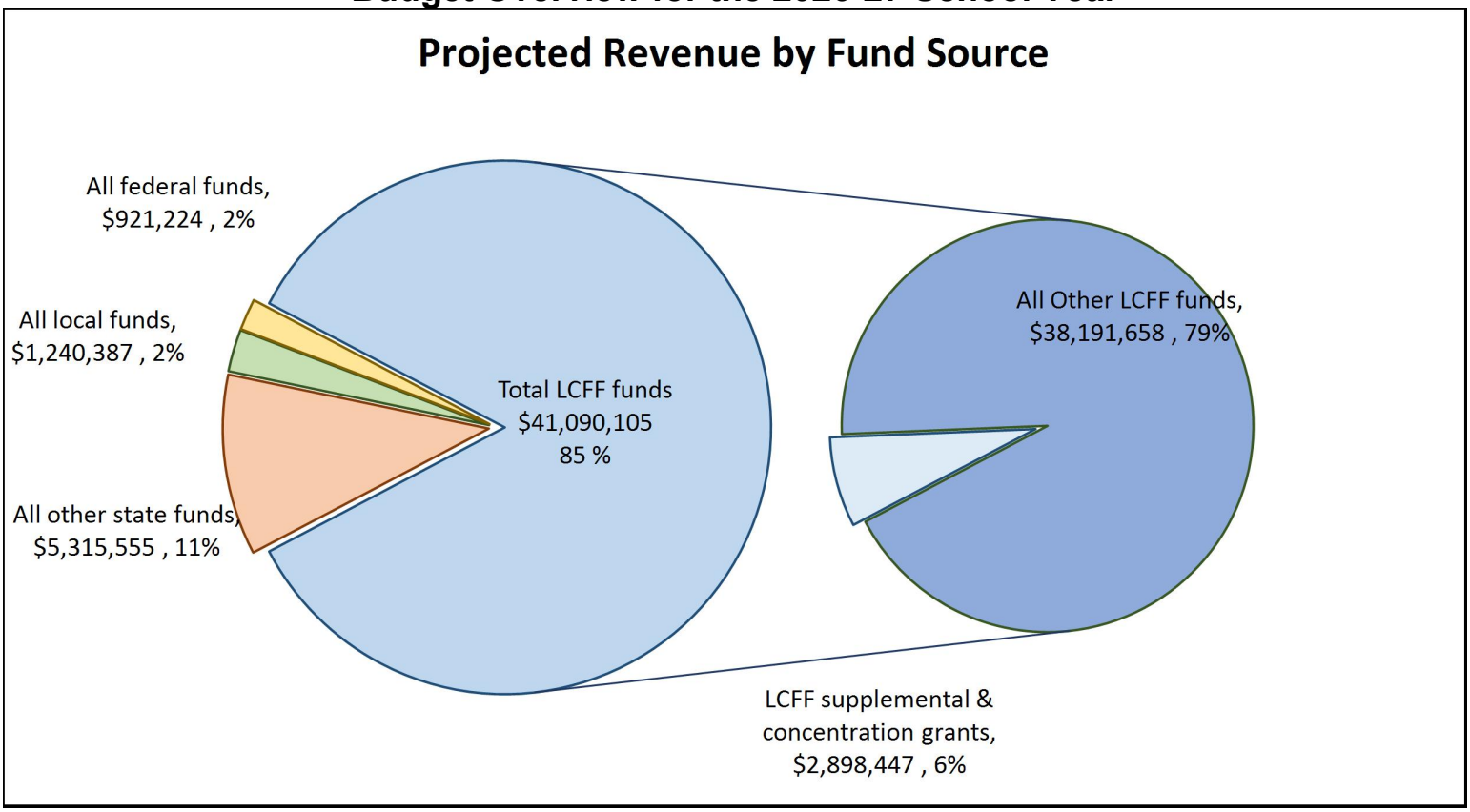
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District
CDS Code: 39685440000000
School Year: 2026-27
LEA contact information:
James W. Bridges
Superintendent
superintendent@jsdtracy.com
209-836-3388

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 2026-27 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 $48,567,271, of which $41,090,105 is Local Control Funding Formula (LCFF), $5,315,555 is other state funds, $1,240,387 is local funds, and $921,224 is federal funds. Of the $41,090,105 in LCFF Funds,

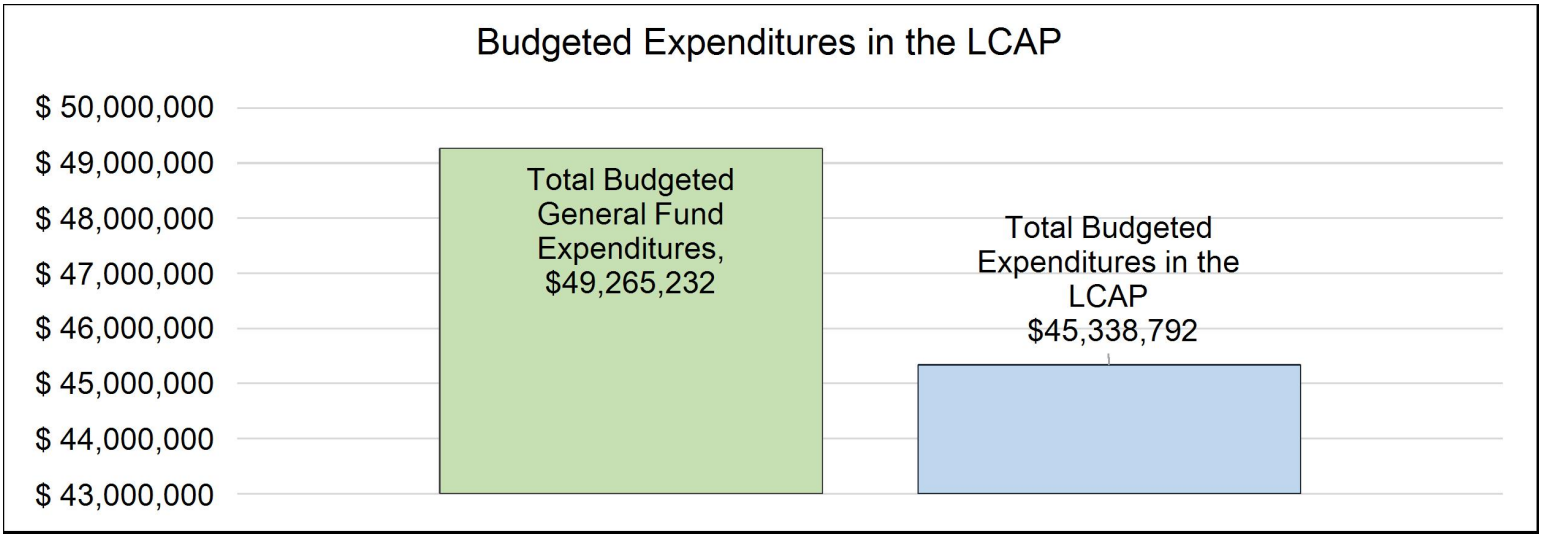
$2,898,447 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 2026-27. 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 $49,265,232 for the 2026-27 school year. Of that amount, $45,338,792 is tied to actions/services in the LCAP and $3,926,440 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

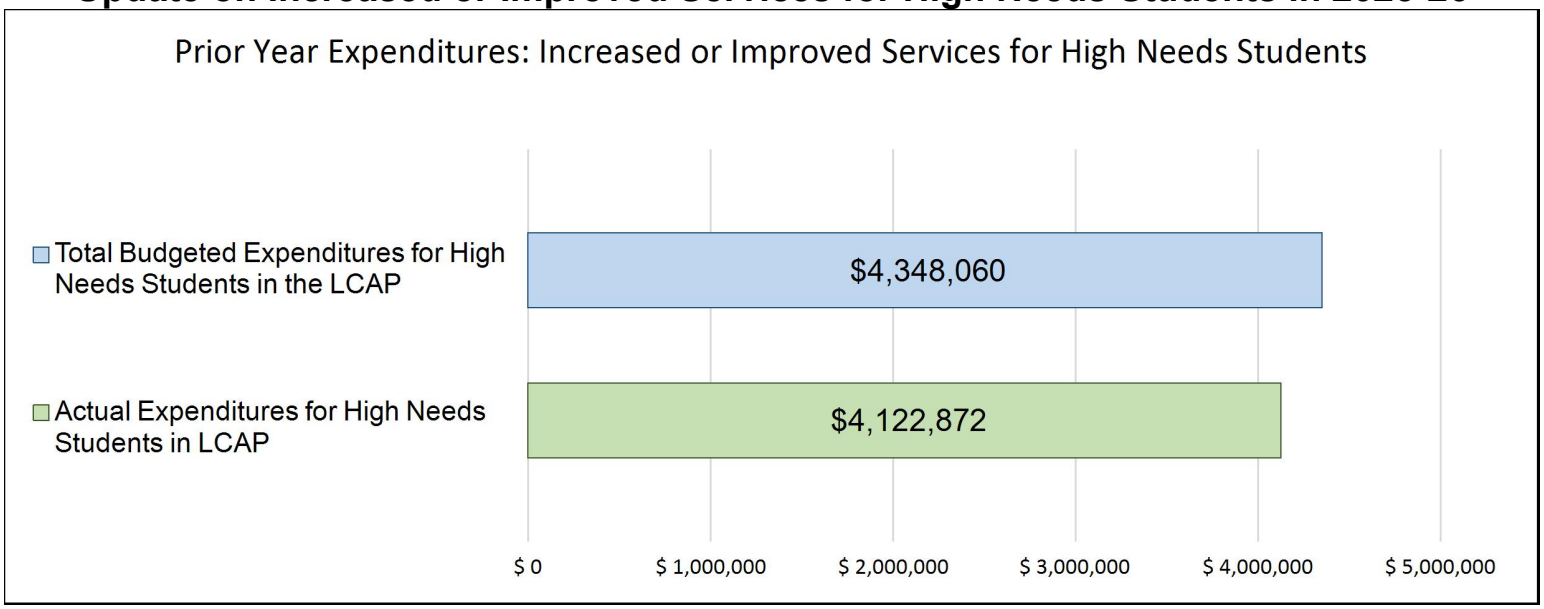
The remaining funds will be used to support other district operating expenses necessary for the day-to-day operation of our schools and programs.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Jefferson Elementary School District is projecting it will receive $2,898,447 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 $2,898,447 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 2025-26



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 2025-26, Jefferson Elementary School District's LCAP budgeted $4,348,060 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $4,122,872 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $225,188 had the following impact on Jefferson Elementary School District’s ability to increase or improve services for high needs students:

Jefferson Elementary School District implemented the planned actions and services identified to support high-needs students during the 2025–26 school year. While actual expenditures were lower than originally budgeted within the LCAP, the overall level of services provided to students was not reduced. In several cases, the district utilized one-time funding sources and other supplemental resources outside of the LCAP to support and implement planned programs and services.

As a result, high-needs students continued to receive the intended academic, social-emotional, behavioral, and enrichment supports outlined in the LCAP. The difference between budgeted and actual LCAP expenditures primarily reflects adjustments in funding sources, staffing efficiencies, timing of expenditures, and the use of alternative one-time funds rather than a reduction in services to students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jefferson Elementary School District	James W. Bridges Superintendent	SUPERINTENDENT@JSDTRACY.COM 209-836-3388

Plan Summary [2026-27]

General Information

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

The Jefferson Elementary School District community takes great pride in its schools. The district's mission is to take collective responsibility for ensuring all students achieve at high levels. The district believes a high quality educational program is achieved through a shared responsibility among Trustees, staff, families, students, and community members. The 2024-2027 LCAP embodies this philosophy.

The District is located in south Tracy in San Joaquin County. The district has five schools with an enrollment of over 3,100 transitional kindergarten through eighth-grade students. JESD has new local housing developments and anticipates steady increased enrollment this year and in the years to come. JESD continues to be among the top academic institutions in San Joaquin County, an outstanding accomplishment and a reflection of the dedication and talent of our students, parents and staff.

The student demographics are as follows:
African American: 4.15%
Asian: 44.95%
White: 14.01%
Two or More Races: 5.22%
American Indian: 1.47%
Hispanic: 24.39%
Filipino: 3.75%

Pacific Islander: 0.55%
Homeless: 1.41%
GATE: 4.39%
Students with Disabilities: 11.54%

Jefferson Elementary School District receives supplemental funds for the following unduplicated student groups:
********Total Unduplicated (Socioeconomically Disadvantaged Students, English Learner, Foster Youth 41.99%)
Socioeconomically Disadvantaged Students: 32.20%
English Learners: 14.75%
Foster Youth: 0.03%

Data from CALPADS reports for the 2024-2025 Academic Year, Census Day (CBEDS)

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that Jefferson Elementary School District has made meaningful progress toward its LCAP goals, while also identifying areas that require continued focus and refinement.

Overall, student achievement outcomes remained stable or improved in several key areas. CAASPP results show that the district maintained performance in English Language Arts while demonstrating gains in mathematics, including an increase in the percentage of students exceeding standards. Participation rates remained high across both content areas, reflecting strong implementation of assessment systems and student engagement. At the same time, subgroup data continues to highlight persistent achievement gaps, particularly for English Learners, Students with Disabilities, and socioeconomically disadvantaged students, indicating the need for more targeted and differentiated supports.

Local data further demonstrates growth in instructional practices and systems. The district saw a significant increase in the use of Professional Learning Communities (PLCs), with a 43% increase in documented agendas and minutes. This reflects stronger collaboration and a more consistent focus on data-driven instruction across sites. Investments in curriculum implementation, including Eureka Math Squared and CommonLit 360, supported instructional coherence and contributed to maintaining academic performance during a period of transition. However, the absence of consistent, curriculum-aligned professional development in some areas limited the depth of implementation and remains an area for improvement.

Progress was also evident in early literacy and intervention systems. The implementation of structured literacy supports, expanded use of universal screeners such as DIBELS, Amira, and Stanford ROAR, and the expansion of targeted interventions contributed to a stronger foundation for identifying and addressing student needs. While these systems are now well established, outcome data suggests that accelerated progress will be necessary to meet ambitious proficiency targets, particularly in closing gaps for historically underserved student groups.

English Learner outcomes, as reflected in Dashboard indicators and local measures, show modest improvement in progress toward English proficiency and reclassification rates. The district strengthened its systems through the use of Ellevation, expanded collaboration among EL support staff, and implementation of designated and integrated ELD strategies. However, variation in outcomes across sites and student groups indicates that further alignment and consistency in ELD practices is needed.

School climate and engagement indicators show positive trends. Suspension rates increased slightly overall, and chronic absenteeism declined from prior years, reflecting the impact of expanded behavioral supports, PBIS implementation, and increased attention to attendance systems. Family engagement data also improved, with survey results indicating increased parent perceptions of communication and opportunities for involvement. These improvements align with expanded use of ParentSquare and intentional outreach efforts. Despite these gains, disparities remain among specific student groups, particularly in suspension and attendance, which will require continued targeted interventions.

Finally, operational and systems data reflect continued progress in creating supportive learning environments. Facility conditions improved across all sites, technology access remained strong, and student nutrition initiatives resulted in increased satisfaction, even as participation rates fluctuated. Staffing challenges, including recruitment and retention of fully credentialed teachers, persisted and impacted some areas of implementation.

In summary, the district’s annual performance reflects strong alignment between planned actions and outcomes, with clear successes in instructional systems, collaboration, and school climate. At the same time, Dashboard and local data underscore the need to deepen implementation, strengthen professional learning, and intensify supports for targeted student groups to ensure equitable outcomes for all students.

The district anticipates receiving additional Learning Recovery Emergency Block Grant (LREBG) funds, which will be strategically allocated to expand and sustain evidence-based supports that accelerate student learning and address ongoing impacts of learning loss.

LREBG Funds
As a result of leftover Learning Recovery Emergency Block Grant Funds (remaining balance of $1,319,726), the district has planned to use the funds on a Reading Instruction and Intervention position and 4 Teacher's on Special Assignment (TOSA's). This funding will be in whole for goal 2 action 2 during the 2025/2026 and 2026/2027 school years.

This is an allowable use of funds pursuant to EC Section 32526(c)(2)(B)
i. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
iii. Providing early intervention and literacy programs for pupils in preschool to grade 3, inclusive, including, but not limited to, school library access.
vi. Providing professional development and coaching on either or both of the following:
II. The English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve.

The Reading Instruction and Intervention Coordinator and TOSA's will provide leadership and support in developing, implementing, and evaluating the district's reading programs for students in grades TK–8. This role focuses on improving reading instruction through collaboration with teachers and administrators, aligning curriculum with state standards, providing professional development, and analyzing student data to guide instruction. The coordinator will oversee instructional coaching, curriculum selection, and literacy initiatives aimed at closing achievement gaps and improving student outcomes.

To address early literacy needs and learning loss from COVID-19 for students in kindergarten through second grade, this position will ensure the use of evidence-based reading strategies tailored to early learners, support teachers in implementing differentiated instruction, and monitor progress closely using assessments. By providing targeted professional development and guiding the selection of high-quality instructional materials, the coordinator will ensure that the youngest students receive the foundational literacy skills needed to recover from interrupted learning and build long-term academic success.

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
-Anthony C. Traina Elementary - (Suspension Rate)
-Monticello Elementary - (Chronic Absenteeism)

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:
-African American - (Chronic Absenteeism, Suspension)
-Homeless - (Chronic Absenteeism)

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:
Anthony C. Traina Elementary
-African American
-English Learners
-Hispanic
-Socioeconomic Disadvantaged
-Students with Disabilities
-White

Monticello Elementary
-Asian
-Students with Disabilities

Tom Hawkins Elementary
-African American
-English Learners
-Hispanic
-Socioeconomic Disadvantaged

-Students with Disabilities

Mathematics: Tom Hawkins (Students with Disabilities) (All Actions in Goal 3)

Chronic Absenteeism: JESD (African American, Homeless), Monticello (Asians, Students with Disabilities), Anthony C. Traina (African American), Tom Hawkins (African American, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities) (All Actions in Goal 10)

Suspension: JESD (African American), Anthony C. Traina (African American, English Learners, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, White) (All Action in Goal 7)

2025-26 Local Control and Accountability Plan for Jefferson Elementary School District Page 9 of 125

In the area of School Safety (2.10), staff and parents reported a strong increase in the level of feeling safe on campus, while there has been a decline reported by students. The data appears to show that this discrepancy may be due to the fact the California Healthy Kids asked the question one way and the district survey that is currently being used is worded differently.

In goal 3, AS 3.1 saw a small decrease in credentialed teachers due to the need to hire teachers that were pre-interns during the teacher shortage, JESD was able to minimize this decline and the impact to students by moving instructional coaches and other teachers back to the classroom. In addition, in AS 3.4, the MOT Director walks led to more maintenance projects being identified as needs and led to more repairs. One of the greatest successes in Goal 3 was AS 3.6. The district was able to hire a bus trainer, train our first two inhouse drivers and double our driver pool.

Reflections: Technical Assistance

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

JESD was identified for differentiated assistance for African American and Homeless students in Chronic Absenteeism and Suspension Rate. JESD worked with the San Joaquin County Office of Education (SJCOE) and reviewed performance data on the state and local indicators on the CA Dashboard to identify strengths and weaknesses. Through this work, it was determined that the School Attendance Review Board needs to develop more proactive strategies to reengage students and encourage attendance at school. In addition, the team determined that student engagement in the classroom and on campus were leading to the higher rates of suspension among African American students. JESD will continue to work with the SJCOE to implement a professional development plan that considers implementation to address these areas:

- JESD will continue to have PBIS support teams and formalize the processes. For example, we know the check in and check out process works- we need to have this as a consistent process across the district (Goal 7, Action 1)
- Increase adult to student positive interactions- teachers greeting at doors upon arrival (Goal 7, Action 1)
- The staff culture/climate and the implementation of norms and student behaviors needs to be consistent (Goal 7, Action 1)
- There is a lack of overall consistent expectations of discipline procedures/protocols (Goal 7, Action 1)
- JESD needs to strengthen our current PBIS interventions. Stanislaus County Office of Education is currently working with us on PBIS support year three (Goal 7, Action 1).

- Include attendance as an action in the LCAP. (Goal 7, Action 1)

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Bargaining Units Other School Personnel	Parent Advisory Council Meetings District English Learner Advisory Committee (DELAC) meetings School Site Council Staff Forum Jefferson Teachers Association Consult
Principals Administrators	Cabinet meetings Site Leadership meetings Parent Advisory Council Meetings District English Learner Advisory Committee (DELAC) meetings
Parents Families Community Members	ParentSquare Communications Parent Advisory Council Meetings District English Learner Advisory Committee (DELAC) meetings Family Engagement Survey LCAP Community Forum
Students	Student Engagement Survey
San Joaquin County Office of Education (SJCOE)	Planning Meetings
SELPA	Meeting with SJCOE SELPA
JESD School Board	Mid-year report 2/10/26 Public hearing 6/16/26 Board Adoption 6/23/26

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

The development of the 2026–2027 Local Control and Accountability Plan (LCAP) was deeply informed by meaningful and ongoing engagement with a broad range of educational partners, ensuring that the final plan reflects the priorities, needs, and values of the Jefferson Elementary School District community. Throughout the development process, the district engaged families and community members through regular Parent Advisory Committee (PAC) meetings, where participants not only reviewed all LCAP goals and actions, but also provided feedback in interactive ways, such as sampling new school menu items and discussing how nutrition and student wellness connect to overall student success. Similarly, the District English Learner Advisory Committee (DELAC) played a critical role in shaping the plan by reviewing the English Learner program, discussing instructional supports, and providing input on program options to better meet the needs of English learners. Input was also systematically gathered through districtwide surveys administered to students, staff, and families. These surveys provided valuable insight into areas such as academic priorities, school climate, communication, and engagement, helping to identify both strengths and areas for growth. In addition, site administrators were actively involved in reviewing and refining LCAP goals, ensuring alignment between district priorities and site-level needs. The district also collaborated closely with key partners, including the Special Education Local Plan Area (SELPA), to ensure that the needs of students with disabilities were reflected in the plan. Ongoing discussions with bargaining units and union members further informed the LCAP, particularly in areas related to staff support, working conditions, and instructional capacity. Board members and district leadership were engaged throughout the process, providing governance-level input and participating in discussions that shaped the direction and priorities of the plan. Collectively, these engagement efforts resulted in a more focused and responsive LCAP, including the refinement of goals, adjustments to actions and services, and an increased emphasis on areas such as student achievement, English learner support, student well-being, and staff development. This collaborative, data-driven approach ensured that the adopted LCAP is not only compliant, but also reflective of the shared vision and collective input of the district's educational partners.

This school year, the LCAP team has been working with educational partners to refine the actions and services under each goal to ensure success by the end of the 2027 school year.

LCAP Goals and Which Educational Partners Influenced Their Development:

Goal 1:Teachers, Bargaining Units, Principals, Administrators, and JESD School Board
Goal 2:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, SJCOE, SELPA, and JESD School Board. Based upon educational partner feedback AS 2.4 was modified to include after school tutoring and remove intercession and summer school.
Goal 3:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, SELPA, and JESD School Board
Goal 4:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, and JESD School Board
Goal 5:Teachers, Principals, Administrators, Parents, and JESD School Board
Goal 6:Teachers, Bargaining Units, Other School Personnel, Administrators, SELPA, and JESD School Board. AS 6.1: Co-teaching Staff: Based upon research and experiences in surrounding school districts, and educational partner feedback, the district has decided to focus more on general education inclusion with support instead of co-teaching. This may include an inclusion specialist and/or additional inclusion para-professionals. AS 6.2: Co-teaching Staff: Based upon research and experiences in surrounding school districts, and educational partner

feedback, the district has decided to focus more on general education inclusion with support instead of co-teaching. This may include an inclusion specialist and/or additional inclusion para-professionals.
Goal 7:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board
Goal 8:Parents, Families, and Community Members. AS 8.1 Volunteer Coordination: Based upon educational partner feedback it was determined to utilize a volunteer coordinator district-wide and have them push information out to the school site clerks.
Goal 9:Parents, Families, and Community Members
Goal 10:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, SELPA, and JESD School Board. AS 10.2 School Social Work/Counseling: Due to ending the contract with VCCS, the District decided to broadened the action/service to Provide Support to Students/Families through hiring a Mental Health Clinician and two social workers, additional medical services, and a Student Attendance Review Team.
Goal 11:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, and JESD School Board
Goal 12:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board
Goal 13:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, SELPA, and JESD School Board
Goal 14: Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	By the end of the 2026-2027 academic year, 100% of all general education classrooms will be led by teachers working collaboratively as a professional learning community (PLC) to provide common syllabi, common success criteria, and learning outcomes, and common assessments. Teachers will understand how to implement all accommodations and have consistent grading policies that allow for retakes and corrections of assessment for students to show mastery.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Through self reflection and analysis of data, Jefferson School District is working to decrease discrepancies between sites within the district. By actively working to decrease these differences, the district aims to create a more equitable educational environment where every student has access to similar opportunities and resources. This goal is aimed at ensuring that all sites are collectively performing at high levels to be certain all students are successful, regardless of which school they are attending.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M1.1	Percentage of PLC agendas with SMART goals, minutes, data on tracking student progress, and differentiation.	33% 2023/2024 JESD Curriculum Department Data	76% 2023/2024 JESD Curriculum Department Data	95% 2025/2026 JESD Curriculum Department Data	100%	+62%
M1.2	Statewide Assessments Percentage of all students, grades 3-8 participating in the SBAC ELA assessment.	ELA District-wide Participation: 98.39%	ELA District-wide Participation: 98.76	ELA District-wide Participation: 99.5%	ELA District-wide Participation: 98.5%	ELA District Wide Participation: +1.11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	Meet or Exceed ALL: 60.21% EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP (ETS)	Meet or Exceed ALL: 59.73% EL: 19.46% LTEL: 17.15% SED: 43.28% SWD: 14.20% HOM: 33.33% FY: NA Meet or Exceed ALL: 45.59% EL: 20% LTEL: NA SED: 30.97% SWD: 13.51% HOM: NA FY: NA 2024 CAASPP (ETS)	Meet or Exceed ALL: 60.97% EL: 16.12% LTEL: 16.00% SED: 43.33% SWD: 18.82% HOM: 35.29% FY: NA Meet or Exceed ALL: 51% EL: 22.64 LTEL: NA SED: 36.43 SWD: 25.01 HOM: NA FY: NA 2025 CAASPP (ETS)	Meet or Exceed ALL: 75.00% EL: 29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: TBD Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: TBD FY: TBD	Meet or Exceed ALL: +0.76% EL: -7.15% LTEL: -2.18% SED: +1.59% SWD: +1.28% HOM: -3.17% FY: NA Meet or Exceed ALL: -4.2% EL: -10.69% LTEL: NA SED: -8.88% SWD: +10.2% HOM: NA FY: NA
M1.3	Statewide Assessments Percentage of all students in grades 3-8 participating in the SBAC math assessment Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment	Math District-wide Participation: 98.45% Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA	Math District-wide Participation: 98.87% Meet or Exceed ALL: 54.19% EL: 22.67% LTEL: 14.29% SED: 36.57% SWD: 17.29% HOM: 25.92% FY: NA	Math District-wide Participation: 98.95% Meet or Exceed ALL: 58.39% EL: 23.61% LTEL: 4.00% SED: 38.96% SWD: 21.43% HOM: 35.3% FY: NA	Math District-wide Participation: 98.5% Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: TBD	Math District-wide Participation: +0.5% Meet or Exceed ALL: +6.67% EL: +1.22% LTEL: --2.06% SED: +5.4% SWD: +3.25% HOM: +19.92% FY: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP (ETS)	Exceed ALL: 32.01% EL: 6.67% LTEL: 14.29% SED: 15.99% SWD: 4.94% HOM: 22.22% FY: NA 2024 CAASPP (ETS)	Exceed ALL: 35.76% EL: 6.48% LTEL: 4.00% SED: 17.02% SWD: 8.33% HOM: 17.65% FY: NA 2025 CAASPP (ETS)	Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: TBD	Exceed ALL: +6.15% EL: +3.00% LTEL: +0.97% SED: +2.25% SWD: +1.84% HOM: +2.27% FY: NA
M1.4	School Climate (Staff Survey) Percentage of teachers that feel their PLC group supports them in meeting the academic needs of all of their students.	91.84% 2023-2024 JESD Staff Survey	90.3% 2024-2025 JESD Staff Survey	94.1% 2025-2026 JESD Staff Survey	95%	+2.26%

Goal Analysis [2025-26]

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.

During the 2024-2025 school year, the district made significant progress toward the goal of establishing fully functioning Professional Learning Communities (PLCs) across all general education classrooms. Implementation focused on building foundational systems, including increased structure for PLC collaboration time, the development of districtwide essential standards, and the initial creation of common assessments and success criteria during designated planning days.

A key planned action-sending district and site leadership teams to the RTI at Work Conference (2025)-was successfully completed and served as a catalyst for strengthening PLC practices. Leaders returned with a clearer understanding of the PLC at Work framework, which

directly informed site-level expectations, the establishment of norms, and a more consistent focus on the four critical PLC questions. This resulted in more intentional and structured PLC time, with increased accountability for agendas, minutes, and the development of SMART goals aligned to student outcomes.

In practice, PLC implementation showed measurable growth. Teams increasingly collaborated around common standards, began aligning pacing, and used shared data to inform instruction. This work contributed to stable ELA performance (60.21% / 60.97% Meet or Exceed) and notable gains in Math (51.72% / 58.39% Meet or Exceed), suggesting that strengthened Tier 1 instruction and collaborative planning positively impacted student outcomes. Additionally, increases in advanced performance levels in Math indicate that PLC-driven instructional shifts supported deeper student learning.

One challenge that was faced during implementation of this goal was developing the time for sites to collaborate with each other. Limited time and site-based collaboration made it difficult to facilitate cross-site collaboration, resulting in inconsistencies across schools.

Overall, implementation of this goal is well underway, with strong systems and structures now in place. While full realization of common assessments, grading practices, and instructional alignment is still in progress, the district has made meaningful strides in building the collaborative culture and practices necessary to achieve 100% PLC implementation by the 2026–2027 academic year.

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

In goal 1 JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 1.1 PLC System of Supports: No significant material differences
AS 1.2 Grading for Equity: No significant material differences
AS 1.3 Implementing Differentiated Instruction: No significant material differences

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

There were a series of actions under Goal 1 that were effective in bringing about academic gains in ELA and Math:

AS 1.1 PLC System of Supports: Increased structure of PLC time, leadership training through the RTI at Work Conference, and a focus on the four PLC questions contributed to stronger collaboration and instructional alignment. CAASPP results in Math showed significant gains across most student groups (51.72% / 58.39% Meet or Exceed), while ELA scores remained stable overall (60.21% / 60.97%), indicating consistent Tier 1 instruction, thus showing that the action was effective.

AS 1.3 Common Curriculum and Assessment Development: The initial development of essential standards and common assessments during designated planning days supported improved coherence in instruction, particularly in Math, where increases were also seen in the “Exceed” category. This suggests growing effectiveness in aligning instruction to rigorous learning outcomes.

There were a few actions that were less effective or not yet fully realized in bringing about the desired results:

AS 1.2 Grading for Equity: While expectations for consistent grading practices, including retakes and revisions, were introduced, full implementation has not yet occurred across classrooms, making it difficult to determine overall effectiveness at this time.

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

AS 1.1 PLC System of Supports: No changes
AS 1.2 Grading for Equity: No changes
AS 1.3 Implementing Differentiated Instruction: No changes

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
AS1.1	PLC System of Supports	Establish a support system for grade level teams to effectively implement the PLC process. This system will include PLC professional development, structured PLC process (agendas, minutes, and smart goals), learning targets, grade level pacing for all subjects, site formative assessments, and district summative assessments.	$874,893.00	Yes
AS1.2	Grading for Equity	Develop a standard grading structure across the District that accurately reflects students progress on mastering grade level standards. This structure will include, standardized syllabi, Board adopted grading policies, standards based grading professional development, transparent grade reporting for all parents to monitor weekly progress, and a structured process for retakes that include intervention.	$0.00	No
AS1.3	Implementing Differentiated Instruction	Ensure teachers and support staff receive, understand, and implement the accommodations for students. Provide all staff with professional development on differentiated instruction and when it is appropriate.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	By the end of the 2026-2027 academic year, 90% of all 3rd graders within our district will demonstrate proficiency in reading at grade level as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.	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.

As a result of national widespread, below grade-level reading scores, Jefferson School District is aiming to raise their statistics to get nearly all third grade students reading at or above grade-level. By working together with various educational partners, the district can create a supportive environment where every student has the opportunity to thrive academically.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M2.1	Statewide Assessments Percentage of all students, grades 3-8 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8	ELA District-wide Participation: 98.39% Meet or Exceed ALL: 60.21% EL: 23.27%	ELA District-wide Participation: 98.76% Meet or Exceed ALL: 59.73%	ELA District-wide Participation: 99.5% Meet or Exceed ALL: 60.97%	ELA District-wide Participation: 98.5% Meet or Exceed ALL: 75.00%	ELA District Wide Participation: +1.11% Meet or Exceed ALL: +0.76%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP (ETS)	EL: 19.46% LTEL: 17.15% SED: 43.28% SWD: 14.20% HOM: 33.33% FY: NA Meet or Exceed ALL: 45.59% EL: 20% LTEL: NA SED: 30.97% SWD: 13.51% HOM: NA FY: NA 2024 CAASPP (ETS)	EL: 16.12% LTEL: 16.00% SED: 43.33% SWD: 18.82% HOM: 35.29 FY: NA Meet or Exceed ALL: 51% EL: 22.64 LTEL: NA SED: 36.43 SWD: 25.01 HOM: NA FY: NA 2025 CAASPP (ETS)	EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: TBD Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: TBD FY: TBD	EL: -7.15% LTEL: -2.18% SED: +1.59% SWD: +1.28% HOM: -3.17% FY: NA Meet or Exceed ALL: -4.2% EL: -10.69% LTEL: NA SED: -8.88% SWD: +10.2% HOM: NA FY: NA
M2.2	DIBELS8 EOY Percentage of 3rd grade students, who are above grade level in reading on the DIBELS 8.	77% at or above grade level 2024 EOY	77% at or above grade level 2025 EOY	Specific data not available.	90% at or above grade level	Specific data not available.

Goal Analysis [2025-26]

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.

Districtwide CAASPP ELA results demonstrate stable overall performance, with 60.97% of students meeting or exceeding standards in 2025 compared to 60.21% in 2023, indicating that core instructional shifts have maintained achievement levels during a period of significant program implementation. At the same time, subgroup performance reflects ongoing gaps, particularly for English Learners (16.12% in 2025,

down from 23.27% in 2023) and Students with Disabilities (18.82%, up slightly from 17.54%), reinforcing the need for intensified and targeted supports aligned to the district's literacy goal.

Action and service 2.1 was implemented as a result of not piloting a new language arts curriculum.

At the intervention level, the district has expanded supports through Read 180, the pilot of English 3D, and afterschool tutoring, providing additional opportunities for students who are not yet meeting grade-level expectations. These efforts are further reinforced by routine collaboration meetings with reading paraprofessionals, intervention specialists, and EL specialists, which have improved coordination of services and responsiveness to student needs (AS 2.3).

The district has also strengthened its assessment and progress monitoring systems through the implementation of Amira and the Stanford ROAR universal screener, allowing for earlier identification of reading difficulties and more targeted instructional adjustments.

One of the largest challenges the district has faced is the adjustment to implemented schedule that was required to implement the targeted reading instruction. Components such as available teachers and time constraints were tasks that had to overcome to make the instructional time successful. Another challenge was task over learning multiple new programs at one time.

Overall, these actions have been effective in building a strong instructional and systemic foundation, as evidenced by stable overall achievement and increased alignment in literacy practices. However, the data indicates that accelerated progress is still needed to meet the ambitious 90% proficiency goal, particularly in closing achievement gaps for English Learners, socioeconomically disadvantaged students, and other targeted groups. Continued refinement of implementation, increased focus on differentiated instruction, and sustained monitoring of intervention effectiveness will be critical next steps.

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.

JESD had the the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 2.1 Science of Reading Aligned Curriculum: No significant material differences
AS 2.2 Science of Reading Professional Development: No significant material differences
AS 2.3 Science of Reading Intervention: No significant material differences
AS 2.4 Science of Reading Extended: Based upon stakeholder engagement and staffing levels it was determined that it would be more effective to provide targeted instruction during the instructional day instead of during the summer or intercession.

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

There were a series of actions under goal two that were effective in bringing about academic gains in ELA:

AS 2.1 Science of Reading Aligned Curriculum: While schools saw improvement on local assessments, This action was not implemented so it wasn't possible to determine the effectiveness.

AS 2.3 Science of Reading Intervention: While schools saw improvement on local assessments, end of year DIBELS data was unavailable at this time to accurately track growth from baseline.

There were a few actions that were ineffective in bringing about the desired results:

AS 2.2 Science of Reading Professional Development: Was partially implemented so it was not possible to determine the effectiveness.

AS 2.4 Science of Reading Extended: Action was not proven effective since it was not implemented.

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

AS 2.1 Science of Reading Aligned Curriculum: No changes
AS 2.2 Science of Reading Professional Development: Updated description of LREBG funding.
AS 2.3 Science of Reading Intervention: No changes
AS 2.4 Science of Reading Extended: No changes

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
AS2.1	Science of Reading Aligned Curriculum	Implement a reading curriculum that closely aligns to the Science of Reading research (TK-3). As part of this implementation include multiple measures to consistently assess students' progress, increase students access to quality books, and provide consistent communication on student expectations and progress to parents. Piloting of a new ELA TK-5 curriculum will be at no cost to the district.	$0.00	No
AS2.2	Science of Reading Professional Development	LREBG: Provide all educational partners with the professional development to implement and support student's reading mastery using the Science of Reading research. This will include hiring a reading coordinator and reading coaches to support teachers, paraprofessionals, and interventionist in implementing the new strategies in Tier 1 - 3 instruction. LREBG: Implement a consistent reading intervention program	$783,225.00	No

Action #	Title	Description	Total Funds	Contributing
		based upon the Science of Reading research for Tier 2 and 3 instruction. (Monitored using metric M2.2) The $783,225.00s being spent in the 2026-2027 school year. Research shows that focusing on student's early literacy has a profound effect on student success across all subject areas.		
AS2.3	Science of Reading Intervention	Implement a consistent reading intervention program based upon the Science of Reading research for Tier 2 and 3 instruction.	$1,029,245.00	Yes
AS2.4	Science of Reading Extended Learning	Develop and implement a flexible program that provides just in time bridging of students' academic gaps. These programs will provide opportunities for more personalized and hands-on learning. Offering diverse after school tutoring activities that can increase student motivation and engagement.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	By the end of the 2026-2027 academic year, 80% of all 3rd through 8th grade students within our district will meet the math grade level standard and 50% will exceed the grade level standard as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed in response to below expected scores as reported by the California Dashboard and CAASPP scores in math. Educational partners expressed concern around the disparity in the math scores among the different sites within the district which led to the formation of goal #3. This goal reflects a commitment to academic excellence and ensuring that students are meeting the expected standards in mathematics, which is a fundamental subject for future academic and career success. Setting a target for 50% of students to exceed the grade level standard demonstrates an aspiration for excellence beyond basic proficiency. This encourages educators to not only focus on reaching the minimum requirements but also to challenge students to excel and reach their full potential in mathematics.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M3.1	Statewide Assessments Percentage of all students in grades 3-8 participating in the SBAC math assessment	Math District-wide Participation: 98.45%	Math District-wide Participation: 98.87%	Math District-wide Participation: 98.95%	Math District-wide Participation: 98.5%	Math District-wide Participation: +0.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment	Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP	Meet or Exceed ALL: 54.19% EL: 22.67% LTEL: 14.29% SED: 36.57% SWD: 17.29% HOM: 25.92% FY: NA Exceed ALL: 32.01% EL: 6.67% LTEL: 14.29% SED: 15.99% SWD: 4.94% HOM: 22.22% FY: NA 2024 CAASPP (ETS)	Meet or Exceed ALL: 58.39% EL: 23.61% LTEL: 4.00% SED: 38.96% SWD: 21.43% HOM: 35.3% FY: NA Exceed ALL: 35.76% EL: 6.48% LTEL: 4.00% SED: 17.02% SWD: 8.33% HOM: 17.65% FY: NA 2025 CAASPP (ETS)	Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: TBD	Meet or Exceed ALL: +6.67% EL: +1.22% LTEL: -2.06% SED: +5.4% SWD: +3.25% HOM: +19.92% FY: NA Exceed ALL: +6.15% EL: +3.00% LTEL: +0.97% SED: +2.25% SWD: +1.84% HOM: +2.27% FY: NA

Goal Analysis [2025-26]

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, the district made strong progress in implementing key components of the math goal, with some notable differences between planned and actual actions. Full implementation of Eureka Math Squared continued across TK–8, ensuring consistent access to high-quality, standards-aligned Tier 1 instruction. Additionally, afterschool tutoring was successfully implemented at all sites, providing expanded opportunities for targeted intervention and additional student support.

However, a planned component, comprehensive math professional development, was not implemented to the extent originally intended. This limited opportunities for deepening teacher capacity around instructional strategies, differentiation, and effective use of curriculum resources, which may have impacted the consistency of instructional delivery across classrooms.

Despite this challenge, student outcomes reflect moderate success. Based on 2025 CAASPP results, 58.39% of students met or exceeded standards, with 35.76% exceeding, indicating progress toward the district's goals but still short of the 80%/50% targets. Subgroup performance highlights ongoing equity challenges, particularly for English Learners (23.61% meet/exceed; 6.48% exceed), Students with Disabilities (21.43% meet/exceed), and Long-Term English Learners (4.00% meet/exceed), signaling a need for more targeted supports and strengthened Tier 1 differentiation.

Successes include high participation rates (98.95%), strong exceed rates among all students, and the effective rollout of afterschool intervention supports. Challenges include the lack of sustained professional development, variability in instructional practices, and persistent achievement gaps among student groups. Moving forward, aligning professional learning with curriculum implementation and strengthening targeted supports will be critical to accelerating progress toward the established math goals.

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.

JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 3.1 Eureka Math 2: No significant material differences
AS 3.2 Mathematical Practice Professional Development: Due to limited timing, PD in math was not implemented at this time.
AS 3.3 Mathematical Practice Intervention: No significant material differences
AS 3.4 Math Extended Learning: Based upon stakeholder engagement and staffing levels it was determined that it would be more effective to provide targeted instruction during the instructional day and afterschool tutoring instead of during the summer or intercession.

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

There were a series of actions under goal three that were effective in bringing about academic gains in math:

AS 3.1 Eureka Math 2: The CAASPP scores showed moderate gains in all subgroups other than LTEL's
AS 3.3 Mathematical Practice Intervention: The CAASPP scores showed moderate gains in all subgroups other than LTEL's

There were a few actions that we were unable to determine the effectiveness in bringing about the desired results:

AS 3.2 Mathematical Practice Professional Development: Due to limited timing, PD in math was not implemented at this time.
AS 3.4 Math Extended Learning: Not implemented so it wasn't possible to determine the effectiveness.

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

AS 3.1 Eureka Math 2: Based upon education partner feedback the action will continue, but there is no longer a cost associated as the curriculum was paid off.

AS 3.2 Mathematical Practice Professional Development: No changes
AS 3.3 Mathematical Practice Intervention: No changes
AS 3.4 Math Extended Learning: Based upon educational partner input the District decided not to implement intercession or summer school and instead focus all math instruction during the school day and/or after school sessions.

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
AS3.1	Eureka Math 2	Implement a math curriculum that closely aligns to the Standards for Mathematical Practice. As part of this implementation include multiple measures to consistently assess students' progress, increase students access to fluency practice (addition/subtraction, multiplication/division, and fractions), and provide consistent communication on student expectations and progress to parents.	$0.00	No
AS3.2	Mathematical Practice Professional Development	Provide all educational partners with the professional development to implement and support students' mastery of math standards based upon the Standards for Mathematical Practice.	$30,000.00	No
AS3.3	Mathematical Practice Intervention	Implement a consistent math intervention program based upon the Mathematical Practices for Tier 2 and 3 instruction.	$0.00	No
AS3.4	Math Extended Learning	Develop and implement a flexible program (after school/intercessions/summer) that provides just in time bridging of students' academic gaps. These programs will provide opportunities for more personalized and hands-on learning.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 academic year, 90% of all English learners within our district will make one band of growth annually or maintain level 4 status as measured by state assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With the implementation of reporting Long-Term English Learners on the California Dashboard, Jefferson School District is aiming to reduce its already low number of Long Term English Learners and increase the number of Reclassified Fluent English Learners. The goal reflects a commitment to providing equitable opportunities for all students, including English learners. Ensuring that these students have the support and resources they need to succeed is essential for creating an inclusive educational environment. The educational partners identified the need to ensure that students didn't become LTELs, by increasing reclassification rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M4.1	Implementation of State Standards and services for ELs Self reflection rating on Questions 1 and 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 4 Math: 3 NGSS: 5	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 4	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5	Q1: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: -1 ELD: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELs to access the Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 4 NGSS: 5 History: 5 CA Dashboard 2023	Math: 4 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 5 NGSS: 5 History: 5 CA Dashboard 2024	Math: 5 NGSS: 5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 5 NGSS: 5 History: 5 CA Dashboard 2025	Math:5 NGSS:5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA:5 ELD: 5 Math: 5 NGSS 5 History 5	Math: +2 NGSS: 0 History: 0 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 0 ELD: 0 Math: +1 NGSS: 0 History: 0
M4.2	EL Acquisition Results The percentage of current EL students who: Progressed at least one ELPI level; Maintain ELPI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at Least One ELPI Level	Progress: Progressed: 43.9% Maintain Level 4: 12.9% Maintain Lower Level: 22.1% Decrease at Least One Level: 21% Fall 2023 CA School Dashboard-	Progress: Progressed: 46.2% Maintain Level 4: 14.4% Maintain Lower Level: 19.6% Decrease at Least One Level: 19.9%	Progress: Progressed: 41% Maintain Level 4: 10.9% Maintain Lower Level: 27.9% Decrease at Least One Level: 20.2%	Progress: Progressed: 70.0% Maintain Level 4: 20.0% Maintain Lower Level: 5.0% Decrease at Least One Level: 5.0%	Progress: Progressed: -2.9% Maintain Level 4: -2% Maintain Lower Level: 5.8% Decrease at Least One Level: -0.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learner Progress Indicator (ELPI)	Fall 2024 CA School Dashboard- English Learner Progress Indicator (ELPI)	Fall 2025 CA School Dashboard- English Learner Progress Indicator (ELPI)	Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	
M4.3	EL Reclassification Rate The percentage of current EL students who met the Jefferson Elementary School District standards to be redesignated as Fluent English Proficient.	7.3% District SIS	22% District SIS	16.6% District SIS	15%	+9.3%

Goal Analysis [2025-26]

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 actions aligned to this goal has been strong, with several key initiatives fully or partially realized. The district successfully implemented a targeted reading program in grades K–2 to strengthen early language and literacy foundations for all students, ensuring more systematic support at the earliest stages for English Learners. Additionally, a pilot of the English 3D program was launched, accompanied by professional development to build teacher capacity in designated ELD instruction. GLAD training was also provided at the beginning of the summer, supporting teachers in integrating language development strategies across content areas. The use of Ellevation was expanded to support data tracking, progress monitoring, and teacher input, improving consistency in how English learner data is analyzed and acted upon.

When comparing implementation to planned actions, most core strategies were executed as intended; however, full systemwide coherence in ELD practices remains an area for continued refinement. While professional learning ratings remained strong overall, particularly with ELD maintaining a rating of 4 in both 2023 and 2025, ELA professional learning decreased from 5 to 4, suggesting a need for deeper alignment between literacy and language development practices. Instructional materials remained consistently strong, with ELD maintaining a rating of 4 and all other core areas at 5, indicating that access to standards-aligned resources was not a barrier to implementation.

In terms of outcomes, results show mixed progress. The percentage of English learners making progress declined from 43.9% in 2023 to 41% in 2025, and students maintaining Level 4 status decreased from 12.9% to 10.9%. At the same time, there was an increase in students maintaining lower levels (22.1% to 27.9%), indicating that while systems for support are in place, acceleration for some students has not yet been fully realized. The percentage of students decreasing at least one level remained relatively stable (21% to 20.2%), suggesting some stabilization but not significant growth. The reclassification rate held steady at 16.6%, demonstrating consistency but also highlighting an opportunity for increased acceleration.

Successes include the establishment of stronger foundational systems—such as early literacy intervention, structured ELD curriculum through English 3D, and improved data systems through Ellevation—as well as sustained access to high-quality instructional materials. Challenges include ensuring consistent, high-quality implementation of ELD strategies across all classrooms, strengthening the connection between ELA and ELD instruction, and increasing the rate of language acquisition growth to meet the ambitious goal. Continued focus on targeted professional learning, coaching, and refinement of Tier 1 instruction will be critical to improving outcomes for English learners.

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

In goal four JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 4.1 English for Speakers of Other Languages Program: The District utilized the existing components of the district-adopted ELD curriculum as well as the pilot of English 3D.
AS 4.2 ESOL Professional Development: GLAD training was offered but was paid using one time dollars.

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

There were a series of actions under goal four that were effective in bringing about academic gains:

AS 4.1 English for Speakers of Other Languages Program: The percentage of English learners making progress declined from 43.9% in 2023 to 41% in 2025, and students maintaining Level 4 status decreased from 12.9% to 10.9%. At the same time, there was an increase in students maintaining lower levels (22.1% to 27.9%) . Reclassification rates increased by 9.3%.
AS 4.2 ESOL Professional Development: The percentage of English learners making progress declined from 43.9% in 2023 to 41% in 2025, and students maintaining Level 4 status decreased from 12.9% to 10.9%. At the same time, there was an increase in students maintaining lower levels (22.1% to 27.9%). Reclassification rates increased by 9.3%.

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

AS 4.1 English for Speakers of Other Languages Program: No changes
AS 4.2 ESOL Professional Development: No changes

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
AS4.1	English for Speakers of Other Languages Program	Implement a curriculum that closely aligns to best practices for English for Speakers of Other Languages (ESOL) . As part of this implementation include multiple measures to consistently assess students' progress, increase students access to (literacy, vocabulary, background knowledge, production of language, classroom interaction, and higher-order thinking skills), multiple program options (newcomers program, Tier 1 and pullout program), and provide consistent communication on student expectations, program options and progress to parents. Additional staff will hired to implement new curriculum.	$478,245.00	Yes
AS4.2	ESOL Professional Development	Provide all educational partners with the professional development to implement and support student's mastery of the English language based upon the ESOL best practices.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-2027 academic year, 85% of all 8th graders within our district will be proficient at writing arguments to support claims with clear reasons and relevant evidence as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.	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 School District is aiming to address students' writing skills, which has been an underemphasized skill, yet a skill that is essential not only in an academic setting but in real-world situations where critical thinking is necessary. Proficiency in argumentative writing will be an invaluable skill as students advance into higher education institutions and for careers as contributing members to society. Educational partners identified the need for all students to write proficiently to ensure success in high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M5.1	Statewide Assessments Percentage of all students, grades 3-8 participating in the SBAC ELA Writing assessment. Percentage of all students in grades 3-8 who were above standard on the SBAC	ELA - Writing District-wide Participation: 98.39% Grades 3-8 Above Standard ALL: 24.6% EL: 3.96% LTEL: 3.03% SED: 14.06%	ELA - Writing District-wide Participation: 98.76% Grades 3-8 Above Standard ALL: 25.46% EL: 4.52% LTEL: 11.43%	ELA - Writing District-wide Participation: 99.5% Grades 3-8 Above Standard ALL: 26.72% EL: 0.92%	ELA - Writing District-wide Participation: 98.50% Above Standard ALL: 45% EL: 7.33% LTEL: 5.61% SED: 26.01%	ELA - Writing District-wide Participation: +1.11% Grades 3-8 Above Standard ALL: +2.12% EL: -3.04% LTEL: N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA Writing assessment. Percentage of all students in grade 8 who were above standard in the SBAC ELA Writing assessment. Percentage of 8th grade students who were above standard on the SBAC ELA Writing assessment.	SWD: 3.25% HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 8th Grade Participation: 95.51% Grade 8 Above Standard ALL: 26.27% EL: Fewer than 4 Students, no data LTEL: Fewer than 4 Students, no data SED: 15.07% SWD: Fewer than 4 Students, no data HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 2023 CAASPP (ETS)	SED: 13.59% SWD: 1.85% HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 8th Grade Participation: 99.99% Grade 8 Above Standard ALL: 31.69% EL: Fewer than 4 Students, no data LTEL: Fewer than 4 Students, no data SED: 20.29% SWD: 0.0% HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 2024 CAASPP	LTEL: Fewer than 4 Students, no data SED: 15.19% SWD: 5.29% HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 8th Grade Participation: 100% Grade 8 Above Standard ALL: 34.17% EL: 0.0% LTEL: Fewer than 4 Students, no data SED: 20.90% SWD: Fewer than 4 Students, no data HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data	SWD: 6.01% HOM: TBD FY: TBD 8th Grade Participation: 95.51% Above Standard ALL: 45% EL: TBD LTEL: TBD SED: 25.92 SWD: TBD HOM: TBD FY: TBD	SED: 1.13% SWD: 2.04% HOM: no data FY: no data 8th Grade Participation: 4.49% Grade 8 Above Standard ALL: +7.9% EL: N/A LTEL: Fewer than 4 Students, no data SED: +5.83% SWD: N/A HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				2025 CAASPP		
M5.2	Percentage of students meeting or exceeding the standard on the District 8th Grade Writing Assessment	N/A in Development 8th Grade District Benchmark Assessment	Specific data not yet available.	Specific data not yet available.	85%	N/A in Development

Goal Analysis [2025-26]

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 this goal has been partially realized, with stronger progress in systems development than in instructional capacity-building. The district writing team continued its work to refine and align common writing assessments and rubrics across grade levels, which represents a key success in establishing clearer expectations for argumentative writing. This has contributed to modest gains in outcomes, with Grade 8 students scoring “Above Standard” increasing from 26.27% in 2023 to 34.17% in 2025, and overall grades 3–8 increasing from 24.6% to 26.72%. Participation rates also improved to near universal levels, supporting the reliability of the data.

However, a significant deviation from the planned actions was the lack of professional development to support teachers in implementing effective writing instruction, particularly in argumentation. Without targeted PD, implementation of best first instruction and differentiated strategies has been inconsistent across classrooms. This has limited the overall impact of the common assessments and rubrics, as teachers have not been uniformly equipped with instructional strategies aligned to those tools.

Successes include improved coherence in assessment practices and increased student performance at the highest levels, particularly in Grade 8. Challenges remain in addressing persistent achievement gaps, as evidenced by minimal or no growth for English Learners (0.0% Above Standard in Grade 8) and lower performance among socioeconomically disadvantaged students (20.90%). These outcomes highlight the need for focused professional learning, targeted interventions, and stronger progress monitoring systems to ensure more equitable access to high-quality writing instruction moving forward.

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

In goal five JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 5.1 Writing Curriculum Development: This action and service is being postponed for the 26/27 LCAP and will be reevaluated in the following year.

AS 5.2 Content Area Writing Professional Development: The team spent the year working on the assessments and curriculum to teach the learning objectives. Next year, professional development will be proved in after school PD sessions.

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

There were a series of actions under goal five that were effective in bringing about academic gains in student writing:

AS 5.1 Writing Curriculum Development: The assessments developed have not be administered and graded at this time to determine effectiveness.

There were a few actions that were unable to be determined for effectiveness in bringing about the desired results:

AS 5.2 Content Area Writing Professional Development: Not implemented so it wasn't possible to determine the effectiveness.

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

AS 5.1 Writing Curriculum Development: No changes
AS 5.2 Content Area Writing Professional Development: No changes

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
AS5.1	Writing Curriculum Development	Collaborate as a District to develop and implement a consistent writing program that utilizes the same terminology, frameworks, and norms. The program shall consist of essential standards, common rubrics, scaffolds, exemplars, district writing benchmarks, and cross curricular collaboration.	$0.00	No
AS5.2	Content Area Writing Professional Development	Provide all educational partners with the professional development to implement and support student's mastery of grade level writing standards.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By the end of the 2026-2027 academic year, JESD will expand its inclusion opportunities for students with disabilities by transitioning to a co-teaching model for students in grades 5th-8th. Students will learn the general education curriculum with supplementary aids and services as well as work on their Individualized Education Programs goals, in addition to having access to the general education curriculum and highly qualified teachers. This inclusive education will include: differentiated instruction, engaged learning, co-teaching and belonging to the greater school community.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a result of rising numbers in special education, this goal is targeted at gearing all students towards the least restrictive environment and delivering the best, first instruction in general education classes for all students. Providing general education teachers with co-teachers will offer both students and teachers the support they need to be successful. Including special needs students in general education settings with co-teachers is grounded in principles of equity, social justice, and the belief that all students, regardless of ability, should have the opportunity to learn and thrive together. Educational partners identified the need for students with unique needs to have more opportunities to mainstream in the core content areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M6.1	Percentage of Middle School Students in Mild/Mod SDC classes	5th-8th Grade mild/mod SDC students: 35 (100.00%) 2023/2024 Aeries Query	5th-8th Grade mild/mod SDC students: 37 (100.00%) 2024/2025 Aeries Query	5th-8th Grade mild/mod SDC students: 34 (100.00%) 2025/2026 Aeries Query	5th-8th Grade mild/mod SDC students: (1%)	5th-8th Grade mild/mod SDC students: -1
M6.2	Statewide Assessments	ELA	ELA	ELA	ELA	ELA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students, grades 3-8 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	District-wide Participation: 98.39% Meet or Exceed ALL: 60.21% EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP	District-wide Participation: 98.76 Meet or Exceed ALL: 59.73% EL: 19.46% LTEL: 17.15% SED: 43.28% SWD: 14.20% HOM: 33.33% FY: NA Meet or Exceed ALL: 45.59% EL: 20% LTEL: NA SED: 30.97% SWD: 13.51% HOM: NA FY: NA 2024 CAASPP (ETS)	District-wide Participation: 99.5% Meet or Exceed ALL: 60.97% EL: 16.12% LTEL: 16.00% SED: 43.33% SWD: 18.82% HOM: 35.29 FY: NA Meet or Exceed ALL: 51% EL: 22.64 LTEL: NA SED: 36.43 SWD: 25.01 HOM: NA FY: NA 2025 CAASPP (ETS)	District-wide Participation: 98.5% Meet or Exceed ALL: 75.00% EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: TBD Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: TBD FY: TBD	District Wide Participation: +1.11% Meet or Exceed ALL: +0.76% EL: -7.15% LTEL: -2.18% SED: +1.59% SWD: +1.28% HOM: -3.17% FY: NA Meet or Exceed ALL: -4.2% EL: -10.69% LTEL: NA SED: -8.88% SWD: +10.2% HOM: NA FY: NA
M6.3	Statewide Assessments Percentage of all students in grades 3-8 participating in the SBAC math assessment Percentage of all students in grades 3-8 who meet or exceed	Math District-wide Participation: 98.45% Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06%	Math District-wide Participation: 98.87% Meet or Exceed ALL: 54.19% EL: 22.67%	Math District-wide Participation: 98.95% Meet or Exceed ALL: 58.39% EL: 23.61%	Math District-wide Participation: 98.5% Meet or Exceed ALL: 80.00% EL: 22.39%	Math District-wide Participation: +0.5% Meet or Exceed ALL: +6.67% EL: +1.22%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	standard on the SBAC math assessment	SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA	LTEL: 14.29% SED: 36.57% SWD: 17.29% HOM: 25.92% FY: NA	LTEL: 4.00% SED: 38.96% SWD: 21.43% HOM: 35.3% FY: NA	LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: TBD	LTEL: -2.06% SED: +5.4% SWD: +3.25% HOM: +19.92% FY: NA
	Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP	Exceed ALL: 32.01% EL: 6.67% LTEL: 14.29% SED: 15.99% SWD: 4.94% HOM: 22.22 FY: NA 2024 CAASPP (ETS)	Exceed ALL: 35.76% EL: 6.48% LTEL: 4.00% SED: 17.02% SWD: 8.33% HOM: 17.65% FY: NA 2025 CAASPP (ETS)	Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: TBD 2026 CAASPP	Exceed ALL: +6.15% EL: +3.00% LTEL: +0.97% SED: +2.25% SWD: +1.84% HOM: +2.27% FY: NA

Goal Analysis [2025-26]

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 past year, the District Inclusion Team has been deeply engaged in a comprehensive process of research, planning, and site visits to explore effective inclusion models at other middle schools. This work has been driven by a commitment to creating more inclusive learning environments where all students can thrive. As a result of this extensive groundwork, one of the key initial steps toward implementing a robust inclusion model will be the consolidation of both middle school Special Day Classes (SDCs) onto a single campus.

This strategic move is intended to foster greater collaboration and coordination between special education and general education staff, ultimately increasing opportunities for students with disabilities to participate meaningfully in general education settings. By co-locating resources, staff will be better positioned to share expertise, co-teach, and design flexible instructional approaches that support diverse learning needs. The shared campus model will also enable more seamless scheduling of inclusive academic and social experiences, helping to build a stronger, more unified school community where all students feel valued and supported.

AS 6.1 and AS 6.2 were not implemented this year, but planning has begun for the 2026/2027 school year with an emphasis on successful inclusion instead of co-teaching.

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

In goal six JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 6.1 Co-teaching Staff: No material difference
AS 6.2 Co-teaching/Inclusion Professional Development: No material difference

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

There were a few actions that were ineffective in bringing about the desired results:

AS 6.1 Co-teaching Staff: This action was not evaluated for its effectiveness based upon it not being implemented.
AS 6.2 Co-teaching/Inclusion Professional Development: This action was not evaluated for its effectiveness based upon it not being implemented.

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

AS 6.1 Co-teaching Staff: Based upon research and experiences in surrounding school districts, and educational partner feedback, the district has decided to focus more on general education inclusion with support instead of co-teaching. This may include an inclusion specialist and/or additional inclusion para-professionals.
AS 6.2 Co-teaching/Inclusion Professional Development: Based upon research and experiences in surrounding school districts, and community partner feedback, the district has decided to focus more on general education inclusion with support instead of co-teaching. This may include an inclusion specialist and/or additional inclusion para-professionals. Professional development will focus more on UDL strategies and proven inclusion strategies.

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
AS6.1	Inclusion	The district will reapportion the 5-8th grade special day class staff to increase inclusion within the general education classrooms. (Cost Included in Goal 11)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
AS6.2	Co-teaching/Inclusion Professional Development	Provide all 5th-8th grade instructional staff with the professional development to implement and support full inclusion of special education students within the general education classrooms. This professional development will consist of (One Teach, One Observe), (One Teach, One Assist), Station Teaching, Parallel Teaching, Supplemental Teaching, Alternative, and Team Teaching. (Cost Included in Goal 11)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
7	By the end of the 2026-2027 academic year, the Positive Behavior Intervention Support (PBIS) framework will improve school climate (as reported by staff, students, and parents) by 25%.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

By creating a positive environment, Jefferson School District aims to reduce problem behaviors and enhance academic and social outcomes for all students. By fostering a positive and supportive school climate, PBIS will help to create an environment where students feel safe, respected, and engaged in learning. This, in turn, will enhance overall student well-being and academic achievement.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M7.1	School Climate (Student, Staff, Parent Survey) Percentage of students, parents, and teachers that feel School is Safe Percentage of students, parents, and teachers	Feel School is Safe (Student Survey Question #38, Parent Survey Question #17, Staff Survey Question #52) Students: 64.6% Parents: 90.91% Teachers: 90.54%	Feel School is Safe Students: 81.9% Parents: 94.8% Teachers: 97.3% Feel Connected to School	Feel School is Safe Students: 84.5% Parents: 91.6% Teachers: 92.1% Feel Connected to School	Feel School is Safe (Student Survey Question #38, Parent Survey Question #17, Staff Survey Question #52) Students: 89.60% Parents: 99.00% Teachers: 99.00%	Feel School is Safe Students: +19.9% Parents: +0.69% Teachers: +1.56% Feel Connected to School

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	that feel Connected to School	Feel Connected to School (Student Survey Question #17, Staff Survey Question #25) Students: 52.04% Teachers. 93.42% 2024 District Family, Student, Staff Engagement Surveys	Students: 54.90% Teachers. 88.5% 2025 District Family, Student, Staff Engagement Surveys	Students: Data not available Teachers. 93.5% 2026 District Family, Student, Staff Engagement Surveys	Feel Connected to School (Student Survey Question #17, Staff Survey Question #25) Students: 77.04% Teachers. 99.00% 2027 District Family, Student, Staff Engagement Surveys	Students: Data not available Teachers. +0.08%%
M7.2	Suspension Rate Percentage of students who were suspended at least once during the academic year.	ALL: 2.8% EL: 4% SED: 5.1% SWD: 4.3% HOM: 3.3% FY: 7.1% AA: 7.3% WH: 4% 2023 CA Dashboard	ALL: 2.1% EL: 2.7% SED: 3.1% SWD: 5% HOM: 3.4% FY: NA* AA: 9.8% WH: 1.5% 2024 CA Dashboard	ALL: 2.8% EL: 2.9% SED: 4.4% SWD: 5.4% HOM: 8.3% FY: NA* AA: 12.6% WH: 3.5% 2025 CA Dashboard	ALL:1.9% EL:2.8% SED: 3.57% SWD: 3.0% HOM: 2.3% FY: 4.9% AA: 5.1% WH: 2.8%	ALL: 0.0% EL: -1.1% SED: -0.7% SWD: +1.1% HOM: +5.0% FY: NA* AA: +5.3% WH: -0.5%
M7.3	Expulsion Rate Percentage of students who were expelled during the academic year.	0% Dataquest	0% Dataquest	0% Dataquest	0%	0%

Goal Analysis [2025-26]

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

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

The overall implementation of our planned actions largely aligned with our initial goals, with several strategic additions that strengthened support systems for students and staff. The SRO plays a critical role in building positive relationships with students, promoting campus safety, and supporting restorative practices (AS 7.3). Additionally, perception data showed a 19.9% increase in reports of students feeling that school is safe, as well as a 1.56% increase in teacher-reported perceptions of school safety.
We also continued the contract with the Stanislaus County Office of Education (SCOE) to provide Positive Behavioral Interventions and Supports (PBIS) training and technical assistance (AS 7.1). This partnership facilitated the development of site-based PBIS leadership teams, equipped staff with evidence-based strategies, and created more consistent Tier 1 behavior supports across school sites.

Additionally, JESD hired a mental health clinician and two school counselors to provide mental health support for students, including individual and group counseling (AS 7.4). This was instrumental in addressing the social-emotional needs that surfaced during the school year. Similarly, we maintained the services of Board Certified Behavior Analysts (BCBAs), who provided behavioral assessments, intervention planning, and coaching for staff—particularly in support of students with intensive behavioral needs.

One planned action that was partially implemented during the year was the rollout of the Stop-It anti-bullying program (AS 7.2). This initiative was started in late spring with a soft rollout and training for administration and staff.

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

In goal seven JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 7.1 Increased costs of PBIS and DARE supplies required additional funding.
AS 7.2 The purchase of StopIt bullying reporting system as well as Project Wisdom required additional funding.
AS 7.3 Funding for the SRO was moved into AS 10.2 and funded using one-time funds.
AS 7.4 No significant material differences

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

There were a series of actions under goal seven that were effective in bringing about gains in student behavior and sense of safety on campus:

AS 7.1 Positive Behavior Intervention Support: This action and service was effective as it translated to a 19.9% increase in students feeling safe on campus.
AS 7.2 Bullying/Harassment Reporting: Since this action was postponed it was not possible to measure the effectiveness.

AS 7.3 Student Resource Officer: This action and service was effective as it translated to a 19.9% increase in students feeling safe on campus.
AS 7.4 Inclusion Training and Behavior Support: This action and service was effective as it translated to a 19.9% increase in students feeling safe on campus. We saw a decrease in suspensions for socioeconomically disadvantaged and English Learner students.

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

AS 7.1 Positive Behavior Intervention Support: No changes
AS 7.2 Bullying/Harassment Reporting: No changes
AS 7.3 Student Resource Officer: No changes
AS 7.4 Inclusion Training and Behavior Support: No changes

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
AS7.1	Positive Behavior Intervention Support	Refine and implement District norms for Positive Behavior Intervention Support program fully. As part of this implementation include PBIS training for all staff and students, agreed/taught/implemented student/staff expectations, accountability, recognition (student/staff), student input into the program, establish a baseline, and select a set of metrics to measure school climate. (Cost included in Goal 11)	$24,000.00	Yes
AS7.2	Bullying/Harassment Reporting	Improve student trust and access to the bullying and harassment reporting process. This shall include teaching all students/staff what bullying/harassment is and isn't, encourage reporting that is anonymous, ensure student anonymity, develop a system of accountability to stop bullying/harassment before it continues.	$6,000.00	No
AS7.3	Student Resource Officer	School Resource Officers are dedicated to working with the Jefferson Elementary School District to ensure a safer learning environment, provide valuable resources to school staff, teachers and youth to prevent and solve	$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		problems within the school and community and foster positive relationships between youth and police officers.		
AS7.4	Inclusion Training and Behavior Support	Provide professional development in equity, inclusion, and cultural empathy for educational partners to improve classroom behaviors and engagement while reducing school violence. Offer increased counseling services and tier three intervention classes to promote positive behavior and educated decision making.	$527,433.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
8	By the end of the 2026-2027 academic year, expand the number of volunteer opportunities within our school district to ensure that every parent has access to a variety of volunteer opportunities in their student's school, thereby fostering greater parental involvement and community engagement.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Input from educational partners expressed a strong desire for parents to play a more active role in their student's education. JSD intends to provide a greater variety of opportunities for parents to be involved at their child's school thereby providing increased resources to the school sites, offering additional support for teachers, improving communication between parents and sites, fostering a stronger sense of community, and ultimately enhancing the quality of education for our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M8.1	Volunteer Opportunities (Parent and Teacher Surveys) Percent of parents who agree with the following statements: The district encourages parental involvement. My child's school encourages parental involvement.	62.79% Agree 72.73% Agree 65.08% Agree 2024 JESD Family Engagement Survey	79.2% Agree 78.1% Agree 71% Agree	76.6% Agree 78.5% Agree 69.5% Agree	80.00% Agree 80.00% Agree 75.00% Agree	+13.81% Agree +5.77% Agree +4.42% Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community.		2025 JESD Family Engagement Survey	2026 JESD Family Engagement Survey		

Goal Analysis [2025-26]

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

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

The district successfully implemented several initiatives aimed at increasing parent engagement and improving communication across schools. A key component of the plan was to strengthen partnerships with families by enhancing communication strategies, offering more involvement opportunities, and supporting site-level efforts to engage parents. While many of the planned actions were implemented as intended, there were a few notable differences between the original plan and the actual implementation.

One of the significant successes was the measurable increase in parent-reported engagement. Parent survey results showed a 13.81% increase in the number of parents who reported that the district encourages parent involvement. Additionally, there was a 5.77% increase in parents who felt their child's school encouraged involvement, and a 4.42% increase in parents who reported that they were offered options or ways to be involved in their child's education. These gains reflect the district's focused efforts to improve family-school partnerships.

Despite these positive outcomes, implementation faced some challenges. One of the planned actions-staffing a dedicated volunteer coordinator at each site-was not fully realized due to staffing shortages and budget constraints. As a result, some school sites were limited in their ability to organize and manage volunteer opportunities consistently, which may have impacted the overall level of parent participation in certain schools.

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

In goal eight JESD had no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 8.1 Volunteer Coordination: Staffing a dedicated volunteer coordinator at each site was not fully realized due to staffing shortages.

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

There were a series of actions under goal eight that were effective in bringing about academic gains in parental involvement:

AS 8.1 Volunteer Coordination: The community LCAP survey showed increases across the board in parents feeling involved in their child's education.

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

AS 8.1 No changes.

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
AS8.1	Volunteer Coordination	Establish a volunteer coordinator district wide to identify areas of need, recruit, background check, train on expectations, mentoring new volunteers, recognition, and metrics for tracking volunteerism.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
9	By the end of the 2026-2027 academic year, establish standardized communication protocols for the district, school sites, and classrooms. These protocols will result in 90% of parents reporting satisfaction on the level of home to school communication from each of the district, school sites, and classroom teachers.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partner surveys indicated inconsistencies with communication. JSD aims to provide consistent communication at the classroom, school, and district level as we partner to create a supportive and nurturing learning environment where every student has the opportunity to thrive academically, socially, and emotionally. Improved communication will provide early intervention, alignment of goals and expectations for students and staff, greater parental involvement, and an overall increase in student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M9.1	Satisfaction with Communication Percent of parents who agree with the following statements: School staff effectively communicate with all parents.	School staff effectively communicate with all parents. (Parent survey question #24) 77.18% Agree 2024 JESD Parent Survey	School staff effectively communicate with all parents. 89.4% Agree 2025 JESD Parent Survey	School staff effectively communicate with all parents. 85.2% Agree 2026 JESD Parent Survey	School staff effectively communicate with all parents. (Parent survey question #24) 90.00% Agree	School staff effectively communicate with all parents. +8.02% Agree

Goal Analysis [2025-26]

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.

During the implementation period, the district made significant progress in strengthening family engagement and improving communication between schools and families. One of the most notable successes was a 8.02% increase in the number of parents who reported that staff effectively communicate with all parents, as measured by stakeholder survey results. This improvement reflects intentional efforts by school staff to build relationships, increase transparency, and use multiple modes of communication to reach families across diverse backgrounds.

Another major success was the increased use of ParentSquare, the district's primary communication platform (AS 9.1). Utilization of ParentSquare grew significantly, allowing for more consistent and accessible communication between schools and families. This platform enabled schools to send announcements, event invitations, and direct messages to parents in multiple languages, contributing to greater family awareness and engagement.

Planned actions included enhancing communication through regular newsletters, parent meetings, and digital platforms such as the district website. All of these actions were implemented and the biggest improvement was in the major update to the districts website.

Action 9.2 was not implemented but is planned to be implemented in the 2026/2027 school year.

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

AS 9.1 An increase in the cost of the student information system, Aeries, required additional funding.
AS 9.2 No significant material differences

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

There were a series of actions under goal nine that were effective in bringing about gains in home to school communication:

AS 9.1 School Communication: Based upon the JESD Family Survey there was a 8.02% increase in the number of parents reporting that school staff effectively communicate with parents compared to the baseline data.

There was one action that was ineffective in bringing about the desired results:

AS 9.2 Classroom Communication: This action was not fully implemented in the 25/26 school because other priorities took precedence over this for teacher professional development time. There was an increase in teacher communication through ParentSquare, but the district needs to finalized set communication protocols for each teacher to implement.

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

AS 9.1 School Communication: No changes
AS 9.2 Classroom Communication: No changes

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
AS9.1	School Communication	Establish a centralized communication platform accessible to all stakeholders, featuring school events, curriculum highlights, and parent engagement opportunities. All administrative staff will be provided professional development on communication protocols.	$81,765.00	No
AS9.2	Classroom Communication	Establish classroom communication protocols for the district. These protocols will include weekly classroom updates, weekly gradebook updates, and parent engagement opportunities. All instructional staff will be provided professional development on communication protocols.(Cost included in Goal 11)	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
10	By the end of the 2026-2027 academic year, ensure that less than 5% of students are considered chronically absent by coordinating the efforts of schools, families, and communities to develop more equitable educational opportunities for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Educational partners reviewed attendance data and determined that more resources need to be focused on improving chronic absenteeism rates. Since chronic absenteeism disproportionately affects disadvantaged students, JSD is working to maintain low levels of chronic absenteeism to promote academic success. Decreasing absenteeism rates will serve to increase academic achievement, graduation rates, social-emotional well-being, and educational equity for all students.

Select metrics will be reported for All students and specific student groups using the following abbreviations:
ALL: All Students; FY: Foster Youth; EL: English Learner; LTEL: Long Term English Learner; SED: Socioeconomically Disadvantaged; SWD: Students with Disabilities; HOM: Homeless; AA: African American; AI: American Indian or Native Alaskan; AS: Asian; FI: Filipino; HI: Hispanic; MR: Two or More Races; PI: Pacific Islander or Native Hawaiian; WH: White

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M10.1	Chronic Absenteeism Rate Percentage of students K-12 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 14.6% AS: 10.6% EL:14.7% HI: 18.8% SED:19.4% SWD:24.5% HOM: 28.6% FY: 30.8%*	ALL: 12% AS: 8% EL: 16.9% HI: 17.4% SED: 17.5% SWD: 20.5% HOM: 24.6% FY: NA*	ALL: 11.4% AS: 6.7% EL: 13.4% HI: 16.0% SED: 17.7% SWD: 22.6% HOM: 34.0% FY: NA*	ALL: 5.0% AS:5.0% EL:5.0% HI: 6.5% SED: 6.7% SWD: 8.4% HOM:9.8% FY: NA	ALL: -3.2% AS: -3.9% EL: -1.3% HI: -2.8% SED: -1.7% SWD: -1.9% HOM: +5.4% FY: NA*

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	*student group not large enough to generate color in CA Dashboard	AA: 21.5% LTEL: 11.3%* Fall 2023 CA School Dashboard *Fall 2024 CA School Dashboard	AA: 23.8% LTEL: 11.3% Fall 2024 CA School Dashboard	AA: 29.3% LTEL: 15.9% Fall 2025 CA School Dashboard	AA: 7.4%	AA: +7.8% LTEL: +4.6%
M10.2	School Attendance Rate The percentage of students attending school daily on average	96.25% 2024 JESD SIS Data	95.51% 2025 JESD SIS Data	97.87% 2026 JESD SIS Data	97.5%	+1.62%
M10.3	Percentage of students in grades 7 and 8 who stop coming to school and who do not enroll in another school.	0% 2024 CALPADS	0% 2025 CALPADS	0% 2026 CALPADS	0%	0%

Goal Analysis [2025-26]

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.

AS 10.1 was implemented through the coordination of ELOP, PBIS, afterschool tutoring, and school based counseling.
AS 10.2 was partially implemented through implementation of the district nurse, the SRO, and school based counseling.
AS 10.3 was implemented at each school site through enrichment activities and tutoring support.

A success this year was JESD created it's own school based counseling program to better serve the mental health needs of the district.

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.

JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 10.1 No significant material differences.

AS 10.2 One time funds were used to fund our student resource officer. JESD was also able to hire in-house counselors at a lower rate than what was being paid for outside counseling.
AS 10.3 JESD found that it was more effective to provide support during the school day instead of utilizing non-instructional days.

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

All actions and service (AS 10.1, 10.2, and 10.3) under goal ten that were effective in bringing about positive increases in attendance: These actions were deemed effective based upon the 3.2% decline in the overall students categorized as being chronically absent from baseline, a 1.62% increase in the school attendance rate, and no 7th and 8th grade dropouts.

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

AS 10.1 Support for Families: No changes
AS 10.2 School Social Work/Counseling: No changes

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
AS10.1	Identify Support for Students/Families	Identify the root causes of absences and coordinate the necessary supports for families. These could include school culture, transportation, counseling, food, clothing, health care, tutoring, and child care. (Cost included in AS 10.2)	$0.00	No
AS10.2	Provide Support to Students/Families	Provide students and families access to mental health services, medical services, and a Student Attendance Review Team as an integral link between school, home, and community in helping students achieve academic success. They will work directly with school administrations as well as students and families, providing leadership in forming school discipline policies, mental health intervention, crisis management, and medical services.	$627,671.00	Yes

Action #	Title	Description	Total Funds	Contributing
		As part of an interdisciplinary team to help students succeed, the school social workers will also facilitate community involvement in the schools while advocating for student success.		
AS10.3	Academic Recovery	Provide students with access to after school support at least once per month to provide students with non-conventional, exploratory, and creative educational support and enrichment opportunities outside their regular school hours. We aim to bridge educational gaps, foster academic growth, reduce or eliminate exclusionary discipline measures and promote a love for learning among our target population.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
11	By the end of the 2026-2027 academic year, enhance employee compensation, recruitment, training, and retention practices to align with the district's goals of fostering a credentialed, skilled, engaged, and stable workforce to drive organizational success.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

In the wake of COVID-19, districts nationwide have been coping with the challenges of teacher shortages and difficulties with hiring new employees. Aligning compensation, recruitment, training, and retention practices with the JSD's goals will foster a positive work environment, attract top talent, promote retention and longevity, improve performance and productivity, and ultimately contribute to the district's overall success and effectiveness in fulfilling its mission. Educational partners identified the need to attract and retain the highest quality staff to ensure all students are provided with a quality education.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M11.1	Open staff positions (August 1st of each year)	Certificated:6 Classified: 21 Administrator: 0 2023/2024 JESD HR Records	Certificated: 5.6 Classified: 16 Administrator: 0 2024/2025 JESD HR Records	Certificated: 6 Classified: 20 Administrator: 0 2025/2026 JESD HR Records	Certificated:1 Classified: 5 Administrator: 0	Certificated: 0 Classified: -1 Administrator: 0
M11.2	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	84% 2024 CalSAAS	75.3% CA Dashboard 2024	84.0% CA Dashboard 2025	95%	0.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M11.3	Average years of service rates	All Staff: 10.08 years JESD 2023/2024 seniority list	All Staff: 6.73 years JESD 2024/2025 seniority list	All Staff: 6.47 years JESD 2025/2026 seniority list	All Staff: 13.50 years	All Staff: -3.61 years
M11.4	Statewide Assessments Percentage of all students, grades 3-8 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	ELA District-wide Participation: 98.39% Meet or Exceed ALL: 60.21% EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP	ELA District-wide Participation: 98.76 Meet or Exceed ALL: 59.73% EL: 19.46% LTEL: 17.15% SED: 43.28% SWD: 14.20% HOM: 33.33% FY: NA Meet or Exceed ALL: 45.59% EL: 20% LTEL: NA SED: 30.97% SWD: 13.51% HOM: NA FY: NA 2024 CAASPP (ETS)	ELA District-wide Participation: 99.5% Meet or Exceed ALL: 60.97% EL: 16.12% LTEL: 16.00% SED: 43.33% SWD: 18.82% HOM: 35.29 FY: NA Meet or Exceed ALL: 51% EL: 22.64 LTEL: NA SED: 36.43 SWD: 25.01 HOM: NA FY: NA 2025 CAASPP (ETS)	ELA District-wide Participation: 98.5% Meet or Exceed ALL: 75.00% EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: TBD Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: TBD FY: TBD	ELA District Wide Participation: +1.11% Meet or Exceed ALL: +0.76% EL: -7.15% LTEL: -2.18% SED: +1.59% SWD: +1.28% HOM: -3.17% FY: NA Meet or Exceed ALL: -4.2% EL: -10.69% LTEL: NA SED: -8.88% SWD: +10.2% HOM: NA FY: NA
M11.5	Statewide Assessments	Math	Math	Math	Math	Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of all students in grades 3-8 participating in the SBAC math assessment	District-wide Participation: 98.45%	District-wide Participation: 98.87%	District-wide Participation: 98.95%	District-wide Participation: 98.5%	District-wide Participation: +0.5%
	Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment	Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA	Meet or Exceed ALL: 54.19% EL: 22.67% LTEL: 14.29% SED: 36.57% SWD: 17.29% HOM: 25.92% FY: NA	Meet or Exceed ALL: 58.39% EL: 23.61% LTEL: 4.00% SED: 38.96% SWD: 21.43% HOM: 35.3% FY: NA	Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA	Meet or Exceed ALL: +6.67% EL: +1.22% LTEL: -2.06% SED: +5.4% SWD: +3.25% HOM: +19.92% FY: NA
	Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP Statewide Assessments	Exceed ALL: 32.01% EL: 6.67% LTEL: 14.29 SED: 15.99% SWD: 4.94% HOM: 22.22 FY: NA 2023 CAASPP (ETS)	Exceed ALL: 35.76% EL: 6.48% LTEL: 4.00% SED: 17.02% SWD: 8.33% HOM: 17.65% FY: NA 2025 CAASPP (ETS)	Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: TBD	Exceed ALL: +6.15% EL: +3.00% LTEL: +0.97% SED: +2.25% SWD: +1.84% HOM: +2.27% FY: NA

Goal Analysis [2025-26]

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.

This year the district had greater success in hiring staff that were credentialed. This resulted in return to baseline rates of teachers being appropriately assigned and fully credentialed. While there was improvement, the increased reliance on teachers with intern credentials, permits, or waivers primarily will continue as the district has an increased need for teachers.

AS 11.1 was implemented. AS 11.2 was implemented.

There were no challenges in the implementation.

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

In goal eleven JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 11.1 No significant material differences.
AS 11.2 Due to an increase in new employees, JESD had increased amounts of mentor stipends.

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

There were a series of actions under goal eleven that were effective:

AS 11.2 Professional Development and Wellness: The CAASPP results in math showed strong gains in all areas other that LTELs, while ELA scores remained constant. This was due to strong professional development and staff moral at each school site.

There were a series of actions under goal eleven that were ineffective in bringing about the desired results:

AS 11.1 Employee Compensation: While the data for staff being appropriately credentialed remained constant, it wasn't due to employee compensation, but the makeup of the current job market for teachers. The majority of applicants to the profession aren't fully credentialed. The District continues to recruit and hire fully credentialed staff when possible. In addition, the average years of service rates dropped by 3.61% which is directly due to needing new teachers each year to keep up with growth, while there being very few experienced teachers looking for work in our area.

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

AS 11.1 Employee Compensation: No changes
AS 11.2 Professional Development and Wellness: No changes

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
AS11.1	Employee Compensation	Collaborate with employees to ensure salaries, benefits, and working conditions are competitive with neighboring school districts to attract and retain the best induvials for student outcomes.	$36,115,113.00	No
AS11.2	Professional Development and Wellness	Develop a systematic on-boarding, mentoring, support, and training program that provides staff with everything necessary to be successful in their assigned position. In addition, foster diversity, equity, and inclusion within the workplace to make JESD a safe/nurturing place for all individuals to work.	$85,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
12	By the end of the 2026-2027 academic year, all schools in the Jefferson Elementary School District will be rated 97% or higher on the Facility Inspection Tool.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

JSD aims to achieve a high rating on the Facility Inspection Tool for the purpose of contributing to a positive educational environment that supports student success, health, and well-being. By exceeding safety standards, we will be providing an environment where students can focus on learning without worrying about potential hazards or risks. Proactive maintenance also helps to prevent costly repairs and prolongs the lifespan of our schools' infrastructures. Educational partners identified the need for clean and well maintained school facilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M12.1	School Facilities Percentage of school site facilities maintained in good repair or exemplary condition based on evaluation of each school site, using the Facilities Inspection Tool (FIT).	Anthony Traina: 93.83% Corral Hollow: 100%* Jefferson: 95.45% Monticello: 94.30% Hawkins: 96.03% 2024 JESD FIT Reports *2025 JESD FIT Reports	Anthony Traina: 98% Corral Hollow: 100% Jefferson: 98.1% Monticello: 97.26% Hawkins: 97.6% 2025 JESD FIT Reports	Anthony Traina: 98.17% Corral Hollow: 99.85% Jefferson: 98.54% Monticello: 97.50% Hawkins: 97.13% 2026 JESD FIT Reports	Anthony Traina: 97.00% Corral Hollow: 97.00% Jefferson: 97.00% Monticello: 97.00% Hawkins: 97.00%	Anthony Traina: +4.34% Corral Hollow: -0.15% Jefferson: +3.09% Monticello: +3.20% Hawkins: +1.10%

Goal Analysis [2025-26]

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 three actions/services were implemented.

Site walks were successful routinely conducted by director of MOT to ensure all sites were routinely maintained (AS 12.1). All staff utilized JitBit for service requests (AS 12.2). All of the school sites worked to either maintain 97% on the FIT report or improved (AS 12.3). There were no challenges.

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.

JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 12.1 Site Walks: No material difference
AS 12.2 JitBit: No material difference
AS 12.3 Facilities Master Plan: Routine and restricted maintenance costs came in lower than anticipated.

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

There were a series of actions under goal twelve that were effective in bringing about improvement in school facilities:

AS 12.1 Site Walks: All of the school sites either maintained 97% on the FIT report or improved.
AS 12.2 JitBit: All of the school sites either maintained 97% on the FIT report or improved.
AS 12.3 Facilities Master Plan: All of the school sites either maintained 97% on the FIT report or improved.

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

AS 12.1 Site Walks: No changes
AS 12.2 JitBit: No changes
AS 12.3 Facilities Master Plan: No changes

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
AS12.1	Site Walks	Develop a system for site administrators, head custodians, and district staff to walk each campus monthly to ensure accountability for site maintenance. This system will include site safety, cleanliness of restrooms, and various elements contained within the Facility Inspection Tool. (Cost included in Goal 11)	$0.00	No
AS12.2	JitBit	Monitor the use of the district's work order system to ensure staff are using it to report facilities and maintenance requests. District staff should review the monthly log and spot check 10% of the items reported complete. In addition, the classroom and restroom cleaning charts should be collected bi-weekly by the head custodian for review and submission to the Director of MOT. (Cost included in Goal 11)	$0.00	No
AS12.3	Facilities Master Plan	The District will develop a strategic master plan for modernization and deferred maintenance projects to ensure that JESD schools are maintained at the highest levels.	$1,479,079.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
13	By the end of the 2026-2027 academic year, procure and utilize up-to-date technology, comprehensive curriculum resources, and diverse elective materials aimed at enhancing the educational experience of students.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

JSD has created this goal with the intention of creating a dynamic learning environment that prepares students for success in the 21st century. Up-to-date technology, comprehension curriculum resources, and diverse elective materials will provide enhanced learning experiences for students, prepare students for the future success, aide in addressing diverse student needs, foster innovation and creativity, and promote equity and inclusion across the district. Educational partners identified the need for current technology and comprehensive curriculum for all students to achieve at high levels.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M13.1	Percentage of new technology devices less than 5 years	Chromebooks:100% Teacher Laptops:100% 2023/2024 JESD	Chromebooks:100% Teacher Laptops:100% 2024/2025 JESD	Chromebooks:100% Teacher Laptops:100% 2025/2026 JESD	Chromebooks:100% Teacher Laptops:100%	Chromebooks:0% Teacher Laptops:0%
M13.2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials	0.0% 2023 CA School Dashboard	0.0% 2024 CA School Dashboard	0.0% 2025 CA School Dashboard	0.0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	For Use At School And At Home					
M13.3	Self Reflection rating on Question 1 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards Self Reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the Common Core academic content standards and ELD Standards Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 4 Next Generation Science Standards: 5 History/Social Science: 5 Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 CA Dashboard 2023	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 4 Next Generation Science Standards: 5 History/Social Science: 5 Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 4 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 5	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5 Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5	Rating for Professional Learning for teaching to the academic standards and curriculum frameworks ELA: -1 ELD: 0 Mathematics: +1 Next Generation Science Standards: 0 History/Social Science: 0 Rating for Instructional Materials aligned to academic standards and curriculum frameworks ELA: 0 ELD: 0 Mathematics: 0 Next Generation Science Standards: 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability		History/Social Science: 5 CA Dashboard 2024	History/Social Science: 5 CA Dashboard 2025	History/Social Science: 5	History/Social Science: 0
M13.4	A. Percent of Students enrolled in a Broad Course of Study, as defined by California Education Code 51210 and 51220(a)-(i), English Language Arts, Mathematics, Social Science, Science, Physical Education, Health, and Visual/Performing Arts B. Percent of students enrolled in programs and services specific to their identified need. C. Percent of students enrolled in programs and services specific to their identified need.	ALL: 100% EL: 100% LTEL: 100% SED: 100% FY: 100% HOM: 100% SWD: 100% Local SIS	ALL: 100% EL: 100% LTEL: 100% SED: 100% FY: 100% HOM: 100% SWD: 100% Local SIS	ALL: 100% EL: 100% LTEL: 100% SED: 100% FY: 100% HOM: 100% SWD: 100% Local SIS	ALL: 100% EL: 100% LTEL: 100% SED: 100% FY: 100% HOM: 100% SWD: 100% Local SIS	ALL: 0% EL: 0% LTEL: 0% SED: 0% FY: 0% HOM: 0% SWD: 100%

Goal Analysis [2025-26]

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.

During the implementation period, the district successfully achieved key goals related to technology access, instructional material equity, and student enrollment in programs tailored to their needs. Specifically, 100% of student and staff computers are now less than five years old, ensuring up-to-date, efficient, and reliable technology is available for instructional and professional use (AS 13.1). This milestone supports both digital literacy and access to high-quality online resources.

The district also maintained 0% of students without access to required instructional materials, demonstrating a strong commitment to academic equity. All students received the necessary textbooks and digital content at the beginning of the school year, with monitoring systems in place to address gaps immediately should they arise.

Another major success involved ensuring that 100% of students were enrolled in programs and services that support their individual needs. This includes English Learner (EL) services, Special Education, academic intervention programs, and social-emotional support systems. Comprehensive data tracking and cross-department collaboration enabled this achievement, and regular reviews ensured that students remained properly placed.

Students were provided supplementary materials, library materials, and resources for elective classes (AS 13.2)

There were no challenges in this goal.

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.

JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 13.1 The cost of Chromebook refreshing was lower than anticipated.
AS 13.2 No significant material differences.

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

AS 13.1 Technology: All of the metrics for goal 13 were met or maintained. 100% of technology devices are less than 5 years old.
AS 13.2 Curriculum: All of the metrics for goal 13 were met or maintained. 0% of students lacked access to instructional materials.

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

AS 13.1 Technology: No changes

AS 13.2 Curriculum: No changes

M 13.2 Updated Targeted in year 3 to match the description.

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
AS13.1	Technology	Develop a Technology Master Plan that ensures that district technology resources remain current. This plan will include connectivity, IP phones, intercom systems, fire systems, alarms. computers/Chromebooks, projectors, and copiers.	$500,000.00	No
AS13.2	Curriculum	Review, pilot, and adopt curriculum materials that provide staff with the resources to meet the student academic goals. This includes district adopted curriculum, supplementary materials, library materials, and resources for electives.	$425,161.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
14	By the end of the 2026-2027 academic year, Jefferson Elementary School District will support and motivate schools with relevant, up-to-date operational procedures, and resources that enable them to serve healthy, scratch-cooked meals 60% of the school days.	Focus Goal

State Priorities addressed by this goal.

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

JSD has created this goal with the intention of making sure all students are well fed, have better focus, better health, and better academic outcomes. The goal seeks to increase the number of students participating in the district meal program and having access to healthy food options. Educational partners identified the needs to improve the quality and healthiness of the food served in the district.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
M14.1	Percent of school days where scratch cooked meals were served.	.05% 2024 JESD School Lunch Menus	10% 2024 JESD School Lunch Menus	55% 2025 JESD School Lunch Menus	60%	+54.95%
M14.2	Percentage of students eating school lunch daily.	56.2% 2023 October CNIPS	52.02% 2024 October CNIPS	51% 2025 JESD School Lunch Menus	70%	-5.2%
M14.3	Percentage of students who eat school lunch because they like it: Percentage of students who feel school lunches meet their dietary needs:	16.11% 25% 2024 JESD Student Survey	27.7% 60.5% 2025 JESD Student Survey	18.1% 72.2% 2026 JESD Student Survey	Percentage of students who eat school lunch because they like it: 70%.	+1.99% +47.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Percentage of students who feel school lunches meet their dietary needs: 80%	

Goal Analysis [2025-26]

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

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

The district has made significant strides in improving the quality and appeal of school lunches through a strategic partnership with Sodexo. This collaboration has focused on increasing the availability of scratch-made meals and enhancing student engagement with school food services. Sodexo has worked closely with kitchen staff to build capacity for scratch cooking, leading professional development in food preparation techniques and organizing student-centered tasting events to gather feedback and promote new meal options (AS 14.1).

One of the key implementation highlights was the introduction of speed scratch cooking, contributed to a nearly 55% increase in the number of days scratch-cooked meals were offered throughout the school year. As a result, student perceptions of school meals have shown notable improvement. Specifically, there was an 47.2% increase in students reporting they feel school lunches meet their dietary needs. A strong indicator of both quality and inclusivity in menu planning.

While the overall implementation closely aligned with initial plans, a challenge did emerge: a 5.2% decrease in the number of students eating school lunch daily. This decline may reflect the transitional period as new meal options and scratch-cooking practices were being rolled out and awareness was still building. However, given the positive shifts in student perception and the increasing frequency of scratch-cooked meals, this trend is expected to reverse as the program continues to mature and gain traction.

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.

JESD had the following material differences between Budgeted Expenditures and Estimated Actual Expenditures.

AS 14.1 No significant material differences.
AS 14.2 No significant material differences.

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

There were a few actions that were effective in bringing about the desired results:

AS 14.1 Scratch Cooking: The number of students reporting that school meals met their dietary requirements rose by 47.2% and there was a 55% increase in the number of SCRATCH cooked meals.

AS 14.2 SCALE: The number of students reporting that school meals met their dietary requirements rose by 47.2% and there was a 55% increase in the number of SCRATCH cooked meals.

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

AS 14.1 Scratch Cooking: No changes
AS 14.2 SCALE: No changes

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
AS14.1	Scratch Cooking	Establish a scratch cooking program where food is prepared on-site, incorporating whole, fresh ingredients, rather than pre-assembled or processed meals and meal components. Scratch cooking prioritizes the incorporation of raw proteins, whole grains, and fresh fruits and vegetables that can create nutritious and delicious meals.	$2,221,962.00	No
AS14.2	SCALE	Utilize the Scratch Cooking Assessment & Learning Evaluation (SCALE). Food service directors input their program data and specifics, and SCALE generates a customized assessment to help increase scratch cooking, including linked resources, section scores, recommendations, and supporting research. (Included in AS 14.1)	$0.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,898,447.00	$0.00

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
7.617%	0.000%	$0.00	7.617%

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
AS1.1	**Action:** PLC System of Supports **Need:** Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC ELA District-wide Participation: 99.5% Meet or Exceed	Providing professional development to all staff will enhance their skills and ensure they are well-equipped to support specific student groups. Training on effective initial instruction, which serves as the first line of intervention, is essential for boosting student achievement. Research-backed Professional Learning Communities (PLCs) further strengthen this approach by	Metric M1.2 and M1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	ALL: 60.97% EL: 16.12% SED: 43.33% FY: NA Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC Math District-wide Participation: 98.95% Meet or Exceed ALL: 58.39% EL: 23.61% SED: 38.96% FY: NA **Scope:** LEA-wide	fostering collaboration and shared learning among educators, leading to more effective instructional practices. This method, grounded in research, has been shown to significantly improve outcomes for English Learners (EL), Foster Youth (FY), and low-income students. By investing in professional development and leveraging the power of PLCs, we aim to see marked improvements in student performance in both math and English Language Arts (ELA). This strategy represents the most efficient use of funds, as rigorous and consistent quality instruction, supported by collaborative professional learning, has the strongest correlation to student success.	
AS2.3	**Action:** Science of Reading Intervention **Need:** Targeted student groups demonstrate significantly lower scores in ELA on the CAASPP test. Percentages of students meeting or exceeding standard: Meet or Exceed ALL: 60.97% EL: 16.12% SED: 43.33% FY: NA	Allocating funds for intervention opportunities will provide additional academic assistance. EL, SED, and FY students will have access to classroom supports, small group intervention, and push-in support as needed. Research has shown that i-Ready is effective in supporting students' academic growth, making these interventions evidence-based. Targeted intervention and supports create an opportunity to significantly increase academic achievement for EL, FY, and SED student groups, helping to reduce gaps in achievement. This action is the most effective use of funds to meet the needs of EL, FY, and SED students and provide academic support. However, this action is being provided on a LEA-wide basis to maximize the impact on improving ELA scores for all students.	Metric M2.1

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
	Scope: LEA-wide		
AS7.1	**Action:** Positive Behavior Intervention Support **Need:** School Climate (Student, Staff, Parent Survey) Percentage of students, parents, and teachers that feel School is Safe Students: 84.5% Parents: 91.6% Teachers: 92.1% Suspension Rate Percentage of students who were suspended at least once during the academic year. ALL: 2.8% EL: 2.9% SED: 4.4% FY: NA* **Scope:** LEA-wide	PBIS is implemented as an LEA-wide action to establish a consistent, proactive approach to student behavior that promotes positive school climates across all campuses. As a multi-tiered system of support, PBIS aligns with districtwide efforts to ensure equity, improve academic and behavioral outcomes, and reduce exclusionary discipline practices. PBIS directly supports unduplicated pupils by creating predictable, inclusive environments that foster engagement and connection to school. These student groups often face systemic barriers that can lead to higher rates of disciplinary referrals and chronic absenteeism. PBIS addresses these challenges by implementing culturally responsive practices, teaching clear behavioral expectations, and providing targeted interventions that are monitored through data-informed decision-making. Through district-level leadership, training, and ongoing support, PBIS ensures a cohesive framework that prioritizes prevention, early intervention, and equitable access to behavioral supports for all students, with specific attention to the social-emotional and academic success of unduplicated pupils.	Metric M7.1, M7.2, and M7.3
AS7.4	**Action:** Inclusion Training and Behavior Support **Need:**	Providing professional development to all staff will build capacity and ensure that all staff are highly qualified to work with identified student groups. Professional development on cultural equity training and positive behavior interventions, which	Metric M7.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Percentage of students who were suspended at least once during the academic year. ALL: 2.8% EL: 2.9% SED: 4.4% FY: NA* **Scope:** LEA-wide	is the first intervention for student support, is critical to student achievement. Good first instruction is research-based and proven to improve student outcomes of our EL, FY and low-income student groups. Professional development support will lead to decreased suspensions. The action above is the most effective use of funds to meet the academic needs of English Learners, Foster Youth, and SED students. It will create an opportunity to increase academic performance for EL, FY and SED students because it is designated to address their identified needs. However, this action is being provided on a LEA-wide basis to maximize the impact.	
AS10.2	**Action:** Provide Support to Students/Families **Need:** Chronic Absenteeism: ALL: 11.4% EL: 13.4% SED: 17.7% FY: NA* **Scope:** LEA-wide	Investing in mental health services, medical services, and a Student Attendance Review Team members who collaborate with school administrators and families is one of the most effective ways to use educational funds, as it directly addresses the underlying issues that impact student well-being and academic performance. Research shows that schools with integrated social work services experience significant improvements in student outcomes, including reduced absenteeism, lower suspension rates, and better academic performance, particularly among vulnerable populations like English Learners, Foster Youth, and low-income students. Social workers help bridge the gap between school and home, providing essential support that can mitigate the effects of poverty, trauma, and other challenges, thereby creating a more equitable and supportive educational environment.	M10.1

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
AS11.2	**Action:** Professional Development and Wellness **Need:** Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC ELA District-wide Participation: 99.5% Meet or Exceed ALL: 60.97% EL: 16.12% SED: 43.33% FY: NA Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC Math District-wide Participation: 98.95% Meet or Exceed ALL: 58.39% EL: 23.61% SED: 38.96% FY: NA **Scope:** LEA-wide	Providing professional development to all staff will enhance their skills and ensure they are well-equipped to support specific student groups. Training on effective initial instruction, which serves as the first line of intervention, is essential for boosting student achievement. This approach, grounded in research, has been shown to significantly improve outcomes for English Learners (EL), Foster Youth (FY), and low-income students. By investing in professional development, we aim to see marked improvements in student performance in both math and English Language Arts (ELA). This strategy represents the most efficient use of funds, as rigorous and consistent quality instruction has the strongest correlation to student success. This conclusion is backed by over 100 studies conducted by McRel International, which identified 14 high-impact Tier 1 instructional strategies directly associated with higher levels of student learning.	Metric M11.4 and M11.5

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
AS4.1	**Action:** English for Speakers of Other Languages Program **Need:** El students making yearly progress equal to one band of progress or remaining level 4 on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	Having a consistent curriculum will ensure that teachers are using strategies that research based.	Metrics 4.1 and 4.2

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

NA

Additional Concentration Grant Funding

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

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2026-27 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	38,052,436.00	2,898,447.00	7.617%	0.000%	7.617%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$33,193,395.00	$8,591,699.00	$40,042.00	$3,513,656.00	$45,338,792.00	$41,853,576.00	$3,485,216.00

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	AS1.1	PLC System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$874,893.00	$0.00	$874,893.00				$874,893.00	
1	AS1.2	Grading for Equity	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	AS1.3	Implementing Differentiated Instruction	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	AS2.1	Science of Reading Aligned Curriculum	All	No			All Schools TK-3	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	AS2.2	Science of Reading Professional Development	All	No			All Schools TK-3	Ongoing	$783,225.00	$0.00	$0.00	$783,225.00			$783,225.00	
2	AS2.3	Science of Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$914,745.00	$114,500.00	$531,330.00	$497,915.00			$1,029,245.00	
2	AS2.4	Science of Reading Extended Learning	All	No			All Schools	Ongoing								
3	AS3.1	Eureka Math 2	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	AS3.2	Mathematical Practice Professional Development	All	No			All Schools	Ongoing	$20,000.00	$10,000.00	$30,000.00				$30,000.00	
3	AS3.3	Mathematical Practice Intervention	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	AS3.4	Math Extended Learning	All	No			All Schools	Ongoing								
4	AS4.1	English for Speakers of Other Languages Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$471,245.00	$7,000.00	$478,245.00				$478,245.00	
4	AS4.2	ESOL Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	AS5.1	Writing Curriculum Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
5	AS5.2	Content Area Writing Professional Development	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	AS6.1	Inclusion	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
6	AS6.2	Co-teaching/Inclusion Professional Development	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
7	AS7.1	Positive Behavior Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$24,000.00	$24,000.00				$24,000.00	
7	AS7.2	Bullying/Harassment Reporting	All	No			All Schools	Ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
7	AS7.3	Student Resource Officer	All	No			All Schools	Ongoing	$0.00	$50,000.00	$50,000.00				$50,000.00	
7	AS7.4	Inclusion Training and Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$513,433.00	$14,000.00	$527,433.00				$527,433.00	
8	AS8.1	Volunteer Coordination	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
9	AS9.1	School Communication	All	No			All Schools	Ongoing	$0.00	$81,765.00	$81,765.00				$81,765.00	
9	AS9.2	Classroom Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
10	**AS10.1**	Identify Support for Students/Families	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
10	**AS10.2**	Provide Support to Students/Families	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$497,671.00	$130,000.00	$377,546.00	$250,125.00			$627,671.00	
10	**AS10.3**	Academic Recovery	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
11	**AS11.1**	Employee Compensation	All	No			All Schools	Ongoing	$36,115,113.00	$0.00	$28,222,943.00	$6,560,434.00	$40,042.00	$1,291,694.00	$36,115,113.00	
11	**AS11.2**	Professional Development and Wellness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
12	**AS12.1**	Site Walks	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
12	**AS12.2**	JitBit	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
12	**AS12.3**	Facilities Master Plan	All	No			All Schools	Ongoing	$609,079.00	$870,000.00	$1,479,079.00				$1,479,079.00	
13	**AS13.1**	Technology	All	No			All Schools	Ongoing	$0.00	$500,000.00		$500,000.00			$500,000.00	
13	**AS13.2**	Curriculum	All	No			All Schools	Ongoing	$43,060.00	$382,101.00	$425,161.00				$425,161.00	
14	**AS14.1**	Scratch Cooking	All	No			All Schools	Ongoing	$926,112.00	$1,295,850.00				$2,221,962.00	$2,221,962.00	
14	**AS14.2**	SCALE	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 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
38,052,436.00	2,898,447.00	7.617%	0.000%	7.617%	$2,898,447.00	0.000%	7.617 %	**Total:**	$2,898,447.00
								LEA-wide Total:	$2,420,202.00
								Limited Total:	$478,245.00
								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	**AS1.1**	PLC System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$874,893.00	
2	**AS2.3**	Science of Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$531,330.00	
4	**AS4.1**	English for Speakers of Other Languages Program	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$478,245.00	
7	**AS7.1**	Positive Behavior Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
7	**AS7.4**	Inclusion Training and Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$527,433.00	
10	**AS10.2**	Provide Support to Students/Families	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$377,546.00	

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 (%)
11	AS11.2	Professional Development and Wellness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$85,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$42,224,782.00	$41,414,290.26

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**	PLC System of Supports	Yes	$1,245,840.00	$1,296,622.00
1	**1.2**	Grading for Equity	No	$0.00	$0.00
1	**1.3**	Implementing Differentiated Instruction	No	$0.00	$0.00
2	**2.1**	Science of Reading Aligned Curriculum	No	$0.00	$0.00
2	**2.2**	Science of Reading Professional Development	No	$702,206.00	$734,595.82
2	**2.3**	Science of Reading Intervention	Yes	$1,137,217.00	$1,194,307.00
2	**2.4**	Science of Reading Extended Learning	Yes	$37,500.00	$15,435.44
3	**3.1**	Eureka Math 2	No	$0.00	$0.00
3	**3.2**	Mathematical Practice Professional Development	No	$90,000.00	$0.00
3	**3.3**	Mathematical Practice Intervention	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.4	Math Extended Learning	Yes	$37,500.00	$0.00
4	4.1	English for Speakers of Other Languages Program	Yes	$445,943.00	$478,749.00
4	4.2	ESOL Professional Development	Yes	$112,220.00	$0.00
5	5.1	Writing Curriculum Development	No	$8,000.00	$0.00
5	5.2	Content Area Writing Professional Development	No	$16,800.00	$0.00
6	6.1	Co-teaching Staff	No	$0.00	$0.00
6	6.2	Co-teaching/Inclusion Professional Development	No	$0.00	$0.00
7	7.1	Positive Behavior Intervention Support	Yes	$31,500.00	$38,500.00
7	7.2	Bullying/Harassment Reporting	No	$3,200.00	$6,384.00
7	7.3	Student Resource Officer	No	$32,500.00	$0.00
7	7.4	Inclusion Training and Behavior Support	Yes	$497,822.00	$514,828.00
8	8.1	Volunteer Coordination	No	$5,500.00	$0.00
9	9.1	School Communication	No	$58,880.00	$78,080.00
9	9.2	Classroom Communication	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
10	**10.1**	Identify Support for Students/Families	No	$0.00	$0.00
10	**10.2**	Provide Support to Students/Families	Yes	$737,518.00	$505,512.00
10	**10.3**	Academic Recovery	Yes	$5,000.00	$0.00
11	**11.1**	Employee Compensation	No	$32,347,970.00	$32,228,652.00
11	**11.2**	Professional Development and Wellness	Yes	$60,000.00	$79,000.00
12	**12.1**	Site Walks	No	$0.00	$0.00
12	**12.2**	JitBit	No	$0.00	$0.00
12	**12.3**	Facilities Master Plan	No	$1,439,460.00	$1,156,456.00
13	**13.1**	Technology	No	$675,000.00	$530,693.00
13	**13.2**	Curriculum	No	$535,206.00	$535,206.00
14	**14.1**	Scratch Cooking	No	$1,962,000.00	$2,021,270.00
14	**14.2**	SCALE	No	$0.00	$0.00

2025-26 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)
$2,743,322.00	$4,348,060.00	$4,122,872.00	$225,188.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	PLC System of Supports	Yes	$1,245,840.00	$1,296,622.00		
2	2.3	Science of Reading Intervention	Yes	$1,137,217.00	$1,194,307.00		
2	2.4	Science of Reading Extended Learning	Yes	$37,500.00	$15,354.00		
3	3.4	Math Extended Learning	Yes	$37,500.00	$0.00		
4	4.1	English for Speakers of Other Languages Program	Yes	$445,943.00	$478,749.00		
4	4.2	ESOL Professional Development	Yes	$112,220.00	$0.00		
7	7.1	Positive Behavior Intervention Support	Yes	$31,500.00	$38,500.00		
7	7.4	Inclusion Training and Behavior Support	Yes	$497,822.00	$514,828.00		
10	10.2	Provide Support to Students/Families	Yes	$737,518.00	$505,512.00		
10	10.3	Academic Recovery	Yes	$5,000.00	$0.00		
11	11.2	Professional Development and Wellness	Yes	$60,000.00	$79,000.00		

2025-26 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)
$35,729,423	$2,743,322.00	3.860%	11.538%	$4,122,872.00	0.000%	11.539%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 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 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024