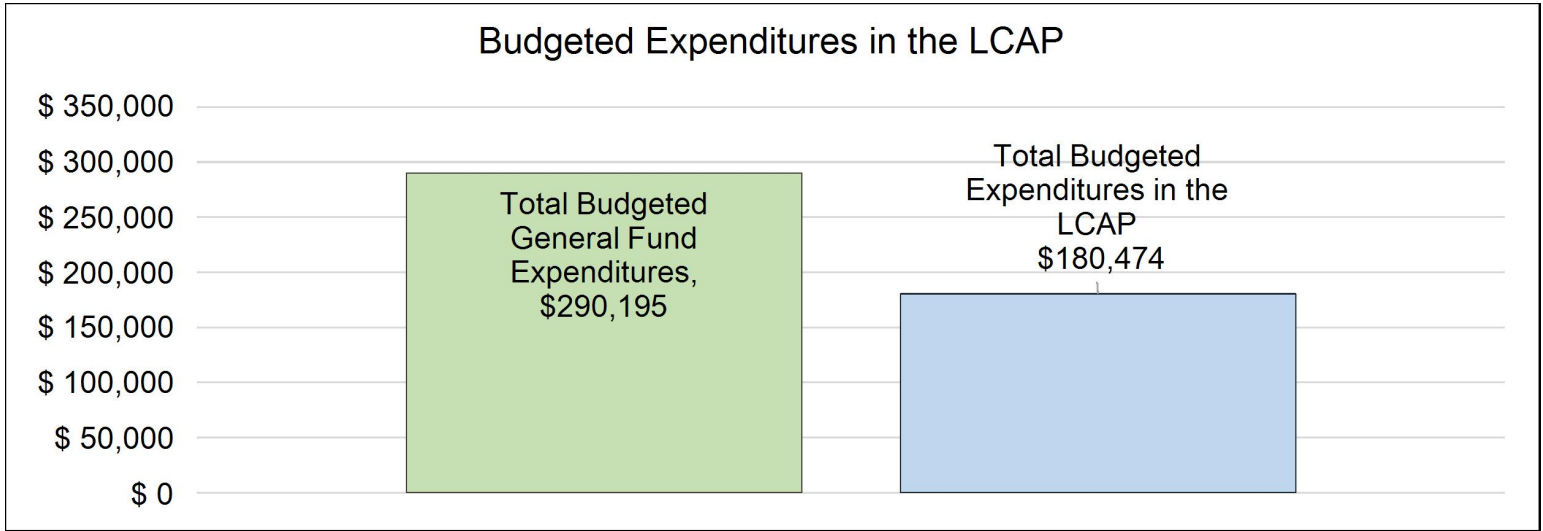


This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Elementary School District is \$255,325, of which \$157,521 is Local Control Funding Formula (LCFF), \$60,051 is other state funds, \$16,929 is local funds, and \$20,824 is federal funds. Of the \$157,521 in LCFF Funds, \$21,348 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Jefferson Elementary School District plans to spend \$290,195 for the 2025-26 school year. Of that amount, \$180,474 is tied to actions/services in the LCAP and \$109,721 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

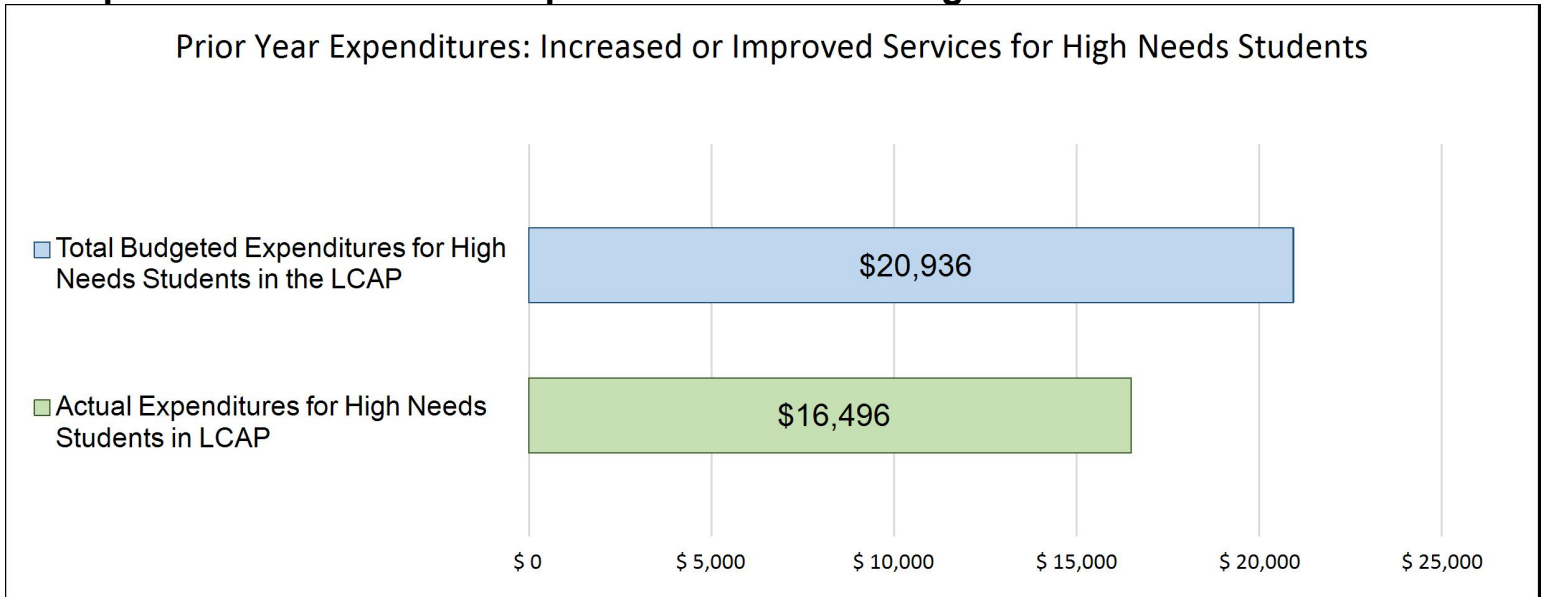
General operations of the district: housekeeping, maintenance, grounds, certificated staffing, administrative operations, and other items to support student learning.

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

In 2025-26, Jefferson Elementary School District is projecting it will receive \$21,348 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Elementary School District plans to spend \$25,433 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Jefferson Elementary School District's LCAP budgeted \$20,936 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent \$16,496 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$4,440 had the following impact on Jefferson Elementary School District's ability to increase or improve services for high needs students:

Differences between actual and budgeted actions are attributed to Action 3.1, 3.2, and 3.4 where costs were less than estimated. District was able to provide Mental Health Support offered (in Action 3.4) by the SBCOE at no cost to the district, therefore increasing the percentage of improved services provided to high needs students. The district was not able to complete Action 2.5 for additional field trips, but was able to offer Robotics Club at a local school to still provide service.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	Elizabeth Volmer Principal/Teacher	evolmer@sbcoe.org (831) 389-4593

Plan Summary [2025-26]

General Information

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

Jefferson School District Overview
Jefferson District is a one-school district located in a remote area of south San Benito County, near Pinnacles National Park. The district’s sole school, Jefferson Elementary, serves four students in grades TK–8. Surrounded by expansive cattle and horse ranches, the school lies 35 miles from the nearest town, Hollister. The area lacks basic infrastructure such as libraries, churches, stores, and police services. The population is small and dispersed, with residents often separated by large tracts of grazing land. In this isolated rural setting, Jefferson Elementary serves as a vital hub for the community.

District Vision and Goals
The overarching goal of Jefferson District is to nurture the intellectual, artistic, social, emotional, and physical development of each student. The school aims to empower students to achieve their academic potential, pursue their personal goals, and become lifelong learners.

School and Classroom Structure
Jefferson Elementary operates with a single, multi-grade classroom led by a fully credentialed and appropriately assigned teacher. This teacher also serves in the dual role of principal and district superintendent, bringing seven years of experience to the position. Instructional support is provided by a part-time aide who assists with both academic and clerical tasks.

Technology and Instructional Support

To support student learning, each student is equipped with two Chromebooks—one for school use and one for home. The school maintains a robust internet connection, and technology instruction is available to both students and family members, ensuring equitable access and digital literacy.

Family and Community Engagement

Jefferson's parent community consists of two families who are highly engaged and supportive. Because parents transport their children to and from school daily, this fosters regular two-way communication between staff and families. Parents have consistent opportunities to contribute input on school decisions, ensuring their voices are heard in setting goals, planning actions, and improving student outcomes.

Enrollment and Demographics (As of June 2025)

Jefferson has experienced a significant decline in enrollment over the past five years. Despite this, the district is committed to maintaining operations for as long as possible and is actively exploring ways to increase enrollment, recognizing both the challenges and benefits of its uniquely small student body.

Total Enrollment: 4 students

*Ethnicity: 50% Hispanic, 50% White

*English Learners: 0%

*Redesignated Fluent English Proficient: 100%

*Students with Disabilities: 0%

*Migrant, Foster, Homeless Youth: 0%

*Unduplicated Student Percentage: 100%

*Economically Disadvantaged: 100%

*Other Subgroups: None

Funding and Support

Jefferson receives Equity Multiplier funding because 100% of enrolled students are socioeconomically disadvantaged, which is the subgroup performing at the lowest levels on state indicators. As a single-school district with a credentialed teacher in each classroom, Jefferson does not currently face issues with credentialing, subject matter preparation, or teacher retention that impact this designation.

Reflections: Annual Performance

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

Please Note: Jefferson district has fewer than 30 students, therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of 2-6 students as measured by local indicators. Due to the extremely low sample size, the assessment results can vary widely from year to year.

According to the 2024-2025 STAR 360 local control indicator data:

100% of students showed growth from the beginning to the end of the year in the areas of Early Literacy, English Language Arts, and Math, with a range of 40-337 scaled points.

100% of students scored At/Above grade level in Early Literacy, English Language Arts, and Math.

2023-2024 CAASPP Data:

100% of students scored at/above grade level in English Language Arts and Math.

100% of English Language Learners (ELs) were redesignated as RFEP.

Attendance Data for 2024-2025:

0% of students were qualified for chronic absenteeism, with an overall attendance rate of 99% for the 2024-2025 school year.

Successes:

The high academic test scores reflect the impact of targeted, differentiated instruction, and the additional time that students spent with the Instructional Aide (Action 4.1), who provided small group and individualized support.

Jefferson Elementary continued its commitment to enrichment activities, ensuring students participated in a minimum of five enrichment activities annually (Action 2.5), including hands-on STEAM projects, art lessons, and field trips, which further supported students' academic and social growth.

The positive school climate was maintained through consistent social-emotional support and school spirit activities (Action 3.4).

Students participated in a STEAM collaboration with the Lego League until December, which provided valuable hands-on learning and contributed to their academic and social-emotional development.

Students also attended monthly social-emotional lessons in partnership with mental health therapists from the San Benito County Office of Education, supporting emotional well-being and skill development (Action 3.2).

Challenges:

The low enrollment (four students from August 2023 to December 2023 and two students from January 2024 to June 2024) continued to limit opportunities for peer engagement, both academically and socially. With such a small student body, students had fewer opportunities to interact with peers of the same age group, which impacted their ability to collaborate, engage in group activities, and build social-emotional skills in a diverse setting. This also created challenges in maintaining a dynamic classroom environment that encourages peer-to-peer learning and collaboration, which are key components of a rich academic and social experience.

While no special education or English Language Learners were enrolled this year, Jefferson looks forward to resuming its partnership with the SELPA department should students with SPED needs enroll in the future.

LREBG Funds: Jefferson Elementary does not have unexpended LREBG funds; therefore, no additional actions are designated for expenditure in the 2025–26 LCAP.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
<p>Staff: Teacher/Principal and Instructional Aide</p>	<p>Jefferson School currently employs one credentialed educator who serves as both the Principal and the Teacher. This individual is responsible for collecting and disseminating all data related to the LCAP and for facilitating engagement with other educational partners. The school also employs a part-time Instructional Aide, who works closely with the Principal/Teacher.</p> <p>The Principal/Teacher and Instructional Aide meet weekly to consult on student progress, school operations, field trips, and instructional planning. In addition to these ongoing conversations, a formal meeting specifically focused on reviewing and refining the LCAP goals was conducted on May 28, 2025. Their collaboration ensures that instructional strategies and school supports are informed by day-to-day insights and responsive to student needs.</p>
<p>Jefferson School Board</p>	<p>The Jefferson School Board plays an integral role in LCAP development and monitoring. The Principal/Teacher meets monthly with the Board of Trustees to present updates, report on goal progress, and receive input on school planning. Each board meeting includes a detailed Principal’s Report that reflects on relevant LCAP goals, and board members regularly provide questions, feedback, and support for school initiatives.</p> <p>Board meeting dates for the 2024–2025 school year included:</p>

Educational Partner(s)	Process for Engagement
	<p>07/10/2024, 08/14/2024, 09/11/2024, 10/09/2024, 11/13/2024, 12/11/2024, 01/08/2025, 02/12/2025, 03/12/2025, 04/09/2025, 05/14/2025, 06/11/2025, and 06/18/2025.</p> <p>These meetings serve as formal opportunities for governance review and community transparency.</p>
Families	<p>Given Jefferson’s small size, there is a close-knit, family-oriented culture between staff and the school’s two enrolled families. One parent currently serves on the School Board, and the other has been a longstanding community member, deeply committed to maintaining the school’s presence.</p> <p>Parent engagement occurs frequently and informally during student drop-off and pick-up times, where daily conversations provide valuable insights. In addition, the Principal/Teacher maintains direct communication with parents via calls, texts, and updates posted on students’ Google Classroom pages. Weekly Take-Home Folders also include flyers and information regarding the LCAP and other school matters.</p> <p>Parents actively participate in Family Nights, graduation ceremonies, and other special events. Formal parent-teacher conferences, held each fall and spring, provide structured opportunities to discuss student progress and solicit parent input. In Fall 2024 and Spring 2025, 100% of parents attended their scheduled conferences. STAR 360 progress reports are shared every six weeks to keep families informed.</p> <p>To ensure accessibility, the school provides informal translation support through community members, older students, and digital tools such as Google Translate. When possible, formal documents are professionally translated.</p>
Students	<p>At the end of the 2024–2025 school year, four students were enrolled at Jefferson School. The small student population allows for daily, individualized interactions between the Teacher/Principal and each</p>

Educational Partner(s)	Process for Engagement
	<p>student. These ongoing conversations provide natural opportunities to discuss academic goals, learning experiences, and school activities.</p> <p>Every six weeks, students complete STAR 360 progress monitoring assessments. Following each testing period, the Teacher/Principal conducts one-on-one conferences with each student to review results, celebrate growth, and collaboratively set goals for continued improvement.</p> <p>Students are actively involved in shaping their educational experience. Throughout the year—particularly at the beginning and end—students provide input on the academic program, including preferences for digital learning tools such as Reading A to Z and ST Math, as well as ideas for field trips and other enrichment opportunities. Their feedback is regularly considered in planning and instructional decisions, supporting a responsive and student-centered learning environment.</p>
San Benito County Office of Education	<p>The San Benito County Office of Education (SBCOE) plays a vital role in supporting Jefferson School’s ability to meet its LCAP goals. The SBCOE provides a wide range of services, including but not limited to technology support, special education coordination, human resources, academic training, and student enrichment events.</p> <p>The Teacher/Principal actively participates in SBCOE’s monthly Professional Learning Network (PLN) meetings, which bring together rural school leaders to collaborate, receive training, and support the development and refinement of LCAP goals. These meetings foster shared learning and allow Jefferson School to remain aligned with county-wide initiatives and best practices.</p> <p>In addition to the PLN meetings, the Teacher/Principal has engaged in numerous professional development opportunities provided through SBCOE. Highlights of her participation include:</p> <p>Monthly PLN Meetings: 8/21/24, 9/18/24, 10/16/24, 11/20/24, 12/18/24, 1/15/25, 2/12/25, 3/24/25, 4/9/25, 5/21/25</p>

Educational Partner(s)	Process for Engagement
	<p>Transformative Resilience Superintendent Convening: 8/22/2024 Seed to Solution Climate Justice Training and Field Test: September–November 2024 E-rate Training: 9/13/2024 LCAP Training: 3/31/2025 California MTSS Pathway Certification for Schools: Completed 1/1/2025 Social-Emotional Learning Workshop with JJ Laroche (SBCOE): 2/13/2025</p> <p>These trainings have enhanced Jefferson’s instructional program and informed the LCAP process by equipping leadership with strategies to support academic achievement, student wellness, and school climate improvement.</p>
SELPA	<p>On June 6, 2025, Jefferson School held a formal consultation with the SELPA to review the school’s current and potential needs in special education for the upcoming year. Since January 2024, Jefferson has not had any students enrolled with identified special education needs. However, the school maintains readiness to support any such students upon enrollment.</p> <p>Regular consultations with SELPA representatives will resume as soon as special education students are enrolled. Jefferson remains committed to providing a full continuum of services in alignment with Individualized Education Plans (IEPs) and SELPA guidance to ensure equitable access and support for all learners.</p>

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

How Stakeholder Input Influenced the Development of the LCAP Goals and Actions

Stakeholder engagement at Jefferson School is a deeply integrated, year-round process, with input gathered formally and informally from students, families, staff, the School Board, SBCOE, and the SELPA. Feedback was collected through one-on-one conversations, board meetings, parent-teacher conferences, informal check-ins, county meetings, and professional development sessions. This input directly influenced the development, refinement, and continuation of the 2025–2026 LCAP goals and actions.

Goal 1: Conditions of Learning

Staffing:

In alignment with feedback from all educational partners, including 100% support from families and the School Board, Jefferson School will retain the current Teacher/Principal for the 2025–2026 school year. SBCOE observations confirmed the Teacher/Principal met expectations in all California Standards for the Teaching Profession (CSTPs). The Instructional Aide position will not only continue, but hours will be expanded to support the needs of an incoming TK student. In response to community feedback and to support extended learning, an additional Aide was hired at the end of 2024–2025 to lead after-school and summer ELO-P programming.

Professional Development:

Stakeholders expressed strong support for continued professional growth. The Teacher/Principal and Instructional Aide exceeded the planned professional development goals this year. As a result, the school will maintain its commitment to ensuring access to high-quality training opportunities.

Curriculum Materials and Technology:

After consulting with staff, students, and the SBCOE technology department, stakeholders agreed that the school's technology inventory is sufficient for the coming year. No significant purchases are planned unless specific needs arise midyear.

Facilities and Safety:

Families and staff voiced concerns about the deteriorating condition of the blacktop, citing student safety as a primary concern. The School Board will continue to assess possible funding and replacement options, making this an ongoing priority.

Administrative Support:

Stakeholder feedback affirmed the positive impact of additional staff support. The continuation of a second Aide, especially to lead the ELO-P program, will be maintained. Further support will be funded through Equity Multiplier Funds and reflected in a newly added Goal 4.

Goal 2: Student Engagement and Enrichment

Stakeholders overwhelmingly supported continuing current actions (2.1, 2.2, 2.3), which are successfully promoting student engagement, positive climate, and wellness.

Enrichment & Field Trips (Action 2.5/2.6):

Although families, students, and staff valued opportunities for students to connect with same-age peers, stakeholders expressed concerns about the logistics and impact of weekly visits to neighboring rural schools (e.g., Willow Grove). As a result, this practice will be discontinued. Instead, the school will expand its ELO-P program and support the launch of a STEAM – FIRST LEGO League Challenge Club (Action 2.6), which will include sustained bimonthly collaboration with mentors from Deep Space Robotics Team 6884, SBCOE STEAM partners, and parent/community volunteers. Participation in county-wide events (e.g., Red Ribbon Week, STEAM Fair) will also continue.

Goal 3: Academic Achievement and Support

Feedback from students, parents, and staff indicated that all current actions under Goal 3 (3.1–3.4) are effectively supporting academic growth. These actions—including personalized instruction, progress monitoring, and goal-setting—will be continued as planned.

Goal 4: Expanding Access and Equity (New Goal)

Stakeholder input, particularly through the School Board and family conversations, highlighted the need to expand staffing support for incoming TK/K students. In response, Goal 4 was added to the LCAP to formalize the use of Equity Multiplier Funds for expanding aide hours and enrichment opportunities targeted to Jefferson's youngest learners, ensuring equitable access to foundational academic and social-emotional supports.

This new goal ensures Jefferson School can continue to provide equitable, high-quality learning experiences that address the unique needs of its students in a rural, multi-age setting.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Jefferson Elementary will provide a high quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Jefferson Elementary will provide a high quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment. In order to achieve this goal, Jefferson will hire highly qualified staff (Action 1.1 and 1.2) who receive ongoing professional development opportunities (Action 1.3). Fidelity of these actions will be measured by the staffing plan (Metric 1.1) and the yearly Professional Development Plan (Metric 1.3). In addition, students will receive a broad course of study and the materials that they need to learn by the LEA providing state-approved curriculum materials and technology (Action 1.4) and replacing outdated technology equipment (Action 1.5). These actions will be measured through the Textbook Inventory and Sufficiency of Materials Resolution (Metric 1.2) and the Master Schedule (Metric 1.5). Finally, Jefferson will further ensure a quality learning environment by providing clean, well maintained facilities (Action 1.6) and completing regular safety checks for students as Measured through the FIT Report (Metric 1.4) and effectively implementing the School Safety Plan (Metric 1.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	<p>Staffing</p> <p>Retain or hire a highly qualified teacher who meets the California state credentialing requirements.</p> <p>(Data Source: Credentialing records)</p>	<p>2023-2024</p> <p>100% of teachers were appropriately credentialed and highly qualified.</p>	<p>2024-2025</p> <p>100% of teachers were appropriately credentialed and high qualified.</p>		<p>2027: 100% of teachers will be credentialed and highly qualified.</p>	<p>0% difference (remains at 100% appropriately credentialed teachers).</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	<p>Sufficiency of standards aligned instructional materials for ELA, ELD, and math</p> <p>(Data Source: Annual Textbook Inventory and Sufficiency of Materials Resolution)</p>	<p>2023-2024</p> <p>100% of students had access to state approved curriculum materials in ELA, ELD, math and science per the 2023 Annual Textbook Inventory and Sufficiency of Materials Resolution</p>	<p>2024-2025</p> <p>100% of students had access to state approved curriculum materials in ELA, ELD, math and science per the 2024 Annual Textbook Inventory and Sufficiency of Materials Resolution</p>		<p>2027: 100% of students will have access to state approved curriculum materials in ELA, ELD, and math.</p>	<p>0% difference (remains at 100% of students have access to state approved curriculum materials in ELA, ELD, and math.</p>
1.3	<p>Professional Development Plan</p> <p>Implementation of state standards for instruction and teaching</p> <p>(Data Source: PD attendance logs, SBCOE records)</p>	<p>2023-2024</p> <p>100% of staff attended professional development opportunities every year.</p>	<p>2024-2025</p> <p>100% of staff attended professional development opportunities every year.</p>		<p>2027: 100% of staff will attend professional development opportunities through SBCOE or other appropriate educational organizations each year.</p>	<p>0% difference (remains at 100% of staff attended professional development opportunities every year).</p>
1.4	<p>Facility Inspection Report (FIT)</p> <p>Maintain facilities in good repair and address any needs from Keenan, fire department, walkthroughs, etc. that are identified in FIT report.</p>	<p>2023-2024</p> <p>Jefferson received a "Good" rating or school maintenance and repair for the last three years.</p>	<p>2024-2025</p> <p>Jefferson received a "Good" rating or school maintenance and repair for the last three years.</p>		<p>2027: Jefferson will receive a "Good" rating for school maintenance and repair on the FIT report.</p>	<p>0% difference (remains at "Good" rating on the FIT report).</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: FIT report, site inspection logs)					
1.5	<p>Instructional Minutes/Master Schedule</p> <p>Provide a broad course of study aligned to the standards for History/Social Science, science, P.E. and the Arts.</p> <p>(Data Source: Master schedule, classroom observation records)</p>	<p>2023-2024</p> <p>100% of students had access to cross curricular and stand alone units of study.</p>	<p>2024-2025</p> <p>100% of students had access to cross curricular and stand alone units of study.</p>		<p>2027: 100% of teachers and students will have access to materials aligned to the standards for a broad course of study in History/Social Science, Science, P.E. and the Arts.</p>	<p>0% difference (remains at 100% of teachers and students had access to materials aligned to the standards for a broad course of study in History/Social Science, Science, P.E. and the Arts.</p>
1.6	<p>School Accountability Report Card</p> <p>Ensure implementation of the school safety plan, including two yearly inspections and quarterly safety drills for fire, earthquake, and intruder response.</p> <p>(Data Source: Safety plan log, inspection records)</p>	<p>2023-2024</p> <p>The school completed two yearly inspections, and quarterly safety drills for fire, earthquakes, and intruders on campus.</p>	<p>2024-2025</p> <p>The school completed two yearly inspections, and three quarterly safety drills for fire, earthquakes, and intruders on campus.</p>		<p>2025-2026 The school will complete two yearly inspections, and quarterly safety drills for fire, earthquakes and intruders on campus.</p>	<p>The school completed two yearly inspections and 1 fewer drill than baseline (3 drills completed instead of 4).</p>

Goal Analysis [2024-25]

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

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

All five planned actions under Goal 1 were implemented with only minor deviations from the original plan. Key successes included the continued employment of the Teacher/Principal and the hiring of a part-time Instructional Aide (Actions 1.1–1.2), as well as ensuring students had access to appropriate curriculum materials and technology (Action 1.4). One minor variation in implementation involved increasing the instructional aide's hours from 6 to 12 per week to provide additional student intervention and support (Action 1.2).

An ongoing challenge remains balancing instructional time with administrative responsibilities, given the district's small staff capacity (Action 1.1).

The Teacher/Principal exceeded the planned number of professional development hours (Action 1.3), notably by implementing a field test of the new Seeds to Solution curriculum materials.

While facility maintenance actions were completed as planned, a significant challenge emerged when termites were discovered during the school year. In response, the Board approved tenting the facility during Winter Break to address the issue (Action 1.6).

No significant technology purchases occurred during the school year (Action 1.5).

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

The actual expenditures for Goal 1 were mostly aligned with estimates, with minor differences due to cost savings and adjusted purchasing decisions.

Action 1.1 (Highly Qualified Teacher/Principal) reflected a slight increase due to final payroll and benefit costs.

Action 1.2 (Support Staff) came in slightly under budget.

Action 1.3 (Professional Development) was funded through alternative sources such as SBCOE grants and online participation, which eliminated mileage costs.

Actions 1.4 and 1.5 (Curriculum Materials and Equipment) were underspent due to selective purchasing and postponement of nonessential items.

Action 1.6 (Facilities and Safety) slightly exceeded the estimate due to increased maintenance needs and the rising cost of specific services during the year.

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

The actions implemented this year were largely effective in making progress toward Jefferson Elementary's goal of providing a high-quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment.

Jefferson ensured a strong instructional foundation by maintaining 100% of teaching staff as fully credentialed and highly qualified (Actions 1.1 and 1.3). The Teacher/Principal not only fulfilled but exceeded the planned hours of professional development, including piloting new Seeds to Solution curriculum materials, contributing to the continuous improvement of instructional quality.

Curriculum and technology inventories confirmed that students continued to have access to standards-based instructional materials and devices necessary for learning (Action 1.4). While no significant technology purchases were made this year, existing resources remained adequate to meet student needs.

Student support was strengthened through the expansion of the Instructional Aide's hours from 6 to 12 per week, allowing for increased intervention and academic assistance (Action 1.2). This adjustment directly contributed to a more responsive and supportive learning environment.

Facility maintenance efforts were generally effective. The school responded promptly to the discovery of termites by tenting the facility during Winter Break, demonstrating a commitment to maintaining a safe and functional physical environment.

Overall, the actions taken this year positively supported the goal by maintaining a qualified teaching staff, ensuring access to instructional materials, providing targeted student support, and addressing facility needs in a timely manner.

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

Following reflection on prior implementation and in response to stakeholder input, no significant changes have been made to Goal 1. The existing metrics and actions remain appropriate and effective in ensuring students have access to qualified teachers, sufficient instructional materials, and a safe, well-maintained learning environment.

A minor adjustment will continue into the next year: the instructional aide's hours will remain at the expanded level (12 hours per week), as this has proven effective in providing targeted intervention and academic assistance.

All other metrics, target outcomes, and actions for Goal 1 will continue as previously described, as stakeholders viewed them as appropriate and supportive of Jefferson's overall success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Qualified Teacher/Principal	Jefferson will retain or hire a highly qualified teacher who is appropriately assigned and credentialed. This teacher provides instructional and administrative services for the district.	\$111,837.00	No
1.2	Hiring of Appropriately Qualified Support Staff	Jefferson Elementary will have one Instructional Aide to come to the site to support students learning needs while also allowing teacher/principal time for administrative duties and lesson planning.	\$15,061.00	Yes
1.3	Professional Development	Staff will participate in Professional Development opportunities such as Teacher Work Days/Minimum Days, webinars, Professional learning Network through SBCOE, conferences, and other opportunities as specified in the staff annual Professional Development plan.	\$475.00	No
1.4	Curriculum Materials and Technology	Jefferson Elementary School District will purchase state adopted curriculum, standard-based materials, and appropriate technology needed to teach California Common Core standards in all subject areas as needed.	\$2,700.00	No
1.5	Replace Technology Equipment	Replace student chromebooks and other technology required for learning as needed.	\$1,200.00	Yes
1.6	Facilities and Safety	Jefferson staff and stakeholders will assess the facility to determine compliance and complete needed maintenance, repairs, and safety requirements.	\$16,800.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Jefferson will assess students to determine current proficiency levels and provide core instruction, interventions and support through a high quality teaching program to ensure that each student will meet his or her learning potential.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jefferson will assess students to determine current proficiency levels and provide core instruction, interventions and support through a high quality teaching program to ensure that each student will meet his or her learning potential. In order to achieve this goal, qualified staff will perform state and local assessments to determine students’ proficiency levels in English Language Arts and mathematics (Metrics 2.1, 2.2, 2.3, 2.5, and 2.6) and monitor their progress throughout the year (Action 2.1 and Metrics 2.5, 2.6. The instructional program will include a broad course of study in additional subject areas such as science, health, P.E., Social Studies (Action 2.2) and will be measured through the Master Schedule (Metric 2.7) and the state CAST test (Metric 2.4). In addition to the broad course of study, the students will additional intervention and enrichment opportunities to ensure a high quality teaching program through Interventions (Action 2.3), independent learning activities and technology programs (Action 2.4), special projects and field trips to build vocabulary and background knowledge (Action 2.5), and enrollment in a nationally recognized STEAM program called First Lego League (Action 2.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State: CAASPP ELA Ensure students make measurable growth in ELA as demonstrated by scaled score improvement.	2022-2023: 33% of students improved 25 or more scaled points on the CAASPP ELA test.	2023-2024: 100% of students improved 25 or more scaled points on the CAASPP ELA test.		2025-2026 CAASPP ELA: 100% of students will improve 25 or more scaled points on the CAASPP ELA test.	+67% (increase from 33% to 100%) of students who improved 25 or more scaled points on the CAASPP ELA test.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CAASPP ELA – TOMS)					
2.2	State: CAASPP Math Ensure students make measurable growth in Math as demonstrated by scaled score improvement. (Data Source: CAASPP Math – TOMS)	2022-2023: 67% of students improved 25 or more scaled points on the CAASPP math test.	2023-2024: 100% of students improved 25 or more scaled points on the CAASPP math test.		2025–2026 CAASPP Math: 100% of students will improve 25 or more scaled points on the CAASPP Math test.	+33% (increase from 67% to 100%) of students improved 25 or more scaled points on the CAASPP math test
2.3	Metric 2.3 – ELPAC Ensure English Learners advance one level annually and achieve reclassification within three years of enrollment. (Data Source: ELPAC – TOMS)	2022-2023: 50% of EL students increased one level overall. 0% of students were reclassified as RFEP within 3 years of enrollment at Jefferson. Note: 0 students had been enrolled at Jefferson for 3 consecutive years.	2023-2024: 100% of EL students increased one level overall. 100% of EL student(s) were reclassified as RFEP within three years of enrollment.		2025-2026 ELPAC: 100% of EL students will increase one level overall. 100% of EL students enrolled at Jefferson for 3 consecutive years will be reclassified as RFEP within three years of enrollment at Jefferson.	+50% (increase from 50% to 100%) of EL students increased one level overall. +100% (increase of 0% to 100%) of EL students enrolled at Jefferson for 3 consecutive years were reclassified as RFEP within three years of enrollment.
2.4	State: CAST (Science) Ensure students meet or exceed state standards in science.	2022-2023: 0% of students met or exceeded the science standards on the CAST test because 0 students were required to take	2023-2024: 0% of students met or exceeded the science standards on the CAST test because 0		2025-2026 CAST 100% of eligible students will meet or exceed the science standards.	No change (0% both years; no eligible students tested on the CAST Science test).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CAST – TOMS)	the CAST science test during the school year.	students were required to take the CAST science test during the school year.			
2.5	STAR 360 ELA Ensure students increase or maintain performance on STAR 360 ELA. (Data Source: STAR 360 – Local Assessment)	2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points.	2024-2025: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 12 to 107 scaled points.		2026-2027 STAR 360 ELA: 100% of students will increase or maintain their STAR 360 ELA scores from August to May.	0% difference (remains at 100% of students showing growth on the STAR 360 ELA test from August to May).
2.6	STAR 360 Math Ensure students increase or maintain performance on STAR 360 Math. (Data Source: STAR 360 – Local Assessment)	2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points.	2024-2025: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 11 to 93 scaled points.		2026-2027 STAR 360 Math: 100% of students will increase or maintain their STAR 360 Math scores from August to May.	0% difference (remains at 100% of students showing growth on the STAR 360 Math test from August to May).
2.7	Broad Course of Study / Instructional Minutes Ensure students receive required instructional minutes and access to art, health, and PE. (Data Source: Master Schedule, Local Data)	2023-2024 School schedule and Instructional Minutes show that 100% of students receive state required minutes for P.E., and that art, health and P.E. standards are taught.	2024-2025: School schedule and Instructional Minutes show that 100% of students receive state required minutes for P.E., and that art, health and P.E. standards are taught.		2025-2026: School schedule and Instructional Minutes will show that 100% of students will receive state required minutes for P.E., and that art, health and P.E. standards are taught.	0% difference (remains at 100% of students received state required minutes for P.E. and that art health and P.E. standards are taught).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	<p>Metric 2.8 – Local Writing Rubric</p> <p>Assess student writing proficiency and growth across genres using a rubric scored each trimester.</p> <p>(Data Source: Local writing rubric, teacher scoring)</p>	2024–2025: New metric introduced; no prior baseline data available.	Year 1 Outcome 2024–2025: Rubric piloted; first year of student scoring.		2026-2027: 100% of students will improve by at least one rubric level across the school year.	Not applicable (new metric in Year 1).

Goal Analysis [2024-25]

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

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

Over the 2024-25 cycle Jefferson implemented every planned action under Goal 2, but the scope and delivery of several actions evolved in response to staffing realities and student feedback.

Progress-monitoring (Action 2.1) ran on a regular six- to eight-week cadence, with STAR 360 data immediately informing lesson design and family communication—exactly as planned.

Broad course of study (Action 2.2) met state-required PE minutes and embedded art activities into core lessons; however, time constraints meant a formal, stand-alone art curriculum and an updated health unit were deferred while new materials are researched.

Intervention (Action 2.3) was delivered within the classroom schedule: all four students received targeted support, and an intensive reading plan was built for one student who remained below grade level.

Independent learning centers (Action 2.4) functioned daily, giving students choice and adaptive practice with ST Math, Footsteps2Brilliance, Prodigy, and Raz-Plus.

Enrichment & field trips (Action 2.5) achieved three high-quality experiences—Pacific Grove Natural History Museum and two RAFT science days—plus in-class STEAM projects. Weekly social visits to Willow Grove were dropped mid-year when families and staff flagged the travel burden and limited instructional payoff.

STEAM – FIRST LEGO League Challenge Club(Action 2.6) launched with full student participation, but sustained interest leveled off at 50 percent; the two finishers reported strong social and STEM gains.

The primary challenge was limited personnel—one teacher-principal and a part-time aide—managing instruction, compliance, and all logistics. Despite this, every student met growth targets in math and most met them in ELA, demonstrating that the small-school model can still deliver individualized, data-driven instruction.

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.

Most expenditures in Goal 2 aligned with estimates or were adjusted based on student needs and implementation timing. Action 2.1 (Progress Monitoring) reflected a slight cost increase due to updated licensing fees for STAR 360. Action 2.2 (Broad Course of Study) did not require additional funding this year. Action 2.3 (Intervention) was not originally budgeted for but incurred minor costs related to supplemental instructional materials. Action 2.4 (Independent Learning Programs) was underspent as fewer licenses or subscriptions were needed than anticipated. Action 2.5 (Enrichment Activities) was implemented as planned; however, final receipts and reimbursements were still being processed at the close of the reporting period. Action 2.6 (STEAM – FIRST LEGO League Challenge Club) was fully implemented, with a small cost increase due to material needs.

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

Effectiveness of the Actions – Goal 2:

Goal 2 proved effective in helping Jefferson students access a broad, engaging curriculum and demonstrate measurable academic growth.

Academic Growth:

All students gained at least 25 scaled points on the 2023–24 CAASPP in both ELA and Math. Between August and May, STAR 360 scores improved or held steady for every student (ELA gains ranged from +12 to +107 points; Math from +11 to +93 points). These results affirm that the school’s assessment-driven instructional cycle (Action 2.1) and targeted in-class interventions (Action 2.3) support core content mastery.

Three of four students met STAR grade-level benchmarks in ELA. The fourth student, while not yet at benchmark, made accelerated progress through an individualized support plan created and implemented by the teacher, with ongoing monitoring. That student is now under consideration for SPED screening, reflecting the school’s ability to identify persistent academic needs and respond proactively within its existing capacity.

Access to a Broad and Engaging Curriculum:

All students participated in a full course of study (Action 2.2), including PE minutes that met or exceeded state requirements and regular art integrations within project-based learning. However, delays in selecting a formal art and health curriculum limited the depth and consistency of these subjects.

Daily independent learning centers (Action 2.4) provided students with structured, adaptive academic practice using ST Math, Footsteps2Brilliance, Prodigy, and Raz-Plus. These tools allowed for differentiated instruction and helped maintain focus during non-instructional time.

Enrichment and Real-World Connections:

Field trips and STEAM enrichment (Actions 2.5 & 2.6) added meaningful, real-world context to classroom instruction. Students attended the Pacific Grove Natural History Museum, two RAFT science lab days, and a screening of Rule Breakers—a robotics-focused film tied to their work in FIRST Robotics Competition (FRC). Students also visited a nearby high school to support 8th-grade transition planning, and will participate in a student-designed graduation celebration featuring activities at Golfland and Sky Zone.

STEAM – FIRST LEGO League Challenge Club with biweekly collaboration initially engaged all students; two completed the full cycle and reported notable social-emotional and STEM-related gains. While these enrichment experiences expanded vocabulary and supported NGSS/SEL goals, their overall frequency was affected by limited staffing capacity and scheduling constraints.

Summary:
Despite the small size of the school and limited staff capacity, students made strong academic gains and were consistently engaged in well-rounded, responsive instruction. The school’s instructional model, focused on differentiation and whole-child support, continues to be highly effective for Jefferson’s student population.

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.

The following refinements will be made to the metrics and actions of Goal 2 to better reflect stakeholder input, student needs, and staff capacity:

Action 2.2: Implement a structured art program (Meet the Masters) and research updated health curriculum materials aligned with current standards. Implementation of the art program will be monitored through classroom observations and walkthroughs to ensure instructional fidelity and impact.

Action 2.3: The core intervention model will continue, providing intensive instruction to students not meeting grade-level standards, including appropriate accommodations and increased teacher time. Designated ELD support (15–30 minutes) will be provided for English Learners as needed. To improve responsiveness, Jefferson will enhance data collaboration with the SBCOE Special Education Department for any student demonstrating persistent academic needs. While check-ins will remain flexible due to travel constraints, the goal is to accelerate timelines for identifying and addressing potential support or referral needs, particularly for students identified as Foster Youth, Low Income, or English Learners.

Action 2.5: The core goal of providing a minimum of five enrichment activities will continue; however, delivery methods will shift to reduce travel time and increase instructional relevance. Weekly visits to Willow Grove will not resume. Instead, the school plans to expand on-site

and locally based enrichment, including biweekly STEAM collaborations with community partners and more academically aligned field trips. These changes aim to strengthen instructional continuity while maintaining hands-on learning and vocabulary development.

Action 2.6: STEAM Club will continue with participation in the official FIRST LEGO League Challenge program (August–December). Planned refinements include sustained bimonthly collaboration with community mentors from Deep Space Robotics Team 6884, SBCOE STEAM partners, and parent/community volunteers.

Metric 2.8 (New Metric): In addition to continuing CAASPP and STAR 360 assessments, a local writing rubric will be implemented and scored each trimester. This will offer deeper insight into student writing proficiency and growth across genres and content areas.

No changes are proposed to the overarching goal statement. However, these refinements strengthen alignment between actions, measurable outcomes, and stakeholder priorities. They are designed to sustain Jefferson’s strong academic progress while expanding access to high-quality enrichment in a manageable, sustainable way for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	<p>Approximately every 6-8 weeks the staff will assess students and use the results along with the adopted/supplemental instruction to address the strengths and weaknesses of each student. Staff will design a plan of instruction so as to maintain or improve student progress. Overall scores are to be reported to the School Board. Individual scores to be shared with students and families.</p> <p>This action will help the teacher identify targeted instructional needs for Foster Youth, low income, and homeless students.</p>	\$750.00	Yes
2.2	Broad Course of Study	Instructional Minutes include art, P.E., and health units of study. Jefferson will implement a structured art program (Meet the Masters) and research updated health curriculum materials aligned with current standards. The art program will be monitored through classroom observations to ensure fidelity and instructional impact. Students will continue to receive state-	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>required PE minutes and access to a full course of study, including art and health.</p> <p>This action is funded under Action 1.1, hire a highly qualified teacher.</p>		
2.3	Intervention	<p>Intensive instruction will be provided to students not meeting grade-level standards, including appropriate accommodations and increased instructional time with the teacher. Designated English Language Development (15–30 minutes) will be provided for English Learners as needed.</p> <p>Jefferson will strengthen collaboration with the SBCOE Special Education Department for any student demonstrating persistent academic needs. While check-ins will remain flexible due to travel constraints, the goal is to accelerate timelines for identifying and addressing potential support or referral needs.</p> <p>While this action supports the individual needs of all students, including SPED students, priority will be given to Foster Youth, Low Income, and English Language Learners upon enrollment.</p> <p>Currently funded under Action 1.1 – hire a highly qualified teacher.</p>	\$0.00	No
2.4	Independent Learning: Technology Programs/Centers	<p>Students will have access to a mix of teacher created centers and computer adaptive programs such as ST Math Footsteps 2 Brilliance, Prodigy, and Reading to A to Z to use when not receiving direct instruction from the staff.</p>	\$695.00	Yes
2.5	Enrichment: STEAM/Special Projects/Field Trips	<p>Jefferson will provide a minimum of five enrichment activities each year. Weekly visits to Willow Grove will not resume due to travel burdens and limited instructional payoff. Instead, enrichment will expand through on-site and locally based opportunities, including biweekly STEAM collaborations with community partners and more academically aligned field trips. These</p>	\$1,670.00	Yes

Action #	Title	Description	Total Funds	Contributing
		activities are designed to strengthen instructional continuity while maintaining hands-on learning and vocabulary development.		
2.6	STEAM – FIRST LEGO League Challenge Club	Students will participate in the official STEAM – FIRST LEGO League Challenge Club program from August to December. Supervision and transportation will be provided by a Jefferson staff member. This after-school activity enables students to interact with peers outside of Jefferson, while receiving mentoring from adults and high school students specializing in STEAM knowledge and activities. Planned refinements include sustained bimonthly collaboration with community mentors from Deep Space Robotics Team 6884, SBCOE STEAM partners, and parent/community volunteers.	\$3,907.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Jefferson Elementary will engage parents, community members, and other Educational Partners in developing a positive climate and system of support that ensures that each student achieves his or her emotional, social, and physical well being.	Broad Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> Priority 3: Parental Involvement (Engagement) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 8: Other Pupil Outcomes (Pupil Outcomes)
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An explanation of why the LEA has developed this goal.

Jefferson Elementary will engage parents, community members, and other Educational Partners in developing a positive climate and system of support that ensures that each student achieves his or her emotional, social, and physical well being. In order to achieve this, the staff will regularly communicate and collaborate with parents through conferences, family nights, and developing students’ learning plans (Actions 3.1, 3.2, and 3.3). We will build a positive climate through providing social emotional support, school spirit days, and positive behavior supports (Action 3.4) and by supporting parents by providing mileage reimbursements to offset their costs for transporting students to school (Action 3.5). The success of these actions will be determined by measuring chronic absenteeism (Metric 3.1), pupil suspension/expulsion rates (Metric 3.5) and middle school drop out rates (Metric 3.4). We will further measure the school climate by conducting a climate survey (Metric 3.2) and tracking parent attendance at special events, conferences, etc. (Metric 3.3). Finally, Jefferson will engage the community at large through an outreach and volunteer program (Action 3.3) and will be measured through Parent Attendance Reports (Metric 3.3).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance/Chronic Absenteeism Rates (Local Data)	2023-2024 Attendance rate was 96.4% and chronic absenteeism was 0%.	2024-2025 Attendance rate was 99.18% and chronic absenteeism was 0%.		2027: Attendance rate will be 95% or higher and 0% for chronic absenteeism.	+2.78% Attendance rate increased; chronic absenteeism remains at 0%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Climate Survey (Local Data)	2023-2024 100% of students and parents rated Jefferson as a safe place to learn.	2024-2025 100% of students and parents rated Jefferson as a safe place to learn.		2027: Based on the school climate survey, 100% of students and parents will rate Jefferson as a safe place to learn.	0% difference (remains at 100% of students and parents rated Jefferson as a safe place to learn).
3.3	Parent Attendance Reports (Local Data)	2023-2024 100% of parents attended Fall and Spring conferences and attend at least two school sponsored activities.	2024-2025 100% of parents attended Fall and Spring conferences and attend at least two school sponsored activities.		2027: Based on attendance records, 100% of parents will attend Fall and Spring parent/teacher conferences and participate in at least two school sponsored family activities.	0% difference (remains at 100% of parents attended Fall and Spring parent/teacher conferences and participated in at least two school sponsored family activities).
3.4	Middle School Dropout Rates (Local Data)	2023-2024 0% of middle school students dropped out of school.	2024-2025 0% of middle school students dropped out of school.		2027: 0% middle school dropout rate.	0% difference (Middle school dropout remains at 0%).
3.5	Pupil suspension and expulsion rates (Local Data)	2023-2024 Suspension rate was 0% and expulsion rate was 0%.	2024-2025 Suspension rate was 0% and expulsion rate was 0%.		2027: Suspension rate will be 0% and expulsion rate will be 0%.	0% difference (Suspension rate and expulsion rate remains at 0%).

Goal Analysis [2024-25]

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

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

Overall Implementation of Goal 3

During the 2024–2025 school year, Jefferson Elementary implemented a comprehensive series of actions aligned with Goal 3 to ensure each student’s emotional, social, and physical well-being through strong educational partnerships and a positive school climate.

Action 3.1 (Parent Communication and Engagement): Implemented with a high degree of fidelity. Jefferson staff met with 100% of parents at least twice over the course of the year to provide student progress updates, gather feedback, and collaboratively address student and school goals. Communication methods included parent-teacher conferences, take-home folders, report cards, and informal daily conversations during drop-off and pick-up. Parent input was used to inform decisions about instructional strategies, field trip planning, goal setting, and enrichment activities, demonstrating the school’s commitment to authentic family engagement.

Action 3.2 (Student Personal Learning Plan): Fully implemented. At the beginning of the school year, each student, in collaboration with staff and their parents, created a personalized learning plan informed by academic data, observations, and the student’s own interests. These plans included academic, behavioral, social-emotional, and long-term goals such as college and career readiness. Staff reviewed and revised the plans every six weeks, ensuring that students remained on track. While the yearbook intended to celebrate progress on goals was not ready before the end of the school year, it was finalized and distributed over the summer.

Action 3.3 (Family Nights, Community Outreach, and Volunteer Program): Jefferson hosted several well-attended and meaningful events, including:

Back-to-School Breakfast: A welcoming start to the year, though attendance was limited due to family work obligations.

Winter Performance and Dinner: Drew 100% attendance from students, staff, and parents, with student performances, a community meal, a holiday card-making activity, and a video produced by a Jefferson alumnus.

Graduation Night: Featured a commencement speech from an 8th grader, a guest speaker, dinner, and awards, with attendance from parents, staff, board members, and county office representatives.

Additional outreach included volunteer contributions from three local high school students (members of the Deep Space Robotics Club), a civic education program from Judge Omar Rodriguez, a re-scheduled Wonder Woof Assembly, and an earthquake preparedness drill led by the San Benito Radio Club.

Two additional community initiatives were also carried out under this action:

Wildfire Prevention and Safety Education: Jefferson hosted a community workshop presented by an outside organization. While board members participated, no students or families attended.

Literacy Support through Book Donation: The Cattle Women’s Organization donated a book about ranch life in San Benito County, which was distributed to students and connected literacy learning to their local community. Families expressed gratitude for this donation.

Action 3.4 (SEL Supports/School Climate): Successfully implemented through weekly “Fun Fridays” and monthly social-emotional lessons led by a county mental health therapist. Topics included mindfulness, gratitude, and stress management. Student feedback was highly positive, and one student on a behavior plan showed significant improvement. Incentive programs supported achievement, attendance, and enrichment participation, contributing to a positive climate. Stakeholder feedback consistently described the school climate as safe, inclusive, and supportive.

Action 3.5 (Student Transportation): Mileage reimbursements were provided to families who transported students to school. Although reimbursements were intended to be distributed twice per year, they were ultimately provided at the end of the year. Families expressed appreciation for the financial assistance, and the school achieved a strong attendance rate of 99.18% with 0% chronic absenteeism.

Challenges:

Challenges during the 2024–2025 cycle included delayed yearbook distribution, mileage reimbursements issued later than planned, and low family attendance at the wildfire prevention event. Additional implementation challenges included limited capacity to expand family events due to scheduling conflicts and delays in contracted services, though these were mitigated through staff flexibility and volunteer support. These issues did not reduce the overall impact of Goal 3 actions but highlighted areas for improved timing and family outreach.

Summary/Successes:

Overall, Jefferson Elementary successfully implemented all planned actions under Goal 3. The school’s size, rural location, and close-knit community enabled deep and sustained engagement with families, contributing to a safe, supportive, and achievement-oriented environment.

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

All actions under Goal 3 were implemented, though several reflected timing or cost adjustments:

Action 3.1 (Parent Communication and Engagement) and Action 3.2 (Personal Learning Plans) were implemented as planned, with no significant cost changes.

Action 3.3 (Family Nights/Community Outreach) reflected slight increases due to materials and food for community events, offset by volunteer contributions and donations.

Action 3.4 (SEL Supports/School Climate) was implemented with lower expenditures than anticipated, as county-provided services covered most costs.

Action 3.5 (Student Transportation) reflected a \$1,500 increase compared to the prior year, due to higher mileage reimbursement requests and increased transportation costs.

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

Effectiveness of Actions to Date in Making Progress Toward Goal 3

The actions implemented under Goal 3 were highly effective in advancing Jefferson Elementary's commitment to fostering a safe, inclusive climate and strong family-school-community partnerships that promote the emotional, social, and physical well-being of every student.

Action 3.1 (Parent Communication and Engagement) was highly effective in maintaining strong two-way communication between the school and families. With 100% parent participation in Fall and Spring conferences and at least two school-sponsored events, this consistent communication ensured that parent feedback directly informed instructional strategies, enrichment activities, and schoolwide decision-making. This level of engagement strengthened the positive school climate and built high levels of trust, as evidenced by feedback from stakeholders.

Action 3.2 (Student Personal Learning Plan) played a key role in personalizing learning and ensuring that every student's academic, behavioral, and social-emotional needs were met. The personalized learning plans, developed in collaboration with staff and parents, helped guide instruction and interventions. Six-week monitoring cycles ensured that students remained on track. While the celebratory yearbook was delayed, the continued implementation of these plans drove measurable progress, especially for students with specialized needs such as those with possible disabilities, whose inclusion was prioritized upon enrollment.

Action 3.3 (Family Nights, Community Outreach, and Volunteer Program) was highly successful in strengthening family-school connections and expanding students' learning opportunities. Full participation in events like the Winter Performance/Dinner and Graduation Night celebrated student growth and achievements. Despite omitting a formal Open House, consistent daily engagement ensured that families remained well-informed and connected. Guest speakers, volunteers, and civic organizations further enriched students' learning and deepened the school's ties to the broader community.

Action 3.4 (SEL Supports/School Climate) was particularly impactful in supporting student well-being. The monthly SEL sessions led by a mental health therapist equipped students with effective strategies for managing emotions and stress, which students reported using successfully. Weekly "Fun Fridays" reinforced positive behavior and a culture of collaboration, while behavior supports, including a personalized plan for one student, led to notable improvements. Stakeholder feedback affirmed that SEL strategies were integrated into the daily routine, not isolated lessons, which helped to embed a positive school climate.

Action 3.5 (Student Transportation) contributed to the school's excellent attendance metrics, with a 99.18% attendance rate and 0% chronic absenteeism. By addressing transportation barriers through mileage reimbursements, this action helped reduce logistical challenges for rural students and was deeply appreciated by families.

Overall, each action worked cohesively to support the whole child, fostering not only academic achievement but also emotional, social, and physical well-being. The effectiveness of these actions is further evidenced by climate survey data, showing 100% of students and parents agree that Jefferson is a safe place to learn, and by continued achievement of 0% dropout, suspension, and expulsion rates.

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

Reflections on the 2024–2025 School Year and Planned Adjustments

Reflections on the 2024–2025 school year affirm that the current goal, metrics, and overall action structure under Goal 3 are well aligned with the needs of Jefferson Elementary’s students and families. As a result, no substantive changes will be made to the goal statement or to the key metrics used to track progress, including attendance, chronic absenteeism, suspension and expulsion rates, family participation, and stakeholder climate surveys. These metrics remain appropriate and sufficient in monitoring progress toward creating a positive school climate and strengthening educational partnerships.

However, minor adjustments to improve implementation fidelity and enhance outcomes will be made based on reflective analysis and stakeholder feedback:

Action 3.2 (Student Personal Learning Plan): To strengthen goal-setting celebrations, the school will adjust the timeline and project management of the yearbook to ensure it is finalized and distributed before the last day of school. This change will allow students to receive recognition for their growth during graduation activities.

Action 3.3 (Family Nights, Community Outreach, and Volunteer Program): Although a formal Open House was deemed unnecessary due to strong ongoing communication, staff will consider offering a brief “Welcome Night” or orientation segment at the beginning of the school year to ensure new families are fully informed and connected, especially as enrollment patterns shift. This will provide a dedicated opportunity for families to meet staff and gain a deeper understanding of school programs early on. In addition, Jefferson will seek to expand partnerships with local organizations and guest speakers, building on the success of Judge Rodriguez’s civic education visit and the San Benito Radio Club’s emergency drill training.

Action 3.5 (Student Transportation) contributed to the school’s excellent attendance metrics, with a 99.18% attendance rate and 0% chronic absenteeism. By addressing transportation barriers through mileage reimbursements, this action helped reduce logistical challenges for rural students and was deeply appreciated by families. To strengthen this support, Jefferson increased the allocation by \$1,500 to ensure sufficient funds for reimbursements and will transition to biannual disbursements to better meet family needs.”

These refinements are minor but meaningful, intended to improve the timing and quality of service delivery, increase family engagement, and deepen community partnerships while maintaining the overall integrity of Goal 3. They reflect Jefferson Elementary’s commitment to continuous improvement, personalization, and responsiveness to its small but dedicated school community.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication and Engagement	Jefferson staff will meet with 100% of parents to obtain feedback, and collaborate on effective ways of meeting school and students goals at least twice a year. Student progress will additionally be shared through take home folders, report cards, and other formal/informal conversations between staff and parents.	\$100.00	Yes
3.2	Student Personal Learning Plan	Staff, students, and parents will develop a personal learning plan for each student at the beginning of the year that is based on performance data, observations, and interests and will include short- and long-term goals including, but not limited to, college/career, academic, behavior, and SEL needs. The plan will be monitored and revised every six weeks to ensure progress toward meeting these goals. Celebration of goals will be recorded in the school yearbook and distributed to students before the last day of school. The needs of Special Education students will be prioritized (upon enrollment) for this action.	\$650.00	Yes
3.3	Family Nights, Community Outreach, and Volunteer Program	Jefferson will hold at least 3 community outreach, family nights, and/or volunteer activities over the course of the year. Examples include Winter Performance/Dinner, Graduation, and other family engagement events. To support new families and strengthen connections, staff may also offer a brief "Welcome Night" or orientation at the start of the year. The school will continue to seek expanded partnerships with local organizations and guest speakers.	\$500.00	Yes
3.4	SEL Supports/School Climate	Social emotional supports will include school spirit days, Friday enrichment activities, positive behavior supports, awards, and incentives. The needs of all students, but specifically our unduplicated students, are prioritized for the actions of this goal, particularly instruction for social emotional development.	\$900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>This action will be used to promote and encourage high attendance levels of all students as measured by Metric 3.1.</p> <p>Mental health support will be provided to students for individual counseling as needed during the school year, particularly for Foster Youth, homeless, and English Language Learners</p>		
3.5	Student Transportation	<p>To enhance student attendance, Jefferson provides mileage reimbursements to parents who transport their children to and from school, thereby reducing barriers to consistent school attendance. Although reimbursements were intended to be distributed twice per year, they were ultimately provided at the end of the year. Families expressed appreciation for the support, and the school achieved a strong attendance rate of 99.18% with 0% chronic absenteeism.</p> <p>Beginning in 2025–2026, reimbursements will be distributed biannually to provide families with more timely financial assistance.</p> <p>Reimbursement costs in 2024–2025 were \$1,500 higher than the prior year, reflecting increased transportation needs among families.</p>	\$2,573.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Jefferson receives Equity Multiplier (EM) funding because 100% of enrolled students are socioeconomically disadvantaged.</p> <p>In 2025–26, EM resources are targeted to strengthen foundational skills for Transitional Kindergarten and Kindergarten students. While Jefferson could legally operate TK/K at the required 6:1 ratio without aide support, EM funding allows the district to go above and beyond by expanding aide hours and individualized enrichment aligned with the Expanded Learning Opportunities Program (ELO-P).</p> <p>For budgeting, these actions are consolidated into two: (1) Instructional Aide Extension and (2) Monitoring and Adjustments. Jefferson does not currently face credentialing, subject matter preparation, or teacher retention issues that impact its EM designation.</p> <p>The 2025–26 school year marked Jefferson’s first Transitional Kindergarten enrollment, creating a new need for sustained adult support. EM funds addressed this shift by extending aide hours to ensure successful TK/K implementation.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jefferson Elementary developed Goal 4 to ensure equitable access to academic, social-emotional, and enrichment opportunities for all students, with a specific focus on Transitional Kindergarten and Kindergarten. While the legal 6:1 ratio could be met without additional support, the district chose to use Equity Multiplier (EM) funds to go above and beyond by expanding aide hours and enrichment opportunities for its youngest learners.

This goal uses EM resources to provide individualized and small-group instruction (Action 4.1) and to strengthen early learning foundations through enrichment aligned with the Expanded Learning Opportunities Program (ELO-P), including STEAM projects, art lessons, field trips, and contests.

In addition to schoolwide enrichment opportunities provided under Goal 2, EM resources ensure that TK/K students also receive enrichment designed specifically for early learners. These TK/K-exclusive experiences may include age-appropriate field trips (e.g., local library, children’s museum, pumpkin patch) and in-class workshops or assemblies tailored to their developmental needs.

The impact of these supports will be monitored and adjusted as needed (Action 4.2) through teacher observation, student progress, and engagement levels. Metrics include aide hours added, student growth in academic and social-emotional areas, participation in enrichment activities, and evaluation of aide effectiveness. Through these actions, Jefferson demonstrates how EM funds expand access beyond baseline requirements.

Because 2025–26 marked Jefferson’s first year of Transitional Kindergarten enrollment, no prior TK/K data exist for comparison. The addition of TK shifted the school’s population toward younger learners who require sustained adult support throughout the day. EM funds were therefore used to expand aide hours, ensuring younger students could succeed without diminishing instructional time for older peers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	TK/K Early Literacy Readiness (Amira Screener) Percentage of TK/K students who demonstrate growth on the Amira early literacy screener in at least one subtest (phonological awareness, letter recognition, vocabulary) or by moving to a lower-risk category. Data Source: Amira screener results, risk category report.	0% of TK/K students demonstrated progress on the Amira screener on at least one subtest (phonological awareness, letter recognition, vocabulary) or by moving to a lower-risk category. Note: No TK/K students enrolled in 2024–25)	100% of TK/K students will demonstrate growth on the Amira screener on at least one subtest (phonological awareness, letter recognition, vocabulary) or by moving to a lower-risk category		100% of TK/K students will demonstrate growth on the Amira screener on at least one subtest (phonological awareness, letter recognition, vocabulary) or by moving to a lower-risk category	0% difference – new goal, first year of implementation.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	<p>Percentage of TK/K students who participate in at least three enrichment opportunities designed specifically for early learners (e.g., TK/K-only field trips, classroom enrichment workshops, guest presenters)</p> <p>Data source: Participation rosters, teacher logs of TK/K-only activities, field trip records.</p>	<p>0% of TK/K students participated in TK/K-exclusive enrichment opportunities.</p> <p>Note: No TK/K students enrolled in 2024–25).</p>	<p>100% of TK/K students will participate in at least three TK/K-exclusive enrichment opportunities.</p>		<p>100% of TK/K students will participate annually in at least three TK/K-exclusive enrichment opportunities.</p>	<p>0% difference – new goal, first year of implementation.</p>

Goal Analysis [2024-25]

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

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

Preparation for Implementation:

In 2024–25, Jefferson had no Transitional Kindergarten or Kindergarten students enrolled. Anticipating the enrollment of a new TK student in 2025–26, the district prepared for Goal 4 implementation by recruiting an instructional aide uniquely suited to support early learners in Jefferson’s rural multigrade setting. This aide had strong connections to the community and to the incoming TK student, which allowed for a smooth transition. In spring 2025, the student was introduced to the school environment through ELO-P after-school activities, giving her an early opportunity to adjust to peers while providing staff insight into her readiness needs.

Challenges Anticipated:

Implementation challenges are expected as staffing capacity and scheduling will need careful planning to sustain expanded aide hours for TK/K students. Adjustments may also be needed as the student population shifts toward younger learners requiring higher levels of support.

Readiness for 2025–26:

By proactively recruiting staff, adopting the Amira early literacy screener (June 2025), and providing a soft entry point for the incoming TK student, Jefferson positioned itself to implement Goal 4 effectively in the 2025–26 cycle.

Next Steps:

A full analysis of implementation and outcomes, including Amira screener data and TK/K enrichment participation, will be reported in the 2025–26 cycle.

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.

N/A - This is a new goal as of 2025-2026.

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

N/A - This is a new goal as of 2025-2026.

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.

N/A - This is a new goal as of 2025-2026.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Aide Extension (TK/K EM Support)	Equity Multiplier (EM) funds expanded aide hours beyond the legal 6:1 TK/K staffing ratio. This above-and-beyond support provides individualized and small-group instruction for early learners, giving Transitional Kindergarten and Kindergarten students greater access to academic and social-emotional supports. Funding Source: Equity Multiplier	\$20,656.00	No
4.2	Monitor and Adjust Support Based on Student Needs:	As a small single-school district, the Principal/Teacher and Instructional Aide will evaluate the effectiveness of increased aide hours and other EM-	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		funded supports, making adjustments as needed based on TK/K student progress and engagement. Funding Source: As coded in DTS (Goal 1, Action 1 – \$0).		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$21,348	\$2,926

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
16.039%	0.000%	\$0.00	16.039%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Hiring of Appropriately Qualified Support Staff</p> <p>Need: The Principal/Teacher is responsible for 100% of the instruction for all students and completes all administrative and instructional planning outside of school hours. These tasks are broad and extensive.</p>	<p>Support staff will give the Principal/Teacher time during the work week to complete essential administrative and instructional planning tasks, thus increasing her effectiveness and overall emotional health.</p> <p>100% of staff was appropriately certified and highly qualified for the 2023-2024 school year. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	Teacher Staffing Report (Metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>1.5</p>	<p>Action: Replace Technology Equipment</p> <p>Need: Certain technology equipment, such as the internet router, is aging out of workability so the LEA needs to consult with the SBCOE technology department to determine appropriate replacement.</p> <p>Scope: LEA-wide</p>	<p>Jefferson is a rural school and relies on the internet to technology integration within lessons, parent communication, and so forth. 100% of students receive appropriate curricular materials per the 2023 McKinney-Vento Resolution. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>Technology Inventory conducted concurrently with curriculum inventory for McKinney-Vento Resolution (Metric 1.2)</p>
<p>2.1</p>	<p>Action: Progress Monitoring: STAR 360 ELA and STAR 360 Math</p> <p>Need: Assessments are needed to determine students' current performance, identify gaps in academic understanding, and monitor growth over time.</p> <p>Scope: LEA-wide</p>	<p>Assessments are needed for all students and will provide necessary data to support the teacher in making appropriate instructional decisions. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>STAR 360 results (Metrics 2.5 and 2.6)</p>
<p>2.4</p>	<p>Action: Independent Learning: Technology Programs/Centers</p> <p>Need:</p>	<p>Quality technology programs and independent learning activities will increase students' time on task and overall academic achievement. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from</p>	<p>STAR 360 growth results (Metrics 2.5 and 2.6)</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>In a multigrade classroom, students need quality activities that offers support and feedback when the teacher is providing instruction to other grade levels.</p> <p>Scope: LEA-wide</p>	<p>August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	
2.5	<p>Action: Enrichment: STEAM/Special Projects/Field Trips</p> <p>Need: Students have limited opportunities for activities within the school district boundaries to build their background knowledge and skills and to interact with additional same age peers and other adults.</p> <p>Scope: LEA-wide</p>	<p>Field trips, special projects, and STEAM activities will allow students to build background knowledge and make connections with other students, adults, etc. 2022-2023: 33% of students improved 25 or more scaled points. 2022-2023: 67% of students improved 25 or more scaled points. 2022-2023: 50% of EL students increased one level overall. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	CAASPP Math and ELA (Metrics 2.1 and 2.2) ELPAC (Metric 2.3)
2.6	<p>Action: STEAM – FIRST LEGO League Challenge Club</p> <p>Need: Students have the need to engage in enrichment activities, particulary with qualified instructors and same age peers.</p> <p>Scope: LEA-wide</p>	<p>STEAM activities will allow students to build background knowledge and make connections with other students, adults, etc. 0% of students were proficient on the CAST test This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	Student attendance (Metric 3.1), display of final project. Student progress on CAST (Metric 2.4)

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>3.1</p>	<p>Action: Parent Communication and Engagement</p> <p>Need: Parents work during the day and need opportunities to receive information about their children's academic, social, and emotional progress.</p> <p>Scope: LEA-wide</p>	<p>Parent communication will keep parents informed of students' goals, interests, and academic progress so that they can provide home and school centered support. 2023-2024: 100% of parents attended Spring and Fall conferences. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>Parent participation at school events and parent-teacher conferences. (Metric 3.3)</p>
<p>3.2</p>	<p>Action: Student Personal Learning Plan</p> <p>Need: Students have diverse needs, interests and talents.</p> <p>Scope: LEA-wide</p>	<p>The personal learning plan will allow the teacher to identify activities and actions that will support the students learning and other interests as well as provide a student a voice in their education and knowledge of progress. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>STAR 360 growth results, (Metric 2.5, 2.6), climate survey (Metric 3.2)</p>
<p>3.3</p>	<p>Action: Family Nights, Community Outreach, and Volunteer Program</p> <p>Need: The students regularly have interactions with one adult, the Teacher/Principal, at the school.</p>	<p>Family nights, community outreach, and volunteers will enable families and other community members to participate in school sponsored activities, and help students build connections with other adults.</p>	<p>Participation/Attendance rosters (Metric 3.3)</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>They have limited to interact with other adults within the school setting.</p> <p>Scope: LEA-wide</p>	<p>2023-2024: 100% of parents participated in the Winter Family Night and the End of Year Promotion Ceremony This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	
<p>3.4</p>	<p>Action: SEL Supports/School Climate</p> <p>Need: Jefferson has a tradition of positive behavioral supports, engaging activities, and close connections between the Teacher/Principal and students.</p> <p>Scope: LEA-wide</p>	<p>These actions will help the school maintain the strong, inclusive, supportive climate of the school and to regularly celebrate student success and accomplishments, especially the end of year middle school graduation ceremony. 2023-2024: 100% of parents, staff and students rated Jefferson as a safe place to learn. 2023-2024: Chronic Absenteeism was 0% 2023-2024: Middle School Drop Out Rates were 0% 2023-2023: Pupil suspension and expulsion rates were 0% This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>Student and parent climate surveys Metric 3.2), Middle School Drop Out Rates (Metric 3.4) Pupil suspension and expulsion rates (Metric 3.5)</p>
<p>3.5</p>	<p>Action: Student Transportation</p> <p>Need: Jefferson is unable to provide bus services for students so parents have to provide transportation to and from home. .</p> <p>Scope: LEA-wide</p>	<p>Mileage reimbursements will offset the transportation costs of our low income families. 2023-2024: Overall stuent attendance rate was 96.4% 2023-2024: Chronic absenteeism was 0%. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.</p>	<p>Student attendance data (Metric 3.1) Chronic Absenteeism (Metric 3.1)</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

N/A

Additional Concentration Grant Funding

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

With the \$2,744 in additional concentration funding, we will use this to help fund a part time Instructional Aide who provides additional services and support to the teacher and students on a weekly basis.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:4
Staff-to-student ratio of certificated staff providing direct services to students		1:4

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$133,101	\$21,348	16.039%	0.000%	16.039%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$147,270.00	\$26,229.00	\$0.00	\$6,975.00	\$180,474.00	\$151,211.00	\$29,263.00

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	Highy Qualified Teacher/Principal	All	No			All Schools	Ongoing	\$111,837.00	\$0.00	\$111,837.00				\$111,837.00	
1	1.2	Hiring of Appropriately Qualified Support Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	1 year	\$15,061.00	\$0.00	\$15,061.00				\$15,061.00	
1	1.3	Professional Development	All	No			All Schools	Ongoing	\$0.00	\$475.00		\$300.00		\$175.00	\$475.00	
1	1.4	Curriculum Materials and Technology	All	No			All Schools	Ongoing	\$0.00	\$2,700.00		\$2,700.00			\$2,700.00	
1	1.5	Replace Technology Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,200.00	\$1,200.00				\$1,200.00	
1	1.6	Facilities and Safety	All	No			All Schools	Ongoing	\$0.00	\$16,800.00	\$10,000.00			\$6,800.00	\$16,800.00	
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$750.00	\$750.00				\$750.00	
2	2.2	Broad Course of Study	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Intervention	All	No			All Schools	Ongoing	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Independent Learning: Technology Programs/Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$695.00	\$695.00				\$695.00	

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	2.5	Enrichment: STEAM/Special Projects/Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$1,670.00	\$1,670.00				\$1,670.00	
2	2.6	STEAM – FIRST LEGO League Challenge Club	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	6 months	\$3,657.00	\$250.00	\$3,907.00				\$3,907.00	
3	3.1	Parent Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$100.00	\$100.00				\$100.00	
3	3.2	Student Personal Learning Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$650.00	\$650.00				\$650.00	
3	3.3	Family Nights, Community Outreach, and Volunteer Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$500.00	\$500.00				\$500.00	
3	3.4	SEL Supports/School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$900.00	\$900.00				\$900.00	2.63
3	3.5	Student Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$2,573.00	\$0.00	\$2,573.00			\$2,573.00	
4	4.1	Instructional Aide Extension (TK/K EM Support)	All	No			All Schools	Year by Year	\$20,656.00	\$0.00		\$20,656.00			\$20,656.00	
4	4.2	Monitor and Adjust Support Based on Student Needs:	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$133,101	\$21,348	16.039%	0.000%	16.039%	\$25,433.00	2.630%	21.738 %	Total:	\$25,433.00
								LEA-wide Total:	\$25,433.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Hiring of Appropriately Qualified Support Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,061.00	
1	1.5	Replace Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200.00	
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$750.00	
2	2.4	Independent Learning: Technology Programs/Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$695.00	
2	2.5	Enrichment: STEAM/Special Projects/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,670.00	
2	2.6	STEAM – FIRST LEGO League Challenge Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,907.00	
3	3.1	Parent Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$100.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.2	Student Personal Learning Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$650.00	
3	3.3	Family Nights, Community Outreach, and Volunteer Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$500.00	
3	3.4	SEL Supports/School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$900.00	2.63
3	3.5	Student Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$148,695.00	\$161,020.54

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	Highy Qualified Teacher/Principal	No	\$107,784.00	\$109,432.03
1	1.2	Hiring of Appropriately Qualified Support Staff	Yes	\$10,291.00	\$9,302.89
1	1.3	Professional Development	No	\$475.00	\$0.00
1	1.4	Curriculum Materials and Technology	No	\$2,700.00	\$539.70
1	1.5	Replace Technology Equipment	Yes	\$1,200.00	\$248.81
1	1.6	Facilities and Safety	No	\$16,800.00	\$34,280.76
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	\$750.00	\$827.45
2	2.2	Broad Course of Study	No	\$0.00	\$0.00
2	2.3	Intervention	No	\$0.00	\$271.65
2	2.4	Independent Learning: Technology Programs/Centers District Improved Services 0.05% for F2B that students K-3 utilized.	Yes	\$845.00	\$381.40

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)
2	2.5	Enrichment: STEAM/Special Projects/Field Trips	Yes	\$1,250.00	\$0.00
2	2.6	STEAM Club: First Lego League	Yes	\$3,450.00	\$3,520.61
3	3.1	Parent Communication and Engagement	Yes	\$100.00	\$0.00
3	3.2	Student Personal Learning Plan	Yes	\$650.00	\$0.00
3	3.3	Family Nights, Community Outreach, and Volunteer Program	Yes	\$500.00	\$662.31
3	3.4	SEL Supports/School Climate 2.6% Improved Services as district received MH support thru MOU, but district incurred zero cost.	Yes	\$900.00	\$412.27
3	3.5	Student Transportation	Yes	\$1,000.00	\$1,140.66

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$20,022	\$20,936.00	\$16,496.40	\$4,439.60	0.000%	2.650%	2.650%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Hiring of Appropriately Qualified Support Staff	Yes	\$10,291.00	\$9,302.89		
1	1.5	Replace Technology Equipment	Yes	\$1,200.00	\$248.81		
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	\$750.00	\$827.45		
2	2.4	Independent Learning: Technology Programs/Centers District Improved Services 0.05% for F2B that students K-3 utilized.	Yes	\$845.00	\$381.40	0.00%	0.05%
2	2.5	Enrichment: STEAM/Special Projects/Field Trips	Yes	\$1,250.00	\$0.00		
2	2.6	STEAM Club: First Lego League	Yes	\$3,450.00	\$3,520.61		
3	3.1	Parent Communication and Engagement	Yes	\$100.00	\$0.00		
3	3.2	Student Personal Learning Plan	Yes	\$650.00	\$0.00		
3	3.3	Family Nights, Community Outreach, and Volunteer Program	Yes	\$500.00	\$662.31		
3	3.4	SEL Supports/School Climate 2.6% Improved Services as district received MH support thru MOU, but district incurred zero cost.	Yes	\$900.00	\$412.27	0.00%	2.6%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.5	Student Transportation	Yes	\$1,000.00	\$1,140.66		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$134,475	\$20,022	0.00%	14.889%	\$16,496.40	2.650%	14.917%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"> • Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024