Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

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

The District is located in south Tracy in San Joaquin County. The district has five schools with an enrollment of over 3,000 transitional kindergarten through eighth-grade students. JESD has new local housing developments and anticipates steady increased enrollment this

year and in the years to come. JESD continues to be among the top academic institutions in San Joaquin County, an outstanding accomplishment and a reflection of the dedication and talent of our students, parents and staff.

The student demographics are as follows:
African American: 4.04%
Asian: 33.89%
White: 18.3%
Two or More Races: 5.45%
American Indian: 0.84%
Hispanic: 31.00%
Filipino: 4.50%
Pacific Islander: .76%
Homeless: 0.84%
GATE: 5.15%
Students with Disabilities: 8.96%

Jefferson Elementary School District receives supplemental funds for the following unduplicated student groups:
Total Unduplicated (Socioeconomically Disadvantaged Students, English Learner, Foster Youth 38.19%
Socioeconomically Disadvantaged Students: 25.50%
English Learners: 15.10%
Foster Youth: 0.35%

Data from CALPADS reports for the 2023-2024 Academic Year, Census Day (CBEDS)

Reflections: Annual Performance

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

JESD continued to make progress toward its desired outcomes in ELA and math student achievement. In ELA the scores went up 5.4%, and ended .2% below the desired 3 year goal. In the area math, scores went up by 6.74%, and ended 5.89% below the desired 3 year goal. To address these areas and continue upon the successes the District has developed an ELA goal (Goal 2) and a math goal (Goal 3) as part of the new 3 year LCAP. The goals look to address the need for updated consistent curriculum to ensure all students have access to a quality education.

English learner progress maintained at 57.1% and fell short of the goal of 70%. To continue progress in this area JESD created (Goal 4), 90% of all English learners within our district will make one band of growth annually or maintain level 4 status as measured by state assessments.

In the area of English learners being redesignated as Fluent English Proficient, the District has fluctuated above the standard some years and below in the 2023-2024. Only 7.3% were redesignated and the three year goal was 15%. The District holds a very high standard for El students to be reclassified and is very conservative. Staff want to ensure that redesignated students are ready and able to excel in all academic settings. (Goal 4) reference about was created to ensure that students continue to make progress towards being reclassified before becoming a Long Term English learner.

In Priority 7, JESD made progress and nearly doubled the goal for the number of students participating in before and after school program. The three year goal was 30% and over 55% of the student participated. STEAM electives had a goal of 95% by the end of the three year LCAP and ended up at 71%. The reason for this was that not all electives were converted to meet the definition of STEAM. These goals have been dropped in deference to other goals to increase student engagement.

In the area of parent engagement (AS 2.1 – 2.3), the district was able to maintain a constant level over the three year plan. The data was slightly skewed by the fact that the district went from using the California Healthy Kids survey to a district created survey. While the satisfaction rating remained highly unchanged it did not make progress towards the 100% satisfaction goal. Upon reflection the goal of 100% satisfaction was unattainable.

African American and Homeless students performed at the lowest performance level on the district dashboard in Chronic Absenteeism and African American students were in the lowest performance level on the district dashboard in suspensions.

The following schools and student groups received the lowest performance level on the Dashboard for chronic absenteeism:

Schools:
- Monticello Elementary

Student Groups by School:

Anthony Traina Elementary
- African American

Monticello Elementary
- Asian
- Students with disabilities

Tom Hawkins Elementary
- African American
- Hispanic
- Socioeconomically Disadvantaged
- Students with Disabilities

The following schools and student groups received the lowest performance level on the Dashboard for suspension:

Schools:
- Anthony Traina Elementary

Student Groups by School:

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

Tom Hawkins Elementary
- English Learners

The following schools and student groups received the lowest performance level on the Dashboard for math:
Tom Hawkins Elementary
- Students with Disabilities

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

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

Reflections: Technical Assistance

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

JESD was identified for differentiated assistance for African American students in Chronic Absenteeism and Suspension Rate. JESD worked with the San Joaquin County Office of Education (SJCOE) and reviewed performance data on the state and local indicators on the CA

Dashboard to identify strengths and weaknesses. Through this work, it was determined that the School Attendance Review Board needs to develop more proactive strategies to reengage students and encourage attendance at school. In addition, the team determined that student engagement in the classroom and on campus were leading to the higher rates of suspension among African American students. JESD will continue to work with the SJCOE to implement a professional development plan that considers implementation to address these areas:

- JESD will continue to have PBIS support teams and formalize the processes. For example, we know the check in and check out process works- we need to have this as a consistent process across the district (Goal 7)
- Increase adult to student positive interactions- teachers greeting at doors upon arrival (Goal 7)
- The staff culture/climate and the implementation of norms and student behaviors needs to be consistent (Goal 7 and 10)
- There is a lack of overall consistent expectations of discipline procedures/protocols (Goal 7 and 10)
- JESD needs to strengthen our current PBIS interventions. Stanislaus County Office of Education is currently working with us on PBIS support year three.
- Include attendance as an action in the LCAP. (Goal 7)

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Bargaining Units Other School Personnel	Parent Advisory Council Meetings (February/March/April) District English Learner Advisory Committee (DELAC) meetings (February/March) School Site Council (January) LCAP Staff Forum (March) Jefferson Teachers Association Consult (May)
Principals Administrators	Cabinet meetings Parent Advisory Council Meetings (February/March/April) District English Learner Advisory Committee (DELAC) meetings (February/March)
Parents Families Community Members	ParentSquare Communications (February, March, April) Parent Advisory Council Meetings (February/March/April) District English Learner Advisory Committee (DELAC) meetings (February/March) Family Engagement Survey (February) LCAP Community Forum (February)
Students	District English Learner Advisory Committee (DELAC) meetings (February) Student Engagement Survey
San Joaquin County Office of Education (SJCOE)	Planning Meetings (October/January/March/April)

SELPA	Meeting with SJCOE SELPA (Bi-Monthl
JESD School Board	Mid-year report 2/13/24 Public hearing 6/6/24 Board Adoption 6/11/24

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

In October 2023, the Jefferson Elementary School District (JESD) embarked on a meticulous process to gather and analyze data, with the aim of formulating a Local Control and Accountability Plan (LCAP) that faithfully embodies the values and objectives of all educational partners involved. Based upon the input from all educational partners, JESD decided to go from 3 broad goals to 14 focus goals. The rationale for this decision was to provide greater focus and accountability to educational partner on the specific goals. In addition, the District is working to create a dashboard to track progress towards each goal that will be available on the JESD website. Collaborative sessions with the San Joaquin County Office of Education were conducted, leveraging a data-driven methodology to pinpoint the root causes of chronic absenteeism and to strategize initiatives geared towards bolstering student attendance rates. Through the deployment of comprehensive surveys among staff, students, and families, alongside community engagement forums, JESD identified a collective interest in student well-being and a pronounced aspiration for enhanced academic performance. Aligned with these insights, strategic objectives were delineated, including elevating reading proficiency among all students by third grade, enhancing standardized mathematics test scores, and refining writing proficiencies by the eighth grade. Furthermore, feedback gleaned from consultations with the Jefferson Teachers Association underscored a pressing need to prioritize the well-being and retention of staff members, prompting the formulation of an objective aimed at augmenting employee satisfaction levels. Subsequent deliberations during the LCAP staff forum revealed a consensus among district personnel regarding the imperative to fortify English Learner services and to furnish classrooms with additional co-teaching resources, particularly in areas with heightened educational requirements. Deliberations within cabinet meetings, led by principals and district administrators, came together around multifaceted goals, encompassing the cultivation of Professional Learning Communities driven by data-driven methodologies, the betterment of student conduct, the reduction of absenteeism for enhanced academic outcomes, investment in updated technological infrastructure, and the establishment of rigorous safety standards within educational facilities. Collectively, these concerted efforts have culminated in the development of a comprehensive strategic blueprint, attuned to the diverse needs of the school community, and primed to nurture sustained student achievement.

LCAP Goals and Which Educational Partners Influenced Their Development:

Goal 1:Teachers, Bargaining Units, Principals, Administrators, and JESD School Board
Goal 2:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, SJCOE, SELPA, and JESD School Board
Goal 3:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, SELPA, and JESD School Board
Goal 4:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, and JESD School Board
Goal 5:Teachers, Principals, Administrators, Parents, and JESD School Board

Goal 6:Teachers, Bargaining Units, Other School Personnel, Administrators, SELPA, and JESD School Board
Goal 7:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board
Goal 8:Parents, Families, and Community Members
Goal 9:Parents, Families, and Community Members
Goal 10:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, SELPA, and JESD School Board
Goal 11:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, and JESD School Board
Goal 12:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board
Goal 13:Teachers, Bargaining Units, Other School Personnel, Principals, Administrators, Parents, Families, Community Members, Students, SELPA, and JESD School Board
Goal 14: Principals, Administrators, Parents, Families, Community Members, Students, and JESD School Board

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of PLC agendas with SMART goals, minutes, data on tracking student progress, and differentiation.	33% 2023/2024 JESD Curriculum Department Data			100% 2026/2027 JESD Curriculum Department Data	
1.2	Statewide Assessments Percentage of all students, grades 3-8 and	ELA District-wide Participation: 98.39%			ELA District-wide Participation: 98.5%	

	11 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	Meet or Exceed ALL: 60.21% EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP			Meet or Exceed ALL: 75.00% EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: NA FY: NA 2026 CAASPP	
1.3	Statewide Assessments Percentage of all students in grades 3-8 participating in the SBAC math assessment Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment	Math District-wide Participation: 98.45% Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA Exceed			Math District-wide Participation: 98.5% Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA	

	Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP			Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: NA 2026 CAASPP	
1.4	School Climate (Staff Survey) Percentage of teachers that feel their PLC group supports them in meeting the academic needs of all of their students.	91.84% 2023-2024 JESD Staff Survey			95% 2026-2027 JESD Staff Survey	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	PLC System of Supports	Establish a support system for grade level teams to effectively implement the PLC process. This system will include PLC professional development, structured PLC process (agendas, minutes, and smart goals), learning targets, grade level pacing for all subjects, site formative assessments, and district summative assessments.	$780,400.00	Yes
1.2	Grading for Equity	Develop a standard grading structure across the District that accurately reflects students progress on mastering grade level standards. This structure will include, standardized syllabi, Board adopted grading policies, standards based grading professional development, transparent grade reporting for all parents to monitor weekly progress, and a structured process for retakes that include intervention.	$25,000.00	No
1.3	Implementing Differentiated Instruction	Ensure teachers and support staff receive, understand, and implement the accommodations for students (SST, 504, IEP, ILP, and GATE). Provide all staff with professional development on differentiated instruction and when it is appropriate.	$25,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide Assessments Percentage of all students, grades 3-8 and 11 participating in the SBAC ELA assessment.	ELA District-wide Participation: 98.39% Meet or Exceed ALL: 60.21%			ELA District-wide Participation: 98.5% Meet or Exceed	

	Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP			ALL: 75.00% EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: NA Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: NA FY: NA 2026 CAASPP	
2.2	DIBELS8 EOY Percentage of 3rd grade students, who are above grade level in reading on the DIBELS8.	77% at or above grade level 2024 EOY			90% at or above grade level 2027 EOY	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Science of Reading Aligned Curriculum	Implement a reading curriculum that closely aligns to the Science of Reading research (TK-3). As part of this implementation include multiple measures to consistently assess students' progress, increase students access to quality books, and provide consistent communication on student expectations and progress to parents.	$88,000.00	No
2.2	Science of Reading Professional Development	Provide all educational partners with the professional development to implement and support student's reading mastery using the Science of Reading research. This will include hiring a reading coordinator and reading coaches to support teachers, paraprofessionals, and interventionist in implementing the new strategies in Tier 1 - 3 instruction.	$252,000.00	No
2.3	Science of Reading Intervention	Implement a consistent reading intervention program based upon the Science of Reading research for Tier 2 and 3 instruction (SST, 504, IEP, ILP, and GATE).	$464,290.00	Yes

2.4	Science of Reading Extended Learning	Develop and implement a flexible program (after school/intercessions/summer) that provides just in time bridging of students' academic gaps. These programs will provide opportunities for more personalized and hands-on learning. Offering diverse and engaging intersession activities can increase student motivation and engagement.	$112,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Statewide Assessments Percentage of all students in grades 3-8	Math District-wide Participation: 98.45%			Math District-wide Participation: 98.5%	

	participating in the SBAC math assessment Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP			Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18% HOM: 15.38% FY: NA Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: NA 2026 CAASPP	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Eureka Math 2	Implement a math curriculum that closely aligns to the Standards for Mathematical Practice. As part of this implementation include multiple measures to consistently assess students' progress, increase students access to fluency practice (addition/subtraction, multiplication/division, and fractions), and provide consistent communication on student expectations and progress to parents.	$291,000.00	No
3.2	Mathematical Practice Professional Development	Provide all educational partners with the professional development to implement and support students' mastery of math standards based upon the Standards for Mathematical Practice.	$98,000.00	No
3.3	Mathematical Practice Intervention	Implement a consistent math intervention program based upon the Mathematical Practices for Tier 2 and 3 instruction (SST, 504, IEP, ILP, and GATE).	$0.00	No
3.4	Math Extended Learning	Develop and implement a flexible program (after school/intercessions/summer) that provides just in time bridging of students’ academic gaps. These programs will provide opportunities for more personalized and hands-on learning. Offering diverse and engaging intersession activities can increase student motivation and engagement.	$112,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

With the implementation of reporting Long-Term English Learners on the California Dashboard, Jefferson School District is aiming to reduce its already low number of Long Term English Learners and increase the number of Reclassified Fluent English Learners. The goal reflects a commitment to providing equitable opportunities for all students, including English learners. Ensuring that these students have the support and resources they need to succeed is essential for creating an inclusive educational environment.

Measuring and Reporting Results

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

	Common Core academic content standards and English Language Development standards. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA: 5 ELD: 4 Math: 4 NGSS: 5 History: 5			NGSS:5 History: 5 Q2: Rating for instructional materials aligned to the academic standards in classrooms where the subject is taught. ELA:5 ELD: 5 Math: 5	
4.2	EL Acquisition Results The percentage of current EL students who: Progress at least one ELPI level; Maintain ELPI level 4; Maintain lower ELPI levels (1, 2L, 2H, 3L, or 3H); Decrease at Least One ELPI Level	Progress:: Progress: 43.9% Maintain Level 4: 12.9% Maintain Lower Level: 22.1% Decrease at Least One Level: 21% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)			Progress:: Progress: 70.0% Maintain Level 4: 20.0% Maintain Lower Level: 5.0% Decrease at Least One Level: 5.0% Fall 2023 CA School Dashboard- English Learner Progress Indicator (ELPI)	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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.

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

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Actions

Action #	Title	Description	Total Funds	Contributing
4.1	English for Speakers of Other Languages Program	Implement a curriculum that closely aligns to best practices for English for Speakers of Other Languages (ESOL) . As part of this implementation include multiple measures to consistently assess students' progress, increase students access to (literacy, vocabulary, background knowledge, production of language, classroom interaction, and higher-order thinking skills), multiple program options (newcomers program, Tier 1 and pullout program), and provide consistent communication on student expectations, program options and progress to parents.	$50,000.00	Yes

4.2	ESOL Professional Development	Provide all educational partners with the professional development to implement and support student's mastery of the English language based upon the ESOL best practices.	$345,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	By the end of the 2026-2027 academic year, 85% of all 8th graders within our district will be proficient at writing arguments to support claims with clear reasons and relevant evidence as measured by district assessments. This will be achieved through best first instruction, targeted interventions, differentiated instruction, and ongoing progress monitoring to ensure continuous improvement and equitable opportunities for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jefferson School District is aiming to address students' writing skills, which has been an underemphasized skill, yet a skill that is essential not only in an academic setting but in real-world situations where critical thinking is necessary. Proficiency in argumentative writing will be an invaluable skill as students advance into higher education institutions and for careers as contributing members to society.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Statewide Assessments Percentage of all students, grades 3-8 participating in the SBAC ELA Writing assessment. Percentage of all students in grades 3-8 who were above standard on the SBAC	ELA - Writing District-wide Participation: 98.39% Above Standard ALL: 24.6% EL: 3.96% LTEL: 3.03% SED: 14.06% SWD: 3.25%			ELA - Writing District-wide Participation: 98.50% Above Standard ALL: 45% EL: LTEL: SED: SWD:	

	ELA Writing assessment. Percentage of all students in grade 8 who were above standard in the SBAC ELA Writing assessment. Percentage of 8th grade students who were above standard on the SBAC ELA Writing assessment.	HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 8th Grade Participation: 95.51% Above Standard ALL: 26.27% EL: Fewer than 4 Students, no data LTEL: Fewer than 4 Students, no data SED: 15.07% SWD: Fewer than 4 Students, no data HOM: Fewer than 4 Students, no data FY: Fewer than 4 Students, no data 2023 CAASPP			HOM: FY: 8th Grade Participation: 95.51% Above Standard ALL: 45% EL: NA LTEL: NA SED: 25.92 SWD: NA HOM: NA FY: NA 2023 CAASPP	
5.2	District 8th Grade Writing Assessment	NA in Development 8th Grade District Benchmark Assessment			85% 8th Grade District Benchmark Assessment	

Goal Analysis [2023-24]

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

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Writing Curriculum Development	Collaborate as a District to develop and implement a consistent writing program that utilizes the same terminology, frameworks, and norms. The program shall consist of essential standards, common rubrics, scaffolds, exemplars, district writing benchmarks, and cross curricular collaboration.	$25,000.00	No
5.2	Content Area Writing Professional Development	Provide all educational partners with the professional development to implement and support student's mastery of grade level writing standards.	$28,350.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Middle School Students in Mild/Mod SDC classes	5th-8th Grade mild/mod SDC students: 35 (100.00%) 2023/2024 Aeries Query			5th-8th Grade mild/mod SDC students: (1%) 2026/2027 Aeries Query	
6.2	Statewide Assessments	ELA			ELA	

	Percentage of all students, grades 3-8 and 11 participating in the SBAC ELA assessment. Percentage of all students, grades 3-8 and 11 who meet or exceed standard on the SBAC ELA assessment. Percentage of 3rd grade students, who meet or exceed standard on the SBAC ELA assessment.	District-wide Participation: 98.39% Meet or Exceed ALL: 60.21% EL: 23.27% LTEL: 18.18% SED: 41.74% SWD: 17.54% HOM: 38.46% FY: NA Meet or Exceed ALL: 55.2% EL: 33.33% LTEL: NA SED: 45.31% SWD: 14.81% HOM: NA FY: NA 2023 CAASPP			District-wide Participation: 98.5% Meet or Exceed ALL: 75.00% EL:29.00% LTEL: 22.65% SED: 52.01% SWD: 21.85% HOM:47.92 FY: Meet or Exceed ALL:75.00% EL:45.30% LTEL:NA SED:61.58% SWD:20.13% HOM: NA FY: NA 2026 CAASPP	
6.3	Statewide Assessments Percentage of all students in grades 3-8 participating in the SBAC math assessment Percentage of all students in grades 3-8 who meet or exceed standard on the SBAC math assessment	Math District-wide Participation: 98.45% Meet or Exceed ALL: 51.72% EL: 22.39% LTEL: 6.06% SED: 33.56% SWD: 18.18%			Math District-wide Participation: 98.5% Meet or Exceed ALL: 80.00% EL: 22.39% LTEL: 6.06% SED: 33.56%	

	Percentage of all students in grades 3-8 who exceeded standard on the SBAC math assessment	HOM: 15.38% FY: NA Exceed ALL: 29.61% EL: 3.48% LTEL: 3.03% SED: 14.77% SWD: 6.49% HOM: 15.38% FY: NA 2023 CAASPP			SWD: 18.18% HOM: 15.38% FY: NA Exceed ALL: 50.00% EL: 5.88% LTEL: 5.12% SED: 24.96% SWD: 10.97% HOM: 25.99% FY: NA 2026 CAASPP	

Goal Analysis [2023-24]

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

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Co-teaching Staff	The district will reapportion the 5-8th grade special day class staff to co-teach within the general education classrooms.	$0.00	No
6.2	Co-teaching/Inclusion Professional Development	Provide all 5th-8th grade instructional staff with the professional development to implement and support full inclusion of special education students within the general education classrooms. This professional development will consist of (One Teach, One Observe), (One Teach, One Assist), Station Teaching, Parallel Teaching, Supplemental Teaching, Alternative, and Team Teaching.	$0.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
7.1	School Climate (Student, Staff, Parent Survey) Percentage of students, parents, and teachers that feel School is Safe	Feel School is Safe (Student Survey Question #38, Parent Survey Question #17, Staff Survey Question #52) Students: 64.6% Parents: 90.91%			Feel School is Safe (Student Survey Question #38, Parent Survey Question #17, Staff Survey Question #52)	

	Percentage of students, parents, and teachers that feel Connected to School	Teachers: 90.54% Feel Connected to School (Student Survey Question #17, Staff Survey Question #25) Students: 52.04% Teachers. 93.42% 2024 District Family, Student, Staff Engagement Surveys			Students: 89.60% Parents: 99.00% Teachers: 99.00% Feel Connected to School (Student Survey Question #17, Staff Survey Question #25) Students: 77.04% Teachers. 99.00% 2027 District Family, Student, Staff Engagement Surveys	
7.2	Suspension Rate Percentage of students who are suspended at least once during the academic year.	ALL: 2.8% EL: 4% SED: 5.1% SWD: 4.3% HOM: 3.3% FY: 7.1% AA: 7.3% 2023 CA Dashboard			ALL: EL: SED: SWD: HOM: FY: AA: 2023 CA Dashboard	

Goal Analysis [2023-24]

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
7.1	Positive Behavior Intervention Support	Refine and implement District norms for Positive Behavior Intervention Support program fully. As part of this implementation include PBIS training for all staff and students, agreed/taught/implemented student/staff expectations, accountability, recognition (student/staff), student input into the program, establish a baseline, and select a set of metrics to measure school climate.	$0.00	No
7.2	Bullying/Harassment Reporting	Improve student trust and access to the bullying and harassment reporting process. This shall include teaching all students/staff what bullying/harassment is and isn't, encourage reporting that is anonymous,	$3,200.00	No

		ensure student anonymity, develop a system of accountability to stop bullying/harassment before it continues.		
7.3	Student Resource Officer	School Resource Officers are dedicated to working with the Jefferson Elementary School District to ensure a safer learning environment, provide valuable resources to school staff, teachers and youth to prevent and solve problems within the school and community and foster positive relationships between youth and police officers.	$220,000.00	No
7.4	Inclusion Training and Behavior Support	Provide professional development in equity, inclusion, and cultural empathy for educational partners to improve classroom behaviors and engagement while reducing school violence. Offer increased counseling services and tier three intervention classes to promote positive behavior and educated decision making.	$31,500.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
8.1	Volunteer Opportunities (Parent and Teacher Surveys) Please indicate how much you disagree or agree with the following statements: The district encourages parental involvement.	62.79% Agree 72.73% Agree 65.08% Agree			62.79% Agree 72.73% Agree 65.08% Agree	

	My child's school encourages parental involvement. I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community.	2024 JESD Family Engagement Survey			2027 JESD Family Engagement Survey	

Goal Analysis [2023-24]

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

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
8.1	Volunteer Coordination	Establish a volunteer coordinator at each school site to identify areas of need, recruit, background check, train on expectations, mentoring new volunteers, recognition, and metrics for tracking volunteerism.	$54,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
9.1	Satisfaction with Communication School staff effectively communicate with parents.	School staff effectively communicate with parents. (Parent survey question #24) 77.18% Agree 2024 JESD Parent Survey			School staff effectively communicate with parents. (Parent survey question #24) 90.00% Agree 2027 JESD Parent Survey	

Goal Analysis [2023-24]

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Actions

Action #	Title	Description	Total Funds	Contributing
9.1	School Communication	Establish a centralized communication platform accessible to all stakeholders, featuring school events, curriculum highlights, and parent engagement opportunities. All administrative staff will be provided professional development on communication protocols.	$56,780.00	No
9.2	Classroom Communication	Establish classroom communication protocols for the district. These protocols will include weekly classroom updates, weekly gradebook updates, and parent engagement opportunities. All instructional staff will be provided professional development on communication protocols.	$0.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

Since chronic absenteeism disproportionately affects disadvantaged students, JSD is working to maintain low levels of chronic absenteeism to promote academic success. Decreasing absenteeism rates will serve to increase academic achievement, graduation rates, social-emotional well-being, and educational equity for all students.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
10.1	Chronic Absenteeism Rate Percentage of students K-12 who are absent from school 10% or more for the total number of days that they are enrolled in school.	ALL: 14.6% EL:14.7% SED:19.4% SWD:24.5% HOM: 28.6% FY:NA AA: 21.5%			ALL: 5.0% EL:5.0% SED: 6.7% SWD: 8.4% HOM:9.8% FY: NA AA: 7.4%	

		Fall 2023 CA School Dashboard			Fall 2026 CA School Dashboard	
10.2	School Attendance Rate The percentage of students attending school daily on average	96.25% 2024 JESD SIS Data			97.5% 2027 JESD SIS Data	

Goal Analysis [2023-24]

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Actions

Action #	Title	Description	Total Funds	Contributing

10.1	Support for Families	Identify the root causes of absences and coordinate the necessary supports for families. These could include school culture, transportation, counseling, food, clothing, health care, tutoring, and child care.	$0.00	No
10.2	School Social Work/Counseling	Provide students and families access to social workers as an integral link between school, home, and community in helping students achieve academic success. They will work directly with school administrations as well as students and families, providing leadership in forming school discipline policies, mental health intervention, crisis management, and support services. As part of an interdisciplinary team to help students succeed, the school social workers will also facilitate community involvement in the schools while advocating for student success.	$490,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
11.1	Open staff positions (August 1st of each year)	Certificated:6 Classified: 21 Administrator: 0 2023/2024 JESD HR Records			Certificated:1 Classified: 5 Administrator: 0 2026/2027 JESD HR Records	
11.2	Percentage of teachers appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	84% 2024 CalSAAS			95% 2027 CalSAAS	

11.3	Average years of service rates	All Staff - 10.08 years JESD 2023/2024 seniority list			All Staff - 13.50 years JESD 2026/2027 seniority list	

Goal Analysis [2023-24]

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
11.1	Employee Compensation	Collaborate with employees to ensure salaries, benefits, and working conditions are competitive with neighboring school districts to attract and retain the best induvials for student outcomes.	$21,951,650.00	No

11.2	Professional Development and Wellness	Develop a systematic on-boarding, mentoring, support, and training program that provides staff with everything necessary to be successful in their assigned position. In addition, foster diversity, equity, and inclusion within the workplace to make JESD a safe/nurturing place for all individuals to work.		No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
12.1	School Facilities Percentage of school facilities maintained in good repair or exemplary condition based on evaluation of each school site, using the Facilities Inspection Tool (FIT).	Anthony Traina: 93.83% Jefferson: 95.45% Monticello: 94.30% Hawkins: 96.03% 2024 JESD FIT Reports			Anthony Traina: 97.00% Jefferson: 97.00% Monticello: 97.00% Hawkins: 97.00% 2027 JESD FIT Reports	

Goal Analysis [2023-24]

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Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
12.1	Site Walks	Develop a system for site administrators, head custodians, and district staff to walk each campus monthly to ensure accountability for site maintenance. This system will include site safety, cleanliness of restrooms, and various elements contained within the Facility Inspection Tool.	$0.00	No
12.2	JitBit	Monitor the use of the district's work order system to ensure staff are using it to report facilities and maintenance requests. District staff should review the monthly log and spot check 10% of the items reported complete. In addition, the classroom and restroom cleaning charts should be collected bi-weekly by the head custodian for review and submission to the Director of MOT.	$0.00	No

12.3	Facilities Master Plan	The District will develop a strategic master plan for modernization and deferred maintenance projects to ensure that JESD schools are maintained at the highest levels.	$1,359,828.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13.1	Percentage of new technology devices less than 5 years	Chromebooks:100% Teacher Laptops:100% 2023/2024 JESD			Chromebooks:100% Teacher Laptops:100% 2026/2027 JESD	
13.2	Percent Of Students Without Access To Their Own Copies Of Standards-Aligned Instructional Materials For Use At School And At Home	0.0% 2023 CA School Dashboard			100% 2023 CA School Dashboard	

13.3	Implementation of Standards Self reflection rating on Questions 4 of the Implementation of State Board of Education standards for all students. Rating Scale (Lowest to highest): 1 - Exploration and Research Phase 2 - Beginning Development 3 - Initial Implementation 4 - Full Implementation 5 - Full Implementation and Sustainability	Q4: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks Career Technical Education: 5 Physical Education: 5 World Languages: 1 Health Education: 3 Visual and Performing Arts: 4			Q4: Rating for Professional Learning for teaching to the academic standards and curriculum frameworks Career Technical Education: 5 Physical Education: 5 World Languages: 5 Health Education: 5 Visual and Performing Arts: 5	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing
13.1	Technology	Develop a Technology Master Plan that ensures that district technology resources remain current. This plan will include connectivity, IP phones, intercom systems, fire systems, alarms. computers/Chromebooks, projectors, and copiers.	$1,656,600.00	No
13.2	Curriculum	Review, pilot, and adopt curriculum materials that provide staff with the resources to meet the student academic goals. This includes district adopted curriculum, supplementary materials, library materials, and resources for electives.	$615,164.00	

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
14.1	Percent of school days where scratch cooked meals were served.	.05% 2024 JESD School Lunch Menus			60% 2027 JESD School Lunch Menus	
14.2	Percentage of students eating school lunch daily.	56.2% 2023 October CNIPS			70% 2027 October CNIPS	
14.3	Student Survey	Percentage of students who eat school lunch because they like it: 16.11%			Percentage of students who eat school lunch	

		Percentage of students who feel school lunches meet their dietary needs: 25% 2024 JESD Student Survey			because they like it: 70%. Percentage of students who feel school lunches meet their dietary needs: 80% 2027 JESD Student Survey	

Goal Analysis [2023-24]

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

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

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

Not Applicable: Please refer to the 2023-24 LCAP Annual Update.

Actions

Action #	Title	Description	Total Funds	Contributing

14.1	Scratch Cooking	Establish a scratch cooking program where food is prepared on-site, incorporating whole, fresh ingredients, rather than pre-assembled or processed meals and meal components. Scratch cooking prioritizes the incorporation of raw proteins, whole grains, and fresh fruits and vegetables that can create nutritious and delicious meals.	$1,141,967.00	No
14.2	SCALE	Utilize the Scratch Cooking Assessment & Learning Evaluation (SCALE). Food service directors input their program data and specifics, and SCALE generates a customized assessment to help increase scratch cooking, including linked resources, section scores, recommendations, and supporting research.	$0.00	

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,465,072.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.118%	7.859%	$$2,568,531.30	15.977%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** PLC System of Supports **Need:** Percentage of students not meeting state standards in ELA (EL: 76.73%, SED: 58.26%, FY: NA).	Increased professional development for professional learning communities will specifically target low achieving students and allow for targeted differentiation.	Metric 1.2 and 1.3

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
	Percentage of students not meeting state standards in Math (EL: 77.61%, SED: 66.44%, FY: NA) **Scope:** LEA-wide		
2.3	**Action:** Science of Reading Intervention **Need:** Targeted student groups demonstrate significantly lower scores in ELA on the CAASPP test. Percentages of students not meeting standard: EL: 77.77% SED: 54.69% FY: NA **Scope:** LEA-wide	A consistent reading intervention program will assist in building the foundation reading skills of students through the science of reading.	Metric 2.1

Limited 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) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.4	**Action:** Science of Reading Extended Learning **Need:** 23.27% of our English learners, 41.74% of our Socio-economically disadvantaged students, and 38.46 and 38.46% of our Homeless students are meeting the standard in ELA. **Scope:** Limited to Unduplicated Student Group(s)	Extended learning helps students by providing targeted academic support and enrichment opportunities. It also combats learning loss by maintaining academic engagement throughout the year, contributing to better retention of knowledge and skills.	Metrics: 2.1 and 2.2
3.4	**Action:** Math Extended Learning **Need:** 22.39% of English learners, 33.56% of Socio-economically disadvantaged students, and 15.38% of Homeless youth did not meet the standard in math. **Scope:** Limited to Unduplicated Student Group(s)	Extended learning helps students by providing targeted academic support and enrichment opportunities. It also combats learning loss by maintaining academic engagement throughout the year, contributing to better retention of knowledge and skills.	Metric: 3.1
4.1	**Action:** English for Speakers of Other Languages Program **Need:** EI students making yearly progress equal to one band of progress or remaining level 4 on the ELPAC. **Scope:** Limited to Unduplicated Student Group(s)	Having a consistent curriculum will ensure that teachers are using strategies that research based.	Metrics 4.1 and 4.2

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.2	**Action:** ESOL Professional Development **Need:** Ensure that all staff are adequately trained to meet the diverse needs of EI students. **Scope:** Limited to Unduplicated Student Group(s)	Less than 60% of JESD staff have received GLAD training and other professional development to serve EI students.	Metrics: 4.1 and 4.2

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

NA

Additional Concentration Grant Funding

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

NA

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
	[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	30,363,895	2,465,072.00	8.118%	7.859%	15.977%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$29,135,762.00			$1,141,967.00	$30,277,729.00	$24,211,963.76	$6,065,765.24

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
1	1.1	PLC System of Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$170,400.00	$610,000.00	$780,400.00				$780,400.00
1	1.2	Grading for Equity	All	No					$15,000.00	$10,000.00	$25,000.00				$25,000.00
1	1.3	Implementing Differentiated Instruction	All Students with Disabilities	No					$15,000.00	$10,000.00	$25,000.00				$25,000.00
2	2.1	Science of Reading Aligned Curriculum	All Students with Disabilities	No					$8,000.00	$80,000.00	$88,000.00				$88,000.00
2	2.2	Science of Reading Professional Development	All	No					$180,000.00	$72,000.00	$252,000.00				$252,000.00
2	2.3	Science of Reading Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$334,040.00	$130,250.00	$464,290.00				$464,290.00
2	2.4	Science of Reading Extended Learning	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$110,000.00	$2,500.00	$112,500.00				$112,500.00
3	3.1	Eureka Math 2	All	No					$5,000.00	$286,000.00	$291,000.00				$291,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.2	Mathematical Practice Professional Development	All	No					$77,000.00	$21,000.00	$98,000.00				$98,000.00
3	3.3	Mathematical Practice Intervention	All Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00
3	3.4	Math Extended Learning	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$110,000.00	$2,500.00	$112,500.00				$112,500.00
4	4.1	English for Speakers of Other Languages Program	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$0.00	$50,000.00	$50,000.00				$50,000.00
4	4.2	ESOL Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$135,000.00	$210,000.00	$345,000.00				$345,000.00
5	5.1	Writing Curriculum Development	All	No					$0.00	$25,000.00	$25,000.00				$25,000.00
5	5.2	Content Area Writing Professional Development	All	No					$0.00	$28,350.00	$28,350.00				$28,350.00
6	6.1	Co-teaching Staff	Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00
6	6.2	Co-teaching/Inclusion Professional Development	Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00
7	7.1	Positive Behavior Intervention Support	All Students with Disabilities	No					$0.00	$0.00	$0.00				$0.00
7	7.2	Bullying/Harassment Reporting	All Students with Disabilities	No					$0.00	$3,200.00	$3,200.00				$3,200.00
7	7.3	Student Resource Officer	All Students with	No				2024-2027	$0.00	$220,000.00	$220,000.00				$220,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Disabilities												
7	7.4	Inclusion Training and Behavior Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$31,500.00	$31,500.00				$31,500.00
8	8.1	Volunteer Coordination	All	No					$0.00	$54,000.00	$54,000.00				$54,000.00
9	9.1	School Communication	All	No					$0.00	$56,780.00	$56,780.00				$56,780.00
9	9.2	Classroom Communication							$0.00	$0.00	$0.00				$0.00
10	10.1	Support for Families	All	No					$0.00	$0.00	$0.00				$0.00
10	10.2	School Social Work/Counseling	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$480,000.00	$10,000.00	$490,000.00				$490,000.00
11	11.1	Employee Compensation	All	No					$21,951,650.00	$0.00	$21,951,650.00				$21,951,650.00
11	11.2	Professional Development and Wellness	All	No											
12	12.1	Site Walks	All	No					$0.00	$0.00	$0.00				$0.00
12	12.2	JitBit	All	No					$0.00	$0.00	$0.00				$0.00
12	12.3	Facilities Master Plan							$223,995.76	$1,135,832.24	$1,359,828.00				$1,359,828.00
13	13.1	Technology	All	No					$0.00	$1,656,600.00	$1,656,600.00				$1,656,600.00
13	13.2	Curriculum							$0.00	$615,164.00	$615,164.00				$615,164.00
14	14.1	Technology	All	No					$0.00	$1,656,600.00	$1,656,600.00				$1,656,600.00
14	14.2	Curriculum							$0.00	$615,164.00	$615,164.00				$615,164.00

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
[INPUT]	[INPUT]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]	[AUTO-CALCULATED]		[AUTO-CALCULATED]
30,363,895	2,465,072.00	8.118%	7.859%	15.977%	$2,386,190.00	0.000%	7.859 %	**Total:**	$2,386,190.00
								LEA-wide Total:	$1,766,190.00
								Limited Total:	$620,000.00
								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	**1.1**	PLC System of Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$780,400.00	
2	**2.3**	Science of Reading Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$464,290.00	
2	**2.4**	Science of Reading Extended Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$112,500.00	
3	**3.4**	Math Extended Learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$112,500.00	
4	**4.1**	English for Speakers of Other Languages Program	Yes	Limited to Unduplicated Student Group(s)	English Learners		$50,000.00	
4	**4.2**	ESOL Professional Development	Yes	Limited to Unduplicated	English Learners		$345,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)				
7	**7.4**	Inclusion Training and Behavior Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$31,500.00	
10	**10.2**	School Social Work/Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income		$490,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
	[AUTO-CALCULATED]	[AUTO-CALCULATED]
Totals	$14,968,000.00	$14,969,227.00

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**	Instructional Aide Support	No	$78,000.00	$137,803.00
1	**1.2**	NGSS	No	$16,700.00	$12,677.00
1	**1.3**	GLAD Strategies	Yes	$237,000.00	$12,500.00
1	**1.4**	Professional Development	Yes	$556,500.00	$252,900.00
1	**1.5**	PLCs	Yes	$623,000.00	$843,825.00
1	**1.6**	Targeted Intervention	Yes	$647,000.00	$311,078.00
1	**1.7**	MTSS	No	$25,200.00	$25,200.00
1	**1.8**	STEAM	No	$254,000.00	$254,000.00
1	**1.9**	ELD	Yes	$50,000.00	$51,024.00

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	**1.10**	Broad Course of Study	Yes	$60,000.00	$24,030.00
1	**1.11**	Differentiation	No	$30,000.00	$49,500.00
1	**1.12**	Individualized Academic Support	No	$36,750.00	$28,225.00
2	**2.1**	Stakeholder Engagement	No	$4,200.00	$4,300.00
2	**2.2**	School to Home Communication	No	$42,600.00	$ 55,361.00
2	**2.3**	Parent Involvement	No	$4,000.00	$8,750.00
2	**2.4**	Social Emotional Learning	No	$10,000.00	$0.00
2	**2.5**	Behavior Support	No	$81,000.00	$265,684.00
2	**2.6**	MTSS to Reduce Discipline (Cost in 1.7)	No	$0.00	$0.00
2	**2.7**	Counseling Services	No	$335,000.00	$206,550.00
2	**2.8**	Campus Supervision	No	$2,800.00	$1,826.00
2	**2.9**	Safe Playgrounds	No	$3,000.00	$15,839.00
2	**2.10**	School Climate (Cost in 1.4 & 1.7)	No	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.11**	Attendance	No	$0.00	$0.00
2	**2.12**	Safety Drills Cost in (3.1 and 3.7)	No	$0.00	$0.00
2	**2.13**	Cultural Celebrations	No	$14,000.00	$0.00
2	**2.14**	Chronic Absenteeism	No	$6,250.00	$5,200.00
3	**3.1**	Core Basic Services	No	$10,488,000.00	$11,329,824.00
3	**3.2**	Coaching and Mentors	No	$260,000.00	$18,000.00
3	**3.3**	Technology	No	$180,000.00	$180,000.00
3	**3.4**	Maintenance Operations and Transportation (MOT)	No	$850,000.00	$850,000.00
3	**3.5**	Class Size Reduction (Cost in 3.1)	No	$0.00	$0.00
3	**3.6**	Transportation (Cost included in 3.7)	No	$0.00	$0.00
4	**4.1**	Differentiation	No	$30,000.00	$50,318.00
4	**4.2**	Individualized Academic Support	No	$36,750.00	$28,340.00
4	**4.3**	Chronic Absenteeism	No	$6,250.00	$1,834.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
2,401,842.00	$2,173,500.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	GLAD Strategies	Yes	$237,000.00			
1	**1.4**	Professional Development	Yes	$556,500.00			
1	**1.5**	PLCs	Yes	$623,000.00			
1	**1.6**	Targeted Intervention	Yes	$647,000.00			
1	**1.9**	ELD	Yes	$50,000.00			
1	**1.10**	Broad Course of Study	Yes	$60,000.00			

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
32,684,176.00	2,401,842.00	0.51%	7.859%	$0.00	0.000%	0.000%	$2,568,531.30	7.859%

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see Education Code Section 52062 (California Legislative Information);

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

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

Year 1 Outcome

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

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

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

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

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.
- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
  - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
  - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic

Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

California Department of Education
November 2023

2023–24 Local Control and Accountability Plan Annual Update

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

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

Goals and Actions

Goal

Goal #	Description
1	Pupil Outcomes: Ensure all students achieve at high levels and develop citizenship, leadership, and innovative thinking skills.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2. Self reflection rating on Question 2 of the Implementation of SBE Adopted Academic & Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards (Local Indicator, Priority 2 Reflection Tool) Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation;	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 5 Next Generation Science Standards: 3 History/Social Science: 4 2020-21	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 4 Next Generation Science Standards: 5 History/Social Science: 5 2021-22	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 3 Next Generation Science Standards: 5 History/Social Science: 5 2022-23	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 4 Mathematics: 4 Next Generation Science Standards: 5 History/Social Science: 5 2023-24	Rating for Instructional Materials Aligned to academic standards and curriculum frameworks ELA: 5 ELD: 5 Mathematics: 5 Next Generation Science Standards: 5 History/Social Science: 5

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 – Full Implementation; 5 – Full Implementation and Sustainability					
4A. The average of all 3rd - 8th grade student CAASPP scores in English Language Arts/Math meeting or exceeding standards	ELA: 58.40% Math: 45.61% 2019 CAASPP results	ELA: 51.96% Math: 36.14% 2021 CAASPP results	ELA: 54.81% Math: 44.98% 2022 CAASPP results	ELA: 60.21% Math: 51.72% 2023 CAASPP results	ELA: 60.40% Math: 57.61%
4E. Percentage of EL pupils who make progress toward English proficiency as measured by the ELPAC (CA School Dashboard)	59.9% 2019-20 CA School Dashboard	Progress data unavailable on CA School Dashboard. ELPAC Testing suspended in 2019-2020 school year due to COVID-19. In 2020-2021, 33.53% of ELs were Proficient, earning a Level 4 on overall performance on the ELPAC. In 2018-2019, 28.08% were Proficient. 2020-2021 CAASPP-ELPAC CDE Reporting Site	57.0% Fall 2022 Dashboard	57.1% Fall 2023 Dashboard	70%
4F. Percentage of English Learners who meet the Jefferson	11.5% 2020-2021 Dataquest	15% 2021-2022 SIS	17% 2022-23 SIS	7.3% 2023-24 SIS	15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District standards to be redesignated as Fluent English Proficient.		2021-2022 Dataquest report is not available for EL students redesignated as Fluent English Proficient.			
Priority 7: Percentage of students participating in STEAM Electives	85% 2020-2021 SIS	85% 2021-2022 SIS	70% 2022-23 SIS	71% 2023-24 SIS	95%
Priority 7: Percentage of students participating in before/after school programs	0% 2020-2021 SIS	20% 2021-2022 SIS	68.5% Student LCAP Survey	55% Student LCAP Survey	30%
Priority 8: Percentage of students demonstrating 5 of 6 Fitness Standards Met	Grade 5: 78% Grade 7: 79% 2018-2019 PFT Data	No data available. PFT was not administered 2020-2021.	No data available. PFT was not administered 2022-2023.	No data available. PFT was not administered 2023-2024.	Grade 5: 85% Grade 7: 86%

Goal Analysis

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

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

The actions contained in this goal in almost all areas was carried out as planned. Teacher PLC teams continued to meet weekly; review essential standards, analyze assessments, and plan for interventions to ensure students meet the essential standards (AS 1.5) Another success was (AS 1.10), providing students with a broad course of student through before and after school programs. The addition of the Boys and Girls Club district-wide increased student's access to before and after school programs. The three areas with substantive differences would be increasing the number of students participating in STEAM electives (AS1.8). The District realized that not all electives could be converted to meet the definition of a STEAM elective. Students receiving intervention services or serving as teacher's assistants remained in elective categories outside of STEAM. Finally, the action/service of providing GLAD professional development (AS 1.3) was not

implemented. The District continues to face challenges in having enough substitute coverage to provide professional development on the scale required for GLAD.

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.

Needs to be updated by Celli.

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

There were a series of actions under goal one that were effective in bringing about academic gains in ELA and math:
AS 1.1 provided primary teachers with instructional aide time which allowed for additional small group instruction in reading and math (Metric 4A)
AS 1.2 was highly effective as NGSS standards were completely implemented in all grade levels (Metric 2).
AS 1.4 provided all instructional staff with professional development in accelerated learning for students that had academic gaps in ELA and math (Metric 4A).
AS 1.5 Professional Learning Communities (Metric 4A)
AS 1.6 Targeted Interventions (Metric 4A)
AS 1.7 MTSS (Metric 4A)
AS 1.11 PD on Differentiation all provide an environment for teachers to develop common essential standards, assessments, and options for providing interventions to help students master the standards (Metric 4A)

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

AS 1.3 Utilizing GLAD strategies was ineffective due to the lack of substitutes and the District's ability to provide the professional development (Metric 4E and 4F).
AS 1.8 and AS 1.10) Providing access to STEAM activities and Broad Course of Study. This number decreased due to the increased number of students participating as teacher assistance. When given a choice many students chose to serve as teacher's aides vs. taking STEAM electives (Metric Priority 7).
AS 1.9 Monitoring classroom teachers use of EI curriculum on a daily basis. The District maintained its high standard for EI reclassification which made it impossible to reach 15% in the 23-24 school year. In addition, the District continues to not only review ELPAC scores, but grades and teacher recommendations. The long-term success of English learners was more important than meeting a reclassification goal. (Metric 4E and 4F).
AS 1.12 sought to provide training for special education staff on providing individualized academic support. Due to lack of additional PD time, paraprofessionals were provided training, but not credentialed teachers (Metric 4A).

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

Based on educational partner feedback and the results of our needs assessment, we have substantially changed our LCAP. We have moved from 3 broad goals to 14 focused goals. Metrics aligned to the state priorities and local metrics are included throughout the plan to measure progress and effectiveness. By doing so, the District will be able to provide more specific/actionable data on each goal.

AS 1.3 Utilizing GLAD strategies and AS 1.9 Monitoring EL curriculum were addressed in the 2024 LCAP in Goal 4 (AS 4.1/4.2 and Metrics 4.1/4.2)
AS 1.8 and AS 1.10) Providing access to STEAM activities and Broad Course of Study were addressed in the 2024 LCAP in Goal 13 (AS 13.2 and Metric 13.3)
AS 1.12 Special Education staff training was addressed in the 2024 LCAP in Goal 6 (AS 6.1/6.2 and metrics 6.1-6.3)

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

Goals and Actions

Goal

Goal #	Description
2	Engagement: Foster positive relationships between staff, students, parents, and the community as part of a successful learning environment.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3. Self reflection rating on Parent and Family Engagement (percent who agree): Building Relationships Seeking Input for Decision Making (JSD LCAP Parent Survey Question 3) Rating Scale: Strongly disagree Somewhat disagree *Neither agree or disagree *Somewhat agree *Strongly agree *Unsure / NA (*Included in Agree %)	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 87% Agree The district encourages parental involvement. 89% Agree My child's school encourages parental involvement. 89% Agree The district offers parents a say in the	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 78% Agree The district encourages parental involvement. 83% Agree My child's school encourages parental involvement. 76% Agree The district offers parents a say in the	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 75.3% Agree The district encourages parental involvement. 67.1% Agree My child's school encourages parental involvement. 73% Agree The district offers parents a say in the	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 77.18% Agree The district encourages parental involvement. 62.79% Agree My child's school encourages parental involvement. 72.73% Agree The district offers parents a say in the	Please indicate how much you disagree or agree with the following statements: School staff effectively communicate with parents. 100% Agree The district encourages parental involvement. 100% Agree My child's school encourages parental involvement. 100% Agree The district offers parents a say in the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	decision-making process at the district level. 78% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 82% Agree 2020-21	decision-making process at the district level. 69% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 72% Agree 2021-22	decision-making process at the district level. 34.4% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 60.4% Agree 2022-23 JESD Family Engagement Survey	decision-making process at the district level. 34.4% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 65.08% Agree 2023-24 JESD Family Engagement Survey	decision-making process at the district level. 100% Agree I have been given different options or ways that I can be involved with the school, either at the school itself, at home, or in the community. 100% Agree
5A. School attendance rate- the percentage of pupils attending school daily on average	96.42% SIS, EOY, 2019 - 20	90.67% SIS, EOY, 2021-22	95.06% SIS, P2, 2022-23	96.25% SIS, P2, 2023-24	97.5%
5B. Percentage of students who are absent from school 10% or more for the total number of days that they are enrolled in school.	All Students Chronic Absenteeism Rate: 6.6% Black or African American: 7.0% American Indian or Alaska Native: 9.1% Asian: 3.0% Filipino: 1.8% Hispanic or Latino: 8.2%	All Students Chronic Absenteeism Rate: 2.8% Black or African American: 6.8% American Indian or Alaska Native: 0% Asian: 1.9% Filipino: 0.9% Hispanic or Latino: 3.0%	All Students Chronic Absenteeism Rate: 15.4% Black or African American: 19.8% American Indian or Alaska Native: 33.3% Asian: 11.3% Filipino: 9.2% Hispanic or Latino: 19.1%	All Students Chronic Absenteeism Rate: 14.6% Black or African American: 21.5% American Indian or Alaska Native: 11.1% Asian: 10.6% Filipino: 11.9% Hispanic: 18.8%	JSD's chronic absentee rate for all students and each student group will be 6.0% or less.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Native Hawaiian or Pacific Islander: 15.2% White: 6.2% Two or more races: 8.4% Socio-Economically Disadvantaged: 9.6% English Learners 4.4% Students with Disabilities: 11% Foster Youth: 8.3% Homeless: * (does not meet min. required # students for reporting) 2019 Chronic Absenteeism CA Dashboard Indicator	Native Hawaiian or Pacific Islander: 24.2% White: 1.8% Two or more races: 1.7% Socio-Economically Disadvantaged: 5.7% English Learners 2.6% Students with Disabilities: 6.7% Foster Youth: 0.0% Homeless: * (does not meet min. required # students for reporting) 2021-22 Chronic Absenteeism, Data Quest	Native Hawaiian or Pacific Islander: 37.5% White: 12.1% Two or more races: 21.8% Socio-Economically Disadvantaged: 19.2% English Learners 17.7% Students with Disabilities: 28.9% Foster Youth: * (does not meet min. required # students for reporting) Homeless: 22.2% 2022-23 Chronic Absenteeism, Data Quest	Pacific Islander: 28.6% White: 11.9% Two or More Races: 19.9% Socio-Economically Disadvantaged: 19.4% English Learners: 14.7% Students with Disabilities: 24.5% Foster Youth: 30.8% Homeless: 28.6% 2023-24 Chronic Absenteeism, Data Quest	
5C. Percentage of students in grades 7 or 8 who stop coming to school and who do not enroll in another school. Percentage of students who graduate middle school.	Middle School Dropout Rate: 0.13% Verified from Dataquest 2020-2021 Middle School Graduation Rate: 97% SIS, 2020-2021	Middle School Dropout Rate: 0.00% Verified from CALPADS Fall 1 Middle School Graduation Rate:96.5% SIS, 2021-2022	Middle School Dropout Rate: 0.00% Verified from CALPADS Fall 1 Middle School Graduation Rate:97.2% SIS, 2022-23	Middle School Dropout Rate: 0.00% Verified from CALPADS Fall 1 Middle School Graduation Rate: 95.3% SIS, 2023-24.	Middle School Dropout Rate: 0% Middle School Graduation Rate: 100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
6A. Student suspension rate- the percentage of pupils who are suspended at least once during the academic year	Student Suspension Rate: All Students: 2.4% Black or African American: 4.3% American Indian or Alaska Native: 9.1% Asian: 1.2% Filipino: 1.8% Hispanic or Latino: 2.3% Native Hawaiian or Pacific Islander: 2.9% White: 2.5% Two or more races: 3.8% Socio-Economically Disadvantaged: 3.7% English Learners: 1.3% Students with Disabilities: 5.4% Foster: 8.3% Male: NA Female: NA 2019 CA Dashboard Suspension Rate (Elementary District) Indicator - 2019 (2018-2019 rates)	Student Suspension Rate: All Students: 0.5% Not able to pull other items from Data Quest 2020-2021 Suspension Rate, Data Quest	Student Suspension Rate: All Students: 2.3% Black or African American: 4.5% American Indian or Alaska Native: NPL Asian: 1.1% Filipino: 0.0% Hispanic or Latino: 3.3% Native Hawaiian or Pacific Islander: NPL White: 3.0% Two or more races: 1.7% Socio-Economically Disadvantaged: 3.4% English Learners: 2.1% Students with Disabilities: 2.7% Foster: 0.0% Homeless: 5.6% Male: NA Female: NA No Performance Level (NPL) 2022 CA Dashboard	Student Suspension Rate: All Students: 2.8% Black or African American: 7.3% American Indian or Alaska Native: 3.7% Asian: 1.5% Filipino: 2.4% Hispanic or Latino: 3.2% Native Hawaiian or Pacific Islander: 0% White: 4.0% Two or more races: 3.1% Socio-Economically Disadvantaged: 5.1% English Learners: 4.0% Students with Disabilities: 4.3% Foster: 7.1% Homeless: 3.3% Male: NA Female: NA 2023 CA Dashboard	JSD's suspension rate for all students and each student group will be below 1.5%.
6B. Student expulsion rate- the percentage of students who are expelled from the	0% 2019 Expulsion Rate, SIS	0% 2020-21 Expulsion Rate, Data Quest	0% 2021-22 Expulsion Rate, Data Quest	0% 2022-23 Expulsion Rate, Data Quest	0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
district during the academic year					
6C. Percentage of students, parents and teachers who feel the school is safe - based on survey results Percentage of students, parents and teachers who feel connected to school - based on survey results	Feel School is Safe Students: 78% Parents: 90% Teachers: 88% Feel Connected to School Students: 72% Parents: NA Teachers. NA 2019 -2020 CHKS	Feel School is Safe Students: 76.8% Parents: 47% Teachers: 57% Feel Connected to School Students: 72.6% Parents: NA Teachers. NA 2021 -2022 CHKS	Feel School is Safe Students: 58.9% Parents: NA% - No question Teachers: 86.5% Feel Connected to School Students: 46.4% Parents: 73.6% Teachers. 82.4% 2022-23 District Family, Student, Staff Engagement Surveys	Feel School is Safe Students: 64.6% Parents: 90.91% Teachers: 91.02% Feel Connected to School Students: 52.04% Parents: NA Teachers. 88.17% 2023-24 District Family, Student, Staff Engagement Surveys	Feel School is Safe Students: 90% Parents: 95% Teachers: 93% Feel Connected to School Students: 85% Parents: 90% Teachers. 90%

Goal Analysis

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

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

In goal 2, AS 2.2 the District had great success in communicating with families using email, text, and social media. The ParentSquare program allowed administrators to communicate directly with parents through text messages providing just in time communication. In AS 2.7, the District increased counseling hours at each site in the district to provide greater access to mental health services. AS 2.12 led to each site having an up to date safety plan that covered all of the essential elements in education code. There were a few actions/services AS 2.3, AS 2.9, AS 2.10, 2.13 with a substantive difference between planned actions and actual implementation of these actions. AS 2.3, planned to provide more virtual opportunities for parents to participate in district meetings. The district attempted to hold various leadership meetings remotely, but they were rarely attended and when families attended they usually had their cameras off and didn't participate. provide AS 2.9 sought to bring more structured playground activities to each campus. At one of the sites the maintenance staff was not able to paint the playground surface to account for the games and at another site new administration was focused on other pressing needs and they system was not implemented. AS 2.10, planned to provide research based PD on classroom climate. Due to limited substitutes and lack of extra PD days, the district made the decision to focus PD on math instruction instead of school climate. Finally, AS 2.13, sought to develop additional

instructional resources on cultural celebrations. This was not implemented due to the amount of time the Federal Program Monitoring audit took for the Curriculum Department staff.

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

In Goal 2, there was only one action service (AS 2.5) where there was a material difference between budgeted expenditures and estimated actual expenditures. AS 2.5 sought to hire BCBA providers to train staff and support students. Based upon the need 3 staff members were hired instead of the original one position budgeted for.

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

In goal 2, seven of the actions were deemed effective based upon the metrics.
AS 2.1 Stakeholder Engagement and AS 2.3 Parent Involvement (Metric 3) were deemed effective due to the 5% increase in families reporting that there were multiple ways for them to participate in their student's education.
AS 2.2 School to Home Communication (Metric 3) was determined to be effective due to the 2% increase in parent satisfaction with staff communication.
AS 2.4 Social Emotional Learning and AS 2.7 Counseling Services (Metrics 5A & 6C) showed a positive effect upon the metrics associated with each action.
AS 2.5, 2.6, 2.8, 2.9, and 2.10 were deemed effective as suspension data remained constant with a .5% increase district-wide.
AS 2.11 Attendance (Metric 5A) was determined effective due to the 1.19% increase in overall students attendance rate.
AS 2.12 Safety Drills (Metric 6A) the plans all met the criteria in the education code.

There was only one action deemed ineffective because it wasn't implemented:

AS 2.13 Cultural Celebrations had no metric associated, but the instructional resources weren't created.

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

Based on educational partner feedback and the results of our needs assessment, we have substantially changed our LCAP. We have moved from 3 broad goals to 14 focused goals. Metrics aligned to the state priorities and local metrics are included throughout the plan to measure progress and effectiveness. By doing so, the District will be able to provide more specific/actionable data on each goal.

AS 2.13 Cultural celebrations were addressed in the 2024 LCAP in Goal 10 (AS 10.1 and Metric 10.1)

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

Goals and Actions

Goal

Goal #	Description
3	Conditions of Learning: Provide highly qualified staff, standards aligned curriculum, up to date technology, and modern school facilities that are maintained in good repair.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1A. Percentage of teachers appropriately assigned and fully credentialed in the subject area(s) and for the students they are teaching	100% Teachers appropriately assigned 94% Teachers fully credentialed 2020-21, Williams Report to Board and SARC	100% Teachers appropriately assigned 98% Teachers fully credentialed 2021-22, Williams Report to Board and SARC	100% Teachers appropriately assigned 91.2% Teachers fully credentialed 2022-23, Williams Report to Board and SARC	91.9% Teachers appropriately assigned 83% Teachers fully credentialed 2023-24, District Credentialing Information	100% Teachers appropriately assigned 100% Teachers fully credentialed
1B. Percentage of students who have sufficient access to standards aligned instructional materials	100% 2020-21, Williams Report to Board and SARC	100% 2021-22, Williams Report to Board and SARC	100% 2022-23, Williams Report to Board and SARC	100% 2023-24, Williams Report to Board	100%
1C. Percentage of school facilities maintained in good repair or exemplary	100% 2020, FIT Report	100% 2021, FIT Report	98.25% 2022, FIT Report	94.9% 2023-2024 FIT Report	100%
Technology Inventory-Number of Student Devices	2,900	3,153	3,560	3,527	3,500

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Technology Inventory (Student Devices)	Technology Inventory (Student Devices) 1.7.2022	Technology Inventory (Student Devices) 3/30/23	Technology Inventory (Student Devices) 2/8/24	

Goal Analysis

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

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

In goal 3, the district was proud of the fact that even during a teacher shortage, all but two positions were filled with credentialed teachers or teachers in credential programs. In addition, the district continues to provide all staff and students with technology to meet the needs of the instructional program. There were two actions that were not implemented as planned. AS 3.2 Instructional Coaches were not hired due to the staffing shortage. The teachers that had been serving as coaches in the district were needed in the classrooms to avoid having classrooms being served by substitute teachers all year. Second, AS 3.5 addressing class in 4th - 8th grade could not be implemented due to the teacher shortage and the increase of over 250 new students this year. In addition, the district utilized every available classroom and had no space to add additional classes.

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

In Goal 3, there was only one action service (AS 3.2) where there was a material difference between budgeted expenditures and estimated actual expenditures. This was due to the inability to hire instructional coaches.

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

In goal 3, two of the actions were deemed effective based upon the metrics.

AS 3.3 Technology (Metric TI), the district maintained the same level of technology access for all students and staff.
AS 3.4 Maintenance Operation & Transportation (Metric 1C), the district continues to maintain 95% of our schools in good repair as determined by the FIT report, while there was a small decline of 3.25% this school year, the additional scrutiny provided by the new MOT Director has led to more maintenance projects being completed.
AS 3.6 Transportation (No Metric) was effective in training and certifying two bus drivers utilizing JESD trainers.

There were three actions deemed ineffective based upon the metrics.
AS 3.1 Core Basic Services (Metric 1A) saw a small decrease due to the need to hire teachers that were pre-interns during the teacher shortage, JESD was able to minimize this decline and the impact to students.
AS 3.2 Coaching (No Metric) was deemed ineffective because the district had to use all credential staff to cover the classrooms that didn't have teachers.
AS 3.5 Class Size Reduction (No Metric) was not implemented due to the teacher shortage and lack of additional classroom space.

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

Based on educational partner feedback and the results of our needs assessment, we have substantially changed our LCAP. We have moved from 3 broad goals to 14 focused goals. Metrics aligned to the state priorities and local metrics are included throughout the plan to measure progress and effectiveness. By doing so, the District will be able to provide more specific/actionable data on each goal.

AS 3.1 Core Basic Services and AS 3.5 Class Size Reduction were addressed in the 2024 LCAP in Goal 11 (AS 11.1/11.2 and Metrics 11.1/11.2)
AS 3.2 Coaching was addressed in the 2024 LCAP Goal 1 (AS 1.1 and 1.3 and Metrics 1.4 and 1.4)

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

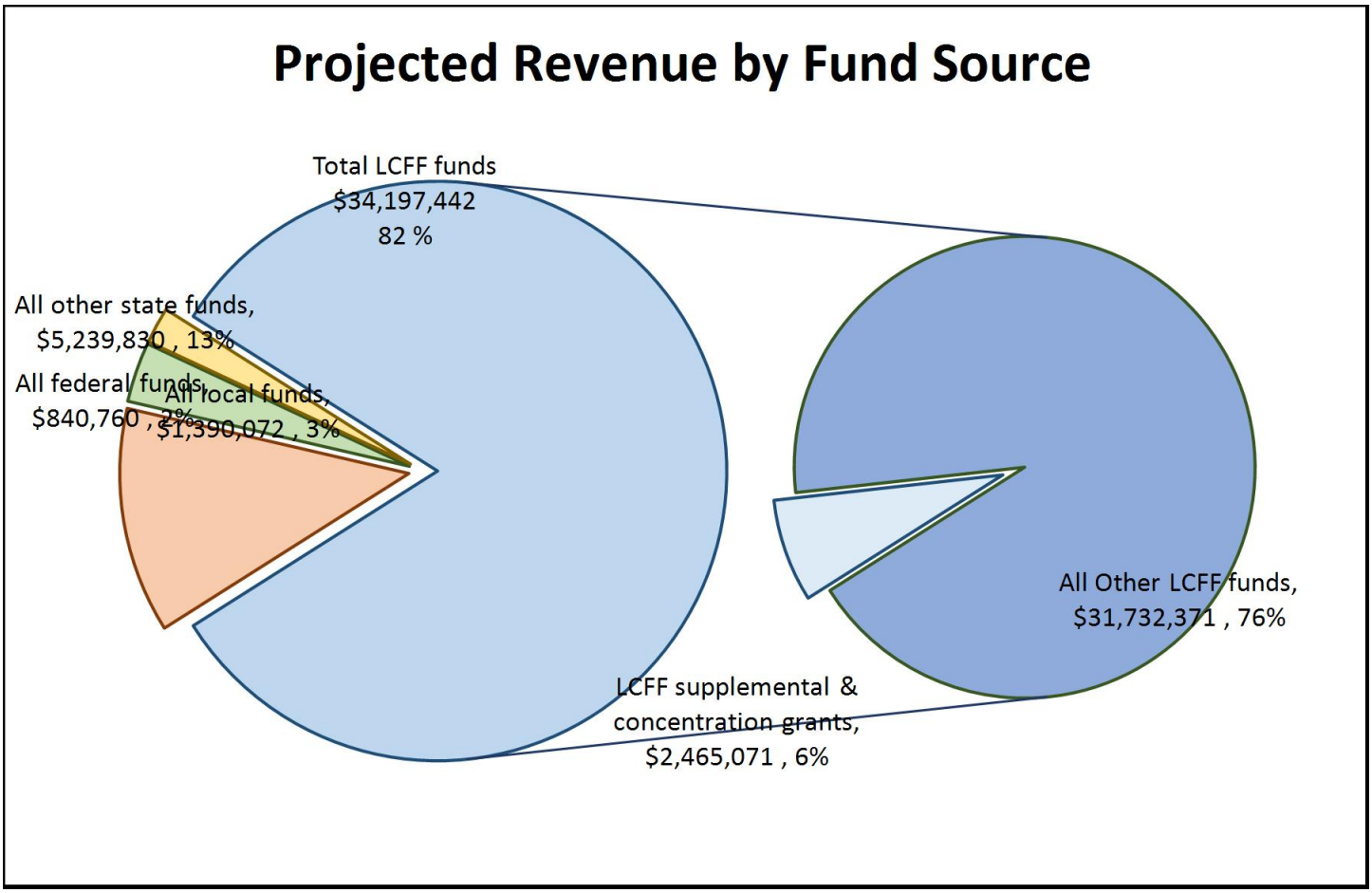
California Department of Education
November 2023

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jefferson Elementary School District
CDS Code: 39685440000000
School Year: 2024-25
LEA contact information:
James W. Bridges
Superintendent
jbridges@jsdtracy.com
209-836-3388

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

Budget Overview for the 2024-25 School Year

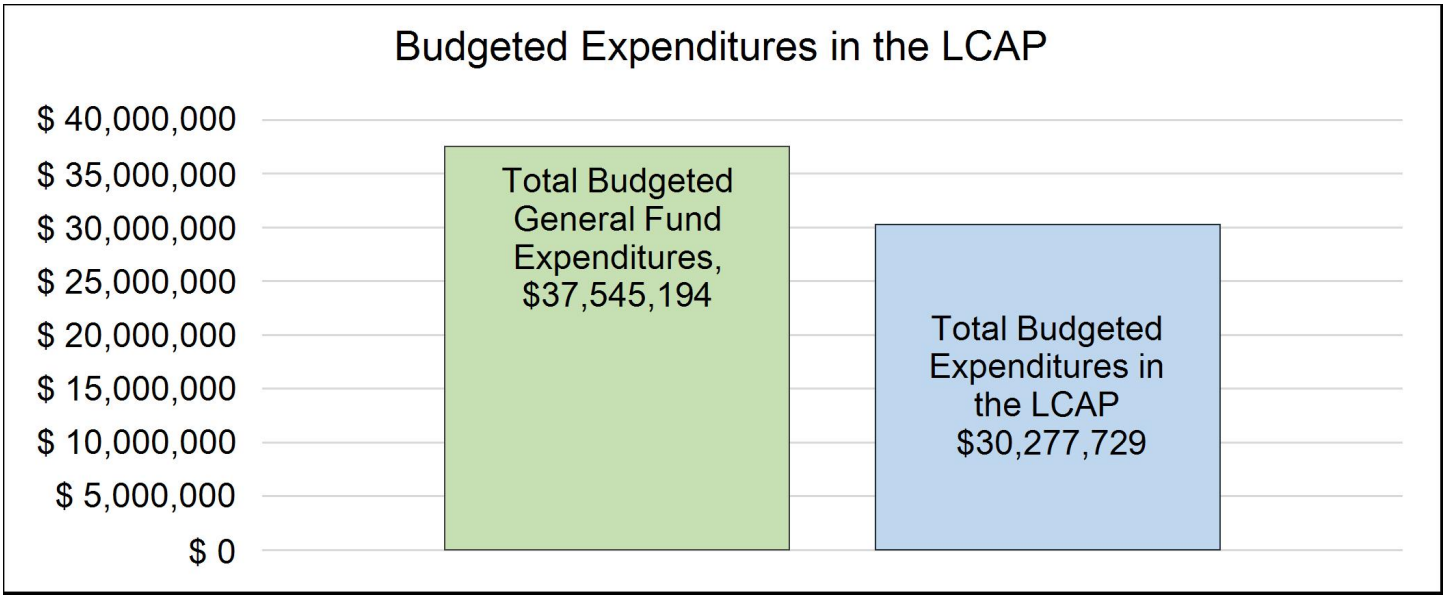


This chart shows the total general purpose revenue Jefferson Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jefferson Elementary School District is $41,668,104, of which $34,197,442.00 is Local Control Funding Formula (LCFF), $5,239,830.00 is other state funds, $1,390,072.00 is local funds, and $840,760.00 is federal funds. Of the $34,197,442.00 in LCFF Funds, $2,465,071.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

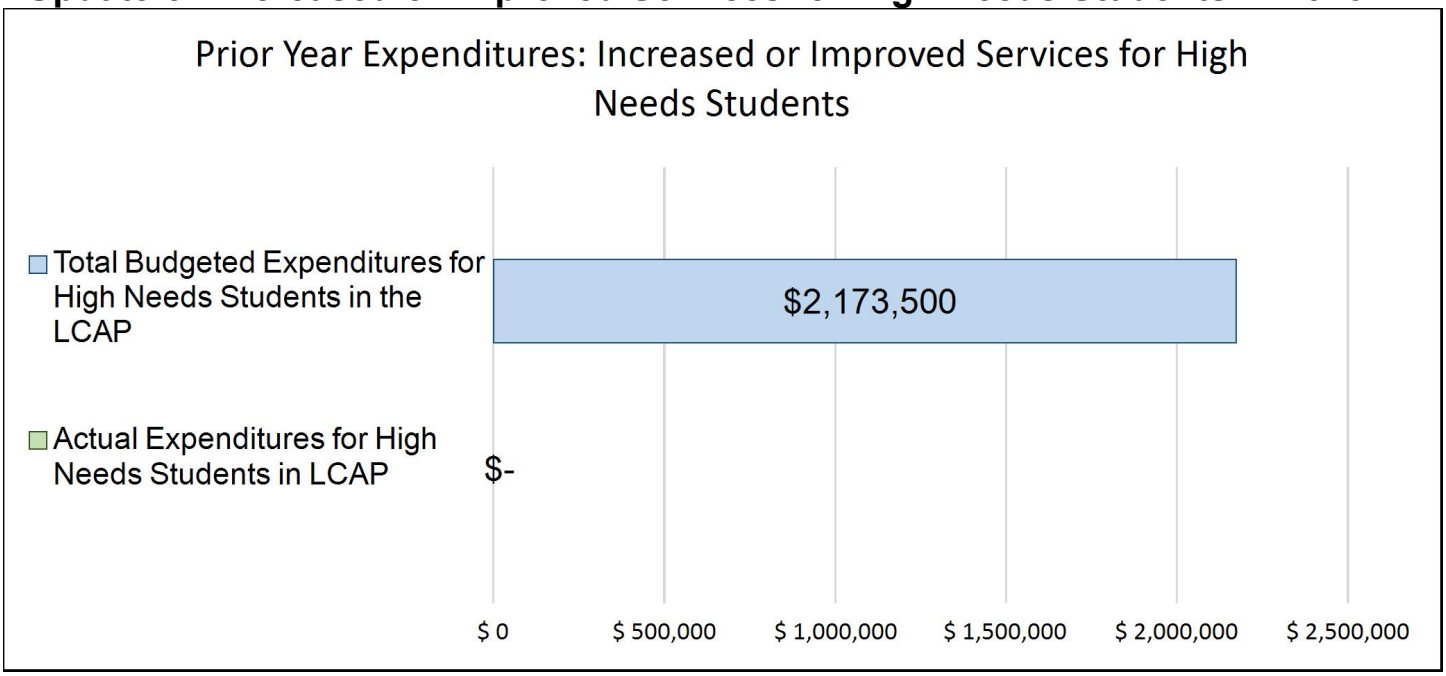
The text description of the above chart is as follows: Jefferson Elementary School District plans to spend $37,545,194.00 for the 2024-25 school year. Of that amount, $30,277,729.00 is tied to actions/services in the LCAP and $7,267,465 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2024-25, Jefferson Elementary School District is projecting it will receive $2,465,071.00 based on the enrollment of foster youth, English learner, and low-income students. Jefferson Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jefferson Elementary School District plans to spend $2,386,190.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2023-24, Jefferson Elementary School District's LCAP budgeted $2,173,500.00 for planned actions to increase or improve services for high needs students. Jefferson Elementary School District actually spent $0.00 for actions to increase or improve services for high needs students in 2023-24.