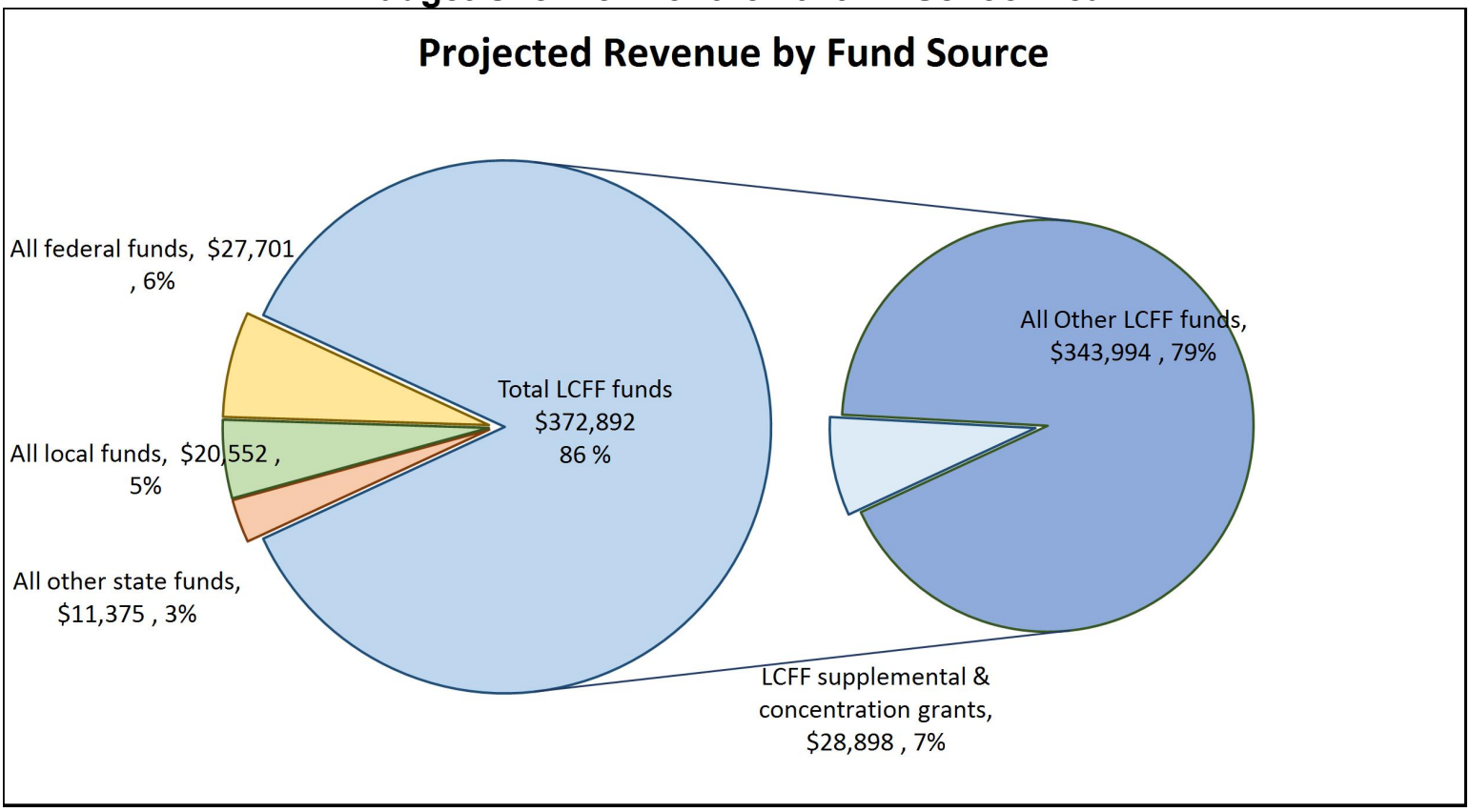
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District
CDS Code: 35-67488-0000000
School Year: 2026-27
LEA contact information:
Maria Leon
Director of Curriculum and Instruction, Equity and Access on behalf of SBCOE
mleon@sbcoe.org
(831)637-5393

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

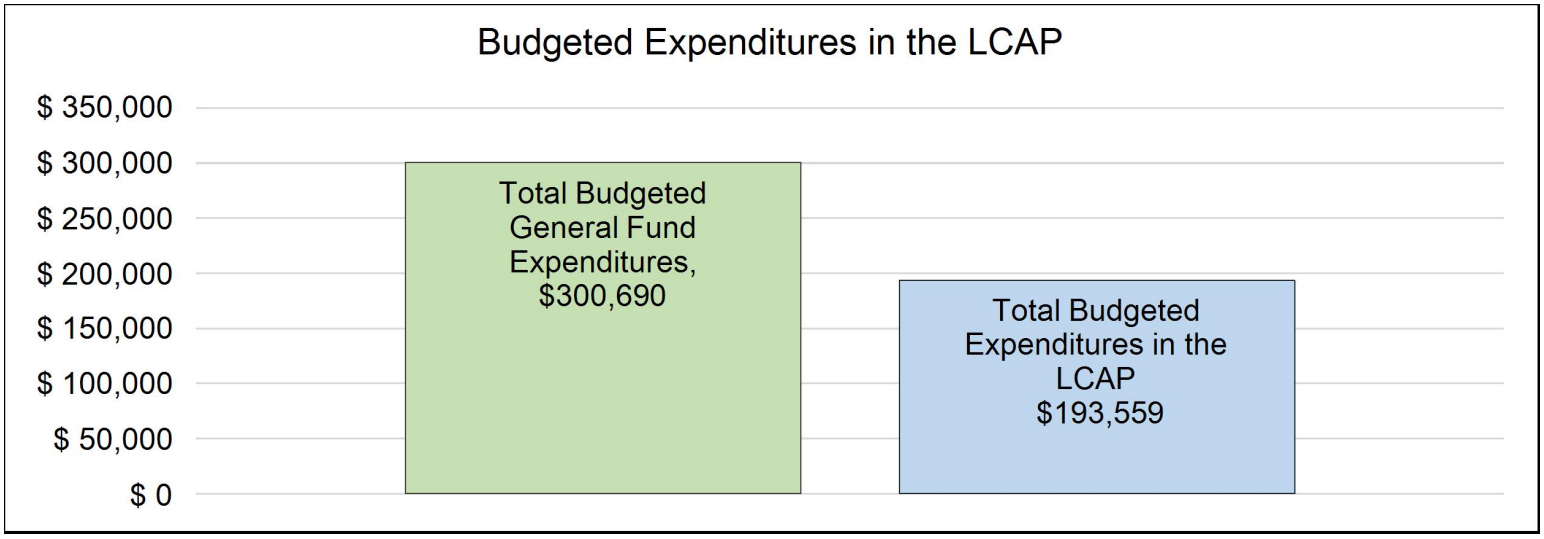


This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Elementary School District is $432,520, of which $372,892 is Local Control Funding Formula (LCFF), $11,375 is other state funds, $20,552 is local funds, and $27,701 is federal funds. Of the $372,892 in LCFF Funds, $28,898 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jefferson Elementary School District plans to spend for 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 $300,690 for the 2026-27 school year. Of that amount, $193,559 is tied to actions/services in the LCAP and $107,131 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

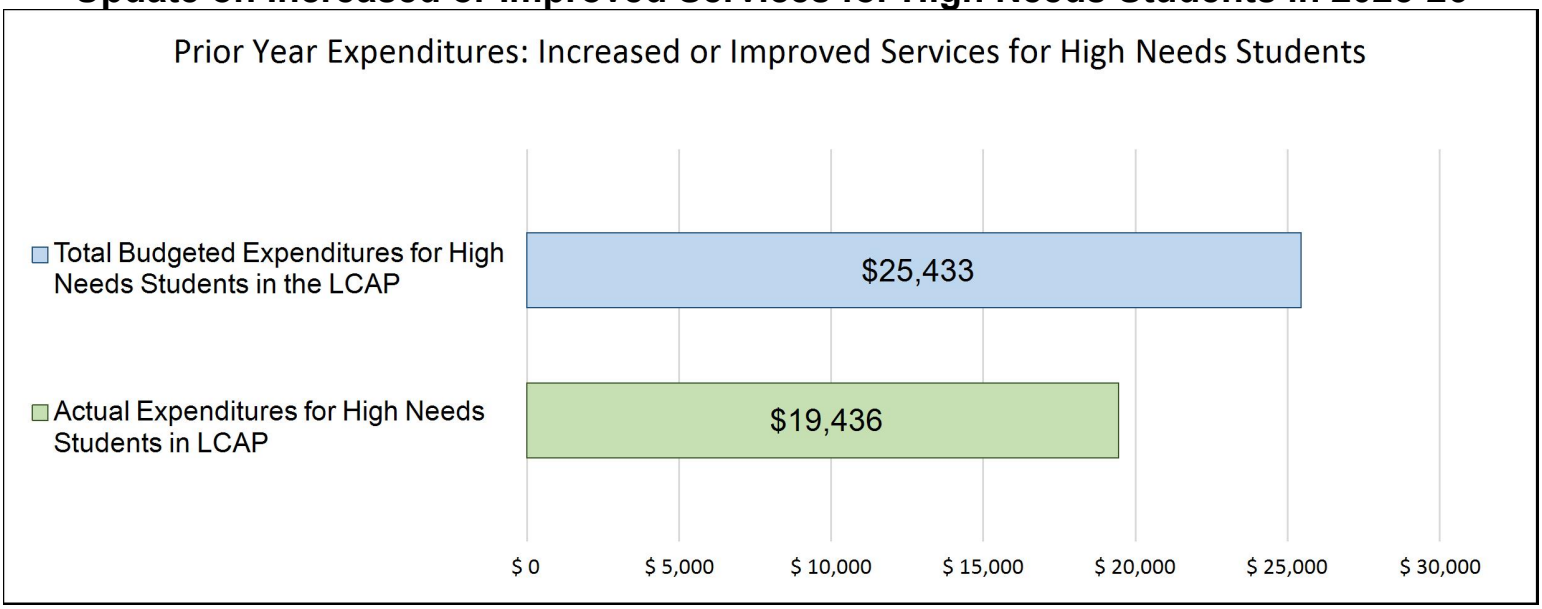
General Fund expenditures not included in the LCAP include routine operational costs such as maintenance, custodial services, and other general support for school operations.

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 $28,898 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 $28,977 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 $25,433 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $19,436 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $5,997 had the following impact on Jefferson Elementary School District's ability to increase or improve services for high needs students:

Expenditures for field trips were lower than anticipated due to fewer trips being scheduled and completed than originally planned. The district will continue to provide field trip opportunities as funding and scheduling allow. Actual expenditures were lower than budgeted because the planned LEGO instructional program was only partially implemented during the school year. While the full activity was not completed, students still benefited from the portions of the program that were provided.

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	Maria Leon Director of Curriculum and Instruction, Equity and Access on behalf of SBCOE	mleon@sbcoe.org (831)637-5393

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.

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

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

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

Technology and Instructional Support

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

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

Enrollment and Demographics (As of June 2026)
Jefferson has experienced a significant decline in enrollment over the past five years. Despite this, the district is committed to maintaining operations for as long as possible and is actively exploring ways to increase enrollment, recognizing both the challenges and benefits of its uniquely small student body.

Total Enrollment: 6 students
*Ethnicity: 66.6% Hispanic, 33.3% White
*English Learners: 33.3%
*Redesignated Fluent English Proficient: 16.6%
*Students with Disabilities: 0%
*Migrant, Foster, Homeless Youth: 33.3%
*Unduplicated Student Percentage: 100%
*Economically Disadvantaged: 100%
*Other Subgroups: None

Funding and Support
Jefferson had received Equity Multiplier funding in FY24-25. These funds were used with Socially-Economically Disadvantaged group, which is the subgroup performing at the lowest levels on state indicators.

Reflections: Annual Performance

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

Please Note: Jefferson district has fewer than 11 students, therefore, Dashboard Data is not available. The areas of performance addressed in this section are based on the achievement of students as measured by local indicators (STAR data). Due to the extremely low sample size, the assessment results can vary widely from year to year.

The 2025-2026 STAR 360 local control indicator data presents as below:

Early Literacy = 100% of students demonstrated growth from fall 2025 baseline data in comparison to spring 2026 data
Early Literacy = 50% of students are on "At or Above grade level"

50% of students are on "Intervention"

ELA = 100% of students demonstrated growth from fall 2025 baseline data in comparison to spring 2026 data
ELA = 50% of students are on "At or above grade level"
25% of students are on "On watch"
25% of students are on "Intervention"

Math = 100% of students demonstrated growth from fall 2025 baseline data in comparison to spring 2026 data
Math = 50% of students are on "At or above grade level"
25% of students are on "On watch"
25% of students are on "Intervention"

The 2024-2025 CAASPP Data presents as below:

ELA: 50% of students demonstrated growth in CAASPP ELA in comparison to 2024 CAASPP ELA data
50% of students "Nearly Met Standard" in CAASPP ELA, demonstrating a increase by 50% in comparison for 2024 CAASPP ELA data
50% of students "Met Standard" in CAASPP ELA, demonstrating a decrease by 50% in comparison for 2024 CAASPP ELA data

Math: 50% of students demonstrated growth in CAASPP Math in comparison to 2024 CAASPP Math data
50% of students "Did not meet standard" in CAASPP Math, demonstrating a 50% decrease comparison to 2024 CAASPP Math data
50% of students "Exceeded Standard" in CAASPP Math

CAST: 100% of students demonstrated growth in 2025 CAASPP CAST data

ELPAC: 0% of English Language Learners demonstrated growth in the 2025 ELPAC data

Attendance Data for 2024-2025:
0% of students were qualified for chronic absenteeism, with an overall attendance rate of 99% for the 2024-2025 school year.
Attendance Data for 2025-2026:
Overall attendance rate of 94.8%, 0% chronic absenteeism.

Successes:
Local data increases from fall 2025 to spring 2026 reflect the impact of targeted, differentiated instruction, and the additional time that students spent with the Instructional Aide (Action 4.1), who provided small group and individualized support in both ELA and Mathematics. Additionally, Jefferson continued its committment to creating a positive school climate (Action 3.4). Students also attended monthly social-emotional lessons in partnership with mental health therapists from the San Benito County Office of Education, supporting emotional well-being and skill development (Action 3.2).

Challenges:

The low enrollment of students (six students from August 2025 to June 2026) continues to limit opportunities for peer engagement, both academically and socially. With such a small student body, students had fewer opportunities to interact with peers of the same age group, which impacted their ability to collaborate, engage in group activities, and build social-emotional skills in a diverse setting. This also created challenges in maintaining a dynamic classroom environment that encourages peer-to-peer learning and collaboration, which are key components of a rich academic and social experience.

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

LREBG Funds: Jefferson Elementary will receive additional LREBG funds in 26-27. These funds will be utilized to purchase supplemental materials for ELA/ELD and/or Math.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Staff: Teacher/Principal and Instructional Aide	Formal meeting specifically focused on reviewing and refining the LCAP goals. Meeting date: 5/15/26
Jefferson School Board	The Jefferson School Board plays an integral role in LCAP development and the Principal meets monthly with the Board of Trustees to present updates, report on goal progress, and receive input on school planning. Each board meeting includes a detailed Principal's Report that reflects on relevant LCAP goals, and board members regularly provide questions, feedback, and support for school initiatives. Board meeting dates: 9/10/25, 10/8/25, 11/12/25, 1/14/26, 2/11/26, 3/11/26
Families	Given Jefferson's small size, there is a close-knit, family-oriented culture between staff and the school's two enrolled families. One parent currently serves on the School Board, and the other has been a longstanding community member, deeply committed to maintaining the school's presence. Parent engagement occurs frequently and informally during student drop-off and pick-up times, where daily conversations provide valuable insights. Weekly Take-Home Folders also include communication for families regarding events, LCAP updates, board meetings, and other school matters.

Educational Partner(s)	Process for Engagement
	Parents actively participate in Family Nights, graduation ceremonies, and other special events. To ensure accessibility, the school provides informal translation support through community members, older students, and digital tools such as Google Translate. When possible, formal documents are professionally translated.
Students	At the end of the 2024–2025 school year, four students were enrolled at Jefferson School. The small student population allows for daily, individualized interactions between the Teacher/Principal and each student. These ongoing conversations provide natural opportunities to discuss academic goals, learning experiences, and school activities. Every six weeks, students complete STAR 360 progress monitoring assessments. Following each testing period, the Teacher/Principal conducts one-on-one conferences with each student to review results, celebrate growth, and collaboratively set goals for continued improvement. Students are actively involved in shaping their educational experience. Throughout the year—particularly at the beginning and end—students provide input on the academic program, including preferences for digital learning tools such as Reading A to Z and ST Math, as well as ideas for field trips and other enrichment opportunities. Their feedback is regularly considered in planning and instructional decisions, supporting a responsive and student-centered learning environment.
San Benito County Office of Education	The San Benito County Office of Education (SBCOE) plays a vital role in supporting Jefferson School’s ability to meet its LCAP goals. The Teacher/Principal actively participates in SBCOE’s monthly Rural Principal's Network which bring together rural school leaders to collaborate, receive training, and support the development and refinement of LCAP goals. Meeting dates:

Educational Partner(s)	Process for Engagement
	August 20, 2025 September 17, 2025 October 25, 2025 November 19, 2025 December 17, 2025 January 21, 2026 February 25, 2026
SELPA	Formal consultation with the SELPA to review the school's current and potential needs in special education for the upcoming year. Since January 2024, Jefferson has not had any students enrolled with identified special education needs. However, the school maintains readiness to support any such students upon enrollment. Meeting date: May 29, 2026

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

How Stakeholder Input Influenced the Development of the LCAP Goals and Actions
Stakeholder engagement at Jefferson School is a deeply integrated, year-round process, with input gathered formally and informally from students, families, staff, the School Board, SBCOE, and the SELPA. Feedback was collected through one-on-one conversations, board meetings, parent-teacher conferences, informal check-ins, and county meetings. This input directly influenced the development, refinement, and continuation of the 2026–2027 LCAP goals and actions.

Goal 1: Conditions of Learning
Staffing:
In alignment with feedback from all educational partners, including 100% support from families and the School Board, Jefferson School will continue to retain the Instructional Aide position who will continue with expanded hours to support the needs of an incoming TK student. In response to community feedback and to support extended learning, the Aide has and continues to support the after-school and summer ELO-P programming.

Professional Development:
Stakeholders expressed strong support for continued professional growth, including capacity building professional development in the areas of administration, organization, social emotional develpment, and instructional partictices for the new Teacher/Principal.

Curriculum Materials and Technology:
The educational partners consultation with the Teacher and Aide expressed the need to update tablets for the kindergarten and TK students as these are older and worn down, often crashing when students are using them.

Facilities and Safety:
Educational partners continued to voice concerns about the deteriorating condition of the blacktop. The School Board will continue to assess possible funding and replacement options, making this an ongoing priority.

Administrative Support:
The Aide hired has been supporting the ELO-P prorgram, including administrative duties. The staff and board expressed support to continue this practice. Further support will be funded through Equity Multiplier Funds and reflected in Goal 4 (added in the 25-26 school year).

Goal 2: Student Engagement and Enrichment
Stakeholders continue to support current actions (2.1, 2.2, 2.3), which are successfully promoting student engagement, positive climate, and wellness.

Enrichment & Field Trips (Action 2.5/2.6):
Although families, students, and staff valued opportunities for students to connect with same-age peers, stakeholders expressed concerns about the logistics and impact of weekly visits to neighboring rural schools (e.g., Willow Grove). As a result, this practice will be discontinued. Instead, the school will expand its ELO-P program and support the launch of a STEAM – FIRST LEGO League Challenge Club (Action 2.6), which will include sustained bimonthly collaboration with mentors from Deep Space Robotics Team 6884, SBCOE STEAM partners, and parent/community volunteers. Participation in county-wide events (e.g., Red Ribbon Week, STEAM Fair) will also continue.

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

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Jefferson Elementary will provide a high quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment. In order to achieve this goal, Jefferson will hire highly qualified staff (Action 1.1 and 1.2) who receive ongoing professional development opportunities (Action 1.3). Fidelity of these actions will be measured by the staffing plan (Metric 1.1) and the yearly Professional Development Plan (Metric 1.3). In addition, students will receive a broad course of study and the materials that they need to learn by the LEA providing state-approved curriculum materials and technology (Action1.4) and replacing outdated technology equipment (Action 1.5). These actions will be measured through the Textbook Inventory and Sufficiency of Materials Resolution (Metric 1.2) and the Master Schedule (Metric 1.5). Finally, Jefferson will further ensure a quality learning environment by providing clean, well maintained facilities (Action 1.6) and completing regular safety checks for students as Measured through the FIT Report (Metric 1.4) and effectively implementing the School Safety Plan (Metric 1.6).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Staffing Retain or hire a highly qualified teacher who meets the California state credentialing requirements. (Data Source: Credentialing records)	2023-2024 100% of teachers were appropriately credentialed and highly qualified.	2024-2025 100% of teachers were appropriately credentialed and high qualified.	2025-2026 100% of teachers were appropriately credentialed and high qualified.	2027: 100% of teachers will be credentialed and highly qualified.	0% difference (remains at 100% appropriately credentialed teachers).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Sufficiency of standards aligned instructional materials for ELA, ELD, and math (Data Source: Annual Textbook Inventory and Sufficiency of Materials Resolution	2023-2024 100% of students had access to state approved curriculum materials in ELA, ELD, math and science per the 2023 Annual Textbook Inventory and Sufficiency of Materials Resolution	2024-2025 100% of students had access to state approved curriculum materials in ELA, ELD, math and science per the 2024 Annual Textbook Inventory and Sufficiency of Materials Resolution	2025-2026 100% of students had access to state approved curriculum materials in ELA, ELD, math and science per the 2025 Annual Textbook Inventory and Sufficiency of Materials Resolution	2027: 100% of students will have access to state approved curriculum materials in ELA, ELD, and math.	0% difference (remains at 100% of students have access to state approved curriculum materials in ELA, ELD, and math.
1.3	Professional Development Plan Implementation of state standards for instruction and teaching (Data Source: PD attendance logs, SBCOE records)	2023-2024 100% of staff attended professional development opportunities every year.	2024-2025 100% of staff attended professional development opportunities every year.	2025-2026 100% of staff attended professional development opportunities.	2027: 100% of staff will attend professional development opportunites through SBCOE or other appropriate educational organizations each year.	0% difference (remains at 100% of staff attended professional development opportunities every year).
1.4	Facility Inspection Report (FIT) Maintain facilities in good repair and address any needs from Keenan, fire department, walkthroughs, etc. that are identified in FIT report. (Data Source: FIT report, site inspection logs)	2023-2024 Jefferson received a "Good" rating or school maintenance and repair for the last three years.	2024-2025 Jefferson received a "Good rating or school maintenance and repair for the last three years.	2025-2026 Jefferson received a "Good rating or school maintenance and repair for the last three years.	2027: Jefferson will receive a "Good" rating for school maintenance and repair on the FIT report.	0% difference (remains at “Good” rating on the FIT report).

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

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 five planned actions under Goal 1 were implemented with two deviations from the original plan.

Successes:

-Continued employment of a part-time Instructional Aide (Action 1.2)
-Access to appropriate curriculum materials and technology (Action 1.4)
-Continued support from a steady, committed substitute teacher from March to June 2026 (Action 1.1)

Challenges
-Teacher/Principal went on leave in the spring (Action 1.1)
-Safety inspections and drills were not completed (Action 1.6)

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

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

Action 1.1 (Highly Qualified Teacher/Principal)
Planned Expenditures: $111,837
Estimated Actual: $126,159
Difference: -$14,322

Action 1.2 (Support Staff)
Planned Expenditures: $15,061
Estimated Actual: $ 4,698
Difference: $10,363

Action 1.3 (Professional Development)
Planned Expenditures: $ 475
Estimated Actual: $234
Difference: $241

Actions 1.4 (Curriculum Materials and Equipment)
Planned Expenditures: $ 2,700
Estimated Actual: $770
Difference: $1,930

Action 1.5 (Replace Technology Equipment)
Planned Expenditures: $1,200
Estimated Actual: $3,775
Difference: - $2,575

Action 1.6 (Facilities and Safety)

Planned Expenditures: $12,337
Estimated Actual: $29,137

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

Goal of providing a high-quality teaching and learning environment where all students have access to standards-based materials and instruction in a safe, well-maintained physical environment.

Effective:
1.1 Highly Qualified Teacher/Principal - Jefferson staffed a full time Teacher/Principal
1.2 Support Staff - The aide continues to provide quality support in the classroom and has also provided support in the ELO-P afterschool program with not only supervision but also in helping with administrative aspects of the program.

Ineffective:
1.4 Curriculum Materials and Technology - LCAP input from current teacher and aide revealed that board approved instructional materials were not readily available year round
1.5 Replace Technology Equipment - LCAP input from current teacher and aide revealed the need to replace aging electronic tables for students in TK and kindergarten
1.6 Safety Drills - Were not all completed due to Teacher/Principal on leave. Further support is needed to ensure Jefferson is in compliance of safety protocols and documentation

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highy Qualified Teacher/Principal	Jefferson will retain or hire a highly qualified teacher who is appropriately assigned and credentialed. This teacher provides instructional and administrative services for the district.	$116,136.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Provide Instructional Aide Support for Student Learning	The district will maintain an instructional aide position to provide supplemental academic, behavioral, and classroom support for students during the instructional day. The instructional aide will support individualized and small-group instruction, student engagement, and access to grade-level curriculum. Due to the district's small rural setting and multi-grade classroom environment, this position is necessary to provide increased individualized support and assist in meeting the diverse learning needs of students, including unduplicated pupils.	$22,732.00	Yes
1.3	Professional Development	Staff will participate in Professional Development opportunities such as Teacher Work Days/Minimum Days, webinars, Professional learning Network through SBCOE, conferences, and other opportunities as specified in the staff annual Professional Development plan.	$296.00	No
1.4	Curriculum Materials and Technology	Jefferson Elementary School District will purchase state adopted curriculum, standard-based materials, and appropriate technology needed to teach California Common Core standards in all subject areas as needed.	$3,345.00	No
1.5	Replace Technology Equipment	Replace student chromebooks and other technology required for learning as needed.	$2,700.00	No
1.6	Facilities and Safety	Jefferson staff and stakeholders will assess the facility to determine compliance and complete needed maintenance, repairs, and safety requirements.	$16,800.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	State: CAASPP ELA Ensure students make measurable growth in ELA as demonstrated by scaled score improvement.	2022-2023: 33% of students improved 25 or more scaled points on the CAASPP ELA test.	2023-2024: 100% of students improved 25 or more scaled points on the CAASPP ELA test.	2024-2025: 0% of students improved by 25 or more scaled points in the CAASPP ELA test.	2025-2026 CAASPP ELA: 100% of students will improve 25 or more scaled points on the CAASPP ELA test.	-33% (decrease from 100% to 0%) of students who improved 25 or more scaled points on the CAASPP ELA test.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Data Source: CAASPP ELA – TOMS)					
2.2	State: CAASPP Math Ensure students make measurable growth in Math as demonstrated by scaled score improvement. (Data Source: CAASPP Math – TOMS)	2022-2023: 67% of students improved 25 or more scaled points on the CAASPP math test.	2023-2024: 100% of students improved 25 or more scaled points on the CAASPP math test.	2024-2025: 50% of students improved by 25 or more scaled points in the CAASPP Math test.	2025–2026 CAASPP Math: 100% of students will improve 25 or more scaled points on the CAASPP Math test.	-17% (decrease from 67% to 50%) of students who improved 25 or more scaled points on the CAASPP Math test.
2.3	Metric 2.3 – ELPAC Ensure English Learners advance one level annually and achieve reclassification within three years of enrollment. (Data Source: ELPAC – TOMS)	2022-2023: 50% of EL students increased one level overall. 0% of students were reclassified as RFEP within 3 years of enrollment at Jefferson. Note: 0 students had been enrolled at Jefferson for 3 consecutive years.	2023-2024: 100% of EL students increased one level overall. 100% of EL student(s) were reclassified as RFEP within three years of enrollment.	2024-2025: 0% of EL students increased one level overall. Note: 100% of students have been enrolled at Jefferson for less than 3 consecutive years.	2025-2026 ELPAC: 100% of EL students will increase one level overall. 100% of EL students enrolled at Jefferson for 3 consecutive years will be reclassified as RFEP within three years of enrollment at Jefferson.	+50% (increase from 50% to 100%) of EL students increased one level overall. +100% (increase of 0% to 100%) of EL students enrolled at Jefferson for 3 consecutive years were reclassified as RFEP within three years of enrollment.
2.4	State: CAST (Science) Ensure students meet or exceed state standards in science. (Data Source: CAST – TOMS)	2022-2023: 0% of students met or exceeded the science standards on the CAST test because 0 students were required to take the CAST science test during the school year.	2023-2024: 0% of students met or exceeded the science standards on the CAST test because 0 students were required to take the CAST science	2024-2025: 1000% of students met or exceeded the science standards on the CAST test.	2025-2026 CAST 100% of eligible students will meet or exceed the science standards.	100% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			test during the school year.			
2.5	STAR 360 ELA Ensure students increase or maintain performance on STAR 360 ELA. (Data Source: STAR 360 – Local Assessment)	2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points.	2024-2025: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 12 to 107 scaled points.	2025-2026: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 20 to 133 scaled points.	2026-2027 STAR 360 ELA: 100% of students will increase or maintain their STAR 360 ELA scores from August to May.	0% difference (remains at 100% of students showing growth on the STAR 360 ELA test from August to May).
2.6	STAR 360 Math Ensure students increase or maintain performance on STAR 360 Math. (Data Source: STAR 360 – Local Assessment)	2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points.	2024-2025: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 11 to 93 scaled points.	2025-2026: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 7 to 79 scaled points.	2026-2027 STAR 360 Math: 100% of students will increase or maintain their STAR 360 Math scores from August to May.	0% difference (remains at 100% of students showing growth on the STAR 360 Math test from August to May).
2.7	Broad Course of Study / Instructional Minutes Ensure students receive required instructional minutes and access to art, health, and PE. (Data Source: Master Schedule, Local Data)	2023-2024 School schedule and Instructional Minutes show that 100% of students receive state required minutes for P.E., and that art, health and P.E. standards are taught.	2024-2025: School schedule and Instructional Minutes show that 100% of students receive state required minutes for P.E., and that art, health and P.E. standards are taught.	2025-2026: School schedule and Instructional Minutes show that 100% of students receive state required minutes for P.E., and that art, health and P.E. standards are taught.	2025-2026: School schedule and Instructional Minutes will show that 100% of students will receive state required minutes for P.E., and that art, health and P.E. standards are taught.	0% difference (remains at 100% of students received state required minutes for P.E. and that art health and P.E. standards are taught).
2.8	Metric 2.8 – Local Writing Rubric	2024–2025: New metric introduced; no prior baseline data available.	Year 1 Outcome 2024–2025: Rubric piloted; first year of student scoring.	2025–2026: Local Writing Rubric did not continue.	2026-2027: 100% of students will improve by at least one rubric level	Metric not followed through for year 1 of outcomes.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Assess student writing proficiency and growth across genres using a rubric scored each trimester. (Data Source: Local writing rubric, teacher scoring)				across the school year.	

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.

Evidence of implementation was found for 3 of 6 planned actions under Goal 2 as seen by the following results depicted below.

Successes:
-Increase in CAASPP CAST scores from 0% of students by making progress (no qualifying students for testing) in the 23-24 school year, to 100% making progress in the 24-25 school year (Metric 2.4)
-Growth in local measure STAR ELA (Metric 2.5), 100% of students making progress
-Growth in local measure STAR Math (Metric 2.6, 100% of students making progress

Challenges:
-Decrease in CAASPP ELA scores from 100% of students making progress in the 23-24 school year, to 0% making progress in the 24-25 school year (Metric 2.1)
-Decrease in CAASPP Math scores from 100% of students making progress in the 23-24 school year, to 50% making progress in the 24-25 school year (Metric2.2)
-Stagnation in ELPAC, with 0% of students making growth by 1 level for the 24-25 school year (Metric 2.3)

During the 2025-2026 school year, all eligible students were able to participate in the STAR assessments at least 3 times during the school year. All students demonstrated growth, includng a kindergarten students who took the STAR ELA at the end of the school year. The same occured with the STAR Math assessment in which all students demonstrated growth. Additionally, the substitute teacher continued to provide quality instruction with support from the San Benito County Office of Education, as well as the classroom aide who provided continuity of classroom structures. The subsitute teacher also incorporated an increased amount of integrated arts into the cirriculum. Students also continue to access online learning platforms such as FootSteps2Brilliance, as well as Prodigy.

No evidence was located indicating that the Local Writing Rubric (Metric 2.8) occuring in the classroom, nor was the aide able to confirm that this instructional strategy was utilized during the 2025-26 school year. Regardless of this specific rubric, the teacher continued standards based instruction in the classroom, including writing instruction. Additionally, there was no evidence located that support that Actions 2.5 and 2.6 occured.

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

Most expenditures in Goal 2 aligned with estimates or were adjusted based on student needs and implementation timing.

Action 2.1 (Progress Monitoring) reflected a slight cost increase due to updated licensing fees for STAR 360.
Planned Expenditures: $750
Estimated Actual: $847
Difference: $97

Action 2.2 (Broad Course of Study) did not require additional funding this year.
Planned Expenditures: $0
Estimated Actual: $0
Difference: $0

Action 2.3 (Intervention) was not originally budgeted for but incurred minor costs related to supplemental instructional materials.
Planned Expenditures: $0
Estimated Actual: $0
Difference: $0

Action 2.4 (Independent Learning Programs) was underspent as fewer licenses or subscriptions were needed than anticipated.
Planned Expenditures: $695
Estimated Actual: $364
Difference: $331

Action 2.5 (Enrichment Activities) was implemented as planned; however, final receipts and reimbursements were still being processed at the close of the reporting period.
Planned Expenditures: $1,670
Estimated Actual: $188
Difference: $1,482

Action 2.6 (STEAM – FIRST LEGO League Challenge Club) was fully implemented, with a small cost increase due to material needs.
Planned Expenditures: $3,907
Estimated Actual: $1,028

Difference: $2,879

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

Goal 2, Effective Actions -

2.1 - Progress Monitoring: STAR 360 ELA and STAR 360 Math
-Growth in local measure STAR ELA (Metric 2.5), 100% of students making progress
-Growth in local measure STAR Math (Metric 2.6), 100% of students making progress

2.2 Broad Course of Study
-Jefferson was able to maintain a long term subtitute to continue student learning
-Substitute teacher continued to expand student access and delivered art, as well as physical educations minutes

2.4 Independent Learning: Technology Programs/Centers
-Substitute teacher and aide were able to continue providing access to technology in the classroom and created a structured schedule for technology use that supported student learning

Goal 2, Ineffective Actions -

2.3 Intervention
-Decrease in CAASPP ELA scores from 100% of students making progress in the 23-24 school year, to 0% making progress in the 24-25 school year (Metric 2.1)
-Decrease in CAASPP Math scores from 100% of students making progress in the 23-24 school year, to 50% making progress in the 24-25 school year (Metric 2.2)
-Stagnation in ELPAC, with 0% of students making growth by 1 level for the 24-25 school year (Metric 2.3)

2.5 Enrichment: STEAM/Special Projects/Field Trips
-No evidence was found of field trips nor special STEAM projects

2.6 STEAM – FIRST LEGO League Challenge Club
-No evidence of STEAM-FIRST LEGO League Challenge Club was found

Despite the small size of the school and and a variety of grades being served, students made academic gains using local measures. However, students' eligible to take the CAASPP tests, as well as EL students did not show growth and in some cases, stagnation.

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.

Thre are no currently planned changes to the goals, metrics, or target outcomes.

It is recommended that Jefferson consider:
-Ammending Action 2.2 to include using board adopted curriculum, including curriculum for English Learners.
-Ammending Action 2.2 to include partnerships with local art specialists to support increase in access to a variety of art mediums.
-Ammending Action 2.3 to remove "English Language Development as needed" as this is a core subject for English Learner students.
-Removal or ammendment to Actions 2.5 and 2.6 as there was no evidence that ensured these actions were implemented.
-Ammending Action 2.6 to include partnerships with local and regional STEM based entities to support bringing STEM concepts into the classroom and improve access.
-Removing Metric 2.8 as there was no evidence located of a local writing rubric.

No changes are proposed to the overarching goal statement. However, consideration of the above mentioned refinements will strengthen alignment between actions, measurable outcomes, and stakeholder priorities. Addtionally, these ammendments can broaden student access to academics, as well as access to local and regional specialists. These have the potential to increase Jefferson's academic progress both on local measures as well as on CAASPP assessments.

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

Actions

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

Action #	Title	Description	Total Funds	Contributing
		This action is funded under Action 1.1, hire a highly qualified teacher.		
2.3	Intervention	Intensive instruction will be provided to students not meeting grade-level standards, including appropriate accommodations and increased instructional time with the teacher. Designated English Language Development (15–30 minutes) will be provided for English Learners as needed. Jefferson will strengthen collaboration with the SBCOE Special Education Department for any student demonstrating persistent academic needs. While check-ins will remain flexible due to travel constraints, the goal is to accelerate timelines for identifying and addressing potential support or referral needs. While this action supports the individual needs of all students, including SPED students, priority will be given to Foster Youth, Low Income, and English Language Learners upon enrollment. Currently funded under Action 1.1 – hire a highly qualified teacher.	$0.00	No
2.4	Independent Learning: Technology Programs/Centers	Students will have access to a mix of teacher created centers and computer adaptive programs such as ST Math Footsteps 2 Brilliance, Prodigy, and Reading to A to Z to use when not receiving direct instruction from the staff.	$845.00	Yes
2.5	Enrichment: STEAM/Special Projects/Field Trips	Jefferson will provide a minimum of five enrichment activities each year. Enrichment will expand through on-site and locally based opportunities, including biweekly STEAM collaborations with community partners and more academically aligned field trips. These activities are designed to strengthen instructional continuity while maintaining hands-on learning and vocabulary development.	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	STEAM – FIRST LEGO League Challenge Club	Students will participate in the official STEAM – FIRST LEGO League Challenge Club program from August to December. Supervision and transportation will be provided by a Jefferson staff member. This after-school activity enables students to interact with peers outside of Jefferson, while receiving mentoring from adults and high school students specializing in STEAM knowledge and activities. Planned refinements include sustained bimonthly collaboration with community mentors from Deep Space Robotics Team 6884, SBCOE STEAM partners, and parent/community volunteers.	$0.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance/Chronic Absenteeism Rates (Local Data)	2023-2024 Attendance rate was 96.4% and chronic absenteeism was 0%.	2024-2025 Attendance rate was 99.18% and chronic absenteeism was 0%.	2025-2026 Attendance rate was 99.18% and chronic absenteeism was 0%.	2027: Attendance rate will be 95% or higher and 0% for chronic absenteeism.	+2.78% Attendance rate increased; chronic absenteeism remains at 0%.

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

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

-Action 3.1 (Parent Communication and Engagement): Evidence of implementation included the student's take-home folders. There was no evidence of a fall parent/teacher conference night, nor was there a formal spring parent/teacher conference provided due to a substitute being in the class.
-Action 3.4 (SEL Supports/School Climate): Successfully implemented through weekly “Fun Fridays” and monthly social-emotional lessons led by a county mental health therapist. Topics included mindfulness, gratitude, and stress management. Student feedback was positive. Additionally, speaker JG LaRoche also visited Jefferson in two ocassions and led the students in mindfulness activities.

Challenges:
-Action 3.2 (Student Personal Learning Plan): No evidence of implementation.
-Action 3.3 (Family Nights, Community Outreach, and Volunteer Program): Evidence of one Jefferson winter performance and celebration was found.
-Action 3.5 (Student Transportation): Evidence of initiated mileage reimbursements for families who transported students to school was found, however, these were not processed.

Summary:
While Jefferson faces challenges in the area of progress monitoring, it's committment to student support and achievement remain unvaivering. It is highly recommended that Jefferson fully transition to an electronic Student Information System to assist in attendance monitoring, parent communication, and increase tranparency in student documentation compliance.

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

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

Action 3.1 (Parent Communication and Engagement)
Planned Expenditures: $100
Estimated Actual: $0
Difference: $100

Action 3.2 (Personal Learning Plans)
Planned Expenditures: $650
Estimated Actual: $71
Difference: $579

Action 3.3 (Family Nights/Community Outreach)
Planned Expenditures: $500
Estimated Actual: $75
Difference: $425

Action 3.4 (SEL Supports/School Climate) was implemented with lower expenditures than anticipated, as county-provided services covered most costs.
Planned Expenditures: $900
Estimated Actual: $0
Difference: $900

Action 3.5 (Student Transportation)
Planned Expenditures: $2,573
Estimated Actual: $0
Difference: $2,573

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

Effectiveness of Actions to Date in Making Progress Toward Goal 3

Some of the actions were implemented and evidence was found to support the effectives or ineffectiveness of Goal 3.

Effective:
-Action 3.4 (SEL Supports/School Climate): Successfully implemented through weekly “Fun Fridays” and monthly social-emotional lessons led by a county mental health therapist. Topics included mindfulness, gratitude, and stress management. Student feedback was positive. Additionally, speaker JG LaRoche also visited Jefferson in two ocassions and led the students in mindfulness activities.

Somewhat effective:
-Action 3.1 (Parent Communication and Engagement) was somewhat effective as there was no evidence of a Fall parent conference, and no Spring conferences were hosted. In order to increase parent engagement and to strengthen the positive school climate, Jefferson must continue monitoring this action and ensure that it is implemented with fidelity and with meaningful planning behind it's implementation.
-Action 3.3 (Family Nights, Community Outreach, and Volunteer Program) Only evidence of one school-sponsored event was located.

Ineffective:
-Action 3.2 (Student Personal Learning Plan) No evidence of this action was located.
-Action 3.5 (Student Transportation) Evidence that some families were in the process of receiving mileage reimbursments was found, but these were not processed.

Overall, each action was aimed towards working cohesively to support the whole child, fostering not only academic achievement but also emotional, social, and physical well-being. However, the actions fell through when not coupled with meaningful planning and fidelity.

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.

Thre are no currently planned changes to the goals, metrics, or target outcomes.

It is recommended that Jefferson consider:
-Ammending Action 3.1 to include using ParentSquare as a parent/teacher two-way communication tool (this is already part of the AERIES Student Information Suite)
-Ammending Metric 3.3 to include a separate measure to track parent engagement
-Create a new metric to track and measure the effectiveness of Action 3.2, Student Personal Learning Plan
-Ammending Action 3.3 to specify the exact engagement opportunites for families throughout the year
-Ammending Action 3.5 to set specific timelines of when the families will receive mileage reimbursements

No changes are proposed to the overarching goal statement. However, consideration of the above mentioned refinements will strengthen alignment between actions, measurable outcomes, and stakeholder priorities. Addtionally, these ammendments can significantly increase intentional family participation and increase student agency (Action 3.2) in their learning. Moreover, families will receive timebound goals as to when to expect to receive mileage reimbursements, creating a culture of transparency.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Communication and Engagement	Jefferson staff will meet with 100% of parents to obtain feedback, and collaborate on effective ways of meeting school and students goals at least twice a year. Student progress will additionally be shared through take home folders, report cards, and other formal/informal conversations between staff and parents.	$100.00	Yes
3.2	Student Personal Learning Plan	Staff, students, and parents will develop a personal learning plan for each student at the beginning of the year that is based on performance data, observations, and interests and will include short- and long-term goals including, but not limited to, college/career, academic, behavior, and SEL needs. The plan will be monitored and revised every six weeks to ensure progress toward meeting these goals. Celebration of goals will be recorded in the school yearbook and distributed to students before the last day of school. The needs of Special Education students will be prioritized (upon enrollment) for this action.	$900.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Family Nights, Community Outreach, and Volunteer Program	Jefferson will hold at least 3 community outreach, family nights, and/or volunteer activities over the course of the year. Examples include Winter Performance/Dinner, Graduation, and other family engagement events. To support new families and strengthen connections, staff may also offer a brief “Welcome Night” or orientation at the start of the year. The school will continue to seek expanded partnerships with local organizations and guest speakers.	$500.00	Yes
3.4	SEL Supports/School Climate	Social emotional supports will include school spirit days, Friday enrichment activities, positive behavior supports, awards, and incentives. The needs of all students, but specifically our unduplicated students, are prioritzed for the actions of this goal, particularly instruction for social emotional development. This action will be used to promote and encourage high attendance leves of all students as measured by Metric 3.1. Mental health support will be provided to students for individual counseling as needed during the school year, particularly for Foster Youth, homeless, and English Language Learners	$1,150.00	Yes
3.5	Student Transportation	To enhance student attendance, Jefferson provides mileage reimbursements to parents who transport their children to and from school, thereby reducing barriers to consistent school attendance. Although reimbursements were intended to be distributed twice per year, they were ultimately provided at the end of the year. Families expressed appreciation for the support, and the school achieved a strong attendance rate of 99.18% with 0% chronic absenteeism.	$2,573.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

Measuring and Reporting Results

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	classroom enrichment workshops, guest presenters) Data source: Participation rosters, teacher logs of TK/K-only activities, field trip records.				enrichment opportunities.	

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.

Jefferson had both transitional kindergarten and kindergarten students, however no evidence was located signaling that the Amira screened was administered.

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

Action 4.1 TK/K Early Literacy Readiness (Amira Screener)
Planned Expenditures: $20,656
Estimated Actual: $20,840
Difference: -$184

Action 4.2 (TK/K Enrichment Opportunities)
Planned Expenditures: $0
Estimated Actual: $0
Difference: $0

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

Effectiveness:
Action 4.1 - Both the kindergarten and TK students showed growth as measured in the STAR Early Literacy assessment.

Ineffectiveness:
Metric 4.1 - No evidence of screener was located

Action 4.2 - Participation rosters, teacher logs, and field trip records of TK/K students participating were not located.

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.

It is recommended that Jefferson consider:
-Adding a metric to track student Early Literacy data as provided in STAR (for Action 4.1)
-Adding a metric to track TK/K enrichment opportunites and attendance (for Action 4.2

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Instructional Aide Extension (TK/K EM Support)	Equity Multiplier (EM) funds expanded aide hours beyond the legal 5:1 TK/K staffing ratio. This above-and-beyond support provides individualized and small-group instruction for early learners, giving Transitional Kindergarten students greater access to academic and social-emotional supports. Funding Source: Equity Multiplier	$22,732.00	No
4.2	Monitor and Adjust Support Based on Student Needs	As a small single-school district, the Principal/Teacher and Instructional Aide will evaluate the effectiveness of increased aide hours and other EM-funded supports, making adjustments as needed based on TK/K student progress and engagement. Funding Source: As coded in DTS (Goal 1, Action 1 – $0).	$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
$28,898	$3,813

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
8.489%	2.835%	$9,427.55	11.324%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Provide Instructional Aide Support for Student Learning **Need:** Unduplicated pupils require additional academic and behavioral support to improve engagement, access to instruction, and academic success within the district's small rural and multi-grade classroom setting.	This action addresses the needs of unduplicated pupils by providing additional individualized academic and behavioral support to improve engagement, access to instruction, and student success. Due to the district's small rural and multi-grade classroom setting, this action is implemented LEA-wide to ensure all students receive appropriate instructional support.	Teacher Staffing Report (Metric 1.1)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.5	**Action:** Replace Technology Equipment **Need:** Certain technology equipment, such as the internet router, is aging out of workability so the LEA needs to consult with the SBCOE technology department to determine appropriate replacement. **Scope:**	Jefferson is a rural school and relies on the internet to technology integration within lessons, parent communication, and so forth. 100% of students receive appropriate curricular materials per the 2023 McKinney-Vento Resolution. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	Technology Inventory conducted concurrently with curriculum inventory for McKinney-Vento Resolution (Metric 1.2)
2.1	**Action:** Progress Monitoring: STAR 360 ELA and STAR 360 Math **Need:** Assessments are needed to determine students' current performance, identify gaps in academic understanding, and monitor growth over time. **Scope:** LEA-wide	Assessments are needed for all students and will provide necessary data to support the teacher in making appropriate instructional decisions. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	STAR 360 results (Metrics 2.5 and 2.6)
2.4	**Action:** Independent Learning: Technology Programs/Centers **Need:**	Quality technology programs and independent learning activities will increase students' time on task and overall academic achievement. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from	STAR 360 growth results (Metrics 2.5 and 2.6)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In a multigrade classroom, students need quality activities that offers support and feedback when the teacher is providing instruction to other grade levels. **Scope:** LEA-wide	August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	
2.5	**Action:** Enrichment: STEAM/Special Projects/Field Trips **Need:** Students have limited opportunities for activities within the school district boundaries to build their background knowledge and skills and to interact with additional same age peers and other adults. **Scope:** LEA-wide	Field trips, special projects, and STEAM activities will allow students to build background knowledge and make connections with other students, adults, etc. 2022-2023: 33% of students improved 25 or more scaled points. 2022-2023: 67% of students improved 25 or more scaled points. 2022-2023: 50% of EL students increased one level overall. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	CAASPP Math and ELA (Metrics 2.1 and 2.2) ELPAC (Metric 2.3)
2.6	**Action:** STEAM – FIRST LEGO League Challenge Club **Need:** Students have the need to engage in enrichment activities, particulary with qualified instructors and same age peers. **Scope:** LEA-wide	STEAM activities will allow students to build background knowledge and make connections with other students, adults, etc. 0% of students were proficient on the CAST test This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	Student attendance (Metric 3.1), display of final project. Student progress on CAST (Metric 2.4)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Parent Communication and Engagement **Need:** Parents work during the day and need opportunities to receive information about their children's academic, social, and emotional progress. **Scope:** LEA-wide	Parent communication will keep parents informed of students' goals, interests, and academic progress so that they can provide home and school centered support. 2023-2024: 100% of parents attended Spring and Fall conferences. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	Parent participation at school events and parent-teacher conferences. (Metric 3.3)
3.2	**Action:** Student Personal Learning Plan **Need:** Students have diverse needs, interests and talents. **Scope:** LEA-wide	The personal learning plan will allow the teacher to identify activities and actions that will support the students learning and other interests as well as provide a student a voice in their education and knowledge of progress. 2023-2024: 100% of students increased or maintained their STAR 360 ELA scores from August to May with a range of 40 to 337 scaled points. 2023-2024: 100% of students increased or maintained their STAR 360 Math scores from August to May with a range of 94 to 337 scaled points. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	STAR 360 growth results, (Metric 2.5, 2.6), climate survey (Metric 3.2)
3.3	**Action:** Family Nights, Community Outreach, and Volunteer Program **Need:** The students regularly have interactions with one adult, the Teacher/Principal, at the school.	Family nights, community outreach, and volunteers will enable families and other community members to participate in school sponsored activities, and help students build connections with other adults. 2023-2024: 100% of parents participated in the Winter Family Night and the End of Year Promotion Ceremony	Participation/Attendance rosters (Metric 3.3)

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
	They have limited to interact with other adults within the school setting. **Scope:** LEA-wide	This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	
3.4	**Action:** SEL Supports/School Climate **Need:** Jefferson has a tradition of positive behavioral supports, engaging activities, and close connections between the Teacher/Principal and students. **Scope:** LEA-wide	These actions will help the school maintain the strong, inclusive, supportive climate of the school and to regularly celebrate student success and accomplishments, especially the end of year middle school graduation ceremony. 2023-2024: 100% of parents, staff and students rated Jefferson as a safe place to learn. 2023-2024: Chronic Absenteeism was 0% 2023-2024: Middle School Drop Out Rates were 0% 2023-2023: Pupil suspension and expulsion rates were 0% This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	Student and parent climate surveys Metric 3.2), Middle School Drop Out Rates (Metric 3.4) Pupil suspension and expulsion rates (Metric 3.5)
3.5	**Action:** Student Transportation **Need:** Jefferson is unable to provide bus services for students so parents have to provide transportation to and from home. . **Scope:** LEA-wide	Mileage reimbursements will offset the transportation costs of our low income families. 2023-2024: Overall stuent attendance rate was 96.4% 2023-2024: Chronic absenteeism was 0%. This action is being provided on an LEA-wide basis due to the ration of 1 teacher to 2 students.	Student attendance data (Metric 3.1) Chronic Absenteeism (Metric 3.1)

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

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

N/A

Additional Concentration Grant Funding

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

With the $3,813 in additional concentration funding, we will use this to help fund a part time Instructional Aide who provides additional services and support to the teacher and students on a weekly basis.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:5
Staff-to-student ratio of certificated staff providing direct services to students		1:5

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	$340,403	28,898	8.489%	2.835%	11.324%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$155,113.00	$28,650.00	$0.00	$9,796.00	$193,559.00	$161,600.00	$31,959.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highy Qualified Teacher/Principal	All	No			All Schools	Ongoing	$116,136.00	$0.00	$116,136.00				$116,136.00	
1	1.2	Provide Instructional Aide Support for Student Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing as funding is available.	$22,732.00	$0.00	$22,732.00				$22,732.00	
1	1.3	Professional Development	All	No			All Schools	Ongoing	$0.00	$296.00				$296.00	$296.00	
1	1.4	Curriculum Materials and Technology	All	No			All Schools	Ongoing	$0.00	$3,345.00		$3,345.00			$3,345.00	
1	1.5	Replace Technology Equipment	All	No			All Schools	Ongoing	$0.00	$2,700.00				$2,700.00	$2,700.00	
1	1.6	Facilities and Safety	All	No			All Schools	Ongoing	$0.00	$16,800.00	$10,000.00			$6,800.00	$16,800.00	
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$750.00	$750.00				$750.00	
2	2.2	Broad Course of Study	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Intervention	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Independent Learning: Technology Programs/Centers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$845.00	$845.00				$845.00	
2	2.5	Enrichment: STEAM/Special Projects/Field Trips	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.6	STEAM – FIRST LEGO League Challenge Club	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	6 months	$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
			Low Income			Low Income										
3	3.1	Parent Communication and Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100.00	$100.00				$100.00	
3	3.2	Student Personal Learning Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$900.00	$900.00				$900.00	
3	3.3	Family Nights, Community Outreach, and Volunteer Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
3	3.4	SEL Supports/School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,150.00	$1,150.00				$1,150.00	1.03
3	3.5	Student Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$2,573.00	$0.00	$2,573.00			$2,573.00	
4	4.1	Instructional Aide Extension (TK/K EM Support)	All	No			All Schools	Year by Year	$22,732.00	$0.00		$22,732.00			$22,732.00	
4	4.2	Monitor and Adjust Support Based on Student Needs	All	No			All Schools		$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
$340,403	28,898	8.489%	2.835%	11.324%	$28,977.00	1.030%	9.543 %	**Total:**	$28,977.00
								LEA-wide Total:	$28,977.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Provide Instructional Aide Support for Student Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,732.00	
2	**2.1**	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$750.00	
2	**2.4**	Independent Learning: Technology Programs/Centers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$845.00	
2	**2.5**	Enrichment: STEAM/Special Projects/Field Trips	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	**2.6**	STEAM – FIRST LEGO League Challenge Club	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.1**	Parent Communication and Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100.00	
3	**3.2**	Student Personal Learning Plan	Yes	LEA-wide	English Learners Foster Youth	All Schools	$900.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.3**	Family Nights, Community Outreach, and Volunteer Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$500.00	
3	**3.4**	SEL Supports/School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,150.00	1.03
3	**3.5**	Student Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$180,474.00	$188,358.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Highy Qualified Teacher/Principal	No	$111,837.00	126,159.00
1	**1.2**	Hiring of Appropriately Qualified Support Staff	Yes	$15,061.00	$4,698.00
1	**1.3**	Professional Development13	No	$475.00	$234.00
1	**1.4**	Curriculum Materials and Technology	No	$2,700.00	$770.00
1	**1.5**	Replace Technology Equipment	Yes	$1,200.00	$3,947.00
1	**1.6**	Facilities and Safety	No	$16,800.00	$29,137.00
2	**2.1**	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	$750.00	$847.00
2	**2.2**	Broad Course of Study	No	$0.00	$0.00
2	**2.3**	Intervention	No	$0.00	$0.00
2	**2.4**	Independent Learning: Technology Programs/Centers	Yes	$695.00	$364.00
2	**2.5**	Enrichment: STEAM/Special Projects/Field Trips	Yes	$1,670.00	$188.00

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)
2	**2.6**	STEAM – FIRST LEGO League Challenge Club	Yes	$3,907.00	$1,028.00
3	**3.1**	Parent Communication and Engagement	Yes	$100.00	$0.00
3	**3.2**	Student Personal Learning Plan	Yes	$650.00	$71.00
3	**3.3**	Family Nights, Community Outreach, and Volunteer Program	Yes	$500.00	$75.00
3	**3.4**	SEL Supports/School Climate	Yes	$900.00	$0.00
3	**3.5**	Student Transportation	Yes	$2,573.00	$0.00
4	**4.1**	Instructional Aide Extension (TK/K EM Support)	No	$20,656.00	$20,840.00
4	**4.2**	Monitor and Adjust Support Based on Student Needs:	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)
$32,355	$25,433.00	$19,436.00	$5,997.00	2.630%	1.050%	-1.580%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Hiring of Appropriately Qualified Support Staff	Yes	$15,061.00	$14,121		
1	1.5	Replace Technology Equipment	Yes	$1,200.00	$2,551.00		
2	2.1	Progress Monitoring: STAR 360 ELA and STAR 360 Math	Yes	$750.00	$847.00		
2	2.4	Independent Learning: Technology Programs/Centers	Yes	$695.00	$364.00		
2	2.5	Enrichment: STEAM/Special Projects/Field Trips	Yes	$1,670.00	$330.00		
2	2.6	STEAM – FIRST LEGO League Challenge Club	Yes	$3,907.00	$1,028.00		
3	3.1	Parent Communication and Engagement	Yes	$100.00	$0.00		
3	3.2	Student Personal Learning Plan	Yes	$650.00	$120.00		
3	3.3	Family Nights, Community Outreach, and Volunteer Program	Yes	$500.00	$75.00		
3	3.4	SEL Supports/School Climate	Yes	$900.00	$0.00	2.63	1.05
3	3.5	Student Transportation	Yes	$0.00	$0.00		

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)
$332,519	$32,355	0.00%	9.730%	$19,436.00	1.050%	6.895%	$9,427.55	2.835%

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 32627(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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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