

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jacoby Creek School

CDS Code: 12 62893 6007959

School Year: 2024-25

LEA contact information:

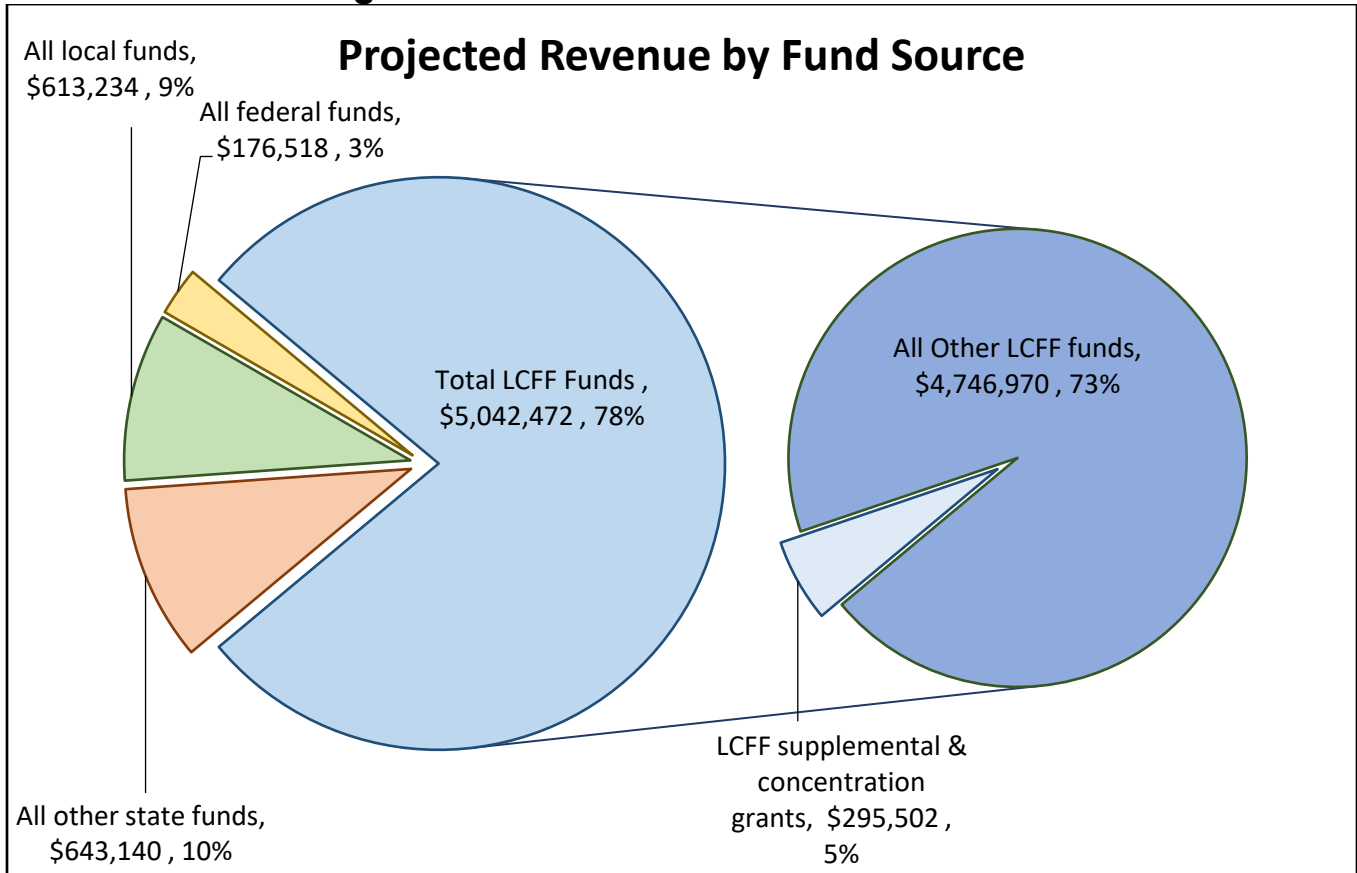
Melanie Nannizzi

Superintendent/Principal

(707) 822-4896

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

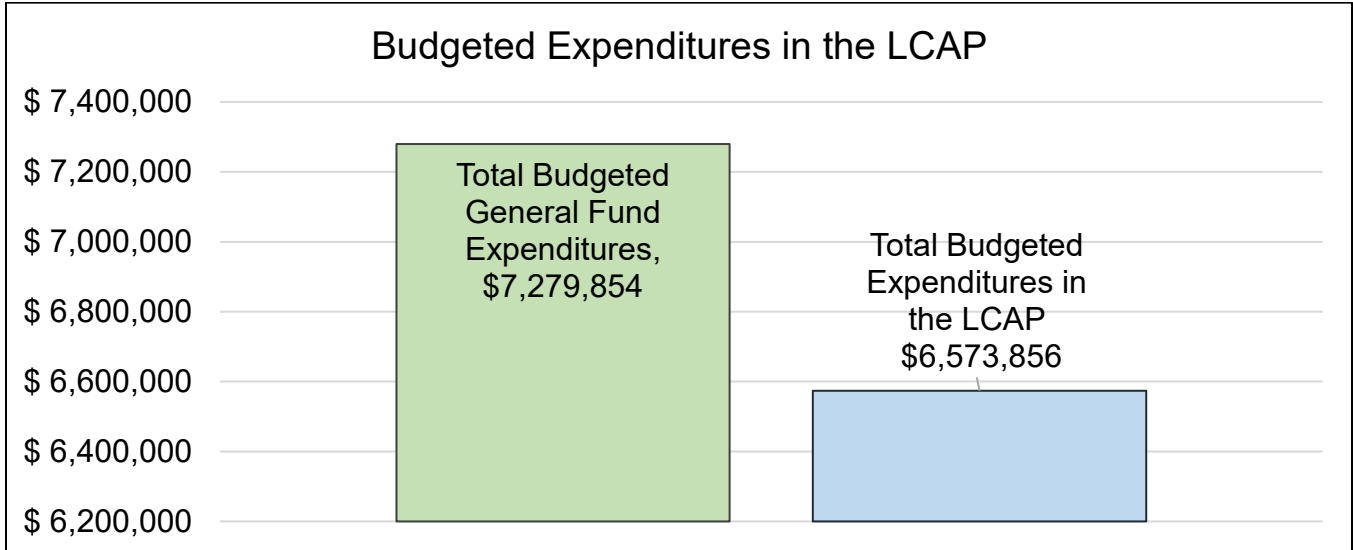


This chart shows the total general purpose revenue Jacoby Creek School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jacoby Creek School is \$6,475,364, of which \$5,042,472 is Local Control Funding Formula (LCFF), \$643,140 is other state funds, \$613,234 is local funds, and \$176,518 is federal funds. Of the \$5,042,472 in LCFF Funds, \$295,502 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 Jacoby Creek School 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: Jacoby Creek School plans to spend \$7279854 for the 2024-25 school year. Of that amount, \$6573856 is tied to actions/services in the LCAP and \$705,998 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

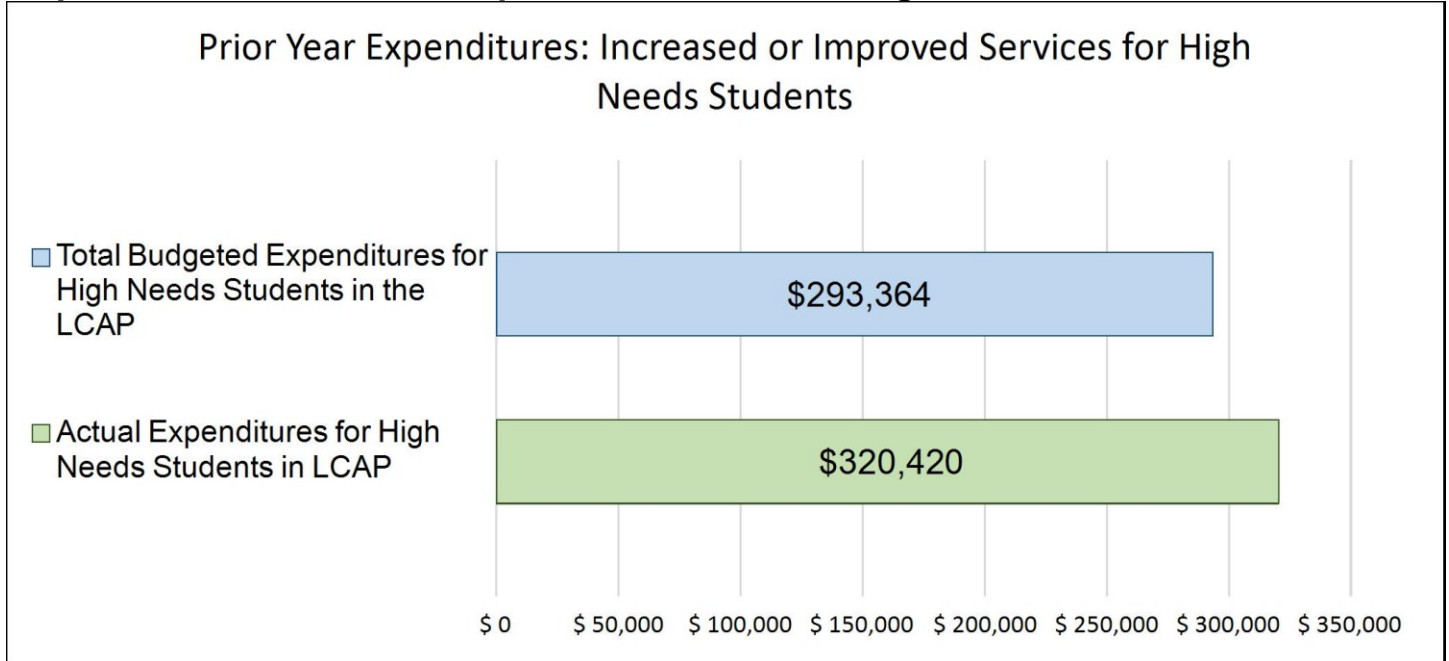
Utilities, Superintendent Salary & Benefits, Chief Business Officer Salary & Benefits, Auditor Fees, Litigation Funds, General Administration Costs.

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

In 2024-25, Jacoby Creek School is projecting it will receive \$295,502 based on the enrollment of foster youth, English learner, and low-income students. Jacoby Creek School must describe how it intends to increase or improve services for high needs students in the LCAP. Jacoby Creek School plans to spend \$368475 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 Jacoby Creek School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Jacoby Creek School 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, Jacoby Creek School's LCAP budgeted \$293,364.00 for planned actions to increase or improve services for high needs students. Jacoby Creek School actually spent \$320,420.00 for actions to increase or improve services for high needs students in 2023-24.

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
Jacoby Creek School	Melanie Nannizzi Superintendent/Principal	mnannizzi@jcsk8.org (707) 822-4896

Goals and Actions

Goal

Goal #	Description
1	Increase Student Achievement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Metric Performance on CAASPP in Math and Language Arts and Science: ALL STUDENTS % MEETING OR EXCEEDING STANDARD and STUDENTS WITH DISABILITIES % MEETING OR EXCEEDING STANDARD	<p>Math: 70.62% Met or exceeded standard Dashboard Performance Level: Blue 38.2 points above Level 3 Students with Disabilities: 39.73% Met or exceeded standard (2018-2019)</p> <p>ELA: 78.87% Met or exceeded standard Dashboard Performance Level: Green 58.7 points above Level 3 Students with Disabilities: 51.10% Met or exceeded standard (2018-2019)</p> <p>Science: 55.44% Met or exceeded standard</p>	<p>MATH: 55.12% Met or Exceeded standard on CAASPP No Dashboard Performance Level available Student with Disabilities: 37.5% Met or exceeded standard</p> <p>ELA: 69.26% Met or exceeded standard on CAASPP No Dashboard Performance Level available Students with Disabilities: 47.5% Met or exceeded standard</p> <p>Science: Test not administered.</p>	<p>MATH: 65.75% Met or Exceeded standard on CAASPP Dashboard Performance Level: High Student with Disabilities: 45.24% Met or exceeded standard Dashboard Performance Level: Medium</p> <p>ELA: 74.05% Met or exceeded standard on CAASPP Dashboard Performance Level: Very High Students with Disabilities: 61.9% Met or exceeded standard Dashboard Performance Level: High</p>	<p>MATH: 66.67% Met or Exceeded Standard on CAASPP Dashboard Performance Level: Green Students with Disabilities: 45.3% Met or exceeded Standard</p> <p>ELA: 74.91% Met or exceeded standard on CAASPP Dashboard Performance Level: Blue</p> <p>Students with Disabilities: 45% Met or exceeded standard</p> <p>Science: 62.64% met or exceeded standard on the 2022-23 CAST</p>	<p>Math: 74% of students meet or exceed standard. Dashboard Performance Level Blue or Green Students with Disabilities: 43% Meet or exceed standard</p> <p>Language Arts: 80% of students meet or exceed standard. Dashboard Performance Level Blue or Green Students with Disabilities: 55% Meet or exceed standard</p> <p>Science: 60% Meet or exceed standard</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Science:69.39% met or exceeded standard on the 2021-22 CAST		
Performance on CAASPP in Math and Language Arts: SOCIO- ECONOMIC DISADVANTAGED % MEETING OR EXCEEDING STANDARD 1e, 1i	Math: 53.49% Met or exceeded Dashboard Performance Green. (2018-2019) ELA: 67.44%	Math: 38.96% Met or exceeded standard No Dashboard performance level available ELA: 42.85% Met or exceeded standard	SED 57.69% Met or Exceeded Standard for ELA SED 52.57% Met or Exceeded Standard for Math	SED 59.04% Met or Exceeded Standard for ELA SED 56.63% Met or Exceeded Standard for Math	Math: 60% Meet or exceed standard. Dashboard Performance Green.
Classroom Assessment 1a, 1b, 1d	Report card data show that 86% of K--8 students are meeting classroom math expectations. Local indicators show that 84% of K--6 students are meeting classroom ELA expectations	Report card data show that 89% of K--8 students are meeting classroom math expectations. Report card data show that 87% of K--8 students are meeting classroom writing expectations. Report card data show that 84% of K--8 students are meeting classroom reading expectations.	Report card data show that 88% of K--8 students are meeting classroom math expectations. Report card data show that 86% of K--8 students are meeting classroom writing expectations. Report card data show that 86% of K--8 students are meeting classroom writing expectations.	First Trimester report card data show that 89% of K--8 students are meeting classroom math expectations. First Trimester Report card data show that 81% of K--8 students are meeting classroom reading expectations. First Trimester Report card data show that 84% of K--8 students are meeting classroom writing expectations.	90% of K-8 students are meeting math and ELA classroom expectations.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>Second Trimester report card data show that % of K--8 students are meeting classroom math expectations.</p> <p>Second Trimester Report card data show that % of K--8 students are meeting classroom reading expectations.</p> <p>Second Trimester Report card data show that % of K--8 students are meeting classroom writing expectations.</p>	
Other student outcomes. Participation numbers of student achievement in performance tasks and project-based learning opportunities (such as district and county-wide History Day, Science Fair, Math Counts, service-learning, Oral Language Fair, academic bees,	<p>2018-2019 Participation Rates</p> <p>465 Students</p> <p>History Day: 86 Projects; 38 County</p> <p>Science Fair: 126 Projects; 22 County; 9 State</p> <p>Mathcounts: 27 participants</p> <p>Service Learning: 11 Classroom Projects</p> <p>Oral Language Fair: 81 students</p>	<p>2021-2022 Participation Rates</p> <p>455 Students</p> <p>History Day: 78 Projects; 30 County; 10 State</p> <p>County Science Fair: 80 Projects; 23 County; 7 State</p> <p>Mathcounts: 15 participants</p>	<p>2022-2023 Participation Rates</p> <p>455 Students</p> <p>History Day: 75 Projects; 25 County; 8 State</p> <p>County Science Fair: 115 Projects; 21 County; 7 State</p> <p>Mathcounts: 15 participants</p>	<p>2023-2024 Participation Rates as of January</p> <p>462 Students</p> <p>History Day: Projects; 91 County; TBD State; 6 state</p> <p>County Science Fair: Projects; 109 County; State: 7 State</p>	<p>Participation rates remain at pre COVID-19 levels. If rates drop below those of those reported in the 2018-2019 school year. If participation levels drop 5% or more in a year an action will address the drop. SST meetings will be held for all students when requested by teacher or parent.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
athletics, and other indicators of student performance such as physical fitness tests, DIBELS assessment. 1a, 1d, 1i	<p>Athletics: 247 participants</p> <p>Academic Support Classes: 97</p> <p>Physical Fitness Test Results: 50% met 6/6 standards</p> <p>English Learners reclassified as FEP. 6 initial tests were given and 2 were FEP.</p> <p>Student Study Team Meetings: 13</p> <p>DIBELS Screening: All students K--3 are screened annually</p> <p>Number of students 8th grade math teacher recommends to take Integrated 2 Level Math Course in high school.</p>	<p>Service Learning: 11 Classroom Projects</p> <p>Oral Language Fair: 27 students</p> <p>Athletics: 111 participants</p> <p>Academic Support Classes: 0</p> <p>Physical Fitness Test Results: No data</p> <p>In the fall (2021) a total of 5 students were tested on the Initial ELPAC. Three Kindergarteners, one 2nd grader and one 6th grader. Three students tested out as an IFEP (2 K's and 1 second grader). The other two students (one 6th and one K) will be given the summative ELPAC in the spring. In the spring there will be a total of 6 students that will be taking the Summative ELPAC (4 sixth graders, 1 first</p>	<p>Service Learning: 5 Classroom Projects</p> <p>Oral Language Fair: 18 students</p> <p>Athletics: 191 participants</p> <p>Academic Support Classes: Session 1: 98 Students Participated Session 2: 93 Students Participated Session 3: 99 Students Participated</p> <p>After School Enrichment Classes: Session 1: 143 Students Participated Session 2: 170 Students Participated Session 3: TBD</p> <p>In the fall (2022) a total of 0 students were tested on the Initial ELPAC. In the spring there will be a total of 5 students that will be taking the Summative ELPAC (3</p>	<p>Mathcounts: 15 participants--Four person team advanced to stat competition</p> <p>Service Learning: 4 Classroom Projects</p> <p>Oral Language Fair: 29 participants</p> <p>Athletics: participants 162 from Volleyball, Basketball, and Cross Country</p> <p>Academic Support Classes: Session 1: 105 Students Participated Session 2: 102 Students Participated Session 3: Students Participated</p> <p>After School Enrichment Classes: Session 1: 193 Students Participated Session 2: 136 Students Participated Session 3: TBD</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>grader, and 1 Kindergartener). 2 students (sixth graders) will be tested for third year in a row. One student (first grader) will be tested for a second year in a row.</p> <p>Student Study Team Meetings: 17</p> <p>DIBELS Screening: All students K--3 are screened annually</p> <p>Number of students 8th grade math teacher recommends to take Integrated 2 Level Math Course in high school: 8</p>	<p>seventh graders, 1 second grader, and 1 first grader). 3 students (the sixth graders) will be tested for a fourth year in a row. The second grader will be tested for a third year in a row and the first grader will be tested for a second year in a row.</p> <p>Student Study Team Meetings: This year we changed the process and did Study Team Meetings for all classes at a professional development day.</p> <p>DIBELS Screening: All students K--3 are screened annually</p> <p>Number of students 8th grade math teacher recommends to take Integrated 2 Level Math Course in high school: 9</p>	<p>In the fall (2023) a total of 1 student was tested on the Initial ELPAC. This student tested out and is reclassified as Initial Fluent English Proficient (IFEP). In the spring there will be a total of 2 students that will be taking the Summative ELPAC (1 eighth grader, and 1 second grader). The eighth grader will be tested for a fifth year in a row. The second grader will be tested for a third year in a row.</p> <p>Student Study Team Meetings: A professional development day was held to complete student study team meetings.</p> <p>DIBELS Screening: All students K--3 are screened annually</p> <p>Number of students 8th grade math teacher recommends</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				to take Integrated 2 Level Math Course in high school: To be determined.	
CALPADS data Teacher Assignments 1b, 1i	2 teacher misassignments in 2020-2021 school year.	1 teacher misassignment.	1 teacher misassignment. PE teacher on a Local Assignment Option and had an emergency CLAD permit.	1 teacher misassignment. PE teacher on an emergency credential . A new credentialed teacher will be hired in spring for the 2024-2025 school year and the FTE of the position will be increased in an effort to retain a PE teacher for a longer time period.	100% of teachers and paraprofessionals are classified as highly qualified. No teacher misassignment
Personnel records for classroom aides 1k	Classroom aides are provided to assist teachers to provide academic support.	Every classroom had between 10-15 hours of support from a classroom aide.	Every classroom had between 10-15 hours of support from a classroom aide.	Every classroom had between 7-15 hours of support from a classroom aide.	TK and K classrooms have the support of a 4 hour per day aide. First grade classrooms have the support of a 1 hour per day aide. Class sizes in TK--3 shall not exceed 24 students without the support of an aide. Class sizes in 4-8 shall not exceed 26

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					<p>students without the support of an aide.</p> <p>Aide time for large class sizes shall be provided as follows: 1--2 students over receives two hours per day, 3--4 students over receives three hours per day, and 4-5 students over receives four hours per day.</p>
Standards- aligned instructional resources and materials inventories and purchase records, annual board resolution of sufficiency of materials. 1c	All students have access to appropriate standards aligned instructional materials.	All students have access to appropriate standards aligned instructional materials.	All students have access to appropriate standards aligned instructional materials.	All students have access to appropriate standards aligned instructional materials.	All students have access to appropriate standards aligned instructional materials.
Professional development agendas, release day data, and roll- sheets 1e, 1h	100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to	100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to	90% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to	85% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to	100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>articulate CCSS with grade level team.</p> <p>Teachers receive professional development from behaviorist to support academic growth of students whose social emotional health impacts learning.</p>	<p>articulate CCSS with grade level team.</p> <p>Teachers received minimal professional development from behaviorist to support academic growth of students whose social emotional health impacts learning.</p>	<p>articulate CCSS with grade level team.</p> <p>Teachers received minimal professional development from behaviorist to support academic growth of students whose social emotional health impacts learning.</p>	<p>articulate CCSS with grade level team.</p> <p>Teachers received minimal professional development from behaviorist to support academic growth of students whose social emotional health impacts learning.</p>	<p>articulate CCSS with grade level team.</p>
BTSA paperwork 1h	All teachers new to the profession will participate in an induction program with an experienced JCS mentor.	All new to the profession teachers participated in an induction program with and experienced JCS teacher.	All new to the profession teachers participated in an induction program with and experienced JCS teacher.	All new to the profession teachers participated in an induction program with and experienced JCS teacher.	All teachers new to the profession will participate in an induction program with an experienced JCS mentor.
Parent and Staff Survey Data 1d	<p>82% of parents surveyed reported that their child is provided the academic supports needed to be successful and 82% of parents reported that the school provided an appropriately rigorous curriculum.</p> <p>The California Healthy Kids Survey was administered in 5th and 7th grades. 91% of fifth grade surveyed students reported that</p>	<p>86% of parents surveyed reported that their child is provided the academic supports needed to be successful</p> <p>80% of parents reported that the school provided an appropriately rigorous curriculum. 11% of parents expressed that the program is too rigorous and 9% expressed that their is not enough rigor.</p>	<p>Parent Survey: My child's academic needs are being met at school. Strongly Agree: 51.5% Agree: 39.7% Neutral: 5.9% Disagree: 2.2% Strongly Disagree: 0.7%</p> <p>Teachers and school programs provide academic support for my child as needed. Strongly Agree: 41.5% Agree: 40.7%</p>	<p>California Healthy Kids PARENT SURVEY administered in February.</p> <p>Parent Survey: The school promotes academic success for all students. Strongly Agree: 47% Agree: 46% Disagree: 4% Strongly Disagree: 1% Don't know: 1%</p>	<p>90% of parents surveyed reported that their child is provided the academic supports needed to be successful and 90% of parents reported that the school provided an appropriately rigorous curriculum.</p> <p>The California Healthy Kids Survey was administered in 5th and 7th grades. 85% of fifth grade surveyed students reported that</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students at Jacoby Creek School are motivated to learn most or all of the time. 76% of seventh and eighth graders surveyed will report that they either agree or strongly agree to the statement, “I try hard to make sure that I am good at my school work.”</p> <p>*The sample size of students completing the CHKS was small due to distance learning and my not be indicative of all students.</p> <p>2018-2019 Data The California Healthy Kids Survey was administered in 5th and 7th grades. 71% of fifth grade surveyed students reported that students at Jacoby Creek School are motivated to learn most or all of the time. 82% of seventh and eighth graders surveyed will report that they either agree or strongly agree to</p>	<p>The California Healthy Kids Survey was not given this school year. Instead, each classroom teacher hosted a focus group with their student or surveyed them using the following questions.</p> <ol style="list-style-type: none"> 1. Things that help JCS students feel safe and included are.... 2. Things that help JCS student to do their best academic work are..... 3. What are things that could be improved or changed at JCS to make students feel safe and included? 4. What are things that could be improved or changed at JCS to support students in academic learning? <p>Staff did a qualitative analysis of student responses and found that this year the</p>	<p>Neutral: 15.6% Disagree: 2.2% Strongly Disagree: 0%</p> <p>Each classroom teacher hosted a focus group with their student or surveyed them using the following questions.</p> <ol style="list-style-type: none"> 1. Things that help JCS students feel safe and included are.... 2. Things that help JCS student to do their best academic work are..... 3. What are things that could be improved or changed at JCS to make students feel safe and included? 4. What are things that could be improved or changed at JCS to support students in academic learning? <p>Staff did a qualitative analysis of the student responses and the information gathered was very valuable to</p>	<p>Provides high quality instruction to my child. Strongly Agree: 44% Agree: 51% Disagree: 4% Strongly Disagree: 0% Don't know: 1%</p> <p>The teachers go out of their way to help students. Strongly Agree: 49% Agree: 44% Disagree: 6% Strongly Disagree: 0% Don't know: 1%</p> <p>The California Healthy Kids STUDENT SURVEY</p> <p>5th grade Academic motivation</p> <p>Do you finish all your school assignments? No, never 0 Yes, some of the time 0 Yes, most of the time 51 Yes, all of the time 49</p> <p>When you get a bad grade, do you try even harder the next time?</p>	<p>students at Jacoby Creek School are motivated to learn most or all of the time. 85% of seventh and eighth graders surveyed will report that they either agree or strongly agree to the statement, “I try hard to make sure that I am good at my school work.”</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the statement, “I try hard to make sure that I am good at my school work.”</p>	<p>students generally were very happy to be back in the classroom and have the academic support of their teachers. They also expressed great value in having the opportunity to play and work with their friends.</p> <p>One theme that persisted through student data is that they would like all students to follow classroom rules in order to allow for a peaceful learning environment. The students also shared that the outside noise from keeping all classroom doors open was distracting and they were too cold in the classrooms.</p>	<p>both the classroom teachers as individual and to our staff as a whole school. The students shared many things that they have enjoyed about this school year including caring teachers, fun trips outside of school, the after school enrichment options, and having support with peer relationships from our counselor and social emotional learning assistant. They also expressed that the new camera and intercom systems make them feel safe at school.</p> <p>Areas that students expressed could be improved were providing more access to our Nature Area, keeping the bathrooms cleaner, and having clear rules for games posted on the playground.</p>	<p>No, never 0 Yes, some of the time 11 Yes, most of the time 32 Yes, all of the time 58</p> <p>Do you keep working and working on your schoolwork until you get it right? No, never 3 Yes, some of the time 18 Yes, most of the time 41 Yes, all of the time 38</p> <p>Do you keep doing your schoolwork even when it’s really hard for you? No, never 3 Yes, some of the time 5 Yes, most of the time 54 Yes, all of the time 38</p> <p>School Connectedness and Academic Motivation both were higher than state average.</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				<p>7th Grade School Supports Questions School Supports Scale Questions</p> <p>There is a teacher or some other adult from my school...</p> <p>who always wants me to do my best. Not at all true 4 % A little true 9 % Pretty much true 28% Very much true 60%</p> <p>who listens to me when I have something to say. Not at all true 10% A little true 15 % Pretty much true 27% Very much true 48%</p> <p>who believes that I will be a success. Not at all true 13% A little true 11% Pretty much true 33 % Very much true 43%</p> <p>No change was show in 7th grade rating of school connectedness in comparison with 2020 but the</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				academic motivation decreased from 71% in 2020 to 62% in 2024.	
Contact log between EL Coordinator and teachers of EL Students % of EL pupils who make progress toward proficiency EL Reclassification Rate	EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs. A total of 9 students were tested 3 students were tested for second year in a row. All three students moved to FEP this year. 6 students were initially tested. 2 students tested FEP. 4 students are still classified as EL's and will be re-tested.	In the fall (2021) a total of 5 students were tested on the Initial ELPAC. Three Kindergarteners, one 2nd grader and one 6th grader. Three students tested out as an IFEP (2 K's and 1 second grader). The other two students (one 6th and one K) will be given the summative ELPAC in the spring. In the spring there will be a total of 6 students that will be taking the Summative ELPAC (4 sixth graders, 1 first grader, and 1 Kindergartener). 2 students (sixth graders) will be tested for third year in a row. One student (first grader) will be tested for a second year in a row.	In the fall (2022) a total of 0 students were tested on the Initial ELPAC. In the spring there will be a total of 5 students that will be taking the Summative ELPAC (3 seventh graders, 1 second grader, and 1 first grader). 3 students (the sixth graders) will be tested for a fourth year in a row. The second grader will be tested for a third year in a row and the first grader will be tested for a second year in a row.	In the fall (2023) a total of 1 student was tested on the Initial ELPAC. This student tested out and is reclassified as Initial Fluent English Proficient (IFEP). In the spring there will be a total of 2 students that will be taking the Summative ELPAC (1 eighth grader, and 1 second grader). The eighth grader will be tested for a fifth year in a row. The second grader will be tested for a third year in a row.	EL Coordinator meets with teachers of EL students a minimum of three times annually to ensure access to state standards and the ELD standards for ELs. Collaboration and communication between classroom teacher and EL Coordinator to determine if student is making appropriate progress toward reclassification. This is a subjective metric due to the small number of EL students in the district.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Attendance data: Monitor attendance rate and unexcused absence rate. 1f</p> <p>Attendance data for Students with Disabilities and Hispanic Students</p>	<p>2020-2021 year will not be used as baseline because engagement was tracked instead of attendance due to distance learning.</p> <p>2017-2018 District Attendance Rate 95.09% Chronic absentee rate in 2017-2018= 6.3% Students with Disabilities chronic absentee rate: 13% Hispanic Students chronic absentee rate: 4%</p> <p>2018-2019 District Attendance Rate (as of 3/12/19) 95.75% 2018-2019 Chronic absentee rate (as of 3/12/19) 6.5% Students with Disabilities chronic absentee rate (as of 3/12/19) 9.2% Hispanic student chronic absentee rate (as of 3/12/19): 6.8%</p>	<p>2021-2022 District Attendance Rate 95.93%</p> <p>Chronic absentee rate in 2021-2022= 2.37%</p> <p>Students with Disabilities chronic absentee rate: 6% Hispanic Students chronic absentee rate: 7%</p>	<p>2022-2023 District Attendance Rate: 93.73%</p> <p>Chronic absentee rate 2022-2023:10.7%</p> <p>Students with Disabilities chronic absentee rate: 2%</p>	<p>2023-2024 District Attendance Rate August- Mid April: 95.03%</p> <p>Chronic absentee rate 2023-2024: 8.4%</p> <p>Students with Disabilities chronic absentee rate: 15.2%%</p> <p>Socioeconomic disadvantaged chronic absentee rate: 15.9%</p> <p>Hispanic students chronic absentee rate: 22%</p>	<p>Attendance Rate: 95%</p> <p>Chronic Absenteeism: 5%</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Class schedules for Art, Music, PE, Advanced Math, Math Counts 1b	<p>All students have access to visual and performing arts, PE, and music.</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to after school enrichment and athletic opportunities</p>	<p>All students have access to visual and performing arts, PE, and music.</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to athletic opportunities.</p> <p>Due to staffing and COVID concerns JCS did not offer an after school enrichment program this year.</p>	<p>All students have access to visual and performing arts, PE, and music. Each classroom performed a play this year and there was a school musical!</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to athletic opportunities.</p> <p>All students had access to After School Academic Support class and After School Enrichment classes.</p>	<p>All students have access to visual and performing arts, PE, and music. We are on schedule with classroom play performances and the school musical, Oliver, has started.</p> <p>All K-4 students participate in music classes. 73 students in 5th-8th grade participate in the music program.</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to athletic opportunities.</p>	<p>All students have access to visual and performing arts, PE, and music.</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to after school enrichment and athletic opportunities</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				All students had access to After School Academic Support class and After School Enrichment classes.	
Parent attendance at IEP meetings Parents of student with disabilities attendance at parent teacher conferences. 1b	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.	Resource teacher met at least three times each school year with parents/guardians of students with disabilities requiring specialized academic instruction. Speech pathologists met with parents of students with speech only IEPs once per year at the planned IEP review.	Resource teacher met at least three times each school year with parents/guardians of students with disabilities requiring specialized academic instruction. Speech pathologists met with parents of students with speech only IEPs once per year at the planned IEP review.	Resource teacher is meeting all IEP timelines with annual meetings and attended first trimester conferences with all resource students. Speech pathologists met with parents of students with speech only IEPs once per year at the planned IEP review.	Resource teacher and or speech pathologist meet at least three times each school year with parents/guardians of students with disabilities.
Computer inventory	One computer for every 2 students in TK-1. 1 computer for every student in grade 2-8.	One computer for every 2 students in TK-1. 1 computer for every student in grade 2-8.	One computer for every 2 students in TK-1. 1 computer for every student in grade 2-8.	One computer for every 2 students in TK-1. 1 computer for every student in grade 2-8.	One computer for every 2 students in TK-1. 1 computer for every student in grade 2-8.
Course Access	100% of students have full access to the full continuum of curriculum. In addition, all low income and foster	100% of students have full access to the full continuum of curriculum. In addition, all low income and foster	100% of students have full access to the full continuum of curriculum. In addition, all low income and foster	100% of students have full access to the full continuum of curriculum. In addition, all low income and foster	100% of students have full access to the full continuum of curriculum. In addition, all low income and foster

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.

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.

All actions were implemented as planned.

Participation rates in Science Fair and History Day fluctuated more than 5% because 8th grade students were given the option to complete a History Day OR a Science Fair project and more students choose History Day. Overall participation numbers were stable so a new action is not needed.

The planned actions for attendance were not as effective as the District would have like as the chronic absentee rates are too high.

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.

Goal 1 Action 1: New headphones for CAASPP testing were needed which increased expenditures.

Goal 1 Action 3: Staff decided to save money for upcoming new math curriculum purchase.

Goal1 Action 5: Fewer teachers requested to attend a conference than anticipated. Teachers are encouraged to make a request in the coming fiscal year.

Goal 1 Action 9: Data entry error for cost of dedicated substitute. The expenditure was as expected but was reported incorrectly in the budget table.

Goal 1 Action 11: Instructional aides were appropriately staffed for need. Expenditures were overbudgeted.

Goal 1 Action 12: More Chromebook were needed than projected.

Goal 1 Action 13: The cost of running the program was less than we anticipated in its inception.

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

Action 1-- Overall student performance in Math on CAASPP was lower than the set goal, but performance has increased each year since returning to in-person instruction and the 66.67% of students met standard compared with the state average of 34.62% Scores in language arts decreased substantially for students with disabilities.

Action 4--Student participation in extracurricular activities was a real highlight again this year. Participation rates in after school and during school extracurricular activities are nearing pre-pandemic rates and provide a well rounded and enriching academic experience.

Action 6--Although the school's overall attendance rate is nearly at the set goal, the chronic absenteeism rates are above what was expected and is impacting student achievement.

Action 10--Academic support and enrichment classes after school had high participation rates and provided students with academic support to increase achievement.

Action 11--This year every classroom had a classroom aide. This action was very effective in providing students with academic support and increasing achievement. CAASPP test performance shows that JCS students are performing at close to pre-pandemic expectations.

Action 13--The summer program to support low performing students was a great change. This support helps prepare academically low performing student to start the year.

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

Action 1-- Student's with disabilities performance in ELA needs to be closely monitored.

Action 1--FTE of PE teacher will be increased in hopes to maintain teacher in the position for a longer period of time. There has been a lot of turnover in this position.

Action 6--A more robust system of attendance monitoring and more frequent use of the School Attendance Review Board is need to decrease chronic absenteeism.

Action 9--Current school counselor, who is employed for 16 hours per week, has retired. This position will be restructured as a one year trial in order to have more time to find a qualified counselor. A non-credentialed Student Support Provider will be hired for 29 hours per week to provide small group social emotional interventions, provide classroom social emotional lessons, and meet individually with students who need social emotional support related to school. For those students who require a certificated counselor, the District will contract with a virtual therapist.

The District received the Community Schools Planning grant in the 2022-2023 and 2023-2024 school years. The funds from this grant were used to create a new position called Instructional Support Specialist. Although the District does not qualify for continued funding through the Community School Grant moving forward, the benefit of the position was clearly demonstrated in the last two years. The administration has conferred with the JCTA and the CSEA and will create a permanent Instructional Support Specialist Position which will be funded using LCFF money.

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	JCS will be a safe, healthy, and inclusive environment for learning

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent (via site council), student, and staff survey data *CHKS given biannually and local indicator survey given on off years. 2a2c, 2e	<p>2018-2019 Data used for baseline. Survey data from school years impacted by COVID did not contain school safety questions.</p> <p>96.5% of 177 parents surveyed report that their child feels safe at school ALWAYS or MOST OF THE TIME.</p> <p>90% of parents reported that their child ALWAYS or MOST OF THE TIME feels safe on the playground. (Playground specific safety question)</p> <p>2020-2021 Parent survey 97% of parent agree or strongly agree that</p>	<p>235 Parents responded.</p> <p>My child feels safe in their classroom.</p> <p>61.7 % Strongly Agree 37.2% Agree 1.3% Disagree 0.4% Strongly Disagree</p> <p>My child feels safe on the playground.</p> <p>40 % Strongly Agree 40.5%% Agree 8.9% Neutral 5.1% Disagree 0.4% Strongly Disagree</p> <p>The JCS Staff is approachable and responsive.</p> <p>60.4% Strongly Agree 33.6% Agree 4.3% Neutral 1.7% Disagree</p>	<p>235 Parents responded.</p> <p>My child feels safe in their classroom.</p> <p>Strongly agree: 57.2% Agree: 37.2% Neutral: 4.1% Disagree: 1.4%</p> <p>My child feels safe on the playground.</p> <p>Strongly agree: 42.4% Agree: 42.4% Neutral: 9.7% Disagree: 5.6%</p> <p>The JCS Staff is approachable and responsive.</p> <p>Strongly agree:65.5% Agree: 29% Neutral: 6.2% Disagree: 0.7% Strongly Disagree: 0.7%</p>	<p>California Healthy Kids Survey</p> <p>PARENT SURVEY This school is a safe place for my child: Strongly Agree: 41% Agree: 52% Disagree: 5% Strongly disagree: 2% Don't Know: 2%</p> <p>This school is a supportive and inviting place for students to learn.</p> <p>Strongly Agree: 44% Agree: 49% Disagree: 5% Strongly disagree: 0% Don't Know: 1%</p> <p>Parents feel welcome to participate at this school.</p>	<p>95% of parents surveyed will report that their child feels safe at school ALWAYS or MOST OF THE TIME. CHKS or local survey data indicates that 90% of fifth grade students feel safe at school ALL or MOST OF THE TIME.</p> <p>95% of parents surveyed will report that their child ALWAYS or MOST OF THE TIME feels safe on the playground.</p> <p>CHKS or local survey data indicates that 95% of students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE at</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>the JCS staff is approachable and responsive.</p> <p>2020-2021 California Healthy Kids Survey (CHKS) Local survey data indicates that 84% of fifth grade students feel safe at school ALL or MOST OF THE TIME and 84% of fifth graders expressed that there is an adult on campus who cares about them.</p> <p>CHKS data indicates that 100% of seventh grade students feel between NEITHER SAFE NOR UNSAFE and VERY SAFE school and 68% seventh graders expressed that there is an adult on campus who cares about them.</p> <p>100% of JCS staff either AGREE or STRONGLY AGREE</p>	<p>0% Strongly Disagree</p> <p>The California Healthy Kids Survey was not given this school year. Instead, each classroom teacher hosted a focus group with their student or surveyed them using the following questions.</p> <p>1. Things that help JCS students feel safe and included are.... 2. Things that help JCS student to do their best academic work are..... 3. What are things that could be improved or changed at JCS to make students feel safe and included? 4. What are things that could be improved or changed at JCS to support students in academic learning?</p> <p>Students expressed that kind and supportive friends and</p>	<p>each classroom teacher hosted a focus group with their student or surveyed them using the following questions.</p> <p>1. Things that help JCS students feel safe and included are.... 2. Things that help JCS student to do their best academic work are..... 3. What are things that could be improved or changed at JCS to make students feel safe and included? 4. What are things that could be improved or changed at JCS to support students in academic learning?</p> <p>Staff did a qualitative analysis of the student responses and the information gathered was very valuable to both the classroom teachers as individual and to our staff as a</p>	<p>Strongly Agree: 49% Agree: 46% Disagree: 4% Strongly disagree: 0% Don't Know: 0%</p> <p>5TH GRADE STUDENT SURVEY Do you feel safe at school? No, never: 5% Yes, some of the time: 13% Yes, most of the time: 49% Yes, all of the time: 33%</p> <p>Do the teachers and other grown-ups at school care about you? No, never: 3% Yes, some of the time: 26% Yes, most of the time: 26% Yes, all of the time: 46%</p> <p>7TH GRADE STUDENT SURVEY There is a teacher or some other adult from my school who always</p>	<p>school and 90% of students express that there is an adult who cares about them at school.</p> <p>100% of JCS staff will either AGREE or STRONGLY AGREE that they feel safe at work. 100% of JCS staff will report between NEITHER AGREE NOR DISAGREE that they feel cared for by their coworkers and the administration. 100% of JCS staff will express that they STRONGLY AGREE or AGREE to the statement, "I enjoy my job.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>that they feel safe at work.</p> <p>100% of JCS staff feel between NEITHER AGREE NOR DISAGREE that they feel cared for by their coworkers and the administration.</p> <p>99% expressed that they STRONGLY AGREE or AGREE to the statement, "I enjoy my job."</p>	<p>staff at school are what help them feel most safe and included.</p> <p>At all grade levels students expressed that would like to see clearer playground rules that are enforced by the adults. Primary aged students expressed that they would like for there to be more organized games on playground. Many students also expressed frustration that the consequences for misbehavior should be more visible because they feel like nothing happens when someone breaks the rules.</p> <p>94% of JCS staff either AGREE or STRONGLY AGREE that they feel safe at work.</p> <p>94% of JCS staff either AGREE or STRONGLY AGREE that free and open</p>	<p>whole school. The students shared many things that they have enjoyed about this school year including caring teachers, fun trips outside of school, the after school enrichment options, and having support with peer relationships from our counselor and social emotional learning assistant. They also expressed that the new camera and intercom systems make them feel safe at school.</p> <p>Areas that students expressed could be improved were providing more access to our Nature Area, keeping the bathrooms cleaner, and having clear rules for games posted on the playground.</p> <p>This survey also allowed for teachers to meet with individual students who had not mentioned concerns</p>	<p>wants me to do my best.</p> <p>No, never: 4%</p> <p>Yes, some of the time: 9%</p> <p>Yes, most of the time: 28%</p> <p>Yes, all of the time: 60%</p> <p>The School Climate indicator reflected that in 2020 80% of students perceived</p> <p>STAFF SURVEY</p> <p>This school is a supportive and inviting place for staff to work.</p> <p>Strongly Agree: 61%</p> <p>Agree: 37%</p> <p>Disagree: 2%</p> <p>Strongly Disagree: 0%</p> <p>Adults who work at this school support and treat each other with respect.</p> <p>Strongly Agree: 46%</p> <p>Agree: 52%</p> <p>Disagree: 2%</p> <p>Strongly Disagree: 0%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>communication occurs frequently between coworkers and the administration. and the administration. 89% expressed that they STRONGLY AGREE or AGREE to the statement, "I enjoy my job."</p>	<p>prior to them initiating these conversations. Four student study team meetings were held following these discussion so that the school team, the student, and the parents could work together to improve individual concerns.</p> <p>84% of JCS staff either AGREE or STRONGLY AGREE that they feel safe at work.</p> <p>95% of JCS staff either AGREE or STRONGLY AGREE that free and open communication occurs frequently between coworkers and the administration. and the administration. 87% expressed that they STRONGLY AGREE or AGREE to the statement, "I enjoy my job."</p>	<p>This school has sufficient resources to create a safe campus. Strongly Agree: 35% Agree: 57% Disagree: 9% Strongly disagree: 0%</p>	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Staff incident reports. 2a2c, 2e	2019-2020 An average of 38 incidents were reported monthly.	An average of 26 incidents were reported monthly.	An average of 48 incidents were reported monthly.	An average of 45 incidents were reported monthly.	An average of 30 incidents reported monthly.
Suspension/expulsion data Middle school drop out rate 2a, 2c, 2e	2018-2019 Expulsion Rate= 0 Suspension rate=0.2% Middle school dropout rate=0	Expulsion Rate=0 Suspension Rate=0.6% Middle school dropout rate=0	Expulsion Rate=0 Suspension Rate=0.6% (local data 22-23) Middle school dropout rate=0	Expulsion Rate=0 Suspension Rate=2 students were suspended so far this school year. Middle school dropout rate=0	Maintain low rates of suspensions and expulsion rates less than 0.5% Middle school drop-out rate=0
Financial records from fundraisers. Meeting agendas and attendance records for School Site Council, Foundation, PTO, and Equity Committee 2i	2018-2019 Data is baseline Annual Panther Pentathlon=\$70,000 Annual Auction: \$27,000	Panther Pentathlon--\$80,901 Auction-- Approximately \$9,000	Panther Pentathlon--\$83,612.33 Auction-- Approximately \$29,000	Panther Pentathlon--\$79,968.30 Auction-- TBD	JCEFF meets target goal of \$55,000 from Panther Pentathlon and \$30,000 from Auction. Administration and/or school staff members attend 100% of parent group meetings.
School Site Council and School Board minutes reflect review and approval of updated wellness policy, safety plan, and disaster plan 2b, 2e, 2f	Wellness policies, safety plan, and disaster plan is reviewed annually by staff, School Site Council, and School Board to ensure policies are up to date. Recommended	Wellness policies, safety plan, and disaster plan is reviewed annually by staff, School Site Council, and School Board to ensure policies are up to date.	Wellness policies, safety plan, and disaster plan is reviewed annually by staff, Parent Advisory Committee, and School Board to ensure policies are up to date.	Wellness policies, safety plan, and disaster plan is reviewed annually by staff, Parent Advisory Committee, and School Board to ensure policies are up to date.	Wellness policies, safety plan, and disaster plan is reviewed annually by staff, School Site Council (now Parent Advisory Committee) and School Board to ensure policies are up

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	changes are discussed, adopted if appropriate, and implemented.				to date. Recommended changes are discussed, adopted if appropriate, and implemented.
Facilities repair prioritization list.	<p>JCS passed a 2.7 million dollar facilities bond in November 2016. Plan for implementation of bond funds is followed.</p> <p>The district does not currently have a prioritized list for ongoing maintenance.</p>	<p>JCS passed a 2.7 million dollar facilities bond in November 2016. Plan for implementation of bond funds is followed.</p> <p>The district does not currently have a prioritized list for ongoing maintenance.</p>	<p>JCS passed a 2.7 million dollar facilities bond in November 2016. Plan for implementation of bond funds is followed.</p> <p>The district does not currently have a prioritized list for ongoing maintenance.</p>	<p>A new Lead Maintenance employee was hired and has developed a prioritized list for ongoing maintenance.</p> <p>State Allocation Board approved approximately \$11 million in state bond funding for facilities in January 2024. Superintendent, CBO, Tech Coordinator, and Maintenance Director are beginning to meet with the architect and the school facilities consultant to prioritize use of new and modernization funds as related to DSA approved plans.</p>	Facilities Improvement Committee implements bond fund expenditure plan and prioritized ongoing maintenance plan.
Financial records for cafeteria and participation numbers. 2g	All students have access to high quality and nutritious food	All students have access to high quality and nutritious food	All students have access to high quality and nutritious food	All students have access to high quality and nutritious food from JCS cafeteria	All students have access to high quality and nutritious food

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	from JCS cafeteria program.	from JCS cafeteria program.	from JCS cafeteria program.	program. Daily participation in the lunch program averages 175 students.	from JCS cafeteria program.
JPA Risk Management Report, Inspection conducted by JPA 2d	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.	Risk Management Report found only minor safety issues.	Risk Management Report find only minor safety issues.
Parent attendance at Back to School Night and Parent/Teacher Conferences. 2h	<p>94.8% of students were represented at Back to School Night.</p> <p>98.4% of students were represented at Fall Conferences.</p> <p>97.2% of students were represented at Spring Conferences.</p> <p>100% of students were represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>100% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent participation.</p>	<p>78% of students were represented at Back to School Night.</p> <p>92.4% of students were represented at Fall Conferences.</p> <p>93.4% of students were represented at Spring Conferences.</p> <p>*A teacher had a medical emergency and went on leave the week of Spring Conferences.</p> <p>Conferences were only help with students requiring additional support in the class.</p> <p>100% of students were represented at Individual Education Plan meeting, 504</p>	<p>82% of students were represented at Back to School Night.</p> <p>84% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent engagement</p> <p>98% of students were represented at Fall Conferences.</p> <p>97% of students were represented at Spring Conferences</p> <p>100% of students were represented at Individual Education</p>	<p>71% of students were represented at Back to School Night.</p> <p>83% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent engagement</p> <p>97% of students were represented at Fall Conferences.</p> <p>96% of students were represented at Spring Conferences</p> <p>100% of students were represented at Individual Education</p>	<p>100% of students are represented at Back to School Night or have a different arrangement with the teacher to receive needed information and create a personal connection between home and school at the start of the year.</p> <p>100% of JCS teachers will engage in using a research based curriculum evaluation tool to determine where curriculum and classroom practices at each grade and subject matter need to be updated, adapted or adopted to be more culturally responsive.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>review meetings, and Study Team Meetings.</p> <p>81% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent</p>	<p>Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>64% of students were represented at Open House.</p>	<p>Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>78% of students were represented at Open House.</p>	<p>100% of students are represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>100% of unduplicated students are represented by a parent at Back to School Night or attend a separate individual conference with the classroom teacher or the school principal in order to promote parent participation.</p>
<p>Coffee with the Principal Dates on School Calendar and Website</p> <p>Weekly notes from teachers to families</p> <p>Updated teacher websites</p> <p>Panther Press Newsletters</p> <p>Eblast records</p> <p>2j</p>	<p>Principal hosts Coffee with the Principal once monthly.</p> <p>Teachers in TK-6 send weekly Tuesday note to families.</p> <p>Seventh and eighth grade teachers maintain up to date classroom websites.</p> <p>Principal sends monthly Panther Press Newsletter.</p>	<p>Principal did not host Coffee with the Principal this year.</p> <p>Teachers in TK-6 sent weekly Tuesday note to families.</p> <p>Seventh and eighth grade teachers maintained up to date classroom websites.</p> <p>Principal sent monthly Panther Press Newsletter.</p>	<p>Principal did not host Coffee with the Principal this year.</p> <p>Teachers in TK-6 sent weekly Tuesday note to families.</p> <p>Seventh and eighth grade teachers maintained up to date classroom websites.</p> <p>Principal sent monthly Panther Press Newsletter.</p>	<p>Principal did not host Coffee with the Principal this year.</p> <p>Teachers in TK-6 sent weekly Tuesday note to families.</p> <p>Teachers in 7-8 sent bi-weekly notes to families via email.</p> <p>6-8 grade teachers maintained up to date classroom websites.</p>	<p>Principal hosts Coffee with the Principal once monthly.</p> <p>Teachers in TK-6 send weekly Tuesday note to families.</p> <p>Seventh and eighth grade teachers maintain up to date classroom websites.</p> <p>Principal sends monthly Panther Press Newsletter.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Principal and tech coordinator keep JCS website and digital calendars up to date Eblasts are used to keep parents informed of information arising between newsletters.	Principal and tech coordinator keep JCS website and digital calendars up to date Eblasts are used to keep parents informed of information arising between newsletters.	Principal and tech coordinator keep JCS website and digital calendars up to date Eblasts are used to keep parents informed of information arising between newsletters.	Principal sent monthly Panther Press Newsletter. Principal and tech coordinator keep JCS website and digital calendars up to date Eblasts are used to keep parents informed of information arising between newsletters.	Principal and tech coordinator keep JCS website and digital calendars up to date Eblasts are used to keep parents informed of information arising between newsletters.
Number of parents attending decision making meeting and survey response rates. 2j	13 parents attended Focus Group Meeting. Representing 5% of students. 41% of students were represented by a parent survey response.	34 parents attended Focus Group Meeting. Representing 7% of students. 52% of students were represented by a parent survey response.	5 parents attended Focus Group Meeting. Representing 1% of students. 62% of students were represented by a parent survey response.	16 parents attended Focus Group Meeting. Representing 5% of students. 32% of parents were represented by a parents survey response.	Focus Groups/Listening Sessions are offered annually and 10% of students are represented. 90% of students are represented in parent survey response rate.
School facilities are maintained and in good repair ad measured by the Facilities Inspection Tool (FIT)	Results indicate that the school receives a rating of good on FIT report.	Results indicate that the school receives a rating of good on FIT report.	Results indicate that the school receives a rating of good on FIT report.	Results indicate that the school receives a rating of good on FIT report.	Results indicate that the school receives a rating of good on FIT report.

Goal Analysis

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

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

Action 8-- A Parent Night for for parents of students with IEP plans was not offered.
Action 10-Administration did not host Coffee with the Principal

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.

Goal 2 Action 1: CHKS was free
Goal 2 Action 3: Classroom aides were used to supervise recess so less money was spent on staff in the specific position.
Goal 2 Action 5: A new lead maintenance position was created and pay is higher. Cost of cleaning supplies increased and we spent far more than budgeted.
Goal 2 Action 12: Increase cost for transportation contract and expanded bus route for students in need of home to school transportation. The After School Programs were also expanded in order to meet student needs.

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

Action 1--In grades 1-3 teachers use the Zones of Regulation Curriculum. Teachers report that the students responded very well to the curriculum and that having common language through the grade span was helpful. MTSS leadership team met monthly to address schoolwide tier one and tier two behavior concerns on the playground and in the classroom. The NO BULLY Solution Team Meetings were effective in supporting students who brought bullying concerns to school staff and PBIS intervention practices were implemented. Student enjoyed spirit days, field day, and three upper grade dances.
Action 2--Parent survey data indicated that most students feel safe on the playground and in their classroom. The Parent Advisory Committee reviewed safety plans and wellness policies. safety plans were reviewed at staff inservice days.
Action 3--Using classroom aides to provide playground supervision was positive. Classroom aides were able to communicate more immediately with teachers when problems arose on the playground. While there were more playground incidents reported, the administration and staff believe that this is due to increased communication between support staff and teachers in addressing behavior concerns that arise at recesses and at after school care.
Action 4--Ongoing maintenance plan was developed.
Action 8--All students with IEP plans and 504 plans had at least one meeting with school staff.
Action 9--JCCEF and PTO hosted very successful events with high levels of engagement. JCCEF raised over \$145,000.

Action 10--Digital communication from the school is excellent. The new communication system, Parent Square, offers texting as a way to increase communication with those families who do not use email. Coffee with the Principal is a valuable way for the administrator to hear the perspectives of the JCS families and was lacking this again year. A new phone VOIP phone system and a new School Information System were implemented in the 2023-2024 school year to improve communication and accurate data keeping.

Action 11--The MTSS team has added equity work to the issues addressed.

Action 12--JCS was able to provide after care for all families who were in need. After School Enrichment

Parent and staff response rates on the California Healthy Kids survey were lower than response rates for the surveys created by the Parent Advisory Committee and administered the previous years. The data captured from CHKS for parents and staff was not as informative as locally made surveys.

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.

The actions in Goal 2 have proven effective in meeting the goal of creating a safe and inclusive environment for learning. In the coming year, and on the years when California Healthy Kids Survey is administered, locally created surveys will be administered to parent and staff.

The approval of \$11 Million dollars in state money to be used for facilities improvements will be a major focus in the coming school years. Currently the school's architect is value engineering the DSA approved plans that were created seven years ago in hopes to create a plan for building that will be covered by the grant money. The district must request the release of the grants no later than January of 2025 which requires that at least 50% of each state application (new construction and modernization) be under contract. In dollars, at least \$1.299 million must be under contract for the modernization and \$2.376 million for the new construction.

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

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
Jacoby Creek School	Melanie Nannizzi Superintendent/Principal	mnannizzi@jcsk8.org (707) 822-4896

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.

Jacoby Creek School District serves students from transitional kindergarten through eighth grade. There is one Transitional Kindergarten class and two classes at each of the other grade levels. We are a one- school district in rural Humboldt County. Our school enjoys a strong reputation for academic excellence. Approximately 50% of our students attend from outside our school district and families report that they want their children to attend Jacoby Creek School for its strong academic program and TK--8 model. School enrollment typically averages 460 students. Jacoby Creek School was selected as a California Distinguished School in 2023.

Jacoby Creek School has an outstanding staff consisting of nineteen general education teachers, one special education teacher, one superintendent/principal, one instructional support specialist, one technology coordinator, and five special program teachers including: reading support, vocal music, instrumental music, Spanish, a part-time intervention teacher, and a part-time PE teacher. The school employs approximately 85 people.

The mission of Jacoby Creek School District, in partnership with the parents and the community, is to provide a safe and inclusive school climate and a high quality program of academic instruction. The district also strives to develop the qualities of good character, self-discipline, and responsible citizenship in our students. One very important component of our educational success is the extremely high parent and community participation in all aspects of the school program. Parents and community members chaperone field trips, provide individual and small group instruction daily, fill the school to overflowing during special events, and enrich the curriculum by bringing their careers and talents into the classrooms.

Jacoby Creek School is supported and guided by a Parent Teacher Organization (PTO), Parent Advisory Committee (PAC), School Children’s Educational Foundation (JCCEF), an Athletics Committee, a Multi Tiered Systems of Support (MTSS) Leadership Team, a Facilities Improvement Committee, and a Board of Trustees.

Jacoby Creek School offers after school care for all students as well as a wide variety of After School Enrichment and Academic Support Classes.

Student Group Percent of Total Enrollment

Socioeconomically Disadvantaged: 30%

English Learners: 1%

Foster Youth: Less than 1%

Student Group Percentage of Total Enrollment

African American: 0.5%

American Indian: 1%

Asian: 2%

Hispanic or Latino: 11%

White: 75%

Two or More Races: 9.5%

Reflections: Annual Performance

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

2023 Dashboard

The California School Dashboard shows that overall, Jacoby Creek School District students performed 54.1 points above average in English Language Arts (BLUE) and 23.9 points above standard in Mathematics (GREEN).

In English Language Arts, no student groups were in the RED or ORANGE performance level. Students with Disabilities were in the YELLOW performance level. Hispanic and Socioeconomically Disadvantaged students were in the GREEN performance level. White students were in the BLUE performance level.

In Mathematics, no student groups were in the RED or ORANGE performance level. Students with Disabilities, Socioeconomically Disadvantaged and Students with Disabilities were in the YELLOW performance level. White students were in the GREEN performance level. No student groups were in the BLUE performance level.

At the state level, 46.6% of students met or exceeded standard in ELA and 34.62% of students met or exceeded standard in Mathematics. At the district level, 74.91% of students met or exceeded standard in ELA and 66.67% of students met or exceeded standard in Mathematics. Jacoby Creek School student performance on CAASPP has increased each year since the pandemic and the student scores have returned to pre-pandemic levels.

1.7% of students were suspended at least one day. White students placed in the ORANGE performance level, Students with Disabilities

placed in the YELLOW performance level, Hispanic and Socioeconomically Disadvantaged students placed in GREEN performance level and Two or More Races placed in the BLUE performance level. While it is important to decrease the number of suspensions and use other means of correction for behavior, Jacoby Creek School is well below the state's 3.5% suspension rate.

Lowest Performance Level

- Chronic Absenteeism:

11.4% of students at Jacoby Creek School were chronically absent. Overall Jacoby Creek School District was in the RED performance level which indicates that chronic absenteeism is an area of concern for the district. 24.1% of socioeconomically disadvantaged students were chronically absent. 20% of Two or More Races students were chronically absent. - Goal 1 Action 11

Reflections: Technical Assistance

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

Not applicable.

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.

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Parents and Guardians	California Healthy Kids Parent Survey, Focus Group Meeting, Monthly Board Meetings, Monthly Parent Advisory Committee Meetings
Certificated Staff: Jacoby Creek Teachers Association (JCTA)	California Healthy Kids Staff Survey, Monthly Staff Meetings, Monthly Board Meetings, Monthly MTSS Meetings
Classified Staff: California Schools Employee Association (CSEA)	California Healthy Kids Staff Survey, Monthly Staff Meetings, Monthly Board Meetings, Monthly MTSS Meetings
Administrator	California Healthy Kids Staff Survey, Monthly Staff Meetings, Monthly Board Meetings
Students	California Healthy Kids Survey, Drop in meetings with Superintendent/Principal
School Board	Monthly School Board Meetings
SELPA	Consultation with SELPA director on May 29, 2024

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

Parents and Guardians, Staff, and Administration feedback demonstrated interest in a focus on school safety. A new fence was installed to create a physical barrier surrounding the north side of the campus. It is a goal to fence in the entire front of the campus and increase signage to ensure that all visitors check in at the office.

The Parent Advisory Committee reviewed the parent/guardian and staff survey results and hosted a focus group meeting on Student Physical, Mental and Emotional Safety. This allowed the Superintendent/Principal to explain how students access mental health resources at school and in the community. Administration and teaching staff will provide parents and students with clear guidelines on how access resources at school that address mental health concerns and bullying. Parent/Guardians and staff members also agreed that there have

been rising numbers of reports of sexually harassing behaviors in younger grade levels. Third and fourth grade students need direct instruction regarding appropriate language and important laws protecting safety at school and work.

The District received the Community Schools Planning grant in the 2022-2023 and 2023-2024 school years. The funds from this grant were used to create a new position called Instructional Support Specialist. Although the District does not qualify for continued funding through the Community School Grant moving forward, the benefit of the position was clearly demonstrated in the last two years. The administration has conferred with the JCTA, CSEA, and the School Board and will create a permanent Instructional Support Specialist Position which will be funded using LCFF money.

Parent, staff, and student feedback demonstrated the need to retain quality a quality physical education instructor. This position has been very challenging to fill and there has been a lot of turnover. This school year the teacher resigned mid year and long term substitutes were used to complete the school year. It was decided to increase the FTE of the position from a 0.63 to a 0.8 in order to make the position more appealing. In addition, the PE teacher will be able to support the primary and middle grade students at lunch recess with organized games which will increase safety and connectedness on the playground.

Student survey data demonstrated that students in 5th and 7th grade are reporting higher levels of sadness. The MTSS Leadership team reviewed this data and determined that school wide teaching on the pillars of what help people experience happiness is needed in the coming school year.

Current school counselor, who is employed for 16 hours per week, has retired. The administration, CSEA, and JCTA and the school board has agreed that this position will be restructured as a one year trial in order to have more time to find a qualified counselor. A non-credentialed Student Support Provider will be hired for 29 hours per week to provide small group social emotional interventions, provide classroom social emotional lessons, and meet individually with students who need social emotional support related to school. For those students who require a certificated counselor, the District will contract with a virtual therapist in order to ensure that students have access to a qualified counselor who is fully credentialed and employs research based techniques.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Student Academic Achievement	Broad Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p> <p>Priority 9: Expelled Pupils – COEs Only (Conditions of Learning)</p> <p>Priority 10: Foster Youth – COEs Only (Conditions of Learning)</p>

An explanation of why the LEA has developed this goal.

Jacoby Creek School District has developed a goal to increase student achievement so that our LCAP ensures a focus on student learning and academic growth. While the students experience many academic success it is essential that as a staff we continue to work to improve teaching and learning. The actions that fall under this goal provide our school with a road map to ensure that the academic needs of students are being met and that appropriate interventions are available to those students who require additional support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers and Instructional Materials	<p>100%of teachers are fully credentialed, all students have access to standards-aligned instructional materials.</p> <p>1 teacher misassignment. PE teacher on an</p>			100%of teachers are fully credentialed, all students have access to standards-aligned instructional materials.	

		emergency credential . A new credentialed teacher was hired in spring for the 2024-2025 school year.				
1.2	Implementation of State Standards	<p>Academic content standards, including English learners, are fully implemented.</p> <p>100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.</p>			<p>Academic content standards, including English learners, are fully implemented.</p> <p>100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.</p>	

1.3	ELA CAASPP Scores	<p>All: 74.91% Met or Exceeded Standard Blue Dashboard 54.1 points above standard</p> <p>SED 59.04% Met or Exceeded Standard Green Dashboard 16 points above standard</p> <p>EL: 75.35 % Met or Exceeded Standard</p> <p>Students with Disabilities: 45.28% Met or Exceeded Standard Yellow Dashboard 0.2 points below standard</p>			<p>All: 75% Met or Exceeded Standard Blue Dashboard</p> <p>SED 65% Met or Exceeded Standard Green Dashboard</p> <p>EL: 75% Met or Exceeded Standard</p> <p>Students with Disabilities: 50% Met or Exceeded Standard Green Dashboard</p>	
1.4	Math CAASPP Scores	<p>All: 66.67% Met or Exceeded Standard Green Dashboard 23.9 points above standard</p> <p>SED: 56.63% Met or Exceeded Standard Yellow Dashboard 1.8 points below standard</p> <p>EL: 67.01% Met or Exceeded Standard</p> <p>Students with Disabilities: 45.29% Met or Exceeded Standard Yellow Dashboard 23.9 points below standard</p>			<p>All: 70% Met or Exceeded Standard Blue Dashboard</p> <p>SED 65% Met or Exceeded Standard Green Dashboard</p> <p>EL: 7% Met or Exceeded Standard</p> <p>Students with Disabilities: 55% Met or Exceeded Standard Green Dashboard</p>	

1.5	English Learner Progress	<p>The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size.</p> <p>The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.</p>			<p>The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size.</p> <p>The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.</p>	
1.6	English Learner Reclassification Rate	<p>The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size.</p> <p>The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.</p>			<p>The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size.</p> <p>The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.</p>	

1.7	Attendance Rate	All: 94.69% SED: 93.40% EL: 92.5% Students with Disabilities: 93.81%			All: 96%% SED: 95% EL: 95% Students with Disabilities:95%	
1.8	Chronic Absenteeism	All: 10.1 % SED: 19.0% EL: 50% Students with Disabilities: 16.5%			All: 8 % SED: 10% EL: 10% Students with Disabilities: 10%	
1.9	Middle School Drop Out Rate	0%			Maintain a 0% drop out rate	
1.10	Pupil Access to a Broad Course of Study	All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Each classroom does one class play per year with a night performance for families to watch. 6-8th grade students are invited to participate in the school musical All K-4 students participate in music classes. 73 students in 5th-8th grade participate in the music program.			All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Each classroom does one class play per year with a night performance for families to watch. 6-8th grade students are invited to participate in the school musical.	

		<p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to athletic opportunities. Approximately 200 students participated in athletics this school year!!</p> <p>All students had access to After School Academic Support class and After School Enrichment classes. Approximately 170 students participated in after school classes.</p>			<p>All K-4 students participate in music classes. 5th-8th grade music program maintains a 30-40% participation rate.</p> <p>7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options.</p> <p>All students have access to athletic opportunities. Participation rates remain high.</p> <p>All students had access to After School Academic Support class and After School</p>	
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					Enrichment classes. Participation rates remain high.	
1.11	Transportation Access	Contracts with Northern Humboldt High School Districts provides two busses bringing students to school each day and two busses bring students home each day.			Home to school transportation is provided for those students who need it in order to access school.	
1.12	Personnel Records for Classroom Aides	<p>TK class has a full day classroom aide Kindergarten and first grade classes have 15 hours of aide time per week. 2-8th grade classes have 7 hours of aide time per week. An additional 10 hours of aide time per week is added if the K-3 class size goes above 24 and if the 4-8 grade class goes above 26,</p> <p>Currently COVID relief funding is being used for instructional aides and it is anticipated that in the 2024-2026 school year instructional aide time will need to be reduced.</p>			<p>TK class has a full day instructional aide and staff to student ration is 1:10 or less.</p> <p>Kindergarten and first grade have 15 hours of aide time per week.</p> <p>Aide time is provided when class sizes go above</p>	

1.14	Participation numbers in Science Fair, History Day, Math Counts, Oral Language Fair, and Athletics	<p>History Day: Projects; 91 County; 6 state</p> <p>County Science Fair: Projects; 109 County; 7 State:</p> <p>Mathcounts: 15 participants--Four person team advanced to state competition</p> <p>Service Learning: 4 Classroom Projects</p> <p>Oral Language Fair: 29 participants</p> <p>Athletics: participants 162 from Volleyball, Basketball, and Cross Country, Track, and Golf</p>			Maintain or grow participation rates. If participation rates drop 10% or more in a year the action will be reviewed to address the drop.	
1.15	Participation number in After School Daycare Program, After School Academic Support Classes, and After School Enrichment Classes	<p>Academic Support Classes:</p> <p>Session 1: 105 Students Participated</p> <p>Session 2: 102 Students Participated</p> <p>Session 3: 112 Students Participated</p> <p>After School Enrichment Classes:</p> <p>Session 1: 193 Students Participated</p> <p>Session 2: 136 Students Participated</p>			Maintain or grow participation rates. If participation rates drop 10% or more in a year the action will be reviewed to address the drop. .	

		Session 3: 116 Students Participated				
1.16	Professional Development Participation Numbers	85% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team. One new to service participated in year on of induction with an appropriately credentialed mentor.			100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team.	
1.17	CA Science Test Scores	All: 62.4% met or exceeded SED: 47.82% met or exceeded EL: 62.64% met or exceeded Students with Disabilities: 16.67%			All: 62.4% met or exceeded SED: 47.82% met or exceeded EL: 62.64% met or exceeded Students with Disabilities: 16.67%	
1.18	Parent Survey Data	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups			90% or more of parents surveyed either agree or strongly agree that the school promotes academic success,	

		<p>Parent Survey: The school promotes academic success for all students. Strongly Agree: 47% Agree: 46% Disagree: 4% Strongly Disagree: 1% Don't know: 1%</p> <p>Provides high quality instruction to my child. Strongly Agree: 44% Agree: 51% Disagree: 4% Strongly Disagree: 0% Don't know: 1%</p> <p>The teachers go out of their way to help students. Strongly Agree: 49% Agree: 44% Disagree: 6% Strongly Disagree: 0% Don't know: 1%</p>			provides high quality instruction, and that the teachers go out of their way to help students.	
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	<p>Action 1.1</p> <p>Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA , math, science, and social studies at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities.</p>	\$2,799,900.85	No
1.2	Instructional Support	<p>Action 1.2</p> <p>CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets.</p> <p>Instructional aides for TK and Instructional aides for classroom support will be provided at select grade levels as annual budget allows.</p>	\$423,786.50	No

		<p>Recess Supervisors are provided to monitor students at break times and before school. Staffing and methods will be reviewed annually to ensure that best practices are implemented. Supervisors will have paid time designated for communication with classroom teachers.</p> <p>After School Academic Support classes are offered for grades 1-8. Unlimited academic support classes will be provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch using ELOP funds.</p>		
1.3	Students with Disabilities	<p>Action 1.3</p> <p>Students with Disabilities have an appropriately credentialed case manager for speech and specialized academic instruction.</p> <p>One on one aides are provided for students when the IEP team determines this support is needed for student academic and/or behavioral success. A classroom certificated teacher and an instructional aide will be provided to support the resource teacher with instruction.</p> <p>A Student Support Teacher will support students who have one on one aides and outside community services in order to ensure fidelity to behavior and academic plans.</p> <p>The District will contract with the SELPA for behaviorist services.</p> <p>The District will contract with other local districts to access intern psychologist services when available.</p> <p>Behavior intervention tools and food items will be purchased to support students with disabilities.</p> <p>Administrator and special education teachers will collaborate at the beginning of each month to ensure that IEPs will be held in a timely manner to ensure parent/guardian participation as well as support student growth.</p>	\$867,396.07	No
1.4	Enrichment	<p>Action 1.4</p> <p>All students will have access to after school enrichment classes. Two after school enrichment classes per session will be provided at free/reduced rates for socioeconomically disadvantaged students using ELOP funds.</p> <p>All students will attend at least one off campus field trip each year.</p>	\$438,056.35	No

Students will have weekly access to the library. Tk-6th grade students receive library and technology instruction from school librarian.

Students in K-3 have music for thirty minutes twice weekly with a credentialed music teachers. All fourth graders are taught the recorder by the music teacher. Students in 5-8 can choose to participate in instrumental music and/or choir.

Each K-8 classroom will have a class play supported by the drama teacher. 6th-8th grade students are invited to participate in the annual school musical.

7th-8th grade students have a path to enter high school in Integrated 2 Math that is clearly communicated with families. 7th and 8th grade students are invited to participate on the MathCOUNTS team.

7th-8th Grade students have one activity class per trimester. Examples include STEM, Art, and Drama.

Students in 5th-8th grade are supported by classroom teachers in creating a History Day or Science Fair project.

Students in K-8 are invited to participate in athletics.

- -Fall Sports:
Cross Country (K-8)
Volleyball (Girls 7-8)

- -Winter Sports
Basketball (Boys and Girls 6-8)

- -Spring Sports
Golf (Boys and Girls 5-8)
Track (Boys and Girls 5-8)

School Garden is available for teachers to access to enrich education and to student who sign up for Garden Club.

Biannual Exploration Day event for all students.

		<p>Students in grades 4-8 are rewarded for good behavior with Preferred Activity Time (PAT) days.</p> <p>7-8 grade students may choose to take 0 period Spanish class in order to be eligible for Spanish 2 as a freshman at high school.</p> <p>Jacoby Creek will participate in the county spelling bee.</p> <p>An annual Oral Language Fair will be organized so that students in all grades can choose to participate in a public speaking poetry activity.</p>		
1.5	Instructional Materials	<p>Action 1.5</p> <p>Instructional materials aligned with CCSS are used in all classes for Math and English Language Arts.</p>	\$182,877.00	No
1.6	Professional Development	<p>Action 1.6</p> <p>Professional development/release time related to successful Implementation of CCSS, instructional technology, NGSS, CAASPP, Behavior, and Equity.</p> <p>Teacher induction program (BTSA) for new- to- service teachers if applicable.</p> <p>All certificated and classified staff will have annual training on Positive Behavior Intervention Strategies.</p>	\$33,488.15	No
1.7	EL Support	<p>Action 1.7</p> <p>Support provided to teachers of ELs by EL Coordinator- Consult with classroom teachers to ensure access to the SS and ELD standards for ELs</p>	\$32,252.83	Yes

		<p>ELPAC scores and other classroom assessments are reviewed to assess placement and growth of ELs.</p> <p>If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.</p>		
1.8	Afterschool Child Care	<p>Action 1.8</p> <p>After school child care will be provided for all students until 5:30 each night and for a minimum of six week each summer. This services provided at a free/reduced rate for socioeconomically disadvantaged students using ELOP funds.</p>	\$232,331.24	No
1.9	Technology	<p>Action 1.9</p> <p>Computer to student ratio of: 1 computer for every student in 3rd-8th grade and 1 computer for every 2 students in TK-2nd grade.</p> <p>Necessary computer related supplies will also be provided.</p> <p>Staff and student computers will be maintained by a technology coordinator.</p>	\$249,423.00	No
1.10	Home to School Transportation	<p>Action 1.10</p> <p>Transportation to and from school will be provided for student living in the district boundaries. Students who live outside the district boundaries may access transportation at any bus stop.</p>	\$65,322.00	Yes
1.11	Attendance/Chronic Absenteeism	<p>Action 1.11</p> <p>Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences.</p>	\$114,161.00	No

		<p>Encouragement of use of independent study option for prolonged absences.</p> <p>Superintendent/Principal will communicate directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly. Referral to SARB Board will be used when students are chronically absent and no remediation is made.</p>		
1.12	Summer Jump Start	<p>Action 1.12</p> <p>A three week summer intervention program will be offered to students recommended for academic intervention by their teacher to prepare students for the start of school.</p>	\$23,087.69	No
1.13	Kindergarten and First Grade Instructional Aides	<p>Action 1.13</p> <p>Kindergarten classrooms will have 20 hours per week of instructional aide time and first grade classrooms will have 10 hours per week of instructional aide time.</p>	\$42,155.58	Yes
1.14	Dedicated Substitute Teacher	A dedicated substitute is available every day to work at JCS.	\$43,215.48	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	JCS will be a safe, healthy and inclusive environment for learning.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>Jacoby Creek School District has developed this goal in order to meet the social and emotional needs of our students. This goal support goal one because students who are supported in a safe, healthy, and inclusive environment are better prepared to learn and experience social emotional and academic success at school.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities	Facilities are in good repair based on annual Facilities Inspection Tool.			Facilities are in good repair based on annual Facilities Inspection Tool.	
2.2	Parent Involvement	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups.			Continue to seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups.	

		<p>In 2023 the California Healthy Kids Parent Survey was administered. 145 Parents Responded.</p> <p>94% of parents surveyed reported that they Strongly Agree or Agree to the statement "School encourages me to be an active partner with the school in educating my child."</p> <p>96% of of parents surveyed reported that they Strongly Agree or Agree to the statement "Parents feel welcome to participate at this school."</p> <p>100% of parents surveyed reported that they Strongly Agree or Agree to the statement "School keeps me well-informed about school activities."</p> <p>A Focus Group Meeting was held to discuss student well-being, health, and safety. 16 parents attended. Unduplicated and students with disabilities were represented.</p>			<p>The Parent Advisory committee will meet regularly throughout the school year as a space for community members to provide LCAP input. A parent survey will be administered annually in order to measure parent/caregiver perception of the school encouraging active partnership, school communication regarding activities and events, and their overall feeling of welcome on the campus. 95-100% of families will agree or strongly agree that they are welcome and encouraged to participate in the school.</p> <p>Teachers in TK-5 will send weekly notes to families. Teachers in 6-8th</p>	
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		<p>The Parent Advisory Committee met six times during the school year. Unduplicated and students with disabilities were represented by parents on the committee.</p> <p>The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers.</p> <p>The Jacoby Creek Children's Foundation met at least once per month and planned to successful fundraisers for the school. This year's Panther Pentathlon raised a combined total of \$108,000.</p> <p>Teachers in TK-5 will send weekly notes to families. Teachers in 6-8th grade will send bit weekly notes to families and maintain up to date classroom websites. Teachers in grades 4-8 will maintain up to date online gradebooks.</p>			<p>grade will send bit weekly notes to families and maintain up to date classroom websites. Teachers in grades 4-8 will maintain up to date online gradebooks.</p> <p>Superintendent/Principal will send a monthly school newsletter, The Panther Press. Mass communication system, Parent Square, will be used to keep parents informed of information arising between newsletters.</p>	
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		Superintendent/Principal will send a monthly school newsletter, The Panther Press. Mass communication system, Parent Square, will be used to keep parents informed of information arising between newsletters.				
2.3	Suspension Rate	All: 1.7% SED: No suspensions EL: No suspensions FY: No suspensions			Maintain low suspension rate (less than 2%) and use alternate forms of discipline whenever possible.	
2.4	Expulsion Rate	All: No expulsions SED: No expulsions EL: No expulsions FY: No expulsions			Maintain 0% expulsion rate.	
2.5	Sense of Safety and School Connectedness	In 2023 the California Healthy Kids Parent Survey was administered. 145 Parents Responded Based on your experience, how much of a problem at this school is harassment or bullying? 18% Not a problem			The annual survey sent to parent/caregivers and to students will include questions regarding sense of safety at school and school connectedness. Increase response rate to 200 responses. 80% of parents report that bullying	

		<p>37% Small problem 16% Somewhat a problem 5% Large problem 24% Don't know</p> <p>40 Fifth Grade Students Responded 87% Response Rate</p> <p>Do the teachers and other grown-ups at school care about you? 46% Yes, all of the time 26% Yes, most of the time 26% Yes, some of the time 3% No, never</p> <p>Do you feel like you are close to people at/from this school? 15% Yes, all of the time 44% Yes, most of the time 41% Yes, some of the time 0% No, never</p> <p>Do you feel like you are a part of this school. 38% Yes, all of the time 36% Yes, most of the time 18% Yes, some of the time 8% No, never</p>			<p>is either a small problem or not a problem.</p> <p>The annual survey sent to students will included questions regarding sense of safety at school and school connectedness. Increase response rate to 95% of students.</p> <p>90% of students report that teachers or other grown ups at school care about them most or all of the time. 90% of students report feeling a part of the school most or all of the time. 90% of students report feeling safe at school most or all of the time. 90% of students report not having been hit, pushed, or experienced bullying.</p>	
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		<p>Do you feel safe at school? 33% Yes, all of the time 49% Yes, most of the time 13% Yes, some of the time 5% No, never</p> <p>Do other kids hit or push you at school when they are not just playing around. 5% Yes, all of the time 3% Yes, most of the time 38% Yes, some of the time 54% No never</p> <p>48 Seventh Grade Students Responded 87% Response Rate</p> <p>80% average reporting of students answered "Pretty much true" or "Very true" to the following school support questions: There is a teacher or some other adult from my school who... always wants me to do my best. listens to me when I have some thing to say. who believes that I will be a success.</p>			<p>The annual survey sent to staff will include questions regarding send of safety and school connectedness.</p> <p>100% of staff agree or strongly agree that the school is an inviting place for students to learn. 100% of staff agree or strongly agree that the school is a safe place for students. 100% of staff agree or strongly agree that the adults who work here really care about every student. 90% of staff agree or strongly agree that the school is a safe place for staff. Specific jobs on the campus are inherently unsafe and staff members accept these jobs aware of possible risks.</p>	
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		<p>82% of students reported that they feel safe at school all or most of the time. 41% of students reported that they had experienced harassment or bullying at school.</p> <p>56 employees responded to the staff survey. 70% response rate.</p> <p>This school is a supportive and inviting place for students to learn. 72% Strongly Agree 28% Agree 0% Disagree 0% Strongly Disagree</p> <p>This school is a safe place for students. 54% Strongly Agree 44% Agree 2% Disagree 0% Strongly Disagree</p> <p>Adults who work at this school really care about every student. 57% Strongly Agree 41% Agree 0% Disagree 2% Strongly Disagree</p>			<p>Maintain school attendance rate 95% or higher.</p>	
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		<p>This school is a safe place for staff. 48% Strongly Agree 48% Agree 4% Disagree 0% Strongly Disagree</p> <p>School Attendance Rate: 94.8%</p>				
2.6	<p>Financial Records from Fundraisers and Meeting Agendas for Parent Advisory Committee and Parent Teacher Organization</p>	<p>A Focus Group Meeting was held to discuss student well-being, health, and safety. 16 parents attended. Unduplicated and students with disabilities were represented.</p> <p>The Parent Advisory Committee met six times during the school year. Unduplicated and students with disabilities were represented by parents on the committee.</p> <p>The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers.</p> <p>The Jacoby Creek Children's Foundation</p>			<p>A Focus Group Meeting will be held annually. The theme of the meeting will be based on trends, concerns, or issues that arise from survey data or community comment at PAC and/or Board Meetings.</p> <p>The Parent Teacher Organization will meet regularly throughout the school year. The PTO will host a Welcome Back to School Coffee for parents/caregivers on the first day of school, a school pumpkin patch for the students and a</p>	

		met at least once per month and planned to successful fundraisers for the school. This year's Panther Pentathlon raised a combined total of \$108,000.			Harvest Carnival in October, either a Skate Day or an Ice Cream Social for families, and a Staff Appreciation Luncheon. The Jacoby Creek Education Foundation will meet regularly throughout the school year in order to host two fundraising events: The Panther Pentathlon and the Spring Fling. Fundraising totals are between \$100K-\$110K.	
2.7	Parent Advisory Committee and School Board Minutes reflect review and approval of wellness policy, safety plan, and disaster plan.	Staff reviewed disaster protocols at the beginning of the year inservice. PAC and Board reviewed the Comprehensive School Safety Plan and updates were made. Updated version was approved in January. Wellness Policies were updated and approved in June. Unduplicated students and students with			Wellness policies, safety plan, and disaster plan are reviewed annually by Parent Advisory Committee and School Board to ensure policies are up to date. Recommended changes are discussed, adopted if appropriate, and implemented.	

		disabilities are represented by parents/caregivers on the Parent Advisory Committee.			Unduplicated students and students with disabilities are represented by parents/caregivers on the Parent Advisory Committee.	
2.8	Financial records and participation numbers for cafeteria.	All students have access to high quality and nutritious food from JCS cafeteria program. Students will have access to a breakfast served at first recess, a lunch at lunch recess, and an after school snack served at after school classes/Activity Center.			All students have access to high quality and nutritious food from JCS cafeteria program. Students will have access to a breakfast served at first recess, a lunch at lunch recess, and an after school snack served at after school classes/Activity Center.	
2.9	Use of School Bus Transportation	All students have access to transportation to and from school. Students living outside of the district boundaries can use the bus to stops outside of the district boundaries that allow for more convenient locations for parents/caregivers. Students living within			Bus usage log and parent/caregiver will be kept and reviewed quarterly at School Board Meeting in order to determine the level of transportation need for our unduplicated students.	

		<p>the district boundaries have access to home to school transportation.</p> <p>School buses are available for field trips.</p> <p>During the 2023-2024 school year a usage log was not kept. Due to the rising cost of transportation a usage log will be kept in the coming year to determine a cost/benefit ratio. In addition, a parent interest survey will be sent out annually to determine if unduplicated students continue to need the support of home to school transportation as has been demonstrated in the current school year.</p>			<p>Providing home to school transportation to unduplicated students will remain a district priority.</p>	
2.10	<p>Parent attendance and Back to School Night and Parent/Teacher Conferences</p>	<p>94.8% of students were represented at Back to School Night.</p> <p>98.4% of students were represented at Fall Conferences.</p> <p>97.2% of students were represented at Spring Conferences.</p> <p>100% of students were represented at Individual Education</p>			<p>100% of students are represented at Back to School Night or have a different arrangement with the teacher to receive needed information and create a personal connection between home and</p>	

		<p>Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>100% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent participation.</p>			<p>school at the start of the year.</p> <p>100% of JCS teachers will engage in using a research based curriculum evaluation tool to determine where curriculum and classroom practices at each grade and subject matter need to be updated, adapted or adopted to be more culturally responsive.</p> <p>100% of students are represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings.</p> <p>100% of unduplicated students are represented by a parent at Back to School Night or attend a separate individual conference with the classroom</p>	
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					teacher or the school principal in order to promote parent participation.	
2.11	Social Emotional Learning and Support Staff Records	0.75 FTE Student Support Provider provides small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals. Virtual therapy contract to meet the needs of students requiring a certificated counselor.			1.0 FTE School Counselor provides whole group and small group social emotional instruction and meets individually with students who require school based counseling.	
2.12	Middle School Drop Out Rate	0% drop out rate			Maintain 0% drop out rate.	
2.13	Equity	Multi Tiered Systems of Support Staff Leadership Team Meetings address equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly Meetings. Action plans and areas of need are brought to			.Multi Tiered Systems of Support Staff Leadership Team Meetings address equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly	

		<p>the wider group at monthly staff meetings and at board meeting.</p> <p>There is no current survey data. MTSS committee will support the PAC in including equity survey questions in annual parent, student, and staff surveys.</p>			<p>Meetings. Action plans and areas of need are brought to the wider group at monthly staff meetings and at board meetings.</p> <p>Staff and students are surveyed annually to determine levels of racism, sexism, classism, homophobia and other equity related concern at Jacoby Creek School.</p>	
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Goal Analysis [2023-24]

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

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

Not Applicable

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

Not Applicable

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

Not Applicable

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

Not Applicable

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	<p>Action 2.1</p> <p>Maintenance staff confers with Superintendent/Principal in following Facilities Master Plan to maintain campus facilities. Facilities Inspection Tool is completed annually to ensure that the campus meets the GOOD rating.</p> <p>Custodial staff has accesses to necessary cleaning supplies to keep the rooms clean and sanitary.</p>	\$654,197.24	No
2.2	Health & Safety	<p>Action 2.2</p> <p>School Safety Plan is reviewed and updated annually by Parent Advisory Committee and School Board. Administrator updates disaster plan annually to reflect changes.. Plans are shared with families and students.</p> <p>Wellness Policies are reviewed annually by Parent Advisory Committee and School Board.</p> <p>All new staff members have have Live Scan fingerprinting and a TB screening.</p> <p>A crossing guard is present before and school to help safely direct traffic and ensure safe crossing for students and families.</p> <p>First aide supplies are available in the school office and in classrooms.</p>	\$110,489.42	No

		<p>Office staff assists students with minor injuries and gives students prescribed medications. Office staff communicates with families and teachers regarding first aid and medications administered at school.</p> <p>Office staff greets visitors to the campus and ensures that they sign in and wear a badge when visiting the campus.</p>		
2.3	Cafeteria	Support Cafeteria program to provide high quality food.	\$16,000.00	Yes
2.4	Social Emotional Support & Instruction	<p>Action 2.4</p> <p>Student Support Provider provides small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals.</p> <p>Virtual therapy contract to meet the needs of students requiring a certificated counselor.</p> <p>Instructional Support Teacher coordinates efforts with community support agencies, special education, and general education teachers for students requiring high levels of intervention.</p> <p>Steps to Respect and Zones of Regulation curriculum are taught at all grade levels.</p> <p>Inform parents at the start of the school year of bullying policies.</p> <p>Jacoby Creek School Handbook will reflect positive behavior intervention philosophies .MTSS leadership team representing administration, certificated, and classified staff members will meet monthly for articulation and discussion that supports PBIS philosophies and ensuring equity in instruction and representation.</p> <p>NO BULLY solution coaches will meet with teams of students to address bullying reports and concerns.</p>	\$149,540.04	Yes

		<p>Student committees will be formed to plan and organize dances, spirit days, and pep rallies in order to allow students opportunities to be involved in improving school climate by promoting school spirit.</p> <p>Students in grades 5th-6th grade receive one week of Health and Maturity Instruction and students in 7th-8th grade receive two weeks of Health and Maturity Instruction following the California Healthy Youth Act. Students in 3rd-4th grade receive direct instruction regarding any unwanted sexual behavior that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way and the laws that protect people from sexual harrassment.</p>		
2.5	Community Engagement & Communication	<p>Action 2.5</p> <p>Teachers and administration will track parent/guardian attendance data for school events such as Back to School Night, parent conferences, and Open House.</p> <p>Offer technology training to parents at the start of the school year to ensure that they are able to support appropriate use of technology at home to meet academic expectations.</p> <p>Administration and special education staff will offer a Parent Night for parents of students with IEP plans to encourage attendance at parent teacher conferences and help establish working relationships between school staff and parents in order best support students with IEP plans.</p> <p>A school Activity Calendar will be sent out in the spring for the following school year's events so that parents and community members have ample time to ensure they are able to attend school events.</p> <p>In order to keep the community informed about upcoming events, the classroom teachers will send weekly or biweekly notes to parents and the superintendent/Principal will send a monthly school newsletter. 6th-8th grade teachers will maintain classroom websites. Superintendent/Principal will ensure that school website is up to date.</p>	\$76,186.00	No

		<p>4th-8th grade teachers will keep timely and accurate grade books so that students and parents/guardians can access current grades.</p> <p>The school information system and school communication system will be used to inform parents/guardians of student absences and to communicate with students, parents, and guardians of issues and events that arise between newsletters.</p> <p>Superintendent/Principal and teaching staff will attend PTO and Jacoby Creek Educational Foundation meetings to support parent organizations.</p> <p>Superintendent/Principal and Parent Advisory Committee will annually survey parents and host at least one Focus Group Meeting to solicit information for LCAP.</p> <p>Pep Rallies will be held each trimester in order to support fundraising efforts and to celebrate student and family involvement in school activities.</p>		
2.6	Equity	<p>Action 2.6</p> <p>The District will examine school climate, culture, and traditions in order to ensure a more equitable space for student learning at monthly MTSS Leadership Team Meetings.</p> <p>Curriculum will be examined for bias and will be supplemented as needed to be representative of all students and families.</p> <p>Student Support Provider and classroom teachers will offer direct instruction to students on inclusive and kind behaviors and how to identify bias.</p>	\$19,989.33	Yes

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
\$295502.00	\$0

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
6.287%	0.000%	\$0.00	6.287%

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	<p>Action: Instruction</p> <p>Need:</p> <p>Scope:</p>		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.10	<p>Action: Home to School Transportation</p> <p>Need: After review of educational partner feedback it was determined that unduplicated students need transportation in order to provide access to school. Unduplicated students have higher rate of chronic absenteeism at Jacoby Creek School.</p> <p>Scope: LEA-wide</p>	<p>Bus service provides students home to school transportation. All JCS students benefit from the option of home to school transportation to make school accessible to everyone. This action is being provided on an LEA wide basis to maximize the impact of increasing overall attendance rates for all students.</p>	1.11
1.13	<p>Action: Kindergarten and First Grade Instructional Aides</p> <p>Need: Certificated staff and administration see a need for unduplicated students to have the support of instructional aides at the kindergarten and first grade levels.</p> <p>Scope: LEA-wide</p>	<p>Unduplicated students are provided support from classroom instructional aides as they adjust to school routines and learn foundational academic skills. All students in the classroom benefit from additional consistent adult support in meeting academic and social emotional goals.</p>	1.12
1.14	<p>Action: Dedicated Substitute Teacher</p> <p>Need: Academic and social emotional support and continuity when classroom teachers are absent.</p>	<p>Certificated teaching staff and families provided feedback that a dedicated substitute provides academic and social/emotional support to our unduplicated population as the dedicated substitute teacher allows continuity in education when teachers are absent for multiple days. All students benefit from the continuity of a substitute who understands our school's culture, routines, and expectations.</p>	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Cafeteria</p> <p>Need: Teacher and student feedback demonstrates that the socioeconomically disadvantaged students need access to healthy food at school in order to focus on learning.</p> <p>Scope: LEA-wide</p>	<p>School cafeteria provides all students two free meals as required in California. Socioeconomically disadvantaged students are provided two meals and a snack. This action is being provided on a LEA-wide basis to maximize the positive impact on school climate for all students.</p>	<p>2.8</p>
<p>2.4</p>	<p>Action: Social Emotional Support & Instruction</p> <p>Need: Unduplicated students need access to Tier 1, Tier 2, and Tier 3 social and emotional instruction and support in order to increase sense of school connectedness, self regulation, and sense of safety at school in order to grow and learn both socially and academically. Socioeconomically disadvantaged students are performing at a lower academic level on statewide testing and emotional supports provide unduplicated students with strategies for school success.</p> <p>Scope: LEA-wide</p>	<p>Social Emotional Learning Aides and School Counselors provided needed instruction and support. This action is being provided on a LEA-wide basis to maximize the positive impact on school climate for all students.</p>	<p>2.11</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	<p>Action: Equity</p> <p>Need: As Identified in MTSS leadership committee, books that reflects the lives and experiences of unduplicated students needs to be available in all classrooms and in the school library in order for students to feel welcomed and connected at their school. Staff can access professional development on viewing the school through an equity lens in order to support student outcomes.</p> <p>Scope: LEA-wide</p>	Purchasing books to ensure that unduplicated students are recognized in school textbooks and literature promotes equity and inclusion. Staff examination of bias in the school and providing direct instruction on inclusion and equity supports student achievement and sense of safety and belonging at school. LEA-wide implementation is most appropriate due to our small single-school district and small class sizes.	2.13

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	<p>Action: EL Support</p> <p>Need: EL Students require more support in English Language Acquisition</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Through educational partner feedback families and staff have requested that classroom teachers who have EL students in their class consult with EL coordinator.	1.5 and 1.6

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

N/A

Additional Concentration Grant Funding

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

N/A

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4700348.00	295502.00	6.287%	0.000%	6.287%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,390,718.44	\$1,729,206.88	\$274,654.38	\$179,276.07	\$6,573,855.77	\$5,246,497.77	\$1,327,358.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instruction	All	No			All Schools		\$2,799,900.85	\$0.00	\$2,572,490.73	\$214,377.20	\$0.00	\$13,032.92	\$2,799,900.85	
1	1.2	Instructional Support	All	No			All Schools		\$422,268.50	\$1,518.00	\$146,083.01	\$201,752.26	\$30,555.74	\$45,395.49	\$423,786.50	
1	1.3	Students with Disabilities	Students with Disabilities	No			All Schools		\$577,661.07	\$289,735.00	\$12,440.00	\$738,273.41		\$116,682.66	\$867,396.07	
1	1.4	Enrichment	All	No			All Schools		\$274,538.35	\$163,518.00	\$96,935.36	\$175,671.24	\$165,449.75		\$438,056.35	
1	1.5	Instructional Materials	All	No			All Schools		\$0.00	\$182,877.00	\$91,458.00	\$87,254.00	\$0.00	\$4,165.00	\$182,877.00	
1	1.6	Professional Development	All	No			All Schools		\$29,051.15	\$4,437.00	\$4,193.42	\$25,717.99	\$3,576.74		\$33,488.15	
1	1.7	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$32,252.83	\$0.00	\$32,252.83				\$32,252.83	
1	1.8	Afterschool Child Care	All	No			All Schools		\$231,831.24	\$500.00		\$205,997.09	\$26,334.15		\$232,331.24	
1	1.9	Technology	All	No			All Schools		\$0.00	\$249,423.00	\$156,246.00	\$44,439.00	\$48,738.00		\$249,423.00	
1	1.10	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$65,322.00	\$65,322.00				\$65,322.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Attendance/Chronic Absenteeism	All	No			All Schools		\$106,161.00	\$8,000.00	\$114,161.00				\$114,161.00	
1	1.12	Summer Jump Start	All	No			All Schools		\$23,057.69	\$30.00		\$23,087.69			\$23,087.69	
1	1.13	Kindergarten and First Grade Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten and First Grade		\$42,155.58	\$0.00	\$42,155.58				\$42,155.58	
1	1.14	Dedicated Substitute Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$43,215.48	\$0.00	\$43,215.48				\$43,215.48	
2	2.1	Facilities	All	No			All Schools		\$319,978.24	\$334,219.00	\$654,197.24				\$654,197.24	
2	2.2	Health & Safety	All	No			All Schools		\$109,353.42	\$1,136.00	\$97,852.42	\$12,637.00			\$110,489.42	
2	2.3	Cafeteria	Low Income	Yes	LEA-wide	Low Income			\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
2	2.4	Social Emotional Support & Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$149,156.04	\$384.00	\$149,540.04				\$149,540.04	
2	2.5	Community Engagement & Communication	All	No			All Schools		\$68,186.00	\$8,000.00	\$76,186.00				\$76,186.00	
2	2.6	Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$17,730.33	\$2,259.00	\$19,989.33				\$19,989.33	

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
4700348.00	295502.00	6.287%	0.000%	6.287%	\$368,475.26	0.000%	7.839 %	Total:	\$368,475.26
								LEA-wide Total:	\$336,222.43
								Limited Total:	\$32,252.83
								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	1.7	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$32,252.83	
1	1.10	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		\$65,322.00	
1	1.13	Kindergarten and First Grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten and First Grade	\$42,155.58	
1	1.14	Dedicated Substitute Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,215.48	
2	2.3	Cafeteria	Yes	LEA-wide	Low Income		\$16,000.00	
2	2.4	Social Emotional Support & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		\$149,540.04	

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 (%)
2	2.6	Equity	Yes	LEA-wide	English Learners Foster Youth Low Income		\$19,989.33	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$5,983,784.00	\$6,096,428.48

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	Assessment Data	No	\$300.00	1513.00
1	1.2	Instruction	No	\$3,859,329.00	3868152.00
1	1.3	Instructional Materials	No	\$15,905.00	8648.24
1	1.4	Student Intervention	No	\$82,934.00	146209.00
1	1.5	Professional Development	No	\$36,347.00	30393.00
1	1.6	Attendance	No	\$141,634.00	141759.00
1	1.7	EL Students	Yes	\$19,598.00	19578.00
1	1.8	Behaviorist Professional Development and Support	No	\$47,812.00	47812.00
1	1.9	Student Support	Yes	\$131,160.00	165161.00
1	1.10	After School	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)
1	1.11	Instructional Aides	No	\$276,708.00	236510.00
1	1.12	Technology	No	\$146,027.00	204984.00
1	1.13	Summer Jump Start	No	\$54,764.00	23100.00
2	2.1	Social Emotional Instruction	No	\$150,105.00	125845.00
2	2.2	Safety Plans	No	\$0.00	0
2	2.3	Playground Supervision	No	\$103,729.00	87862.24
2	2.4	Facilities	No	\$0.00	0
2	2.5	Staffing	No	\$557,453.00	635248.00
2	2.6	Health	No	\$0.00	0
2	2.7	Cafeteria	Yes	\$88,906.00	88906.00
2	2.8	Parent Engagement with Teaching Staff	No	\$0.00	0
2	2.9	Parent Groups	No	\$0.00	0
2	2.10	Communication with Families	No	\$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Equity	No	\$2,688.00	2688.00
2	2.12	After School Support	Yes	\$268,385.00	262060.00

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)
282,301.00	\$293,364.00	\$320,420.00	(\$27,056.00)	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	1.7	EL Students	Yes	\$19,598.00	19578.00		
1	1.9	Student Support	Yes	\$131,160.00	165161.00		
2	2.7	Cafeteria	Yes	\$88,906.00	88906.00		
2	2.12	After School Support	Yes	\$53,700.00	46775.00		

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)
4,650,839.00	282,301.00	0	6.070%	\$320,420.00	0.000%	6.890%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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