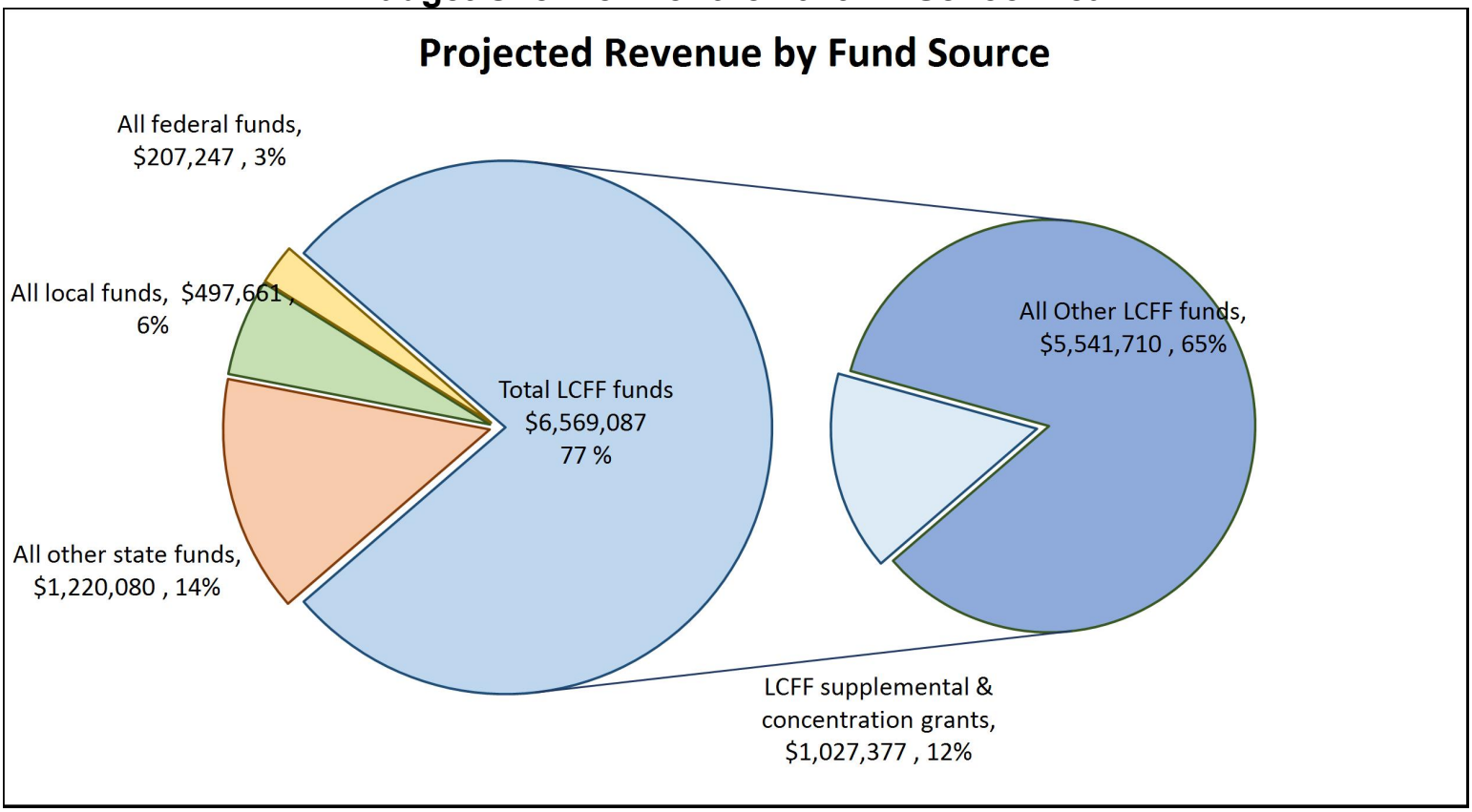
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jamestown School District
CDS Code: 55-72363-6054852
School Year: 2026-27
LEA contact information:
Contessa Pelfrey
Superintendent
cpelfrey@jespanthers.org
209-984-4058

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

Budget Overview for the 2026-27 School Year

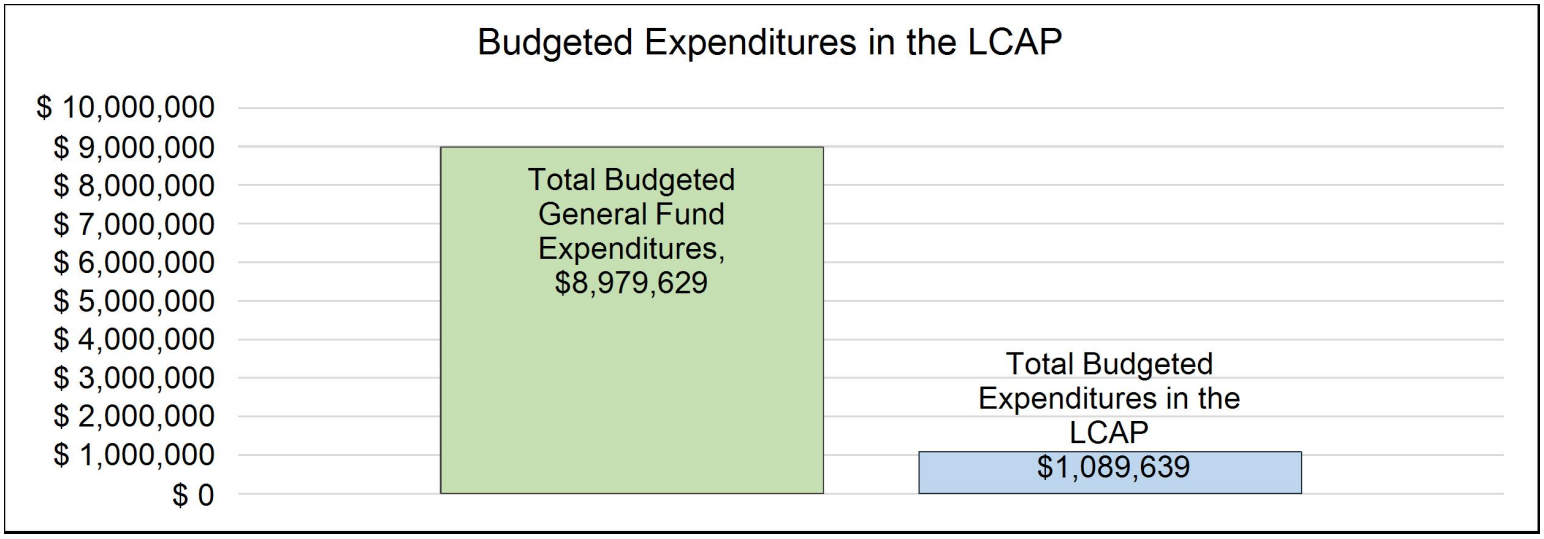


This chart shows the total general purpose revenue Jamestown School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jamestown School District is $8,494,075, of which $6,569,087 is Local Control Funding Formula (LCFF), $1,220,080 is other state funds, $497,661 is local funds, and $207,247 is federal funds. Of the $6,569,087 in LCFF Funds, $1,027,377 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 Jamestown School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jamestown School District plans to spend $8,979,629 for the 2026-27 school year. Of that amount, $1,089,639 is tied to actions/services in the LCAP and $7,889,990 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

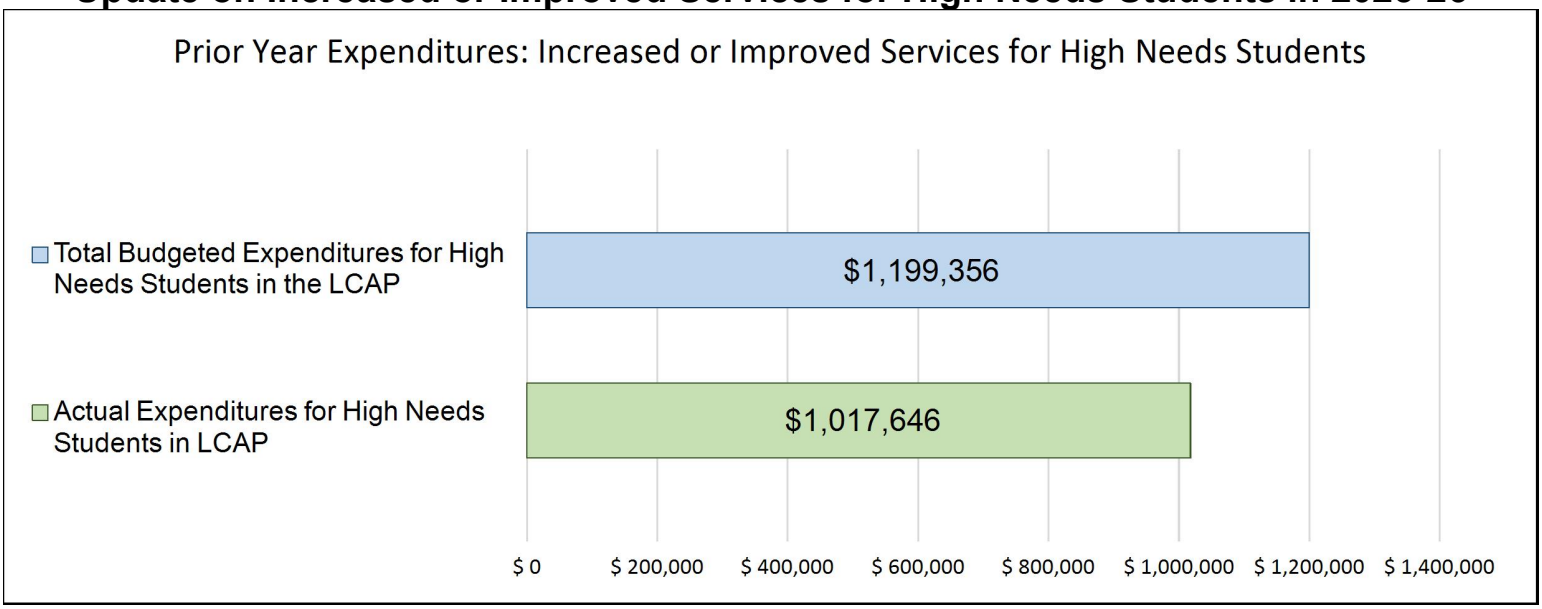
The district is implementing Multi Tiered Systems of Support (MTSS), increasing academic support for math and reading, increasing EL support for students, targeted intervention in mental health, counseling services, and liaison support for homeless and foster youth. The district also supports a Dual Immersion Program.

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

In 2026-27, Jamestown School District is projecting it will receive $1,027,377 based on the enrollment of Foster Youth, English learner, and low-income students. Jamestown School District must describe how it intends to increase or improve services for high needs students in the LCAP. Jamestown School District plans to spend $1,036,510 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



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

The text description of the above chart is as follows: In 2025-26, Jamestown School District's LCAP budgeted $1,199,356 for planned actions to increase or improve services for high needs students. Jamestown School District actually spent $1,017,646 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $181,710 had the following impact on Jamestown School District’s ability to increase or improve services for high needs students:

The difference did not impact the actions and services of our high needs students. The district pulled resources from other funding to meet the needs of our students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jamestown School District	Contessa Pelfrey Superintendent	cpelfrey@jespanthers.org 209-984-4058

Plan Summary [2026-27]

General Information

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

Jamestown School District was established in 1855. The district mission is to provide a healthy, safe, enriching, learning environment to help each child grow and achieve. The district has two school sites. One is Jamestown Elementary in the town of Jamestown, which is nestled in the foothills of California's gold country. The other is Chinese Camp School, which is located in the middle of the Red Hills Habitat in Chinese Camp. Jamestown School takes pride in their highly trained and respected staff who provide quality instructional experiences for Jamestown's children through a traditional TK-8 program including a Spanish/English Dual Immersion Program in grades kindergarten through 8th. The district also offers a Science Academy, located at the Chinese Camp campus, that serves students in grades 3-6. The District operates an After School Program on both campuses in collaboration with our Extended Learning Opportunity Program at Jamestown. The Jamestown Family Resource Center is a support for families and students within our school community . The district partners with the Amador Tuolumne Community Action Agency to operate an Early Learning Center. Students enjoy a strong elementary sports program, visual art classes, classroom music, and band. The district has two counselors who promote positive behavior intervention and support strategies along with a staff that has been trained in Trauma Informed Practices. In addition, strong social emotional support and social skills curriculum is promoted and maintained by a strong MTSS team including a behavior and attendance support assistant. Jamestown School District serves approximately 445 students in Transitional Kindergarten through eighth grade with a student population of 62.75% socioeconomically disadvantaged and 8.8% English Learners.

Reflections: Annual Performance

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

Based upon the 2023 California School Dashboard, our lowest performing indicator and student groups are:

English Learner and Hispanic students were at the lowest indicator for Chronic Absenteeism; Socioeconomically disadvantaged were at the lowest indicator for ELA; and our students with disabilities were the lowest indicator for suspension rates. Our socioeconomically disadvantaged students, who comprise 73.4% of our student body, performed significantly below the standard in both ELA and Math. Our Hispanic student group increased their performance by 10.5 points, moving them to the "Yellow" performance level, and our ELs improved by 22.7 points in mathematics.
Additionally, students with disabilities (SWD) demonstrated an improvement of 14.6 points in mathematics, although they remain in the "Orange" category. Our overall suspension rate decreased, but we still have challenges in reducing the suspension rates among homeless students and SWD at 12% and17.9% respectively. Our discipline referral rate did go down by 3% as well as the percentage of students identified as high risk which decreased by 7%. English Learners (ELs) declined in English proficiency progress, dropping from 67% to 40.7%. Students with disabilities (SWD) showed the lowest achievement scores. Overall chronic absenteeism decreased from 38.9% to 30%, however our homeless (38.1%), SWD (35.2%) subgroups are still extremely high.

2025-2026 LCAP Reflection: Progress, Data-Driven Needs, and Next Steps

Progress:

Jamestown School District demonstrated measurable progress across multiple state and local indicators during the 2025 Dashboard cycle. The district achieved one Green indicator (Science) and four Yellow indicators (ELA, Math, Chronic Absenteeism, and Suspension Rate), reflecting overall improvement and movement out of lower performance levels .

Academic performance improved in both English Language Arts and Mathematics. ELA increased by 27.4 points, and Mathematics increased by 9.3 points, resulting in both indicators moving into the Yellow performance level . This growth is attributed in part to the district's continued focus on strengthening Tier I instruction and the implementation of WIN (What I Need) time, which provided targeted, data-driven intervention for students during the instructional day. This year the District implemented Explicit Direct Instruction (EDI) professional development and instructional coaching from DataWorks which is planned to strengthen instruction and continue to support gains in student academic performance.

Science performance remained a strength, increasing by 6.1 points and achieving a Green indicator, demonstrating effective implementation of standards-aligned instruction and student engagement strategies. Although overall CAST percentage met/exceeded remained below pre-pandemic baseline levels, the Dashboard indicator improved to Green due to significant growth in distance from standard

The district also made significant gains in student engagement and school climate. Chronic absenteeism decreased by 11.4 percentage points to 12.2%, and suspension rates decreased by 3.4 percentage points to 5.1%, both improving to the Yellow performance level . These improvements reflect a concerted effort to increase student attendance, including expanded use of independent study to recover instructional

time, as well as a focused strategy on home visits and the development of a family full-service support plan to provide wraparound services and remove barriers to attendance.

Additionally, the district continued to implement key systems that support student success, including Professional Learning Communities (PLCs), MTSS structures, SIPPS literacy instruction, PBIS, and expanded counseling and mental health supports. These efforts have contributed to a more consistent and supportive learning environment for students.

Resource Allocation and Monitoring: Based on the results of the April needs assessment survey in 2025, we have strategically prioritized the use of our remaining $334,896 in Learning Recovery Emergency Block Grant (LREBG) funds to address identified areas of greatest need. The survey responses highlighted the following key areas for support: Increase academic intervention in reading and math , improve classroom structure to facilitate small group instruction, and the most critical need—expand access to counseling, mental health services, and social-emotional learning.

In response to these findings, we implemented Action 1.7 under Goal 1, allocating LREBG funds to provide professional development and coaching in Explicit Direct Instruction (EDI). This targeted training supported teachers in delivering more effective instruction, particularly in reading and math, and directly addresses the identified need for improved academic support. This action also meets LREBG funding criteria by removing barriers to learning through enhanced instructional practices. This action was completed.

Additionally, we expanded Goal 2 to strengthen our mental health and social-emotional supports. Specifically, Action 2.1 included funding for a second school counselor, and Action 2.2 expanded to cover 0.5 FTE of our Behavior and Attendance Support Assistant. These enhancements are aligned with LREBG requirements to address trauma, promote mental wellness, and support student well-being through school-based counseling and social-emotional learning initiatives.

Overall, the needs assessment directly informed our funding decisions, ensuring that LREBG resources are used to implement high-impact actions that support our most vulnerable student groups and address the barriers to learning most urgently identified by our community.

Through ongoing analysis, staff collaboration, and a commitment to equity, we aim to close achievement gaps and ensure that every student receives the support needed to thrive.

Data-Driven Needs:

While progress is evident, Dashboard and local data continue to identify areas requiring focused improvement.

Academic performance in ELA (37.3 points below standard) and Mathematics (67.2 points below standard) indicates that, despite growth, a significant gap remains between current performance and grade-level expectations . Continued acceleration of student learning is necessary.

Students with Disabilities remain the lowest performing subgroup across multiple indicators, including ELA, Mathematics, Chronic Absenteeism, and Suspension Rate . This highlights the need for continued strengthening of inclusive practices, targeted interventions, and staff capacity to support diverse learning needs.

English Learner progress remains inconsistent. The district did not receive a performance color for the English Learner Progress Indicator, and progress declined slightly to 42.3%, indicating a need for stronger and more consistent language development supports . This was impacted in part by staffing challenges that limited consistent delivery of designated ELD instruction during the school year.

Chronic absenteeism, although significantly improved, continues to impact key student groups, including Students with Disabilities, Socioeconomically Disadvantaged students, and Students Experiencing Homelessness, who remain at higher levels of risk .

Additionally, fiscal factors present a challenge moving forward. The district experienced a decrease in supplemental and concentration funding due to a decline in ADA and unduplicated pupil percentage, requiring more strategic allocation of resources to maintain and improve services for high-need students.

Next Steps:

In response to identified needs, the district will continue to strengthen its Multi-Tiered System of Supports (MTSS) with a focus on improving core instruction and targeted intervention.

The district will continue implementation of Explicit Direct Instruction (EDI) strategies and to improve instructional consistency and effectiveness across all classrooms.

WIN time will remain a central structure for delivering targeted academic support, with continued refinement to ensure that interventions are aligned to student needs based on ongoing assessment data.

To address English Learner outcomes, the district has hired a full-time ELD paraprofessional to provide consistent designated ELD instruction, while also continuing to build teacher capacity in integrated ELD practices across content areas.

Attendance improvement efforts will continue through expanded use of independent study, home visits, and coordinated wraparound services through the district’s family support systems. These efforts will prioritize early intervention and relationship-building with families to improve consistent student attendance.

The district will also continue to strengthen supports for Students with Disabilities through expanded inclusion practices, targeted interventions, and ongoing professional development for staff.

Given reductions in supplemental and concentration funding, the district will prioritize resources toward high-impact strategies that directly support unduplicated student groups and address identified barriers to student success.

Looking Ahead: 2026–2027 Goals and Focus Areas:

Jamestown School District will build on current progress by focusing on accelerating student achievement while maintaining strong systems of support for the whole child.

Key focus areas for 2026–2027 include:

Strengthening Tier I instruction through continued implementation of Explicit Direct Instruction and data-driven PLCs
Sustaining and refining WIN time to provide targeted academic intervention
Improving outcomes for Students with Disabilities through enhanced inclusion and intervention supports
Increasing English Learner progress through consistent designated and integrated ELD instruction
Continuing to reduce chronic absenteeism through independent study, home visits, and wraparound family support services
Maintaining positive school climate improvements through PBIS, counseling, and trauma-informed practices
Strategically allocating reduced supplemental and concentration funding to maximize impact for high-need student groups

The remaining $53,129.17 in LREBG funding will be fully expended during the 2026-2027 school year. This funding will support Action 2.1, with a second school counselor addressing trauma, promote mental wellness, and support student well-being through school-based counseling and social-emotional learning initiatives. We will have no carryover LREBG balance.

Through a continued focus on data-driven decision-making, instructional improvement, and comprehensive student supports, the district remains committed to closing achievement gaps and ensuring all students are supported to succeed.

Reflections: Technical Assistance

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

Although Jamestown Elementary School District is not eligible for Year 1 Differentiated Assistance (DA) based on the 2025 California School Dashboard (Dashboard), the district is eligible for Year 2 DA support based on the 2024 Dashboard. Based on the 2024 Dashboard, Jamestown Elementary is eligible for the Socioeconomically Disadvantaged (SED) student group. SEDs were eligible for having a red indicator in ELA and an orange indicator in Math for Priority Area #4 (Pupil Achievement) and a red indicator in Suspension for Priority Area #6 (School Climate). Also eligible from the 2024 Dashboard is the Students with Disabilities (SWDs) student group with a red indicator in ELA and Math for Priority #4 (Pupil Achievement) and a red indicator in Suspension for Priority #6 (School Climate).

The steps the district began taking in 2024-25 continued and evolved through the 2025-26 school year. The Professional Learning Communities were refined and expanded to include a coalition of teacher leaders to focus on essential standards in core subject areas. WIN (What I Need) time was implemented school-wide with the master schedule prioritizing time for student differentiated instruction. Tiered interventions and inclusion improved with the addition of instructional aides to support the inclusion of students with disabilities into the general setting. Through the continued use of Positive Behavioral interventions, and Supports (PBIS), Multi-Tiered System of Supports (MTSS), home visits, the School Attendance Review Team (SART), SEL curriculum, and wraparound family support, the district shows improvement in behavior and attendance overall. All these initiatives together have helped to address the areas of improvement for our student groups in the most need. Continued collaboration with TCSOS in data tracking and monitoring and professional development will further support these initiatives.

Universal supports from TCSOS continued as well with the regular participation in professional collaboration in the TCSOS Foothill Professional Learning Network (PLN) meetings. The meetings regularly discuss compliance and technical administrative issues and reviews best practices in continuous improvement, professional development opportunities, and effective planning and implementation. The district is a member and regular participant in the county Special Education Local Plan Area (SELPA), which supports the district's students with disabilities. District and school staff continue to participate in TCSOS professional development (PD) and Communities of Practice (CoPs) on a regular basis. The culmination of work already in progress will support the district in improving student outcomes not just for specific student groups, but for all students at our schools.

Despite not being eligible for Year 2 of DA, Jamestown Elementary School District will continue to align Actions 1.1, 1.5, 2.2, and 2.3 with supporting those student groups originally identified in the 2024 DA eligibility and technical assistance work previously underway.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Teachers and Site Leadership Team	LCAP agenda item discussion and input at staff meetings; analysis of benchmark data for academic achievement, development and implementation of WIN time, and universal screening data; LCAP Google Form survey and reflective local indicator surveys distributed on May 14th.
Administration and Management Team	LCAP agenda item discussion and input at Management meeting 5/6/26; LCAP Google Form Survey distributed on May 14th; Dashboard data analysis;
Classified Staff	LCAP Google Form Survey distributed on May 14th.
School Site Council including English Learner Representative	LCAP agenda item discussion and input at SSC meetings; Development and analysis of Parent Involvement Survey; Draft LCAP presentation and approval at June 3rd meeting
Parents / Parent Advisory Committee	Public Input at Board Meetings; Family Fun Nights and school events; Parent Involvement Surveys; California Healthy Kids Parent Survey; LCAP Google form surveys through Autodialer messaging and QR codes distributed on May 14th; Parent Advisory met on May 14, 2026 to provide input and feedback on the LCAP
Bargaining Units	Regular meetings to discuss priorities, goals and objectives; Review and consultation of both JTA and CSEA of draft LCAP in May.
Student Advisory	Google Survey on May 15th; Student advisory discussion and survey input on goals and objectives; California Healthy Kids Survey for 5,6,7,8 grades
SELPA Director	Regular meetings on special education programming; Review and consultation on April 29, 2026.

Educational Partner(s)	Process for Engagement
Governing Board	Regular presentations on LCAP progress, Mid-year LCAP report, analysis of Dashboard results, input on goals and objectives; Posted the LCAP and received comments from the public for Board consideration prior to Board consideration and approval on June 24, 2026.

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

Jamestown School District (JSD) goals, actions and services are supported by educational partner feedback. Educational Partner feedback related to increasing overall student achievement and well being has influenced Jamestown School District's goals and actions in the following areas:

Certificated: Teachers continue to prioritize increasing student academic achievement through strong instructional practices, WIN time intervention supports, PLC collaboration, and MTSS systems (Goal 1, Actions 1.1, 1.2, 1.3, 1.5, 1.7). Staff expressed positive feedback regarding counseling services, field trips, music programs, and the overall positive atmosphere and relationships developed with students and families. Teachers identified the need for additional support for student behavior, increased consistency with discipline systems and consequences, and additional support for students with disabilities in general education classrooms (Goal 2, Actions 2.1, 2.2, 2.3; Goal 1, Action 1.5). Certificated staff also emphasized the need for updated curriculum and continued professional development in math, ELA, inclusion supports, integrated ELD strategies, and behavior intervention systems (Goal 1, Actions 1.1, 1.3, 1.4, 1.5, 1.7). Attendance and family engagement continue to be priorities through home visits, wraparound services, and attendance intervention supports (Goal 4, Actions 4.1, 4.4).

Classified: Classified staff identified the district’s strongest areas as relationship-building with students and families, the Dual Immersion program, after-school programs, and the overall positive school community. Classified staff strongly supported continuing counseling services, PBIS supports, and additional instructional assistant support for students with disabilities and students demonstrating behavioral needs (Goal 2, Actions 2.1, 2.2, 2.3; Goal 1, Action 1.5). Areas identified for improvement included increasing support and accountability related to student behavior, providing more staff support in general education classrooms, and strengthening interventions in math and ELA (Goal 1, Actions 1.2, 1.3, 1.5). Classified staff also supported continued collaboration with community organizations and expansion of student enrichment opportunities, including visual and performing arts and cultural activities (Goal 3, Actions 3.2, 3.3). Continued wraparound family supports through the Jamestown Family Resource Center remained a high priority (Goal 4, Action 4.4).

Management: Management feedback emphasized maintaining and strengthening core district programs including Dual Immersion, the Science Academy, after-school intervention supports, counseling services, art and music, and STEAM opportunities (Goal 3, Actions 3.1–3.4; Goal 2, Action 2.1). Management identified continued concerns regarding declining English Learner and Hispanic student academic performance, particularly in ELA and Math, and emphasized the need for deeper data analysis, staffing consistency, and stronger ELD instructional supports (Goal 1, Actions 1.1, 1.3, 1.4, 1.7). Additional focus areas included improving attendance systems through attendance recovery strategies, incentives, and outreach efforts (Goal 2, Action 2.2; Goal 4, Action 4.1). Management also discussed the need to strategically prioritize resources due to declining supplemental and concentration funding and emphasized the importance of increasing

unduplicated pupil identification through improved free and reduced meal application outreach. Communication systems, including the Jamestown Journal, text messaging, and website updates, were viewed positively and should continue to be refined and maintained (Goal 4, Action 4.3).

School Site Council: Increasing student achievement is the priority (Goal 1 Action 1.1, 1.2, 1.3, 1.4, 1.5) and continuing mental health supports for students and to also think about how to support staff in this area (Goal 2, 2.1) They would like to see a full time PE instructor added to staffing. Current Goals and Actions are supported and feel need to be continued.

Parent Advisory / PTO: Parents expressed strong support for WIN time, independent study options for absences, field trips, counseling supports, Dual Immersion, and wraparound family services through the Jamestown Family Resource Center (Goal 1, Actions 1.1, 1.2, 1.3; Goal 2, Actions 2.1, 2.2; Goal 3, Actions 3.1–3.3; Goal 4, Action 4.4). Parents appreciated increased communication through the Jamestown Journal, text notifications, district messaging, and the annual event calendar (Goal 4, Action 4.3). Parent education nights were not identified as a significant priority, though parents supported integrating informational presentations into existing family events. Dual Immersion family events and school-wide assemblies with family participation were identified as especially successful. Parents also emphasized the importance of continuing field trips, attendance outreach, Girls Circle/Boys Council, and behavior support services, including the Behavior and Attendance Support Assistant position (Goal 2, Actions 2.2, 2.3). Additional concerns included increasing student behavioral dysregulation and support for staff related to student complaints and behavioral incidents.

Bargaining units: Continue and increase field trips and motivating educational opportunities(Goal 3 Action 3.3) . Supporting classified staff with behavior management strategies and training opportunities (Goal 2 Action 2.3) as well as special education inclusion training (Goal 1 Action 1.5). Support students who are not achieving at benchmark levels with curriculum and instruction designed to help them to meet their academic goals. (Goal 1 Action 1.1, 1.2, 1.3, 1.4, 1.5).

Student Advisory: Students continued to prioritize academic supports, extracurricular opportunities, enrichment activities, and school safety. Students expressed support for counseling services, field trips, art and music opportunities, athletics, and after-school programs. Students also emphasized the importance of safe campuses, positive student relationships, and continued opportunities for enrichment and leadership activities. Additional requests included expanded middle school extracurricular opportunities and improvements to facilities and student activity spaces.

Board: The Board expressed strong support for maintaining the current LCAP goals and actions into the upcoming cycle, reaffirming their alignment with district priorities. They highlighted the importance of sustained academic growth through continued implementation of programs such as Dual Immersion, the Science Academy, and Art, Music, and STEAM initiatives (Goal 3, Actions 3.1–3.3). A key area of focus was accelerating student achievement by addressing learning gaps through targeted strategies and supports (Goal 1, Actions 1.1–1.5).

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement through strong standards-aligned curriculum, data driven instruction, technology, and the provision of multi-tiered instructional supports (MTSS) in reading and math	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Jamestown School District understands the need to support and increase academic outcomes for our students and provide them a safe, positive learning environment. Goal 1 was based on the analysis of our local benchmark assessments and summative testing data where there is a clear need to focus on English Language Arts (ELA) and math instruction. Our percentage of students meeting or exceeding standards in ELA was 26.49% and math 23.74%, and even though we have seen growth in our subgroups, there is still a need to focus and strengthen academic growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA:	2022-2023 CAASPP 22.11% Met or Exceeded Standards All: 60.4 points below standard SED: 72.8 points below EL: 93.9 points below SWD: 114.3 points below White:50.5 points below Hispanic: 64.2 points below	2023-2024 CAASPP 26.49% Met or Exceeded Standards All: 64.7 points below standard SED:76.4 points below standard EL:99.1 points below standard SWD:116.8 points below standard	2024-2025 CAASPP 33.72% Met or Exceeded Standards All: 37.3 points below standard SED:50.1 points below standard	CAASPP Overall 10% increase to 32% or Higher Met or Exceeded Standards All: Increase by overall 20 points 40.4 points below SED: No more than 50 points below	Overall % Met or Exceeded Standards: All Students: Overall % Met/Exceeded increased by 11.61 percentage points (22.11% to 33.72%) All students improved by 23.1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless/Foster Youth: Less than 11 students no data	White:54.8 points below standard Hispanic: 76.5 points below standard Homeless/Foster Youth:Less than 11 students no data	EL:98.5 points below standard SWD:91.1 points below standard White: 31.7 points below standard Hispanic: 51.5 points below standard Homeless/Foster Youth:Less than 11 students no data	EL: No more than 70 points below SWD: No more than 70 points below White: No more than 40 points below Hispanic: No more than 50 points below Homeless/Foster Youth: No more than 50 points below	points below standard (60.4 to 37.3) SED improved by 22.7 points below standard (72.8 to 50.1) EL declined by 4.6 points below standard (93.9 to 98.5) SWD improved by 23.2 points below standard (114.3 to 91.1) White students improved by 18.8 points below standard (50.5 to 31.7) Hispanic students improved by 12.7 points below standard (64.2 to 51.5) Homeless/Foster Youth: No reportable data (fewer than 11 students)
1.2	CAASPP Math	2022-2023 CAASPP 20.19% Met or Exceeded Standards All: 72.9 points below standard	2023-2024 CAASPP 23.74% Met or Exceeded Standards	2024-2025 CAASPP 30.92% Met or Exceeded Standards	CAASPP Overall 10% increase to 30% or Higher Met or Exceeded Standards	Overall % Met or Exceeded Standards:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 86.3 points below EL: 77.5 points below SWD: 146.3 points below White: 71.5 points below Hispanic: 69.8 points below Homeless/Foster Youth: Less than 11 students No Data	All:76.5 points below standard SED:89.7points below standard EL:100.3points below standard SWD:143.4points below standard White:69.7points below standard Hispanic:87.4points below standard Homeless/Foster Youth: Less than 11 students No Data	All: 67.2 points below standard SED:78.8 points below standard EL:137.4 points below standard SWD:144.9 points below standard White: 59.7 points below standard Hispanic:84.4 points below standard Homeless/Foster Youth:Less than 11 students No Data	All: Increase by an overall 20 or more points SED: No more than 60 points below EL: No more than 50 points below SWD: No more than 100 points below White: No more than 50 points below Hispanic:No more than 50 points below Homeless/Foster Youth: No more than 50 points below	Overall % Met/Exceeded increased by 10.73 percentage points (20.19% to 30.92%) All students improved by 5.7 points below standard (72.9 to 67.2) SED improved by 7.5 points below standard (86.3 to 78.8) EL declined by 59.9 points below standard (77.5 to 137.4) SWD improved by 1.4 points below standard (146.3 to 144.9) White students improved by 11.8 points below standard (71.5 to 59.7) Hispanic students declined by 14.6 points below standard (69.8 to 84.4) Homeless/Foster Youth:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						No reportable data (fewer than 11 students)
1.3	Local Benchmark Assessment- STAR Reading	2023-2024 Reading Growth Data +1.0 GE District Average 44% Proficiency Report	2024-2025 Reading Growth Data +0.8 GE District Average 48% Proficiency Report	2025-2026 Reading Growth Data +0.8 GE District Average 56%% Proficiency Report	Reading Growth Data +1.5 GE or Higher District Average 60% Proficiency Report	District Average Growth: District reading growth decreased by 0.2 grade equivalents (+1.0 GE to +0.8 GE) Reading proficiency increased by 12 percentage points (44% to 56%)
1.4	Local Benchmark assessment- STAR Math	2023-2024 Reading Growth Data +0.8 GE District Average 46% Proficiency Report	2024-2025 Reading Growth Data +0.9 GE District Average 39% Proficiency Report	2025-2026 Reading Growth Data +0.8 GE District Average 46% Proficiency Report	Reading Growth Data +1.5 GE or Higher District Average 60 % Proficiency Report	District Average Growth: District math growth remained the same overall (+0.8 GE to +0.8 GE) Math proficiency remained the same overall (46% to 46%)
1.5	CALSAAS CA School Dashboard Highly Qualified Teachers	61.5% Highly Qualified Teachers 6.8% Out of field (1 FTE Local assignment option)	72.7% Highly Qualified Teachers 4.5% Out of field (1 FTE Local assignment option)	JSD 2023-2024 Data 66.0% Highly Qualified Teachers	80% Highly Qualified Teachers 6.8% Out of field 6.8% Ineffective 0% Incomplete	Highly qualified teachers increased by 4.5 percentage points (61.5% to 66%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		11.5% Ineffective (1 FTE Teacher on a PIP/STSP, 2 FTE misassignments- one was corrected) 11.5% Incomplete (Alternative special education related)	9.1% Ineffective (1 FTE Teacher on a PIP/STSP, 2 FTE misassignments- one was corrected) 9.1% Incomplete (Alternative special education related)	8.5% Out of field (2 FTE Local assignment option/ 1 bilingual/EL waiver) 4.2 Intern (1 intern teacher) 17% Ineffective (1 PIP, special education limited permits) 4.2% Incomplete (Alternate special education related)		Out-of-field assignments increased by 1.7 percentage points (6.8% to 8.5%) Ineffective assignments increased by 5.5 percentage points (11.5% to 17%) Incomplete assignments decreased by 7.3 percentage points (11.5% to 4.2%)
1.6	Facilities maintained in good repair	FIT Rating Jamestown 97.11% FIT Rating Chinese Camp 98.20%	24-25 FIT Rating Jamestown 97.55% FIT Rating Chinese Camp 96.42%	25-26 FIT Rating Jamestown 95.51% FIT Rating Chinese Camp 98.21%	FIT Rating Maintain 90% or higher rating for both Jamestown and Chinese Camp	Jamestown FIT decreased by 1.6 percentage points (97.11% to 95.51%) Chinese Camp FIT increased by 0.01 percentage points (98.20% to 98.21%)
1.7	Technology Plan	Device to Student Ratio 450 devices: 411 students; Personnel: One tech specialist stipend; 100% implementation of technology replacement plan	Device to Student Ratio: 470 Devices: 443 Students Personnel: One tech specialist stipend; 100% implementation of technology replacement plan	Device to Student Ratio: 451 Devices: 445 Students Personnel: One tech specialist stipend; 100% implementation of technology replacement plan	All students have 1:1 devices; Maintain technology specialist; 100% Implementation of technology replacement plan;	Student enrollment increased by 34 students (411 to 445) Devices increased by 1 device (450 to 451) Maintained approximately 1:1 device ratio

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Personnel Support: Remains the same – one tech specialist with stipend Technology Replacement Plan:Continued at 100% implementation
1.8	Student sufficient access to standards based curriculum	100% students have sufficient access to standards aligned instructional materials	100% students have sufficient access to standards aligned instructional materials	100% students have sufficient access to standards aligned instructional materials	100% of students have sufficient access to standards aligned curriculum	Remains the same at 100% of students have sufficient access to standards aligned curriculum
1.9	CA Dashboard English Learner Progress	40.7% Progress Toward Proficiency EL reclassification Rate 10% 14% of Long Term English Learners (LTELS)	2023-2024 Data 44%Progress Toward Proficiency EL reclassification Rate 34% Long-term English Learners fewer than 11 students- no data	2024-2025 Data 42.3%Progress Toward Proficiency EL reclassification Rate 5.2% Long-term English Learners fewer than 11 students- no data	60% or Higher Progress Toward Proficiency 20% Reclassification Rate Decrease LTELS annually by 1%	Progress toward proficiency increased by 1.6 percentage points (40.7% to 42.3%) Reclassification rate decreased by 4.8 percentage points (10% to 5.2%) Long-Term English Learners (LTELs): No current data available (fewer than 11 students in 2023–24; prior year: 14%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	CAST Scores	Overall: 31.51% Met or Exceeded Standards	2023-2024 CAST Overall: 14.45% Met or Exceeded Standards	2024-2025 CAASPP Overall: 17.24% Met or Exceeded Standards All: 45.2 science points SED: 42.4 science points White: 45.7 science points Less than 11 students for all other subgroups- No Data.	Overall: 40% or Higher will Meet or Exceed Standards	Overall Met/Exceeded decreased by 14.27 percentage points (31.51% to 17.24%)
1.11	DIBELS Data District Composite	DIBELS End of Year Data (23-24) Composite Score 57% Core Support	DIBELS End of Year Data (24-25) Composite Score 50% Core Support	DIBELS End of Year Data (25-26) Composite Score 51% Core Support	DIBELS End of Year Data 65% or Higher Core Support (green + blue)	Core support decreased by 6 percentage points (57% to 51%)
1.12	DIBELS Data Primary grades (Supporting use of SIPPS Literacy program)	Grade K 40% Core 7.92 Months of Growth Measured Grade1 50% Core 9.94 Months of Growth Measured Grade 2 54% Core 8.50 Months of Growth Measured	Grade K 31% Core 7.74 Months of Growth Measured Grade1 76% Core 14.6 Months of Growth Measured Grade 2 39% Core 9.7 Months of Growth Measured	Grade K 32% Core 7.8 Months of Growth Measured Grade 1 74% Core 9.4 Months of Growth Measured Grade 2 67% Core 7.7 Months of Growth Measured	Grade K 50% Core 11.0 Months of Growth Measured Grade1 60% Core 11.0 Months of Growth Measured Grade 2 60% Core 11.0 Months of Growth Measured	Grade % Core Support (Change) Growth in Months (Change) Kindergarten core decreased by 8% (40% to 32%) Grade 1 core increased by 24% (50% to 74%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 51% Core 8.34 Months of Growth Measured Grade 4 33% Core 9.29 Months of Growth Measured	Grade 3 52% Core 8.9 Months of Growth Measured Grade 4 60% Core 8.7 Months of Growth Measured	Grade 3 48% Core 8.6 Months of Growth Measured Grade 4 61% Core 9.3 Months of Growth Measured	Grade 3 60% Core 11.0 Months of Growth Measured Grade 4 50% Core 11.0 Months of Growth Measured	Grade 2 core increased by 13% (54% to 67%) Grade 3 core decreased by 3% (51% to 48%) Grade 4 core increased by 28% (33% to 61%)
1.13	Programs and Services provided to Students with Disabilities	20% of teachers and/or support staff who participate in professional development focused on intervention strategies for Students with Disabilities	75% of teachers/support staff participated in PD focused on intervention strategies for students with disabilities	75% of teachers/support staff participated in PD focused on intervention strategies for students with disabilities	70% of teachers and/or support staff who participate in professional development focused on intervention strategies for Students with Disabilities	Participation Rate: Staff participation increased by 55 percentage points (20% to 75%)

Goal Analysis [2025-26]

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

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

Overall, Goal 1 was substantially implemented and resulted in measurable academic growth across multiple state and local indicators. The district continued to prioritize standards-aligned instruction, MTSS systems, data-driven intervention, and targeted instructional support for unduplicated student groups.

Action 1.1 (Professional Development) was fully implemented. The district continued implementation of Professional Learning Communities (PLCs), collaboration structures, and WIN (What I Need) intervention time to support differentiated instruction and targeted intervention. During the 2025–2026 school year, the district also implemented a full year of Explicit Direct Instruction (EDI) coaching and professional development through DataWorks to strengthen Tier I instructional practices and instructional consistency across classrooms. Staff collaboration and walkthrough processes increasingly focused on essential standards, instructional alignment, and targeted student support.

Action 1.2 (Reading Instructional Support) was fully implemented and remained a strong area of success. SIPPS reading instruction, DIBELS benchmarking, intervention supports, and targeted literacy instruction continued districtwide. Local benchmark data demonstrated strong growth in several grade levels, particularly Grade 1 and Grade 4, while district reading proficiency increased from 44% to 56%.

Action 1.3 (Math Instructional Support) was implemented, but results continue to demonstrate a need for additional refinement and targeted intervention supports. Although overall CAASPP Mathematics performance improved from 20.19% to 30.92% Met/Exceeded Standards, subgroup performance among English Learners and Hispanic students declined. The district continued utilizing intervention supports and digital instructional tools, but additional focus on math intervention systems and instructional consistency remains necessary.

Action 1.4 (English Language Development Support) was only partially effective due to staffing inconsistencies that impacted the consistent delivery of designated ELD instruction. English Learner progress increased slightly from 40.7% to 42.3%, but reclassification rates declined from 10% to 5.2%. In response, the district has hired a full-time ELD paraprofessional for the 2026–2027 school year to provide more consistent designated ELD support while continuing to build teacher capacity in integrated ELD practices.

Action 1.5 (Tiered Interventions and Inclusion Supports) expanded significantly during the school year due to increasing student needs. Additional support staff and intervention systems were utilized to strengthen inclusion practices and provide targeted support for Students with Disabilities. Professional development participation related to intervention strategies for students with disabilities increased from 20% to 75%, supporting improved staff capacity and inclusion practices.

Action 1.6 (Technology Equipment/Supplies/Support) was fully implemented. The district maintained approximately a 1:1 student-to-device ratio and continued implementation of the district technology replacement plan to support instructional access and technology integration.

Action 1.7 (Improve Instructional Practices – EDI Coaching) was successfully implemented through Learning Recovery Emergency Block Grant (LREBG) funding. The district completed a full year of DataWorks EDI coaching and professional development focused on strengthening Tier I instruction, instructional engagement, and lesson design. This action supported improved instructional consistency and will continue to inform district instructional practices moving forward.

Overall, the district demonstrated measurable improvement in ELA, Mathematics, Chronic Absenteeism, and Suspension indicators during the 2025 Dashboard cycle. Continued challenges remain in improving outcomes for English Learners and Students with Disabilities, particularly in mathematics achievement and language acquisition. Fiscal reductions in supplemental and concentration funding also required more strategic allocation of resources to maintain intervention and support systems.

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.

Several material differences occurred within Goal 1 due to staffing adjustments, expanded intervention supports, and strategic use of Learning Recovery Emergency Block Grant (LREBG) funding.

Under Action 1.1 (Professional Development), expenditures were fairly consistent to the planned budget. Professional Learning Communities (PLCs), teacher collaboration structures, release time, and DataWorks Explicit Direct Instruction (EDI) coaching support were implemented.

Action 1.2 (Reading Instructional Support) experienced increased expenditures associated with additional SIPPS coaching, literacy intervention supports, and benchmarking implementation. These adjustments supported continued district focus on foundational literacy and MTSS intervention systems.

Action 1.3 (Math instructional Support) experienced minor expenditure differences due to adjustments in implementation and resource allocation throughout the school year. While the district continued to provide math intervention supports during the school day through push in support and through WIN time, instructional materials expenditures were lower than originally anticipated.

Action 1.4 (English Language Development Support) was funded with LREBG funds. We experienced implementation changes due to staffing limitations during the school year, resulting in reduced designated ELD support and underspending in comparison to originally budgeted amounts. In response to identified needs and declining English Learner outcomes, the district will restore more consistent designated ELD services through a full-time ELD paraprofessional beginning in 2026–2027.

Action 1.5 (Tiered Interventions and Inclusion Supports)was funded with LREBG funds. We experienced a decrease in expenditures due to a decrease in staffing salary for support needs for Students with Disabilities and inclusive practices.

Action 1.6 (Technology Equipment/Supplies/Support) experienced a decrease from original budget projections due to the decrease in supplemental and concentration funding. We were still able to maintain implementation of our technology replacement plan and all students remained with 1:1 devices.

Action 1.7 (EDI Instructional Coaching) was funded through remaining LREBG funds and supported districtwide instructional coaching and professional development through DataWorks. This action represented a strategic use of one-time funding to strengthen Tier I instruction and improve long-term instructional capacity.

Overall, budget adjustments reflected the district’s efforts to strategically prioritize instructional intervention, inclusion supports, literacy development, and professional development while responding to changing student needs and reductions in supplemental and concentration funding.

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

Action 1.1: Professional Development

This action was effective. The implementation of PLC structures, WIN time, instructional collaboration, and EDI coaching contributed to measurable academic growth in both ELA and Mathematics. CAASPP ELA performance increased from 22.11% to 33.72% Met/Exceeded Standards, and Mathematics increased from 20.19% to 30.92%.

Action 1.2: Reading Instructional Support

This action was highly effective. SIPPS implementation, DIBELS benchmarking, intervention supports, and literacy coaching contributed to measurable reading growth and increased reading proficiency from 44% to 56%. Significant gains occurred particularly in Grade 1 and Grade 4 DIBELS core support rates.

Action 1.3: Math Instructional Support

This action was moderately effective. While overall mathematics achievement improved significantly, subgroup performance among English Learners and Hispanic students declined. Additional refinement of math intervention systems, instructional strategies, and targeted subgroup support remains necessary.

Action 1.4: English Language Development Support

This action was partially effective. Staffing inconsistencies limited the consistent delivery of designated ELD instruction during the school year. Although English Learner progress improved slightly, reclassification rates declined, indicating a continued need for stronger and more consistent language acquisition supports.

Action 1.5: Tiered Interventions and Inclusion Supports

This action was effective. Intervention staffing, inclusion supports, and professional development strengthened support systems for Students with Disabilities and expanded staff capacity related to intervention and inclusive instructional practices.

Action 1.6: Technology Equipment/Supplies/Support

This action was effective. The district maintained a 1:1 technology ratio and continued implementation of the district technology replacement plan, supporting instructional access and classroom technology integration.

Action 1.7: Improve Instructional Practices (EDI Coaching)

This action was effective. Full-year DataWorks coaching and professional development strengthened Tier I instructional practices, instructional consistency, and teacher collaboration focused on student engagement and academic outcomes. This action is completed.

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.

Action 1.1 (Professional Development) will continue with an increased focus on instructional consistency, data-driven PLC collaboration, and continued implementation of Explicit Direct Instruction (EDI) practices. Due to the decrease in projected supplemental and concentration funding next year we have decreased the budget for this action.

Action 1.2 (Reading Instructional Support) will continue with ongoing implementation of SIPPS, DIBELS benchmarking, and targeted literacy intervention supports through WIN time and MTSS systems. There is a reduction in budget in this area. With the push for less screen time, the district has made some strategic decision making and reduced the number of digital software programs in use for 26-27.

Action 1.3 (Math Instructional Support) will be strengthened to provide additional focus on subgroup performance, particularly for English Learners, Hispanic students, and Students with Disabilities. The district will continue reviewing intervention supports, instructional tools, and instructional alignment to improve mathematics outcomes. Math will begin to be included in WIN time for the 26-27 school year.

Action 1.4 (English Language Development Support) will be revised through the addition of a full-time ELD paraprofessional to provide more consistent designated ELD instruction and improve language acquisition supports for English Learners. Integrated ELD professional development will be included in the staff development plan for next year.

Action 1.5 (Tiered Interventions and Inclusion Supports) will continue with ongoing emphasis on inclusion practices, intervention supports, and professional development related to Students with Disabilities.Continued training and professional development will be offered and supported in this area.This action was funded through LREBG funding and those funds have decreased and remaining LREBG funds have been allocated to another goal and action, therefore the planned expenditures for this action have decreased for the 26-27 school year.

Action 1.6 (Technology Equipment/Supplies/Support) will continue to maintain district technology access and implementation of the technology replacement plan.

Action 1.7 (Improve Instructional Practices – EDI Coaching) This action is completed, although we will continue implementation of instructional strategies and practices learned through the DataWorks coaching model and incorporate into our PLC time.

Overall, Goal 1 actions will continue to prioritize academic acceleration, instructional consistency, MTSS intervention systems, English Learner supports, and inclusive instructional practices to improve outcomes for all students, particularly unduplicated student groups such as students with disabilities, English learners, and homeless students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Provide targeted professional development, collaboration, and release time in order to build effective data-driven professional learning communities (	$2,645.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PLC) with a focus on monitoring and supporting improved implementation of MTSS to improve student academic achievement.		
1.2	Reading Instructional Support	Purchase research-based educational reading program SIPPS for implementation in grades K-4 and additional reading benchmarking software and intervention digital programs to support implementation of academic content of state standards .	$15,000.00	Yes
1.3	Math Instructional Support	1.0 Math Intervention Specialist Classified FTE and supplementary intervention digital programs to support implementation of academic content of state standards .	$45,306.00	Yes
1.4	English Language Development	1.0 Classified FTE to provide focused designated instruction on state ELD standards to assist English learners in developing academic content learning in English and become English language proficient as well as professional development training in integrated ELD.	$37,433.00	Yes
1.5	Tiered Interventions and Inclusion Training and Supports	Provide tiered interventions and inclusion training and supports of certificated and classified staff to increase student achievement for students especially those low income, foster youth, and EL with disabilities. In addition, collaboration with Tuolumne County Superintendent of Schools staff for professional development on curriculum, instruction, and training in the area of special education.	$27,452.00	Yes
1.6	Technology Equipment/Supplies/ Support	Purchase necessary technology devices and instructional supplies for students and staff along with supporting technology services through a technology specialist stipend.	$90,000.00	Yes
1.7	Improve Instructional Practices	Provide professional development and coaching in the area of Explicit Direct Instruction with Dataworks through a comprehensive program Tier I	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		instructional methodology in order to increase student achievement in the areas of reading and math.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	The implementation of comprehensive District-wide behavior management system integrating Positive Behavior Interventions and Supports (PBIS), along with proactive measures such as behavior management response protocols (I Understand), bully prevention programs, restorative justice, social emotional learning. This goal aims to cultivate a safe, inclusive, and nurturing school environment.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal has been developed to ensure that all students and their families in Jamestown School District are feeling safe, engaged in learning, and connected to school. The combined actions included within this goal focus on the Multi-Tiered Systems of Support (MTSS) necessary to foster a safe school environment and to allow for students to have access to the mental health resources to be successful prioritizing homeless/'foster youth, English learners, low-income and students with disabilities..

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Universal Screening Tool for Student Behavior and Risk	2023-2024 Data Students Identified in High Risk Category 20%	2024-2025 Data Students Identified in High Risk Category 15%	2025-2026 Data Students Identified in High Risk Category 11.3 %	10% or less Students Identified in High Risk Category	Decreased by 8.7 percentage points (from 20% in 2023–24 to 11.3% in 2025-26)
2.2	CA Dashboard Suspension/Expulsion Rate	2022-2023 Suspension Rate: All: 7.3% Homeless: 12% SWD: 17.9% SED: 9.6%	2023-2024 Suspension Rate: All: 8.5% Homeless: 9.8% SWD: 18.6% SED: 10%	2024-2025 Suspension Rate: All: 5.1% Homeless: 8.6% SWD: 8.3% SED: 6.6%	Suspension Rate All: 5% or lower Homeless: 8% SWD: 8% SED: 6% EL: 0%	Group 2022–23 to 2024-2025 Data and the Change: Overall suspension rate decreased by

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 0% White: 8.6% Hispanic: 2.6 % Expulsion Rate: 0%	EL: 5.1% White: 9.3% Hispanic: 4.7% Expulsion Rate: 0.3%	EL: 0% White: 6.2% Hispanic: 0% Expulsion Rate: 0.3%	White: 4% Hispanic: 1.7% Expulsion Rate 0%	2.2 percentage points (7.3% to 5.1%) Homeless decreased by 3.4 percentage points (12% to 8.6%) SWD decreased by 9.6 percentage points (17.9% to 8.3%) SED decreased by 3 percentage points (9.6% to 6.6%) EL remained at 0% White decreased by 2.4 percentage points (8.6% to 6.2%) Hispanic decreased by 2.6 percentage points (2.6% to 0%) Expulsion Rate Increased by 0.3% (from 0% to 0.3%)
2.3	School Attendance and Chronic Absenteeism Rate	2022-2023 Chronic Absenteeism All: 30% Homeless: 38.1% SWD: 43.4% SED: 35.2% EL: 27%	2023-2024Chronic Absenteeism All: 23.6% Homeless: 52.5% SWD: 37.1% SED: 29.3% EL: 15.4%	2024-2025 Chronic Absenteeism All: 12.2% Homeless: 10.9% SWD: 29.5% SED: 14.9% EL: 0%	Chronic Absenteeism All: 15% or less Homeless: 20% SWD: 25% SED: 25% EL: 15%	Group 2022–23 to 2023–24 Change: Overall chronic absenteeism decreased by 17.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 28.5% Hispanic: 29.8% 22-23 Attendance Rate 90.63%	White: 22.1% Hispanic: 23% 23-24 Attendance Rate 93.58%	White: 12.5% Hispanic: 4.9% 25-26 Current Chronic Absenteeism 13.80% 25-26- Current Attendance Rate 94.90%	White: 25% Hispanic: 20% Attendance Rate 93% or higher.	percentage points (30% to 12.2%) Homeless decreased by 27.2 percentage points (38.1% to 10.9%) SWD decreased by 13.9 percentage points (43.4% to 29.5%) SED decreased by 20.3 percentage points (35.2% to 14.9%) EL decreased by 27 percentage points (27% to 0%) White decreased by 16 percentage points (28.5% to 12.5%) Hispanic decreased by 24.9 percentage points (29.8% to 4.9%) Attendance rate increased by 4.27 percentage points (90.63% to 94.90%)
2.4	Local Climate Survey - California Healthy Kids Survey	2023-2024 62.3% Feel very safe or safe	2024-2025 71.5% Feel very safe or safe	2025-2026 66% Feel very safe or safe	75% or higher Feel very safe or safe	Measure 2023–24 to 2025–26 Change:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		60% Caring adult relationships 72% High expectations set 39% Experience sadness/ hopelessness	67.3% Caring adult relationships 82.5% High expectations set 34.5% Experience sadness/ hopelessness	55% Caring adult relationships 74% High expectations set 34.5% Experience sadness/ hopelessness	75% or higher Caring adult relationships 75% or higher High expectations set Less than 20% Experience sadness/ hopelessness	Feel safe/safe increased by 3.7 percentage points (62.3% to 66%) Caring adult relationships decreased by 5 percentage points (60% to 55%) High expectations increased by 2 percentage points (72% to 74%) Sadness/hopelessness decreased by 4.5 percentage points (39% to 34.5%)
2.5	School Facilities maintained in good repair. Facility Inspection Tool (FIT)	97.11%% overall school rating on the FIT for JES 98.20% overall school rating on the FIT for Chinese Camp (Facility Inspection Tool)	24-25 97.55% overall school rating on the FIT for JES 96.42% overall school rating on the FIT for Chinese Camp	24-25 95.51% overall school rating on the FIT for JES 98.21% overall school rating on the FIT for Chinese Camp	Maintain 90% or above FIT rating	Jamestown FIT decreased by 1.6 percentage points (97.11% to 95.51%) Chinese Camp FIT increased by 0.01 percentage points (98.20% to 98.21%)
2.6	Middle School Dropout Rate	2022-2023 1% Dropout Rate	2023-2024 0% Dropout Rate	2024-2025 0% Drop Out Rate	0% Dropout Rate	Decreased by 1 percentage point (from 1% to 0%)
2.7						

Goal Analysis [2025-26]

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

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

Overall, Goal 2 was substantially implemented and resulted in measurable improvements in student attendance, chronic absenteeism, and overall school climate supports. The district continued implementation of a comprehensive Multi-Tiered System of Supports (MTSS) framework, Positive Behavioral Interventions and Supports (PBIS), counseling services, behavior intervention supports, and family outreach efforts focused on improving student engagement, attendance, and school connectedness.

Action 2.1 (Counseling and Mental Health Supports) was highly implemented and effective. The district utilized Learning Recovery Emergency Block Grant (LREBG) funding to support a second school counselor, significantly expanding access to counseling, social-emotional supports, crisis intervention, and student wellness services. Counseling services were a major contributing factor in improving attendance outcomes and reducing overall chronic absenteeism from 23.6% to 12.2%.

Action 2.2 (Behavior and Attendance Supports) was fully implemented. The district continued to utilize PBIS systems, MTSS interventions, home visits, SART meetings, and wraparound family support services to improve attendance and student engagement. The district also expanded the role of the Behavior and Attendance Support Assistant to provide more direct intervention and family outreach support. Attendance recovery opportunities and independent study options were also developed toward the end of the school year and will be fully implemented during the 2026–2027 school year.

Action 2.3 (Behavior Management and Student Support Systems) was partially effective. While overall suspension rates improved significantly from 8.5% to 5.1%, the district experienced an increase in physical aggression and significant behavior incidents among a small number of students during the 25-26 school year. This highlighted a continued need to strengthen anger management, conflict resolution, and restorative support systems for students with higher behavioral needs.

Action 2.4 (Trauma-Informed Practices and Social Emotional Supports) was implemented through embedded MTSS and counseling structures rather than through a standalone action. Staff continued utilizing trauma-informed strategies and practices to support student regulation, relationships, and school climate.

Although the district demonstrated strong improvement in chronic absenteeism and suspension indicators, California Healthy Kids Survey data identified declines in student perceptions related to caring adult relationships and feelings of safety at school. These results indicate a continued need to strengthen student connectedness, relationship-building, and behavioral support systems through MTSS structures and student support services.

Overall, the district’s implementation of counseling services, PBIS, MTSS supports, home visits, and attendance interventions contributed positively to improved student engagement and school climate outcomes. Ongoing refinement of behavior intervention systems and student relationship supports will remain a priority moving forward.

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

Counseling Services (Action 2.1):
The most significant material difference involved the use of Learning Recovery Emergency Block Grant (LREBG) funding to support a second school counselor under Action 2.1. This additional counseling support expanded the district's ability to provide mental health services, crisis response, attendance intervention, and social-emotional supports for students. While effective, these one-time funds are now substantially expended and will require future support through LCAP funding or other funding sources to sustain services moving forward.

MTSS Implementation (Action 2.2)
This action had had an increase in expenditures as we made an increase in the allocated funding for the MTSS coordinator. The coordinator was increased from .10 FTE to a .38 FTE. We continue to support the extra time (FTE) by personnel to implementation of our tiered systems of support in the areas of SST and IEP coordination and oversight and we have continued implementation of a weekly mental health team meeting. The Behavior and Attendance Support Assistant role is integral to addressing increased attendance intervention, family outreach, and behavioral support needs. Moving forward, the district anticipates fully funding this position through LCAP resources which will enhance tiered services for students especially those who are SED, SWD, and homeless.

School-wide Behavior Management (Action 2.3):
This action continues to be underspending due to an existing surplus of materials and incentives in the school PBIS store, stocked from the previous year. As a result, fewer purchases were needed, and budgeted funds were not fully utilized. This variance did not change the scope or quality of the action. The PBIS and HERO programs continued to operate effectively, and student services were not negatively impacted. We will reduce this budget line item for the next year.

Trauma-Informed Training (Action 2.4):
Underspending occurred in this action as these strategies were embedded within existing MTSS and student support structures and implemented primarily through existing staff practices and professional collaboration rather than through separate funded activities. Trauma informed practices continue to be used and students benefited from a continued focus on safety, relationships, and emotional support without incurring extra costs.

Overall Impact:
Overall, budget adjustments within Goal 2 reflected the district's prioritization of student wellness, attendance improvement, and behavioral supports in response to identified student needs. The district maintained its planned level of support for unduplicated pupils and met the intended outcomes through efficient use of funds.

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

Action 2.1: Counseling Services
This action was highly effective. Expanded counseling services supported student wellness, attendance, and social-emotional needs. Chronic absenteeism improved significantly from 23.6% to 12.2%, and student engagement supports increased through counseling interventions, crisis response, and family outreach efforts. Counseling services continue to be identified by educational partners as one of the district's most valuable supports.

Action 2.2: MTSS Implementation
This action was effective in identifying and supporting at-risk students, especially homeless youth. MTSS structures were fully implemented, including increased home visits and the implementation of a full-service support plan for homeless families. PBIS systems, home visits, SART meetings, attendance interventions, and wraparound family supports contributed to significant improvements in attendance rates and chronic absenteeism outcomes. The district also implemented independent study supports and are developing attendance recovery systems which are expected to further strengthen attendance outcomes moving forward.

Action 2.3: School-wide Behavior Management
This action was partially effective. Although overall suspension rates improved from 8.5% to 5.1%, this year the district experienced increased incidents involving physical aggression and significant student behavioral dysregulation. Data and site observations indicate a need for stronger anger management, conflict resolution, and restorative intervention systems for students with elevated behavioral needs.

Action 2.4: Trauma-Informed Training
This action was moderately effective. Trauma-informed strategies and social-emotional supports continued to be implemented through MTSS systems, counseling supports, and classroom practices. However, California Healthy Kids Survey results showed declines in student perceptions regarding caring adult relationships and feelings of safety at school, indicating a continued need to strengthen school connectedness and student relationship-building supports.

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.

Action 2.1 (Counseling Supports) will continue; however, with Learning Recovery Emergency Block Grant funds substantially expended, the district will need to transition these supports into ongoing LCAP funding or identify alternative funding sources to maintain expanded counseling services.

Action 2.2 (Behavior and Attendance Supports) will be expanded to include full implementation of attendance recovery systems during the 2026–2027 school year as an additional strategy to address chronic absenteeism and improve student engagement.

Action 2.3 (Behavior Management Supports) will be revised to place greater emphasis on anger management, conflict resolution, restorative practices, and targeted behavioral interventions for students with elevated behavioral needs.

Action 2.4 (Trauma Informed Training) The standalone trauma-informed practices action will be removed as a separate action item moving forward as there does not seem to be a need to pay for specific trauma informed training. Any professional development or training for trauma-informed strategies and supports will be embedded within the district’s overall MTSS, PBIS, counseling, and student support systems.

Overall, Goal 2 actions will continue to prioritize student wellness, attendance, school connectedness, and behavioral supports through a comprehensive MTSS framework focused on improving outcomes for all students, particularly unduplicated student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Counseling Services	Provide a 1.0 FTE counselor (LCFF funding) and 1.0 FTE counselor (LREBG funding; LREBG amount: $53,129.17 for 2026-27; Metric used: 2.3)	$177,539.49	Yes
2.2	MTSS Implementation	Implement Multi Tiered Systems of Support (MTSS) through the provision of a 0.2 F.T.E. MTSS coordinator, 0.5 F.T.E. behavior and attendance support assistant(LCFF) and 0.5 F.T.E. (LREBG), and a 0.2 F.T.E. for trauma informed support /homeless and foster youth liaison.	$121,453.00	Yes
2.3	School-wide Behavior Management	School staff will continue to utilize a school-wide behavior management system that includes Positive Behavior Interventions and Supports (PBIS), as well as behavior management response protocols (I Understand), bully prevention programs, restorative justice, social emotional learning, other means of correction, and incentives to create and foster a positive school climate.	$15,000.00	Yes
2.4	Trauma Informed Training	Provide training and support in the areas of trauma informed practices and inclusion.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	To provide student access to a broad course of study and enrichment opportunities to prepare all students to be college and career ready	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal has been developed to maintain that all students have access to a broad course of study through the offerings of art, music, technology, student leadership, health, and world language and and inclusion support so that all students are engaged in learning. The combined actions included in this goal are centered on increasing the opportunities for students to increase engagement and participate in a variety of learning opportunities for increased academic and social emotional growth. This goal is principally directed toward our homeless/foster youth, English Learners, Low-income, and students with disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA CASSPP California Spanish Assessment (CSA)	2022-2023 CSA Data 3rd grade- Range 1 (lowest level)- 339.6 Scaled Mean Score 4th grade- Range 1 - 436.9 Average Scaled Mean Score 5th grade- Range 1- 536.6 Average Scale Mean Score	2023-2024 CSA Data 3rd grade- No data fewer than 11 students tested 4th grade- Range 1 -443.9 Average Scaled Mean Score	2024-2025 CSA Data 3rd grade- Range 1 Average Scaled Mean Score-330.1 4th grade- Range 2 Average Scaled Mean Score-446.9 5th grade- Range 1- Average Scale Mean Score-539.4	CSA Data Each grade level will improve 15 points or more and move into Range 2 or higher 50% of students enrolled in the Spanish I A-G course will	Measure: CSA Data (Range 1 – Average Scaled Mean Score) 3rd grade: 2024–2025 Outcome: Range 1 – 330.1 Average Scaled Mean Score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th grade- first year of testing in 23-24. No Data 0% of students completed the Spanish I A-G Course	5th grade- Range 1-538.1 Average Scale Mean Score 6th grade- No Data fewer than 11 students tested 12 students enrolled in the Spanish I A-G: 100% completed and passed the course	6th grade- Range 1-Average Scale Mean Score-635.2 10 students enrolled in Spanish I (B) A-G: 90% passed the course with a C or higher 7 students enrolled in Spanish II (A) A-G: 100% passed the course with a C or higher	complete the course	Current Difference from Baseline: Decreased by 9.5 scaled score points (339.6 to 330.1), remaining in Range 1 4th Grade: 2024–2025 Outcome: Range 2 – 446.9 Average Scaled Mean Score Current Difference from Baseline: Increased by 10 scaled score points (436.9 to 446.9) and improved from Range 1 to Range 2. 5th Grade: 2024–2025 Outcome: Range 1 – 539.4 Average Scaled Mean Score Current Difference from Baseline: Increased by 2.8 scaled score points (536.6 to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						539.4), remaining in Range 1. 6th Grade: No baseline (first year of testing in 2023–24) 2024–2025 Outcome: 10 students enrolled in Spanish I (B) A-G course with 90% passing with a C or higher. 7 students enrolled in Spanish II (A) A-G course with 100% passing with a C or higher. Current Difference from Baseline: Increased from 0% student participation in A-G Spanish coursework to successful implementation of both Spanish I and Spanish II A-G aligned courses, with high student success rates of 90% and 100% passing with a C or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						higher, respectively.
3.2	CA Dashboard - Access to a Broad Course of Study	Master Schedule- 100% of students receive/ offered instruction in music/art 1.0 FTE Music teacher 0.5 FTE Art teacher	Master Schedule- 100% of students receive/offered instruction in music/art 1.0 Music Teacher 1.0 Art Teacher	Master Schedule- 100% of students rceive/offered instruction in music/art 1.0 Music Teacher 1.0 Art Teacher	Master Schedule - 100% of students receive/offered instruction in music/art 1.0 FTE Music teacher 0.5 FTE Art teacher	Music/Art Access: No change – remained at 100% of students receiving/offered instruction in music and art Staffing: Art teacher increased by +0.5 FTE (from 0.5 FTE to 1.0 FTE); Music teacher remained at 1.0 FTE
3.3	CA Dashboard Implementation of Standards	Ratings CTE-3.0 Initial Implementation PE-3.68 Initial Implementation World Language-4.0 FullImplementation Health Education-4.41 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability	Ratings CTE- 3.72 Initial Implementation PE- 4.36 Full Implementation World Language-4.54 Full Implementation Health Education-4.41 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability	Ratings CTE- 3.5 Initial Implementation PE- 4.00 Full Implementation World Language-4.20 Full Implementation Health Education-4.00 Full implementation Visual and Performing Arts-5.00 Full implementation and Sustainability	Ratings CTE-4.0 Full implementation PE-4.0 Full implementation or higher World Language-Maintain 4.0 FullImplementation or higher Health Education-Maintain 4.0 Full implementation or higher Visual and Performing Arts-5.00 Maintain Full	Ratings CTE: Increased by +0.5 (from 3.00 to 3.5) – Initial Implementation PE: Increased by +0.32 (from 3.68 to 4.0) – moved from Initial Implementation to Full Implementation World Language: Increased by +0.2 (from 4.00 to 4.2) –

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					implementation and Sustainability	remained Full Implementation Health Education: Decreased .41 points (from 4.41 to 4.00) – Full Implementation) Visual and Performing Arts: No change (remained at 5.00 – Full Implementation and Sustainability

Goal Analysis [2025-26]

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

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

Overall, Goal 3 was successfully implemented and continued to provide students with expanded enrichment opportunities, hands-on learning experiences, and programs designed to increase student engagement and connectedness to school.

Action 3.1 (Dual Immersion Program) was implemented and remained a signature program for the district. The program continued to provide bilingual and biliteracy opportunities for students in grades TK–8 and remained highly supported by educational partners. Due to reductions in supplemental and concentration funding resulting from declining ADA and unduplicated pupil counts, the district strategically shifted one Dual Immersion teaching position back to the General Fund to maintain program stability and continuity.

Action 3.2 (Art, Music, and Enrichment Programs) was fully implemented and continued to be identified by students, parents, staff, and the Board as a major strength of the district. Students continued to receive access to visual and performing arts opportunities, classroom music, band, and STEAM-related enrichment activities that support student engagement and school connectedness.

Action 3.3 (STEAM Materials and Activities) was expanded during the school year. Through the district's shared transportation agreements and strategic coordination of resources, additional field trips and enrichment opportunities were provided to students. These experiences supported academic enrichment, hands-on learning, and student engagement across grade levels. In addition, Science Academy/Chinese

Camp Programs continued to be implemented successfully and remains a unique and valued educational opportunity within the district providing students with environmental and science-based learning opportunities connected to the surrounding Red Hills environment and outdoor education experiences.

Overall, Goal 3 actions positively contributed to student engagement, enrichment, and school connectedness. Educational partner feedback consistently identified Dual Immersion, field trips, Science Academy, art, music, and STEAM opportunities as programs families and staff highly value and want continued.

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.

Several material differences occurred within Goal 3 due to declining supplemental and concentration funding and strategic budget reallocations.

The district experienced reductions in supplemental and concentration funding due to declining ADA and decreases in unduplicated pupil percentages. As a result, adjustments were necessary to maintain core enrichment programs while preserving fiscal stability.

Under Action 3.1 (Dual Immersion Program), one teaching position was shifted from supplemental/concentration funding to the General Fund in order to maintain the continuity of the program while reducing pressure on LCAP resources. In addition, two teachers went on leave for a portion of the year and were paid on differential time, so a decrease in salaries is reflected.

Under 3.2 (Art and Music Program) showed a reduction in expenditures due to a salary reduction for a mid year leave for the art teacher. We were able to hire a replacement with the salary adjustment at the intern rate.

Under Action 3.3 (STEAM Materials and Activities), expenditures were partially shifted from LCAP funding to Educator Protection Account (EPA) funding and supported through shared transportation agreements. These adjustments allowed the district to continue and expand field trip opportunities despite reductions in supplemental funding.

Beginning in the 2026–2027 school year, expenditures associated with the Chinese Camp campus and Science Academy programming will increasingly be supported through Necessary Small School (NSS) funding sources to better align expenditures with site-specific funding allocations.

Overall, these budget adjustments allowed the district to sustain high-value enrichment programs while responding responsibly to changing fiscal conditions.

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

Action 3.1: Spanish/English Dual Immersion Program

This action was effective. The Dual Immersion Program continued to support student engagement, biliteracy development, and academic opportunities for students. Educational partner feedback consistently identified the program as a major strength of the district and strongly supported its continuation.

Action 3.2: Art and Music Programs
This action was highly effective. Students continued to benefit from expanded visual and performing arts opportunities, classroom music, band, and STEAM enrichment experiences. These programs positively contributed to school engagement, student connectedness, and overall school climate.

Action 3.3: STEAM Materials and Activities
This action was highly effective. The district expanded field trip opportunities through shared transportation partnerships and strategic resource coordination. Students benefited from increased hands-on learning opportunities and enrichment experiences that supported classroom learning and student engagement.The Science Academy and Chinese Camp programs continued to provide unique science-based and outdoor educational opportunities that support student engagement and experiential learning.

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.

All Goal 3 actions will continue during the 2026–2027 school year.

Due to reductions in supplemental and concentration funding, the district will continue strategically reallocating expenditures to maintain core enrichment opportunities while preserving fiscal stability.

Funding adjustments will include continued use of General Fund resources to support portions of the Dual Immersion program, continued use of EPA funding to support transportation for field trip opportunities when appropriate, and utilization of Necessary Small School funding to support Chinese Camp and Science Academy-related expenditures.

The district remains committed to maintaining enrichment opportunities that educational partners consistently identify as highly valuable, including Dual Immersion, Science Academy, field trips, art, music, STEAM, and extended learning opportunities.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Spanish/English Dual Immersion Program	Support and enhance the Spanish/English Dual Immersion Program by acquiring and retaining bilingual personnel, and providing appropriate curriculum and supplies in order for enrolled students to become proficient in both Spanish and English.	$393,480.00	Yes
3.2	Art and Music Programs	District will continue to support a master schedule incorporating art and music instruction for K-8 grades within the school day along with the necessary equipment and supplies for both Jamestown Elementary and Chinese Camp School schools.	$123,271.00	Yes
3.3	STEAM Materials/Activities	Support instruction and learning in the area of Science, Technology, Engineering, Art ,Math (STEAM) through increase of STEAM supplies in classrooms and STEAM-based field trips and assemblies.	$15,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Promote school program benefits and parent and family engagement through various activities including family fun nights and parent educational opportunities while reinforcing community collaborations, broadening wrap-around services enhancing communication and accessibility in order to build family connectedness, engagement and participation.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Educational partner feedback revealed a desire for a more focused approach to providing family engagement, support and resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent/family attendance rate at family engagement events	Average 165 people per event 55 completed the Parent Involvement Survey	Average to date: 229 people per event 60 completed the Parent Involvement Survey	Average to date: 164 people per event 38 Parent Involvement Survey	Average 200 or more or people in attendance per event 100 or more completed Parent Involvement Survey	Average Event Attendance: Decreased by 1 person per event (from 165 to 164) Parent Involvement Survey Completion: Decreased by 17 responses (from 55 to 38)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Parent Involvement Survey Results	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 83.7% Art and Music- 94.3% STEAM Activities and Supplies-92.3% Engaging Educational Opportunities for Students- 97%	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 88% Art and Music- 95.5% STEAM Activities and Supplies- 92.5% Engaging Educational Opportunities for Students- 97%	Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy- 73.4% Art and Music- 85.1% STEAM Activities and Supplies- 89.4% Engaging Educational Opportunities for Students- 84.7%	Maintain a rating of above 80% Agree/Strongly Agree in Support of Programs: Dual Immersion and Science Academy Art and Music STEAM Activities and Supplies Engaging Educational Opportunities for Students	Dual Immersion and Science Academy: decreased by +10.3 percentage points (from 83.7% to 73.4%) Art and Music: decreased by 9.2 percentage points (from 94.3% to 85.1%) STEAM Activities and Supplies: decreased by 2.9 percentage points (from 92.3% to 89.4%) Engaging Educational Opportunities for Students: Decreased by 12.3 percentage points (97% to 84.7)
4.3	Exit Surveys from Parent Education Opportunities in order for parents to provide input for decision making for the school sites and LEA	Planning on implementing this year. Will use a 10 point satisfaction rating scale. No baseline yet.	0 exit surveys Will incorporate another metric	0 exit surveys-	80% of parents will have a satisfaction rate of 7 or above	Baseline: Planning stage in prior year – no baseline data collected Current Year: 0 exit surveys completed; will

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						incorporate a different metric
4.4	Home visits	10-15 home visits a month. Will implement a satisfaction survey. No baseline yet	Average of 15 home visits a month. 90% of families are connected to appropriate community resources 71% of families who receive home visits report improved communication and support 71% of families who received home visits improved school attendance	Average of 7 home visits a month 100% of families are receptive to support. 90% of families are connected to appropriate community resources 84% of families who receive home visits report improved communication and support 84% of families who received home visits improved school attendance	90% of families are connected to appropriate community resources 80% of families who receive home visits report improved communication and support 10% increase in school attendance by families who receive home visits	Home Visit Frequency: Decreased from a range of 10–15 per month to an average of 7 per month Satisfaction Survey: No baseline – new measure implemented this year Family Connection to Resources: New metric – 90% of families connected to appropriate community resources; no change from last year Improved Communication and Support: New metric – 84% of families receiving home visits reported improvement an increase of 13% from last year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Improved School Attendance: New metric – 84% of families receiving home visits reported improvement an increase of 13% from last year
4.5	Community partners	17 active community partners	23 active community partners	23 active community partners	25 or more community partners	Increased by +6 partners (from 17 to 23)

Goal Analysis [2025-26]

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

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

Overall, Goal 4 was substantially implemented and continued to strengthen family engagement, communication systems, attendance outreach, and wraparound support services for students and families.

Action 4.1: Family Fun Nights
This action was partially effective. Family Fun Nights were implemented with less consistency and less attendance with a decrease in average attendance and less parents completing the Parent Involvement Surveys. However, Dual Immersion, Chinese Camp, and music program events still have the highest attendance rates. We did market better and change event nights to Tuesday which was well received. Staffing limitations continue to be challenging in coordinating events. This challenge suggests a need for improved resource allocation or potential compensation for staff supporting these activities.

Action 4.2: Parent Education Opportunities
was only partially implemented. Planned parent education nights did not occur during the school year and educational partner feedback indicated these events were not identified as a high priority by parents.

Action 4.3: Parent Communication
This action was highly effective. The implementation of the Jamestown Journal as a regular communication tool significantly improved district communication with families. Parents responded positively to communication through text messaging and direct text links, which also

reduced the district's reliance on autodialer messaging systems. In addition, responsibility for website and marquee updates transitioned to district office staff, resulting in more timely updates and improved communication consistency.

Action 4.4: Increase Student Attendance
This action was effectively implemented. The district continued to strengthen partnerships with community agencies and organizations to support students and families through food assistance, clothing support, attendance outreach, counseling referrals, and other wraparound services coordinated through the JFRC and district support staff. Attendance rates for families that received home visits did improve and there was a high rate of improved communication from families to the office regarding attendance.

Overall Implementation Reflection:
Overall, Goal 4 actions positively supported family engagement, attendance improvement efforts, communication systems, and community partnerships. Continued emphasis on relationship-building, communication accessibility, and wraparound supports remains a priority for the district.

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

Several material differences occurred within Goal 4 due to adjustments in implementation priorities and staffing responsibilities.

Action 4.1: Family Fun Nights
There was an increase in expenditures budgeted expenditures. The Dual immersion Program had an additional event and we saw an increase in t the cost of food and supplies.

Action 4.2: Parent Education Opportunities
planned parent education nights were not implemented during the school year. Educational partner feedback indicated that these activities were not identified as a significant priority for families at this time. As a result, expenditures associated with these activities were lower than originally anticipated.

Action 4.3: Parent Communication
There were no material differences between budgeted and actual expenditures. Staffing responsibilities for website coordination and marquee updates were reassigned to district office personnel. This operational shift improved communication efficiency and consistency while utilizing existing staffing structures more effectively.

Action 4.4: Increase Student Attendance
There was a decrease in expenditures due to a decrease in supplemental and concentration funding and a decrease in the amount of incentives. Any attendance incentives were rolled into Action 2.3 School Wide Behavior Management. The district maintained its planned scope of home visits and partner engagement, with spending aligning closely with the original projections. Additional resources and staff time continued to be directed toward home visits, SART meetings, attendance outreach, and wraparound support coordination due to ongoing attendance and family support needs. These adjustments aligned with district priorities to improve attendance and strengthen family engagement.

Overall Financial Reflection:
Overall, expenditure differences reflected strategic adjustments to better align services with educational partner feedback and identified family needs. These variances did not reduce the scope of services for unduplicated pupils, and the Minimum Proportionality Percentage (MPP) was maintained.

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

Action 4.1: Family Fun Nights
This action was partially effective. Average event attendance was 183 participants which is a decrease from last year. However, Dual Immersion, Science Academy and Music program events were well attended and these programs are priorities based upon educational partner feedback.

Action 4.2: Parent Education Opportunities
This action was ineffective in its original implementation. Parent education nights were not implemented during the school year and were not identified as a major priority by parents through educational partner feedback. However, student-centered school events and Dual Immersion activities remained well attended and positively supported family engagement.

Action 4.3: Parent Communication
This action was highly effective. The Jamestown Journal improved communication consistency and accessibility for families, particularly through the use of text messaging and text links. Parents responded positively to these communication methods, and the district reduced reliance on autodialer systems. The reassignment of website and marquee responsibilities to district office staff also improved the timeliness and accuracy of district communications.

Action 4.4: Increase Student Attendance
This action was effective. The district continued to strengthen partnerships with community organizations and expand wraparound services through the Jamestown Family Resource Center. These services supported families with attendance barriers, basic needs, mental health referrals, and additional community resources that contributed to improved student engagement and family support.Home visits and SART meetings significantly improved communication and relationship-building with families and positively supported student attendance and engagement. Educational partners consistently identified these supports as valuable and impactful.

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.

Action 4.1: Family Fun Nights
No changes are planned for this action. Strong turnout and positive engagement during events indicate the strategy is effective as implemented. Improvements in staff support capacity are being explored through PTO collaboration or staff stipends but do not require formal action changes at this time.

Action 4.2: Parent Education Opportunities

This action will be removed as a standalone action due to limited implementation and educational partner feedback indicating it was not a significant priority for families.

Action 4.3: Parent Communication
This action will continue with ongoing use of the Jamestown Journal, text messaging systems, updated website communication, and district office coordination of communication platforms to improve accessibility and consistency of information for families.

Action 4.4: Increase Student Attendance
No changes are planned for the action, but due to a decrease in supplemental and concentration funding proojected for next year we will continue to decrease this budget and continue to support incentives through Action 2.3. This action will continue with an increased focus on home visits, SART meetings, attendance outreach, and relationship-building strategies that have demonstrated positive impact on student attendance and family engagement.We will continue to prioritize collaboration with community agencies and expansion of wraparound support services through the Jamestown Family Resource Center and district support systems.

Overall, Goal 4 will continue to focus on strengthening family engagement, improving communication systems, increasing attendance support efforts, and expanding wraparound services to better support students and families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Family Fun Nights	Provide opportunities for parents and families to participate in fun events including supplies, food throughout the year to support family connectedness, engagement, and participation.	$6,000.00	Yes
4.2	Parent Education Opportunities	Provide a series of parent educational workshops based upon parent interest to include supplies, food and childcare.	$0.00	Yes
4.3	Parent Communication	Increase the availability and ease of home/school communication, information, supports and resources	$1,210.00	Yes
4.4	Increase student Attendance	Implement home visits and an incentive program for parents and students to support regular school attendance	$18,850.00	Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,027,377	$84,633

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
18.936%	0.000%	$0.00	18.936%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** 73.3% of our student population identified as low-income and performing in the red/lowest performance in ELA and our students with disabilities are performing the furthest below standard in both ELA and math. English language Learners English proficiency dropped to 40.7%. Foster/Homeless youth	Professional development, collaboration and release time will be important for all teachers to analyze student achievement data frequently, effectively monitor and support student progress, and make decisions on instruction and intervention supports particularly benefitting low-income students and students with disabilities. This action is provided on an LEA-wide basis because all teachers serve unduplicated students throughout the district and instructional practices	CAASPP Data, STAR Data, DIBELS

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
	often fall into another one of the above subgroups as well as have challenges with regular school attendance and therefore require targeted support and closer monitoring. Educational partners identified that more professional development and collaborative time is needed to support teachers in implementing data driven instruction. **Scope:** LEA-wide	must be implemented consistently across classrooms. Due to the integrated nature of instruction, it would not be practical to provide professional development only to teachers serving identified unduplicated students.Unduplicated students are expected to benefit most through improved instruction, targeted intervention, and increased academic achievement.	
1.2	**Action:** Reading Instructional Support **Need:** Our data demonstrates that our Socioeconomically Disadvantaged Students comprising 73.4% of our student body, performed significantly below the standard at 72.8 points below standard in ELA and our EL are also significantly lagging behind with 93.9 points below standard. Even though we do not have data for foster/homeless they often show lower literacy skills due to additional barriers to learning. **Scope:** Schoolwide	Implementation of SIPPS particularly in kindergarten will enhance foundational reading skills. This research-based program supports struggling readers, particularly benefiting English learners and socioeconomically disadvantaged students by closing the literacy gap early. This action is provided on a schoolwide basis because literacy instruction occurs within integrated classrooms and intervention systems. Providing these supports schoolwide ensures unduplicated students receive access to high-quality core instruction and intervention without isolating services from their peers.	DIBELS, STAR Reading Benchmark Assessments, CAASPP Data
1.3	**Action:** Math Instructional Support	Supporting a 1.0 FTE Math Intervention Specialist for both push in and pullout intervention services and providing supplementary resources like IXL and Math Seeds will provide targeted support.	CAASPP Data, STAR math, IXL/Math Seeds growth reports

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
	Need: Our data demonstrates that our Socioeconomically Disadvantaged Students comprising 73.4% of our student body, performed significantly below the standard at 86.3 points below standard in math. Our EL are also significantly are 77.5 points below standard. Even though we do not have data for foster/homeless they often show lower math skills due to additional barriers to learning. **Scope:** Schoolwide	Small group intervention support will provide differentiated supports which we believe will improve math proficiency among all students, especially those who are socioeconomically disadvantaged and English learners. This action is provided on a schoolwide basis because intervention and enrichment opportunities are embedded within the master schedule and are available to all students. Unduplicated students are expected to receive the greatest benefit due to their identified academic needs and are more likely to require targeted intervention and progress monitoring	
1.4	**Action:** English Language Development **Need:** There was a notable decline in English proficiency progress dropping from 67% to 40.7%. There is a need for consistent and effective English language development. **Scope:** LEA-wide	Supporting 1.0 FTE for focused and consistent ELD instruction and providing targeted professional development on ELD strategies will strengthen academic content learning for our English Learners. In addition, there will be a focused effort on our Long Term English Learners addressing engagement and motivation in order to close the gaps in their language acquisition process. Although all students may benefit from improved instructional practices, this action is principally directed toward English Learners who require additional language acquisition support to access grade-level content. The action is provided on a schoolwide basis because language development occurs throughout the instructional program and requires coordinated implementation across classrooms and staff.	CAASPP Data EL proficiency, Reclassification and LTEL rates

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
1.5	**Action:** Tiered Interventions and Inclusion Training and Supports **Need:** Our EL, SED, and homeless students who are also SWD have a need for improved instructional strategies, staff training and supports in the area of inclusion and intervention in order to improve academic achievement as they have the lowest CAASPP scores. **Scope:** LEA-wide	Training will equip our staff with the skills to implement differentiated instruction, ensuring that lessons meet the diverse needs of all students, particularly those with disabilities who are also socioeconomically disadvantaged, EL, or homeless. Training will also help staff identify and implement effective intervention strategies for students with disabilities, improving their academic performance. This is particularly crucial for low-income and homeless students who may lack additional academic support at home. Inclusive training promotes the creation of classroom environments where all students, regardless of their socioeconomic status or disabilities, feel valued and included. This fosters a sense of belonging, improves engagement and participation, and can reduce disciplinary actions. This action is provided on an LEA-wide basis because all certificated and classified staff serve Students with Disabilities, English Learners, socioeconomically disadvantaged students, and students experiencing homelessness throughout the district. Effective intervention and inclusion practices require consistent implementation across all grade levels, classrooms, and support programs. Due to the integrated nature of instructional and intervention services, it would not be practical to provide this training and support only to staff serving identified unduplicated students. Unduplicated students are expected to benefit most through increased access to grade-level instruction, improved academic outcomes, and greater participation in inclusive educational settings	CAASPP, Suspension Data, Inclusion rates or LRE, Parent attendance and participation rates at IEPs, surveys, staff participation in PD

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
1.6	**Action:** Technology Equipment/Supplies/Support **Need:** Educational partner feedback supports the continued purchase of technology student devices so that all students have access to the technological tools to be academically successful. Feedback also supports making sure teachers and staff have the necessary technological instructional supplies and technology support to deliver effective instruction. **Scope:** LEA-wide	Purchasing necessary technology devices and supplies for students and staff, and supported by a technology specialist will ensure that all students, particularly those who are socioeconomically disadvantaged, foster/homeless, and English Learners have access to the tools they need for successful learning both at school and home if necessary. This action is provided on an LEA-wide basis because technology access, instructional devices, and technology support systems must be implemented consistently across the district to ensure equitable access to learning opportunities. While all students benefit from access to technology, socioeconomically disadvantaged students, English Learners, foster youth, and students experiencing homelessness often have fewer resources available outside of school and are therefore expected to benefit most from this action. Providing technology and support on an LEA-wide basis ensures that unduplicated students have consistent access to instructional materials, intervention programs, communication tools, and learning opportunities both at school and at home	Technology Plan
2.1	**Action:** Counseling Services **Need:** 20% of our current student enrollment are in need of more intensive mental health and behavioral support particularly our low income students and students with disabilities who have higher suspension rates, as well as a	Continuing to support a full-time counselor will provide essential mental health support. We have seen a reduction in our suspension and discipline data especially for high risk students who have had ongoing counseling support. We anticipate seeing continued decline in suspension data in our homeless and foster youth, and socioeconomically disadvantaged students. We are developing a	Universal Screening Tool, CHKS

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
	high rate at 39% of students feeling sadness/hopelessness. **Scope:** LEA-wide	more targeted plan for behavior support in our students with disabilities . This action is provided on an LEA-wide basis because counseling, crisis response, attendance support, and social-emotional interventions must be accessible across all school settings. Unduplicated students, particularly low-income, homeless, foster youth, English Learners, and students with disabilities, experience higher rates of attendance, behavioral, and social-emotional challenges and are expected to benefit most from these services.	
2.2	**Action:** MTSS Implementation **Need:** Our data shows that only 62.3 % of students feel safe at school or feel they have caring adult relationships. The number of homeless students have increased and there has been a significant increase in the amount of home visits and wraparound service requests. Overall Chronic absenteeism is still significantly high at 30% but our unduplicated students are at an even higher absenteeism rate. (Homeless: 38.1%,SWD: 43.4%,SED: 35.2%, EL 27%) **Scope:** LEA-wide	All of these identified staff will provide targeted support for trauma-affected students and ensure the needs of homeless and foster youth are met particularly surrounding school attendance. We will progress monitor the attendance rate of our homeless students and provide additional transportation for families in need. Additional phone calls and support meetings and home visits will be held regarding attendance with a particular focus on Homeless, EL, SED and SWD. These roles will create a structured, supportive environment, addressing high suspension rates and improving an overall LEA- wide student connection and engagement. This action is provided on an LEA-wide basis because a multi-tiered system of supports requires consistent implementation across all grade levels and programs to effectively identify and address student needs. Unduplicated students are expected to benefit most because they are disproportionately represented among students	Universal Screening Tool, CA Dashboard suspension rates

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
		requiring academic, behavioral, attendance, and social-emotional interventions.	
2.3	**Action:** School-wide Behavior Management **Need:** Suspension rates are high at an overall 7.3% particularly within our students with disabilities (17.9%), homeless (12%) and low-income (9.6). Educational partners have shared that behavior management and supporting positive interventions is a priority and specifically there are concerns about bullying behaviors at school and the need for more supervision, SEL education and consistent behavioral support. **Scope:** LEA-wide	Continuing to utilize a school-wide behavior management system and PBIS incentives will foster a LEA-wide positive school climate and reduce overall suspension rates. The specific behavior management response protocols ("I Understand") will allow us to have a school-wide consistent response to behavioral issues. Counseling support and anti-bullying presentations along with Social Emotional Learning (SEL) to support students' emotional and social development education will ensure a safe and supportive environment. The increase in restorative justice practices will help to address conflicts and build community, and it also supports other means of correction all aimed at decreasing suspension rates, improving student relationships with staff, and fostering a caring and inclusive school environment. There will be a particular focus on our SWD, SED, EL and homeless students who need a more supportive environment to improve their motivation, engagement and academic achievement. This action is provided on an LEA-wide basis because school climate and behavior systems require consistent implementation across all classrooms and school settings to be effective. Unduplicated students experience disproportionately higher suspension and absenteeism rates and are expected to benefit most from these supports.	CA Dashboard suspension rate, Chronic absenteeism rate, School attendance rate, CA Healthy Kids Survey Data,

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
2.4	**Action:** Trauma Informed Training **Need:** Our data shows that 39% of our students feel chronic sadness or hoplelessness. Many of our low-income, homeless, and English Learner (EL) students have unique and significant challenges that can impact their academic and social-emotional development. Some may experience chronic stress due to financial instability, food insecurity, and inadequate housing conditions. All of these conditions can affect their ability to focus, learn, and engage in school activities. **Scope:** LEA-wide	Providing trauma-informed training for all staff to better understand and support students affected by trauma. This includes professional development on inclusive practices and the provision of resources to support students' mental health needs. Trauma-informed practices help create a supportive environment where students feel understood and valued. Inclusive practices help students feel accepted and integrated into the school community.This approach is essential for creating a supportive environment for high-risk students including those who are homeless, in foster care, socioeconomically disadvantaged, or have disabilities. We hope to see a decrease in the rating of sadness and hopelessness and an increase in safety and adult connection. This action is provided on an LEA-wide basis because all staff interact with unduplicated students and must have a shared understanding of trauma-informed practices. Consistent implementation across the district is necessary to create a supportive learning environment.	Universal Screening Tool, CHKS survey
3.1	**Action:** Spanish/English Dual Immersion Program **Need:** Educational partners have identified that our bilingual program is a priority and that it offers students the ability to develop bilingual language skills that will give then provide	By enhancing language proficiency, this program allows EL students to learn in their native language while acquiring English, accelerating their academic success and overall literacy. It promotes cultural inclusivity and identity, fostering a sense of pride and belonging among students who often face societal stigmas. Academically, dual language programs improve cognitive abilities and problem-solving skills, which are crucial for	CAASPP, CSA,

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
	access to broader career opportunities and upward economic mobility in the future. **Scope:** Schoolwide	students lacking educational support at home. The program also provides social-emotional support by creating a stable, understanding environment, reducing stress associated with language barriers, and facilitating greater parental involvement. Additionally, bilingualism opens up broader career opportunities, offering long-term economic benefits and helping to close achievement gaps. This action is provided on a schoolwide basis because language acquisition, biliteracy development, and access to rigorous instructional opportunities are most effective when implemented as a comprehensive program available to all participating students. English Learners are expected to receive the greatest benefit through increased language proficiency and academic access.	
3.2	**Action:** Art and Music Programs **Need:** Universal Screening Tool rating scale shows that 20% of our students have significant behavior and mental health needs. 39% of students have rated they feel chronic sadness or hopelessness. Out chronic absenteeism rate is 30%. All of these data points demonstrate a need for opportunities to help students manage stress and anxiety as well as be involved in school activities that are more engaging. **Scope:** LEA-wide	It is a priority identified by all educational partners that we continue to support an art and music program. These programs allow for students to have a creative outlet, and provide opportunities for those who may struggle with a more traditional learning environment. It helps with social skill development, builds a sense of belonging, and also may allow low-income, EL or homeless students who may not have access outside of school . This action is provided on a schoolwide basis because access to enrichment opportunities supports student engagement, connectedness, and overall educational success. Unduplicated students often have fewer opportunities to access arts enrichment outside of school and are	Universal Screening Tool, CHKS, Master Schedule

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
		expected to benefit most from expanded access to these programs.	
3.3	**Action:** STEAM Materials/Activities **Need:** CAASPP test scores including science show our unduplicated students performing significantly below standard. Also, student local climate surveys state that they are not feeling motivated or engaged in school activities. Other educational partner feedback showed that more hands on education, CTE related exposure, and field trips are a priority and they would like to see more opportunities. **Scope:** LEA-wide	Providing more hands on instructional opportunities and school sponsored field trips offers all students, but specifically our unduplicated student subgroups by providing enriching educational experiences, and giving equal access and exposure to new environments and opportunities. Real world connections make education relevant and allow for social skill development using teamwork ,collaboration and healthy peer interactions. These activities also can inspire academic interest and possible career paths. This action is provided on a schoolwide basis because access to standards-aligned STEAM experiences is most effective when integrated into the instructional program for all students. Unduplicated students are expected to benefit most through increased engagement, exposure to career pathways, and access to learning opportunities that may not otherwise be available outside of school.	CAASPP, Local Climate survey, CHKS
4.1	**Action:** Family Fun Nights **Need:** Survey results from students and families show a desire for more connection and engagement with the greater school community. They have shared that these events are something to look forward to, providing a safe structured activity for families to enjoy that promotes inclusivity breaking down social and economic barriers.	They offer a safe and enjoyable space for families to interact, relieving stress and building positive relationships. For EL families, these nights provide opportunities to practice English in a relaxed setting, enhancing language skills. For low-income and homeless families, the provision of free activities, food, and entertainment promotes overall well-being and engagement with the school community. This action is provided on an LEA-wide basis because family engagement opportunities are	Parent Involvement Survey, Satisfaction Survey, Attendance rate at events

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	most effective when accessible to all families and integrated into the broader school community. Unduplicated students are expected to benefit most through increased family connectedness, stronger home-school partnerships, and improved engagement in school.	
4.2	**Action:** Parent Education Opportunities **Need:** This was a result of educational partner feedback. There is a need to offer support for parents and families in the areas of academics and social emotional health of their children. In particular parent education of trauma informed practices. **Scope:** LEA-wide	These workshops will empower parents with the knowledge and skills to support their children's education, fostering better academic outcomes. Supplying necessary materials ensures all families can participate fully, regardless of financial challenges; offering food helps alleviate the burden on families struggling with food insecurity or just logisitics when activities are around dinnertime, making it easier for them to attend. Providing childcare removes a significant barrier for parents who might otherwise be unable to participate due to lack of supervision for their children. This approach will not only enhance parental involvement and engagement, but also will create a supportive community network, improving the overall well-being and success of EL, homeless, and low-income students. This action is provided on an LEA-wide basis because parent education and support systems must be available to all families to promote equitable access to information and resources. Unduplicated students are expected to benefit most because their families may face additional barriers in accessing educational supports and community resources.	Attendance Rates at events, Satisfaction Rating
4.3	**Action:** Parent Communication **Need:**	Enhanced communication allows teachers to provide personalized feedback and support to parents, helping them understand their child's academic needs and how to assist with homework	Parent participation in school events, attendance rates, surveys

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
	Survey results and educational partner feedback stated a need to have consistent communication in a timely manner to support their child's learning and promote family engagement. Especially for our Spanish speaking families to have communications and documents in their native language. **Scope:** LEA-wide	and learning activities at home. Providing timely information about available resources, such as tutoring, after-school programs, and online learning tools, which will help bridge the resource gap for socioeconomically disadvantaged and homeless students. For EL families, providing communication in their native language and using translation services ensures they receive and understand important information, fostering a supportive home environment. Regular communication about school events, parent-teacher meetings, and workshops encourages greater parental involvement, which is linked to improved student outcomes. This is particularly beneficial for EL and socioeconomically disadvantaged families who may feel disconnected from the school community. Regular check-ins and surveys can help identify the specific needs of students and families, allowing the school to provide targeted support, such as counseling or social services. This action is provided on an LEA-wide basis because communication systems must be consistent and accessible across the district. Unduplicated students and their families often face additional barriers to accessing information and resources; therefore, districtwide communication systems are necessary to ensure equitable access.	
4.4	**Action:** Increase student Attendance **Need:** We have 30% chronic absenteeism rate and a total attendance rate of 90.5%. Homeless and	By setting specific target and measures and beginning to document home visits, we will be able to more effectively evaluate the impact on improving student and family connectedness to school and how we are supporting families of	Home visit log, SART meetings, Parent Involvement Survey,

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
	low income students are our highest. Only 15% of parents completed the Parent Involvement Survey. **Scope:** LEA-wide	students who are homeless, EL, SED or SWD with wrap around services and supports. This action is provided on an LEA-wide basis because attendance outreach, intervention, and support systems require coordinated implementation across the district. Unduplicated students experience disproportionately higher rates of chronic absenteeism and are expected to benefit most from home visits, attendance interventions, family outreach, and wraparound support services.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

N/A

Additional Concentration Grant Funding

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

The additional concentration add-on funding will be used to support increased mental health supports and facilitation of MTSS and tiered intervention supports and trauma informed practices. (Goal 2 ,Actions 2.1, 2.2, 2.5 and Goal 1 Action 1.5,) In addition, the provision of

increased academic instructional supports both in the classroom and as pull out intervention services as identified in Goal 1, Actions 1.2, 1.3, 1.4, 1.5)

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	1:13.33
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:18.54

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,425,665	1,027,377	18.936%	0.000%	18.936%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,036,510.00	$53,129.49	$0.00	$0.00	$1,089,639.49	$938,639.49	$151,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,645.00	$0.00	$2,645.00				$2,645.00	
1	1.2	Reading Instructional Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$15,000.00	$15,000.00				$15,000.00	
1	1.3	Math Instructional Support	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$45,306.00	$0.00	$45,306.00				$45,306.00	
1	1.4	English Language Development	English Learners	Yes	LEA-wide	English Learners	All Schools		$37,433.00	$0.00	$37,433.00				$37,433.00	
1	1.5	Tiered Interventions and Inclusion Training and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$27,452.00	$0.00	$27,452.00				$27,452.00	
1	1.6	Technology Equipment/Supplies/Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$90,000.00	$90,000.00				$90,000.00	
1	1.7	Improve Instructional Practices	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.1	Counseling Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$177,539.49	$0.00	$124,410.00	$53,129.49			$177,539.49	
2	2.2	MTSS Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$121,453.00	$0.00	$121,453.00				$121,453.00	
2	2.3	School-wide Behavior Management	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.4	Trauma Informed Training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.1	Spanish/English Dual Immersion Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary		$393,480.00	$0.00	$393,480.00				$393,480.00	
3	3.2	Art and Music Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$113,271.00	$10,000.00	$123,271.00				$123,271.00	
3	3.3	STEAM Materials/Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.1	Family Fun Nights	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$6,000.00	$6,000.00				$6,000.00	
4	4.2	Parent Education Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$0.00	$0.00				$0.00	
4	4.3	Parent Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,210.00	$0.00	$1,210.00				$1,210.00	
4	4.4	Increase student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$18,850.00	$0.00	$18,850.00				$18,850.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,425,665	1,027,377	18.936%	0.000%	18.936%	$1,036,510.00	0.000%	19.104 %	**Total:**	$1,036,510.00
								LEA-wide Total:	$582,724.00
								Limited Total:	$0.00
								Schoolwide Total:	$453,786.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,645.00	
1	**1.2**	Reading Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$15,000.00	
1	**1.3**	Math Instructional Support	Yes	Schoolwide	English Learners Foster Youth Low Income		$45,306.00	
1	**1.4**	English Language Development	Yes	LEA-wide	English Learners	All Schools	$37,433.00	
1	**1.5**	Tiered Interventions and Inclusion Training and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$27,452.00	
1	**1.6**	Technology Equipment/Supplies/Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$90,000.00	
2	**2.1**	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,410.00	

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 (%)
2	2.2	MTSS Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$121,453.00	
2	2.3	School-wide Behavior Management	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
2	2.4	Trauma Informed Training	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	3.1	Spanish/English Dual Immersion Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Jamestown Elementary	$393,480.00	
3	3.2	Art and Music Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$123,271.00	
3	3.3	STEAM Materials/Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
4	4.1	Family Fun Nights	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	
4	4.2	Parent Education Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
4	4.3	Parent Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,210.00	
4	4.4	Increase student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,850.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,402,342.00	$1,132,379.41

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**	Professional Development	Yes	$11,000.00	10,016.62
1	**1.2**	Reading Instructional Support	Yes	$20,000.00	21,541.32
1	**1.3**	Math Instructional Support	Yes	$48,161.	42,995.48
1	**1.4**	English Language Development	Yes	$52,556.00	27,836.82
1	**1.5**	Tiered Interventions and Inclusion Training and Supports	Yes	$31,448.00	21,953.03
1	**1.6**	Technology Equipment/Supplies/Support	Yes	$109,855.00	97,044.62
1	**1.7**	Improve Instructional Practices	No	$50,203.00	50,203
2	**2.1**	Counseling Services	Yes	$240,370.00	240,363.38
2	**2.2**	MTSS Implementation	Yes	$117,431.00	139,581.96
2	**2.3**	School-wide Behavior Management	Yes	$20,000.00	12,610.87
2	**2.4**	Trauma Informed Training	Yes	$5,000.00	305.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Spanish/English Dual Immersion Program	Yes	$527,600.00	422,078.31
3	3.2	Art and Music Programs	Yes	$114,811.00	105.228.64
3	3.3	STEAM Materials/Activities	Yes	$20,000.00	15,363.01
4	4.1	Family Fun Nights	Yes	$6,000.00	9,310.72
4	4.2	Parent Education Opportunities	Yes	$2,000.00	12.85
4	4.3	Parent Communication	Yes	$2,000.00	2,243.38
4	4.4	Increase Student Attendance	Yes	$23,907.00	18,813.24

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,017,646	$1,199,356.00	$1,017,646.00	$181,710.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$11,000.00	10,016.62		
1	1.2	Reading Instructional Support	Yes	$20,000.00	21,541.32		
1	1.3	Math Instructional Support	Yes	$48,161.00	42,995.48		
1	1.4	English Language Development	Yes	$52,556.00	0		
1	1.5	Tiered Interventions and Inclusion Training and Supports	Yes	$31,448.00	0		
1	1.6	Technology Equipment/Supplies/Support	Yes	$109,855.00	97,044.62		
2	2.1	Counseling Services	Yes	$120,185.00	120,499.41		
2	2.2	MTSS Implementation	Yes	$84,833.00	$139,581.96		
2	2.3	School-wide Behavior Management	Yes	$20,000.00	12,610.87		
2	2.4	Trauma Informed Training	Yes	$5,000.00	305.57		
3	3.1	Spanish/English Dual Immersion Program	Yes	$527,600.00	422,078.31		
3	3.2	Art and Music Programs	Yes	$114,811.00	105,228.64		
3	3.3	STEAM Materials/Activities	Yes	$20,000.00	15,363.01		

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)
4	**4.1**	Family Fun Nights	Yes	$6,000.00	9,310.72		
4	**4.2**	Parent Education Opportunities	Yes	$2,000.00	12.85		
4	**4.3**	Parent Communication	Yes	$2,000.00	2243.38		
4	**4.4**	Increase Student Attendance	Yes	$23,907.00	18,813.24		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,142,139	$1,017,646	0.00	19.790%	$1,017,646.00	0.000%	19.790%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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