LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Galt Joint Union Elementary School District

CDS Code: 34-67348

School Year: 2024-25

LEA contact information:
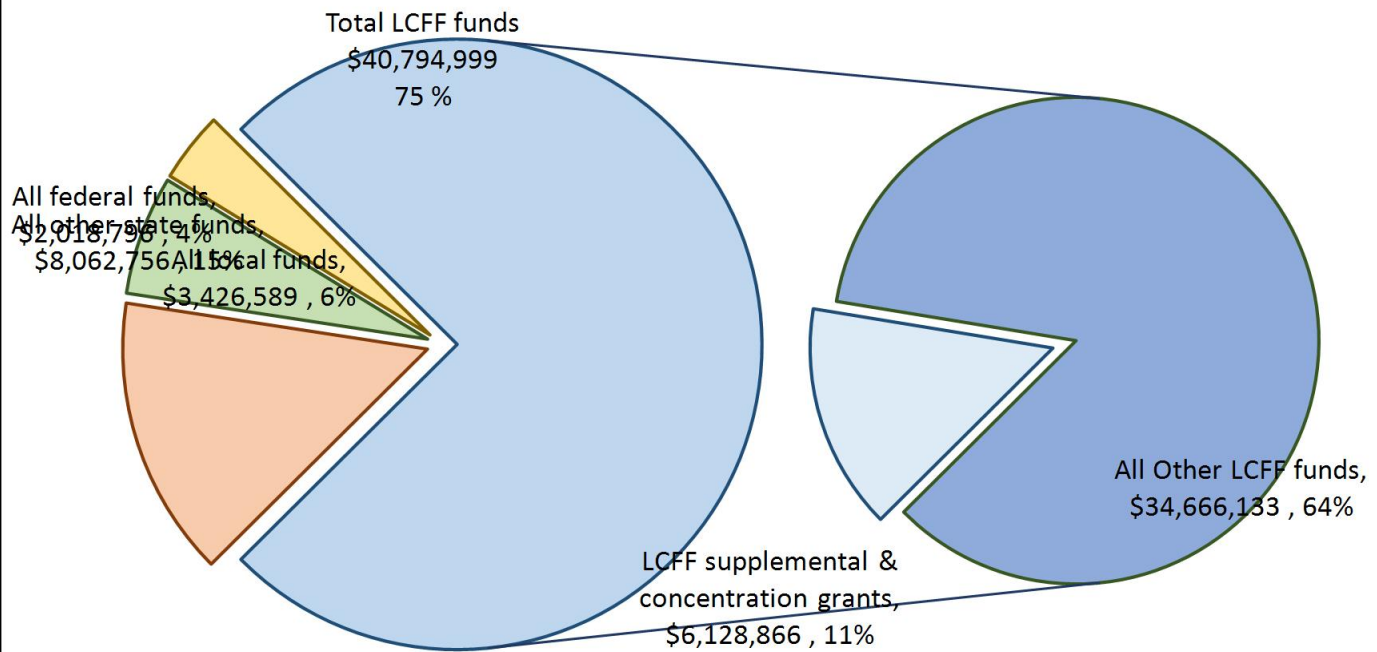
Lois Yount

Superintendent

lyount@galt.k12.ca.us

(209) 744-4555

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

Budget Overview for the 2024-25 School Year

Projected Revenue by Fund Source

Total LCFF funds
$40,794,999
75 %

All federal funds,
All other state funds,
$2,018,796 , 4%
$8,062,756 All local funds,
$3,426,589 , 6%

LCFF supplemental &
concentration grants,
$6,128,866 , 11%

All Other LCFF funds,
$34,666,133 , 64%

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

The text description for the above chart is as follows: The total revenue projected for Galt Joint Union Elementary School District is $54,303,140, of which $40,794,999 is Local Control Funding Formula (LCFF), $8,062,756 is other state funds, $3,426,589 is local funds, and $2,018,796 is federal funds. Of the $40,794,999 in LCFF Funds, $6,128,866 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.

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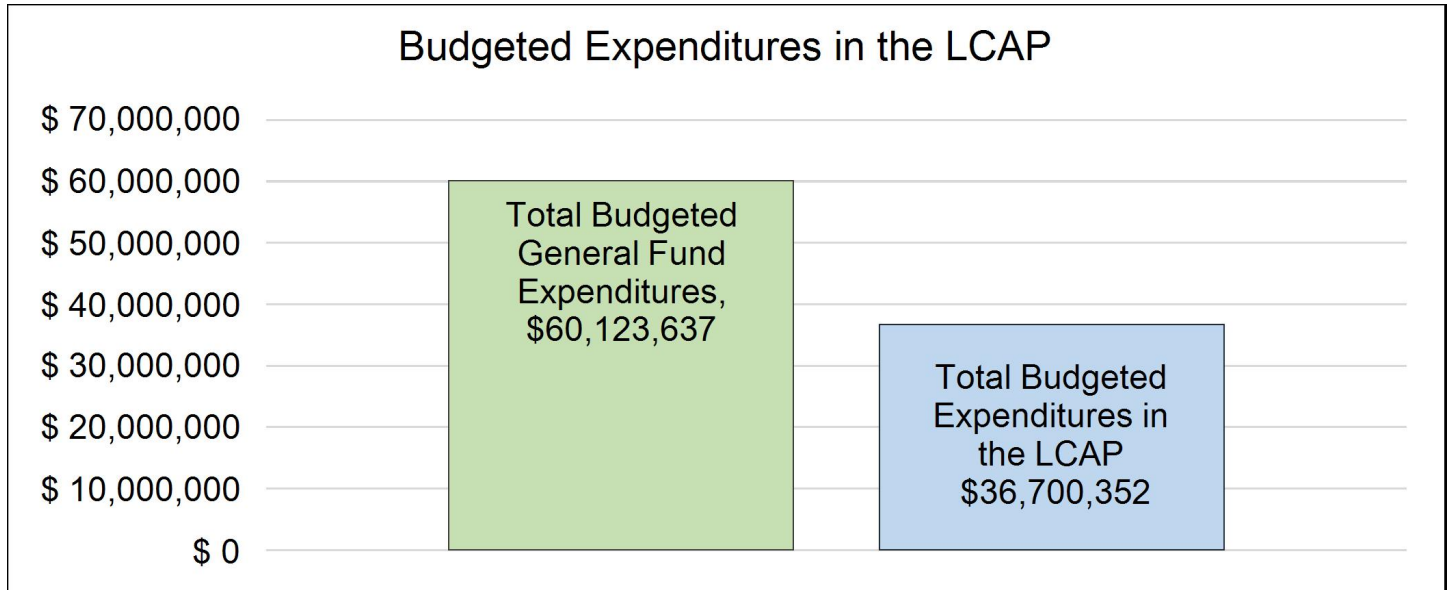
This chart provides a quick summary of how much Galt Joint Union Elementary School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Galt Joint Union Elementary School District plans to spend $60,123,637 for the 2024-25 school year. Of that amount, $36,700,352 is tied to actions/services in the LCAP and $23,423,285 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

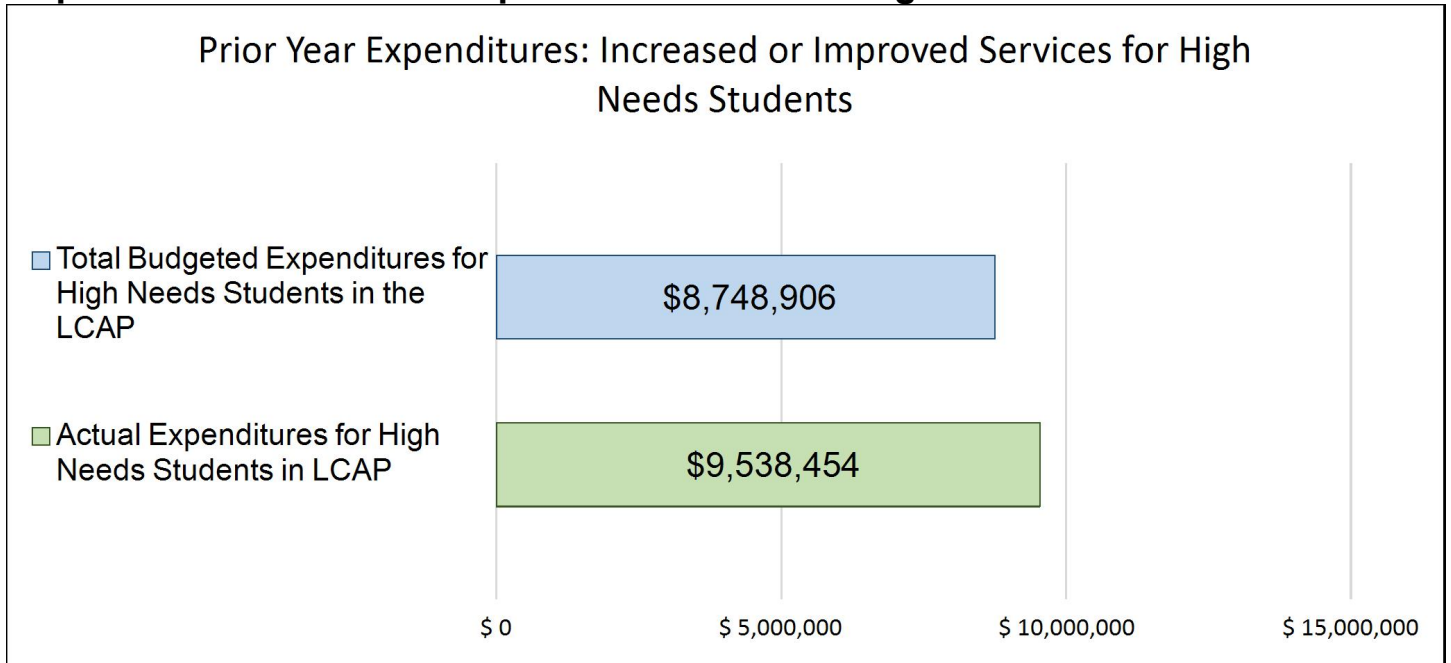General Fund expenditures not included in the LCAP:
1. Business and Human Resource Services
2. Superintendent and Cabinet
3. General and Special Education Transportation
4. Informational Technology Department and Infrastructure
5. Administrative and Operational Supplies
6. Utilities/Insurance

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

In 2024-25, Galt Joint Union Elementary School District is projecting it will receive $6,128,866 based on the enrollment of foster youth, English learner, and low-income students. Galt Joint Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Galt Joint Union Elementary School District plans to spend $7,464,251 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

- ☐ Total Budgeted Expenditures for High Needs Students in the LCAP: **$8,748,906**
- ☐ Actual Expenditures for High Needs Students in LCAP: **$9,538,454**

Axis values: $ 0, $ 5,000,000, $ 10,000,000, $ 15,000,000

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

The text description of the above chart is as follows: In 2023-24, Galt Joint Union Elementary School District's LCAP budgeted $8,748,906 for planned actions to increase or improve services for high needs students. Galt Joint Union Elementary School District actually spent $9,538,454 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Goals and Actions

Goal

Goal #	Description
1	Engaging learners in PreK-8 through a focus on equity, access, and academic rigor with inclusive practices in a variety of learning environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learner enrollment in PreKindergarten will increase 5% each year.	2020-21 SIS Data Total enrollment = 200 Total EL enrollment = 85 (43%)	2021-22 SIS Data Total enrollment = 171 Total EL enrollment = 80 (47%)	2022-23 SIS Data Preschool (ages 0-5): Total enrollment = 248 Total EL enrollment = 104 (42%) Transitional kinder: Total enrollment = 96 Total EL enrollment = 32 (33%)	2023-2024: Preschool (ages 0-5): Total enrollment = 247 Total EL enrollment = 97 (39%) Transitional kinder: Total enrollment = 118 Total EL enrollment = 29 (24%)	2023-24 SIS Data Total EL enrollment = 58%
PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring 2021 Kinder Readiness Assessments: 1. 49% of all PreK students met all Kinder Readiness Benchmarks 2. 25% of PreK Dual language learners met all Kinder Readiness Benchmark	New Baseline Spring 2022 (PreK Benchmarks have been realigned with kinder readiness skills) School Readiness Assessments: 1. 55% of all Preschool students met 80-100% of	School Readiness Assessments: 1a. % of all Preschool & TK students meeting Kinder Readiness Benchmarks: Letter Names PS Upper 57%; TK 75% Letter Names PS Lower: 37%; TK 67%	Spring 2024 1a. % of all Preschool students meeting Kinder Readiness Benchmarks Color Recognition 81% Shape Identification: 73% Number Identification 43%	2023-24 1. 79% of all Preschool students met all Kindergarten Readiness Benchmarks 2. 55% of Preschool ELs will meet the Kindergarten Readiness Benchmarks

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		Kinder Readiness Benchmarks 2. 51% of dual language learners met 80-100% of Kinder Readiness Benchmarks	Number Identification: PS 52%; TK 83% Rote counting: PS 69%; TK 75% 1:1 Correspondence: PS 89%; TK 92% Name Writing: PS 100%; TK 88% 1b. % of Preschool & TK dual language learners meeting Kinder Readiness Benchmarks: Letter Names Upper: PS 39%; TK 77% Letter Names Lower: PS 39%; TK 68% Number Identification: PS 50%; TK 77% Rote counting: PS 61%; TK 53% 1:1 Correspondence: PS 88%; TK 85% Name Writing: PS 100%; TK 95%	Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a Name Writing: n/a 1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 79% Shape Identification: 74% Number Identification: 26% Letter Names Upper: 32% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Color Recognition 90% Shape Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names-Lower:69% (n/a for DLI) Rote counting: 73% 1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 86% Shape Identification: 69% Number Identification 72% Letter Names Upper 80% (n/a for DLI) Letter Names-Lower: 67% (n/a for DLI) Rote counting: 59% 1:1 Correspondence: 86%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Pattern Creation: 66% Name Writing: 91%	
				3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks Color Recognition 67% Shape Identification: 80% Number Identification: 33% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 13% 1:1 Correspondence: 67% Pattern Creation: n/a Name Writing: 87%	
				3b. % of all Dual Language Immersion/Preschool dual language learners meeting Kinder Readiness Benchmarks Color Recognition: 75%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Shape Identification: 75% Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 0% 1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a 4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness Benchmarks Color Recognition 67% Shape Identification: 67% Number Identification 62% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 52% 1:1 Correspondence:90% Pattern Creation: 67% Name Writing: 95%	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50% 1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%	
School Readiness direct services to families will increase by at least 100 families each year.	2020-21 First 5 Data: 195 unduplicated families were served	2021-22 First 5 Data: 227 unduplicated families were served	2022-23 First 5 Data: 256 unduplicated families were served	May 2024:First 5 Data: 263 unduplicated families were served	2023-24 495 families served by School Readiness
The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessment (DRA)	Baseline Spring 2021 DRA: TK/K = 63% 1st = 51% 2nd = 51% 3rd = Did not collect	Winter 2022 DRA: TK/K = 52% 1st = 49% 2nd = 47% 3rd = 59%	Winter 2023 DRA: K= 73% 1st = 66% 2nd = 53% 3rd = 67%	Winter 2024 DRA Kinder=75% 1st grade=66% 2nd grade=36% 3rd grade=49%	Winter 2024 DRA: K= 93% 1st= 81% 2nd= 81% 3rd= 79%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
will increase by 10% each year.	All Students = 44% Did not disaggregate DRA data by student group.	All Students = 51% White = 50% Hispanic = 48% Low SES = 45% Students with Disabilities = 36% English Learners = 44%	All Students = 65% White = 71% Hispanic = 62% Low SES = 60% Students with Disabilities = 51% English Learners = 55% Reclassified ELs = 92%	All Students: 56% White: 56% Hispanic: 56% Low SES: 51% Students with Disabilities: 37% English Learners: 48% Reclassified ELs: 86%	All K-3 Students= 81% White = 70% Hispanic = 68% Low SES = 65% Students with Disabilities = 56% English Learners = 64% Reclassified ELs = 97%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Math on winter MAP will increase at least 5% each year.	MAP- MATH Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile All students= 27% White = 52% Hispanic = 18% Low SES = 17% Students with Disabilities = 13% Current English Learners =10% Reclassified ELs = 24% All students by grade level:	MAP- MATH Winter 2022: Total 1st-6th grade student groups meeting/exceeding the 60th percentile (7-8th grade = 70th percentile): All Students= 31% White= 43% Hispanic= 27% Low SES= 22% Students with Disabilities= 22% Current English Learners= 9% Reclassified ELs= 42%	MAP- MATH Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 35% White= 47% Hispanic= 28% Low SES= 28% Students with Disabilities= 24% Current English Learners= 12% Reclassified ELs= 46% All students by grade level:	MAP Winter 2024: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 44% White: 54% Hispanic: 36% Low SES: 37% Students with Disabilities: 28% English Learners: 23% Reclassified ELs: 44% All Students by grade level:	MAP- MATH Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile: All Students= 42% White = 67% Hispanic = 33% Low SES = 32% Students with Disabilities = 28% Current English Learners = 25% Reclassified English Learners = 39%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1st = 33% 2nd = 30% 3rd = 27% 4th = 26% 5th = 25% 6th = 24% 7th = 24% 8th = 25%	All students by grade level: 1st = 25% 2nd = 40% 3rd = 42% 4th = 31% 5th = 32% 6th = 29% 7th = 23% 8th = 27%	1st = 26% 2nd = 40% 3rd = 47% 4th = 36% 5th = 27% 6th = 32% 7th = 34% 8th = 43%	1st: 51% 2nd: 58% 3rd: 54% 4th: 48% 5th: 35% 6th: 35% 7th: 37% 8th:36%	Student cohort groups by grade level meeting/exceeding the 60th percentile: 1st = 48% 2nd = 45% 3rd = 42% 4th = 41% 5th = 40% 6th = 39% 7th = 39% 8th = 40%
The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for Reading on spring MAP will increase at least 5% each year.	MAP- READING Spring 2021: Total 1st-6th grade student groups meeting/exceeding the 60th percentile: All students = 34% White = 46% Hispanic = 26% Low SES = 26% Students with Disabilities = 16% Current English Learners =15% Reclassified ELs = 37% All students by grade level:	MAP- READING Winter 2022: Total 1st-6th grade student groups meeting/exceeding the 60th percentile (7-8th grade = 70th percentile): All Students= 37% White= 49% Hispanic= 30% Low SES= 29% Students with Disabilities= 25% Current English learners= 10% Reclassified ELs= 56%	MAP- READING Winter 2023: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 40% White= 53% Hispanic= 33% Low SES= 33% Students with Disabilities= 28% Current English learners= 13% Reclassified ELs= 55% All students by grade level:	MAP- READING Winter 2024 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 45% White= 57% Hispanic= 38% Low SES= 38% Students with Disabilities= 23% Current English learners= 17% Reclassified ELs= 54%	MAP- READING Winter 2024 Student groups 4th-8th. Total: 4th-8th grade student groups meeting/exceeding the 60th percentile: All Students = 49% White = 61% Hispanic = 41% Low SES = 41% Students with Disabilities = 31% Current English Learners = 30% Reclassified English Learners = 52%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	1st = 31% 2nd = 28% 3rd = 35% 4th = 44% 5th = 38% 6th = 36% 7th = 28% 8th = 29%	All students by grade level: 1st = 34% 2nd = 42% 3rd = 46% 4th = 34% 5th = 46% 6th = 41% 7th = 25% 8th = 31%	1st = 30% 2nd = 34% 3rd = 53% 4th = 37% 5th = 39% 6th = 45% 7th = 42% 8th = 41%	All students by grade level: 1st = 47% 2nd = 44% 3rd = 49% 4th = 46% 5th = 41% 6th = 40% 7th = 46% 8th = 45%	Student cohort groups by grade level meeting/exceeding the 60th percentile: 1st = 46% 2nd = 43% 3rd = 50% 4th = 59% 5th = 53% 6th = 51% 7th = 43% 8th = 44%
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in Mathematics.	Fall 2019 CA Dashboard MATHEMATICS All students: YELLOW 25.8 points below standard Increased 6.6 Points White: GREEN 6.4 points above standard Increased 12 points Hispanic:YELLOW 44.5 points below standard Increased 4.2 Points	N/A for 2021-22	Fall 2022 CA Dashboard MATHEMATICS All students: 39.9 points below standard White: 12.6 points below standard Hispanic: 57.2 points below standard Homeless: 97.8 points below standard Socioeconomically Disadvantaged:	Fall 2023 CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard White: YELLOW 9.7 points below standard Hispanic: YELLOW 49 points below standard Homeless: YELLOW 73.9 points below standard	Fall 2024 CA Dashboard All students: GREEN 4.2 points above standard White: BLUE 23.6 points above standard Hispanic: GREEN 14.5 points below standard Homeless: 87.8 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Socioeconomically Disadvantaged: YELLOW 46.6 points below standard Increased 6.1 Points Students w/ Disabilities: ORANGE 95.5 points below standard Increased 24.2 English Learners: YELLOW 63.9 points below standard Increased 7.2 points **EL Comparisons** Current English Learners: 84.2 points below standard Increased 10.9 Points Reclassified English Learners: 39.1 points below standard Increased 9.8 Points English Only: 9.6 points below standard		59.7 points below standard Students w/ Disabilities: 100.7 points below standard English Learners: 78.1 points below standard **EL Comparisons** Current English Learners: 107.6 points below standard Reclassified English Learners: 33.2 points below standard English Only: 28.4 points below standard	Socioeconomically Disadvantaged: YELLOW 50.6 points below standard Students w/ Disabilities: ORANGE 95.4 points below standard All English Learners: YELLOW 70.5 points below standard **EL Comparisons** Current English Learners: 98.8 points below standard Reclassified English Learners: 36.3 points below standard English Only: 21.9 points below standard	Socioeconomically Disadvantaged: GREEN 16.6 points below standard Students w/ Disabilities: YELLOW 65.5 points below standard All English Learners: GREEN 33.9 points below standard **EL Comparisons** Current English Learners: 54.2 points below standard Reclassified English Learners: 9.1 points below standard English Only: 21 points above standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Increased 7.1 points				
On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase in meeting distance from standard in English Language Arts.	Fall 2019 CA Dashboard ENGLISH LANGUAGE ARTS All students: YELLOW 3.9 points below standard Maintained 2.8 Points White: GREEN 22.5 points above standard Increased 4.5 points Hispanic:ORANGE 20.3 points below standard Maintained 1.9 points Socioeconomically Disadvantaged ORANGE 24.5 points below standard Maintained 2.9 points Students with Disabilities: ORANGE 77.3 points below standard Increased 12.6 points	N/A for 2021-22	Fall 2022 CA Dashboard ENGLISH LANGUAGE ARTS All students: 10.2 points below standard White: 11.8 points above standard Hispanic: 25.2 points below standard Homeless: 77.1 points below standard Socioeconomically Disadvantaged: 30.4 points below standard Students with Disabilities: 81.6 points below standard All English Learners:	Fall 2023 CA Dashboard Language Arts All students: ORANGE 9.8 points below standard Hispanic: ORANGE 24.7 points below standard Socioeconomically Disadvantaged: ORANGE 28.3 points below standard Students with Disabilities: ORANGE 76.9 points below standard All English Learners: ORANGE 46.1 points below standard Homeless: YELLOW 64.3 points below standard	Fall 2024 CA Dashboard All students: GREEN 26.1 points above standard White: BLUE 52.5 points above standard Hispanic: GREEN 10 points above standard Homeless: 67.1 points below standard Socioeconomically Disadvantaged: GREEN 5.5 points above standard Students with Disabilities: YELLOW 47.3 points below standard All English Learners: GREEN

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All English Learners: YELLOW 41.6 points below standard Increased 5 points **EL Comparisons** Current English Learners: 72.7 points below standard Increased 11.5 points Reclassified English Learners: 3.5 points below standard Increased 8.1 points English Only: 10.9 points above standard Maintained 2.6 Points		48.7 points below standard **EL Comparisons** Current English Learners: 82.8 points below standard Reclassified English Learners: 3.2 above standard English Only: .4 points above standard	White: GREEN 10.2 points above standard **EL Comparisons** Current English Learners: 84.1 points below standard Reclassified English Learners: 0.4 points below standard English Only: .5 points below standard	1.6 points below standard **EL Comparisons** Current English Learners: 42.7 points below standard Reclassified English Learners: 26.5 points above standard English Only: 40.9 points above standard
The participation rate of 3rd-8th grade students on IEPs taking the the Math & ELA CAASPP will meet or exceed 95%.	Fall 2019 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%	N/A for 2021-22	Fall 2022 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 94% Math Participation Rate= 94%	Fall 2023 CA Dashboard SPED PARTICIPATION RATE ELA Participation Rate= 97% Math Participation Rate= 96%	Fall 2024 CA Dashboard ELA & Math = 95% or greater

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English learners making Annual Progress in learning English as measured by ELPAC will increase at least 7% on the CA State Dashboard each year.	Fall 2019 CA Dashboard ELPAC English Learner Progress = 48.1% (Medium)	N/A for 2021-22	Fall 2022 CA Dashboard ELPAC English Learner Progress = 51.1% (Medium)	Fall 2023 CA Dashboard ELPAC English Learner Progress = 54.1% GREEN	Fall 2024 CA Dashboard English Learner Progress = 69.1% or greater
District English learner reclassification rate will increase at least 3% each year.	2019-20 CALPADS Data R-FEP rate = 7%	2020-21 CALPADS Data R-FEP rate = 3.8%	2021-22 CALPADS Data R-FEP rate= 18.3%	2022-2023 CALPADS Data R-FEP rate TK-8 EL Students 715 RFEP Student 115 = 16%	2023-24 District Data District R-FEP rate = 16% or greater
Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2020-21 District Data CCSS aligned curriculum= 100%	2021-22 District Data CCSS aligned curriculum= 100%	2022-23 District Data CCSS aligned curriculum= 100%	2023-24 District Data Maintained 100%	2023-24 District Data Maintained 100%
District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student	2021 Summer School Program Unduplicated Percentages: District = 61.5% GES- 30%	2022 Summer School Program Unduplicated Percentages: District = 243/285 85%	2023 Summer Program Unduplicated Percentages: TBD	2023 Summer Program Unduplicated Percentages: District: 395/558=71%	2023-24 Summer Program Unduplicated Percentages: District= 65% or higher

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
groups (Low SES, EL, foster).	VO- 91% RO- 67.6% LC- 40.4% MRE- 49% MMS- 91%	LC 30 /40 = 75% MRE 26 /36 = 72% RO 45 /57 = 79% VO 75 /81 = 93% GES 33 /40 = 83% MMS- N/A			GES- 50% VO- 91% RO- 67.6% LC- 50.4% MRE- 49% MMS- 91%
Misassignments of teachers will remain at 0.	2020-21 CALPADS Misassignments= 0	2021-22 CALPADS Misassignments= 2	2022-23 CALPADS Misassignments= TBD	2023-2024 CALPADS Misassignments 0	2023-24 CALPADS Misassignments 0
All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2020-21 District Data Access to professional development= 100%	2021-22 District Data Access to professional development= 100%	2022-23 District Data Access to professional development= 100%	2023-24 District Data Access to professional development= 100%	2023-24 District Data Maintained at 100%
Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in	2020-21 District Data Representation all education partner meetings= MET	2021-22 District Data Representation all education partner meetings= MET	2022-23 District Data Representation all education partner meetings= MET	2023-24 Mid Year District Data Representation all education MET partner meetings= MET	2023-24 District Data MET

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
programs for unduplicated students.					
At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	2020-21 District Data education partner participation= MET	2021-22 District Data education partner participation= MET	2022-23 District Data education partner participation= MET	2023-24 District Data: MET	2023-24 District Data MET
Parent CalSCHLS survey will be completed by a minimum of 750 families with an increase of 5% each year.	2021 CalSCHLS Parent Survey Responses= 862	2022 CalSCHLS Parent Survey Responses= 402	2023 CalSCHLS Parent Survey Responses= 485	2024 CalSCHLS Parent Survey Responses= 252	2023-24 CalSCHLS Parent Survey Responses = 991 or greater
Parent use of SIS Parent Portal will increase 5% annually.	2020-21 SIS Data (new SIS system fall 2021)	2021-22 Parent Vue Data in Synergy Baseline= 67%	2022-23 Parent Vue Data in Synergy 64% of parents are using Parent Vue	2023-2024 December Parent Vue Data in Synergy: 64% of parents have activated an account.	2023-24 SIS Data Parent use of SIS Parent Portal= 77%

Goal Analysis

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

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

For the 2023-2024 LCAP year, please review details on successes and challenges in the Effectiveness section.

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

Action 1.1: Pre-Kindergarten Program- The school readiness initiative included pre-kindergarten and pre-k programs at the school site, which required increasing staff based on student needs. The estimated actuals encompass the entire Fairsite school, as it supports providing direct services to high-needs families through comprehensive parent education and home visitation.
Action: 1.2: School Readiness Services: The readiness program at Fairsite focuses on providing direct services to families, including health screenings, parent education, and literacy support. The budget difference reflects the costs for home visitors, the playground teacher, the BCOA coordinator, and the First Five BOA.
Action 1.4: Specialized Certificated Support-The specialized support staff is dedicated to creating more inclusive environments by assigning a resource specialist to each school. Additionally, all intern teachers and those in the induction program will receive mentorship for professional growth. The budget includes the costs for all RSP teachers, mentors, and the induction program.
Action 1.6: Class Size Reduction-This action aims to reduce TK-3 class sizes to better implement services for high-needs students. It includes hiring additional teachers, providing CSR teacher stipends, and supporting BCLAD program teachers for Kinder DLI and MMS Spanish teachers. The budget difference accounts for the costs of increasing staff to operate these programs and reduce class sizes.
Action 1.9: IAs provide support for high-needs students and early reading interventions. The budget differences reflect actual expenditures for IAs and BIAs in general education settings. We allocated the IAs at Fairsite entirely under Action 1.1 instead of 1.9. The original budget included all IAs, but the final estimated actuals now reflect support specifically for general education students, excluding Fairsite School and other programs covered under different actions.
Action 1.19: Parent engagement-efforts did not result in the anticipated participation.
Action 1.20: Additional Transportation Services - The expansion of transportation routes for students accommodates additional programs like the Expanded Learning Program/ASES, Summer School, and Middle School. With more students utilizing transportation services, there is a need for additional drivers and extended hours. This action covers the salaries and benefits of two drivers.

Action 1.7 The AVID Program's original budget was intended to cover only a portion of the costs. With the program's expansion to include elementary levels, the updated budget now reflects the true cost, incorporating the salaries of the teachers supporting the program.
Action 1.16: Core Curriculum Sufficiency: Continue to ensure that all students have access to materials aligned to California content standards and that all general education and special education teachers have the needed instructional resources. Implement a math pilot to prepare for the 2024 math adoption.

Action 1.16: The district provided additional curriculum support and materials, including curriculum costing over $300,000. Other materials supported under this action included software licenses for Illuminate and Renaissance Learning, totaling about $96,000. Additionally, the math pilot adoption process this year cost about $5,000. The original budget in the LCAP only included the allocation for curriculum known as Restricted Lottery. However, the district covers additional curriculum supplies and resources needed to operate. The reported amount reflects the total cost to support curriculum, supplies, and resources, funded by Learning Loss Funds, Unrestricted Lottery, Supplemental/Concentration and Restricted Lottery.

Action 1.18: To offer 1:1 student mobile devices, classroom technology, blended learning environments, innovation, and Wi-Fi, the district requires various technology components. The original budget appeared to account only for Chromebooks, excluding other aspects of this initiative. The reported amount, reflecting the true cost of $618,931, includes all classroom technology, Wi-Fi connections, and various technologies supporting classroom instruction.

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

The combined impact of the actions in Goal 1 over the course of the 3-year LCAP Cycle (2021-2022, 2022-23, and 2023-24) effectively showed steady academic growth as demonstrated by CA Dashboard Metrics, MAP (ELA and Math) and local District Reading Assessments.

GJUESD successfully implemented early learning and educational services through the Fairsite Elementary and Early Learning Center. (Action 1.1-Pre-Kindergarten Program, 1.2-School Readiness Services). Programs included PreK/TK classes, Home visiting, developmental screenings, literacy and El Cielo (English classes).

Action 1.3 (High-Quality Certificated TK-8 Staffing) the district was unable to fill the teacher position for the Special Education/Moderate to Severe program; TK classroom teacher, while held an Emergency Specialist Teaching Permit, was a highly qualified early childhood educator with many years working successfully in preschool settings; the math teacher is on the path to receive her intern credential July 2024.

School sites were provided Specialized Certificated Support (Action Item 1.4) and Administrative Staffing (Action Item 1.5) to support Academic Conferences (Action 1.12) and MTSS meetings to analyze data and deliver interventions to identified students (Action Item 1.13). Assistant Principals were assigned part-time at each school site; in addition, they facilitated attendance monitoring and addressed behavioral issues. TOSAs provided direct student intervention to address skill deficits.

Action item 1.6 (Class Size Reduction) was partially implemented; due to decline in enrollment, class sizes ranged from 16 to 23 students for grades K-3.

GJUESD continued the evidence-based strategy- AVID Program at the middle school (Action 1.7)and expanded the AVID program to one elementary campus. One elementary teacher was trained in AVID strategies and Winter MAP results indicated 100% of students met their math goal; 60% of students met their reading goal.
Middle School AVID Program successes: Winter MAP scores: 7th/Math: 71% of the students made growth or stayed the same; 7th/Reading: 64% of the students made growth or stayed the same; 8th/Math: 79% of the students made growth or remained the same; 8th/Reading: 81% of the students made growth or stayed the same.
7th grade: 61% met Math goal; 53% met Reading goal
8th grade: 71% met Math goal; 77% met Reading goal

To address learning gaps, GJUESD successfully implemented the after-school program Acceleration Blocks and a summer program. (Action 1.8)

Acceleration Blocks: Second Trimester Winter 2024: 126 participants for ELA (55% met MAP 5% growth target) and 145 participants for Math (54% met MAP 5% growth target)
Summer Program served 395 unduplicated students of a total of 558 students (71%).
Kinder math growth 97% Kinder reading growth 85%
First math growth 85% First reading growth 91%
Second math growth 81% Second reading growth 72%
Third math growth 72% Third reading growth 56%
Fourth math growth 88% Fourth reading growth 86%
Fifth math growth 86% Fifth reading growth 75%
Sixth math growth 88% Sixth reading growth 76%

GJUESD was successful in implementing Action Item 1.9 (Instructional Assistant (IA) Intervention & Support) and Action Item 1.10.(Mainstreaming and Inclusive Practices for Students with Disabilities) However, hiring for these positions was challenging. Positions are created throughout the year per student needs.

With additional funding from educational partners such as JBMF, GJUESD was able to continue to develop the PreK-8 DLI program by providing high-quality professional development and access to CABE consultants. (Action 1.11). As shown above in the metrics section, the LEA shows an increase in the percent of English Learners making progress towards English proficiency and the Reclassification rate. Having a district-level EI Coordinator continues to be important to ensure ongoing support and training for BCLAD teachers, and classified staff supporting for EL and newcomer students (Action 1.11)

The GJUESD provided multiple professional learning opportunities (Action 1.14). GJUESD partnered with SCOE to continue implementation of the Building Thinking Classrooms program for all educators; lead teachers provided training and coaching in these strategies. The district calendar has 3 non-student days for staff which has been set aside for professional learning opportunities. GJUESD partnered with CORE to provide professional development, coaching and mentoring in literacy. All staff are engaged in a Continuous Improvement Cycle-PDSA. Staff identify and test a change idea; reflecting on assessment data to drive instructional decisions.

GJUESD provides families an alternative educational option through the Home Learning Academy (Action 1.15). This is a Home Study program with virtual learning and online coursework. 26 students are currently enrolled;

GJUESD fully implemented Action 1.18 (Access to Technology), Action 1.17 (Supplemental Curriculum and Online Resources for High Needs Learners), and Action 1.16 (Core Curriculum Sufficiency).

Parents have multiple opportunities to participate in their child's education at all sites: Opportunities include:English Language Advisory Committee, School Site Council, Parent Advisory Committees, Parent-Teacher Organizations, Back To School NIght, Parent-Teacher

Conferences, and Parent Education Classes:Nutrition, Nurturing Parenting, El Cielo. Bilingual Office Assistants are assigned to all school offices to support Spanish speaking families and BCOA coordinates translation and interpreting needs across the district and supports parent participation in the District English Language Advisory Committee. Action 1.19 (Parent Engagement and Leadership Development)

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

LCAP goal 1 updated to read "Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments." The focus area remains the same.

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Metric:
1. Deleted: "English learner enrollment in Prekindergarten will increase 5% each year."
2. Updated: School Readiness direct services were decreased to 25 from 100 families per year. (Metric 1.10)
3. Updated: The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached. (80% proficiency added Metric 1.1)
4. Updated: English learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year. (benchmark updated to 5% from 7%, Metric 1.6)
5. Deleted: "District-wide, at least 65% of the students served in summer school programs will be students from our unduplicated student groups (Low SES, EL, foster)."
6. Deleted: Participation rate of students with IEP taking the Math and ELA CAASPP.
7. Deleted Parent use of SIS Parent Portal will increase 5% annually.
11 Updated: Parent CalSCHLS survey will be completed by a minimum of 500 families with an increase of 5% each year. (Metric 1.12)
12: Added: "Students will decrease the percent of students scoring at the Standard Met (Level 3) by 5% each year as measured by the California Science Test (CAST)" (Metric 1.13)
13. Added: 100% of teachers credentialed to support English Language Development (Metric 1.16)
14. Deleted as an metric, but will be addressed as Action 1.18 "Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys,and teacher/parent talks) to promote parent participation in programs for unduplicated students"
15. Deleted as a metric, but will be addressed as Action 1.19 " At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Actions:

Action 1.1 Deleted: Pre-Kindergarten Program
Action 1.2-renumbered Action 1.1 : Amended to reflect current school readiness services
Action 1.3: renumbered Action 1.2 and updated
Action 1.4 folded into 1.2 and new Action 1.3
Action 1.5 renumbered Action 1.4
Action 1.6 renumbered Action 1.5
Action 1.7 renumbered Action 1.6
Action 1.8 Deleted "After school acceleration blocks and a summer school program"
Action 1.9 renumbered Action 1.7
Action 1.10 folded into Action 1.7
Action 1.11 renumbered Action 1.8
Action 1.12 renumbered Action 1.9
Action 1.13 folded into Action 1.9
Action 1.14 renumbered Action 1.10 and updated.
Action 1.15 renumbered to Action 1.11 and updated
Action 1.16 renumbered to Action 1.12
Action 1.17 renumbered to Action 1.13
Action 1.18 renumbered to Action 1.14
Action 1.19 renumbered to Action 1.15
Action 1.20 renumbered to Action 1.16
Action 1.17: new action item: College and Career Pathways
Action 1.18 and Action 1.19 are new actions that were previously identified as Metrics.
Action 1.20 is new to address Students with Disabilities performing in the RED indicator

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

Goals and Actions

Goal

Goal #	Description
2	Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Overall daily District attendance will be maintained at 96% or greater.	2019-20 Average Daily Attendance (ADA)= 95.2%	2020-21 Average Daily Attendance (ADA)= No Data 2021-22 Average Daily Attendance (ADA)= 87.3% as of May 2022	2022-23 Average Daily Attendance (ADA)= 93% as of May 2023	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%	2024 Average Daily Attendance (ADA) District ADA= 96% or greater
Chronic absenteeism will decrease by 1% or greater for every student subgroup.	2019 CA Dashboard: % Chronically Absent All students: 11.6% Student Groups: English Learners: 11.5% Students w/ Disabilities: 17.7% Socioeconomically Disadvantaged: 14.2% Hispanic: 12.4% White: 10.3%	CA Dashboard- No data for 2020 or 2021 % Chronically Absent 2021-22 Local Data in Synergy District- 28% GES- 34% VO- 30% RO- 23% LC- 29% MRE- 21% MMS- 29%	2022 CA Dashboard % Chronically Absent All Students: 46.2% - Very High Student Groups: English Learners: 46.1% Students with Disabilities: 53.8% Socioeconomically Disadvantaged: 50.5% Homeless: 61.3% Hispanic: 48.6%	2023 CA Dashboard % Chronically Absent All Students: 28.7% YELLOW Student Groups: English Learners: 28.2% YELLOW Students with Disabilities: 36.5% YELLOW	2024 CA Dashboard: % Chronically Absent All students: 8.6% English Learners: 8.5% Students w/ Disabilities: 14.7% Socioeconomically Disadvantaged: 11.2% Homeless: 11.2% Hispanic: 9.4% White: 7.3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			White: 44.8%	Socioeconomically Disadvantaged: 32.3% YELLOW Hispanic: 31.2% YELLOW White: 26% YELLOW Homeless: 36.4% ORANGE	
The suspension rate will decrease by 0.1% or greater for every student subgroup.	2019 CA Dashboard: Percent Suspended at Least 1 Day All students: 3% English Learners: 1.8% Students w/ Disabilities: 4.7% Socioeconomically Disadvantaged: 3.7% Hispanic: 3.4% White: 2.4%	CA Dashboard- No data for 2020 & 2021 Percent Suspended at Least 1 Day 2021-22 District Data: District- 2% GES- .4% VO- 2% RO- .5% LC- .4% MRE- 1% MMS- 5%	2022 CA Dashboard Percent Suspended at Least 1 Day All Students: 1.7% English Learners: 1.4% Students with Disabilities: 3% Socioeconomically Disadvantaged: 1.8% Homeless: 0% Hispanic: 1.9% White: 1.6%	2023 CA Dashboard Percent Suspended at Least 1 Day All Students: 3.5% ORANGE Student Groups: English Learners: 3.8% RED Hispanic: 4%: RED Homeless: 8.1% RED Socioeconomically Disadvantaged: 4.7% RED	2024 CA Dashboard: Percent Suspended at Least 1 Day All students: 1.5% English Learners: 5% Students w/ Disabilities: 1.7% Socioeconomically Disadvantaged: 1.5% Homeless: 1.5% Hispanic: 1.5% White: 2%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Students with Disabilities: 4.1% ORANGE White: 3.4% ORANGE	
The expulsion rate will decrease by 0.1% or greater for every subgroup.	2020-21 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0	2021-2022 CDE DataQuest All Students: 5; rate: 0.1% White: 0; rate: 0% Hispanic: 5; rate: 0.2% Low SES: 3; rate: 0.1% Homeless: 0; rate: 0% Students with Disabilities: 1; rate: 0.2% English Learners: 1; rate: 0.1%	2022-23 District Data: All Students: 5 White: 0 Hispanic: 5 Low SES: 5 Homeless: 0 Students with Disabilities: 0 English Learners: 1	2023-2024 District Data All Students: 1 White: 0 Hispanic: 0 Low SES: 0 Homeless: 1 Students with Disabilities: 0 English Learners: 0	2023-24 CDE DataQuest All students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students w/ Disabilities:0 English Learners: 0
The middle school dropout rate will be maintained at 0% for all student subgroups.	2020-21 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0	2021-22 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0	2022-23 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with Disabilities:0 English Learners:0	Students with Disabilities:0 English Learners:0	Students with Disabilities:0 English Learners:0	Students with Disabilities:0 English Learners:0	Students with Disabilities:0 English Learners:0
Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2021 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" This school... Encourages me to be an active partner. Elementary: 37% Middle: 22% Makes me feel welcome to participate. Elementary: 35% Middle: 19% Supports student learning environment: Elementary: 34% Middle: 21% Is a safe place for my child. Elementary: 46% Middle: 30%	2022 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 327 Middle School parent responses: 75 This school... Encourages me to be an active partner. Elementary: 33% Middle: 27% Makes me feel welcome to participate. Elementary: 31% Middle: 16% Supports student learning environment: Elementary: 31% Middle: 23%	2023 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 389 Middle School parent responses: 96 This school... Encourages me to be an active partner. Elementary: 43% Middle: 10% Makes me feel welcome to participate. Elementary: 46% Middle: 5% Supports student learning environment: Elementary: 43% Middle: 13%	2024 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 202 Middle School parent responses: 50 This school... Encourages me to be an active partner. Elementary: 43% Middle: 32% Makes me feel welcome to participate. Elementary: 49% Middle: 29% Supports student learning environment: Elementary: 43% Middle: 31%	2024 CalSCHLS Parent Survey Data: Percentage of parents responding Strongly Agree on all responses on the annual CalSCHLS Survey is at 50% or higher.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Has adults who really care about students. Elementary: 41% Middle: 24% Communicates with parents about school. Elementary: 46% Middle: 22% Treats all students with respect. Elementary: 45% Middle: 34% Has clean and well-maintained facilities. Elementary: 44% Middle: 28%	Is a safe place for my child. Elementary: 40% Middle: 23% Has adults who really care about students. Elementary: 40% Middle: 21% Communicates with parents about school. Elementary: 48% Middle: 27% Treats all students with respect. Elementary: 40% Middle: 28% Has clean and well-maintained facilities. Elementary: 35% Middle: 24%	Is a safe place for my child. Elementary: 45% Middle: 6% Has adults who really care about students. Elementary: 49% Middle: 11% Communicates with parents about school. Elementary: 53% Middle: 22% Treats all students with respect. Elementary: 50% Middle: 19% Has clean and well-maintained facilities. Elementary: 46% Middle: 14%	Is a safe place for my child. Elementary: 47% Middle: 32% Has adults who really care about students. Elementary: 51% Middle: 28% Communicates with parents about school. Elementary: 52% Middle: 41% Treats all students with respect. Elementary: 52% Middle: 44% Has clean and well-maintained facilities. Elementary: 45% Middle: 42%	
Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5%	2021 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 26%, Grade 6 = 24%,	2022 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 54%, Grade 6 = 50%,	2023 CalSCHLS Data: Percentage of students that participated in the survey: Grade 5 = 59%, Grade 6 = 69%,	2024 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 72%, Grade 6 = 68%, Grade 7-8= 96%,	2024 CalSCHLS Data: Percentage of students in grades 5-8 responding "Yes, most or all of the time" for all responses on the annual CalSCHLS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
each year in areas that are below 80%.	Grade 7 = 77%, Grade 8 = 74% Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 74%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60% Students are academically motivated: Grade 5 = 77%, Grade 6 = 77%, Grade 7 = 63%, Grade 8 = 60% Students have a caring adult in school: Grade 5 = 78%, Grade 6 = 77%, Grade 7 = 67%, Grade 8 = 59% Students have social and emotional learning supports: Grade 5 = 79%, Grade 6 = 83%,	Grade 7 = 61%, Grade 8 = 69% Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 70%, Grade 6 = 67%, Grade 7 = 63%, Grade 8 = 55% Students are academically motivated: Grade 5 = 81%, Grade 6 = 76%, Grade 7 = 67%, Grade 8 = 63% Students have a caring adult in school: Grade 5 = 70%, Grade 6 = 65%, Grade 7 = 58%, Grade 8 = 54% Students have social and emotional learning supports: Grade 5 = 74%, Grade 6 = 71%,	Grade 7 = 63%, Grade 8 = 70% Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 73%, Grade 6 = 67%, Grade 7 = 51%, Grade 8 = 52% Students are academically motivated: Grade 5 = 86%, Grade 6 = 80%, Grade 7 = 61%, Grade 8 = 62% Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 53%, Grade 8 = 59% Students have social and emotional learning supports: Grade 5 = 73%, Grade 6 = 73%,	Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 70%, Grade 6 = 69%, Grade 7 = 43%, Grade 8 = 43% Students are academically motivated: Grade 5 = 82%, Grade 6 = 83%, Grade 7 = 55%, Grade 8 = 58% Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 56%, Grade 8 =56 % Students have social and emotional learning supports: Grade 5 = 75%, Grade 6 = 73%, Grade 7 = 46%,	survey will have increased by 15%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7 = 64%, Grade 8 = 58% My school has an anti-bullying climate: Grade 5 = 78%, Grade 6 = 75%, Grade 7 = 48%, Grade 8 = 37% I feel safe at school: Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 69%, Grade 8 = 64% Cyberbullying is a problem: Grade 5 = 10%, Grade 6 = 14%, Grade 7 = 19%, Grade 8 = 23%	Grade 7 = 67%, Grade 8 = 64% My school has an anti-bullying climate: Grade 5 = 75%, Grade 6 = 70%, Grade 7 = 43%, Grade 8 = 38% I feel safe at school: Grade 5 = 72%, Grade 6 = 73%, Grade 7 = 60%, Grade 8 = 61% Cyberbullying is a problem: Grade 5 = 27%, Grade 6 = 21%, Grade 7 = 31%, Grade 8 = 36%	Grade 7 = 49%, Grade 8 = 49% My school has an anti-bullying climate: Grade 5 = 74%, Grade 6 = 73%, Grade 7 = 34%, Grade 8 = 36% I feel safe at school: Grade 5 = 81%, Grade 6 = 68%, Grade 7 = 44%, Grade 8 = 66% Cyberbullying is a problem: Grade 5 = 16%, Grade 6 = 24%, Grade 7 = 32%, Grade 8 = 30%	Grade 8 = 45% My school has an anti-bullying climate: Grade 5 = 74%, Grade 6 = 69%, Grade 7 = 35%, Grade 8 = 32% I feel safe at school: Grade 5 = 74%, Grade 6 = 76%, Grade 7 = 48%, Grade 8 = 51% Cyberbullying is a problem: Grade 5 = 21%, Grade 6 = 22%, Grade 7 =30 %, Grade 8 = 33%	
Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%. Staff participation in	2021 CalSCHLS Data: 59% of staff participated in the survey. Percentage of staff responding "Strongly Agree"	2022 CalSCHLS Data: 27% of staff participated in the survey. Percentage of staff responding "Strongly Agree"	2023 CalSCHLS Data: 51% of staff participated in the survey. Percentage of staff responding "Strongly Agree"	2024 CalSCHLS Data 44% of staff participated in the survey. Percentage of staff responding "Strongly Agree"	2024 CalSCHLS Data: At least 75% of staff will participate in the survey. Staff responding "Strongly Agree" for all responses on the annual CalSCHLS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
the survey will increase by 50%.	Caring adult relationships: Elementary = 57%, Middle = 45%

Promotion of parental involvement: Elementary = 45%, Middle = 27%

Positive student learning environment: Elementary = 55%, Middle = 40%

Support for social emotional learning: Elementary = 47%, Middle = 20%

Anti Bullying climate: Elementary = 42%, Middle = 30%

Positive staff working environment: Elementary = 42%, Middle = 35%

Is school safe for students: Elementary = 51%, Middle = 45% | Caring adult relationships: Elementary = 52%, Middle = 32%

Promotion of parental involvement: Elementary = 42%, Middle = 20%

Positive student learning environment: Elementary = 51%, Middle = 41%

Support for social emotional learning: Elementary = 43%, Middle = 22%

Anti Bullying climate: Elementary = 36%, Middle = 19%

Positive staff working environment: Elementary = 38%, Middle = 29%

Is school safe for students: Elementary = 53%, Middle = 22% | Caring adult relationships: Elementary = 51%, Middle = 34%

Promotion of parental involvement: Elementary = 44%, Middle = 27%

Positive student learning environment: Elementary = 52%, Middle = 30%

Support for social emotional learning: Elementary = 45%, Middle = 27%

Anti Bullying climate: Elementary = 44%, Middle = 24%

Positive staff working environment: Elementary = 42%, Middle = 20%

Is school safe for students: Elementary = 49%, Middle = 22% | Caring adult relationships: Elementary = 57%, Middle = 45%

Promotion of parental involvement: Elementary = 48%, Middle = 33%

Positive student learning environment: Elementary = 52%, Middle = 38%

Support for social emotional learning: Elementary = 47%, Middle = 34%

Anti Bullying climate: Elementary = 47%, Middle = 34%

Positive staff working environment: Elementary = 46%, Middle = 32%

Is school safe for students: Elementary = 57%, Middle = 42% | survey will increase by 15% |

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Respect for diversity: Elementary = 45%, Middle = 31%	Respect for diversity: Elementary = 40%, Middle = 22%	Respect for diversity: Elementary = 43%, Middle = 28%	Respect for diversity: Elementary = 45%, Middle = 33%	
Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites	2020-21 FIT Reports Greer- FAIR Valley Oaks- FAIR River Oaks- FAIR Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR	2021-22 FIT Reports Greer- GOOD Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- GOOD Marengo Ranch- GOOD McCaffrey- FAIR Fairsite- FAIR	2022-23 FIT Reports Greer- FAIR Valley Oaks- FAIR River Oaks- GOOD Lake Canyon- FAIR Marengo Ranch- FAIR McCaffrey- FAIR Fairsite- FAIR	2023-2024: All sites made growth towards "GOOD" status. Fairsite-FAIR 86.94% Lake Canyon-GOOD 92.10% Marengo Ranch-GOOD 91.84% River Oaks-GOOD 91.41% Valley Oaks-GOOD 93.63% Vernon E Greer-GOOD 92.45% McCaffrey Middle School- FAIR 88.82%	2023-24 FIT Reports All district Facilities will be maintained at "GOOD"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Facilities Complaints will be maintained at ZERO (0).	2020-21 State Data Complaints= 0	2021-22 State Data Complaints= 0	2022-23 State Data Complaints= 0	2023-2024 State Data Complaints: 0	2023-24 State Data Maintained at zero (0) complaints

Goal Analysis

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

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

For the 2023-2204 LCAP year, please review details on successes and challenges in the Effectiveness section.

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

Action 2.4: Multi-Tiered Systems of Support-The MTSS model includes psychologists, speech therapists, BMTs, and behavior analysts. The updated actuals reflect the full salaries required to support the MTSS model, including team meetings, professional development, and school community collaborations.
Action 2.5: Facility Maintenance- To maintain safe and secure facilities, the district had to increase expenditures for our schools. This included additional HVAC units, flooring, and other maintenance needs. The budget difference reflects the actual expenses incurred for district facilities..
Action 2.6: Social Emotional Learning-The SEL program focuses on implementing the Second Step SEL curriculum with students. The costs include the program itself, along with Strengths Explorer Quest and Digital River. The budget difference reflects expenditures on curriculum and programs, with no additional expenses required to operate this program.

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

The combined impact of the actions in Goal 2 over the course of the 3 year LCAP cycle (2021-2022, 2022-2023, and 2023-2024) effectively improved the outcomes of the related metrics associated with social and emotional learning and creating safe learning environments.

Average Daily Attendance has increased over the last two years and maintained at 93.1%.

Chronic Absenteeism rates have decreased from 2022 All Students: 46.2% - Very High to 2023: All Students: 28.7% YELLOW

2024 CalSCHLS Surveys: Data showed an increase in the percentage of parents reporting "Strongly Agree" to questions on the Safety and School Connectedness survey. Items were related to safety, caring, communication and parental participation for both elementary and middle school students.

2024 CalSCHLS Surveys: Data showed an increase in the percentage of staff reporting "Strongly Agree" to questions related to positive work environment, safety, social-emotional support for students, caring adult relationships, and positive learning environment for both elementary and middle school.

To accomplish this goal; GJUESD successfully placed either a Social Worker or Counselor at each campus; the middle school has two counselors (Action 2.2) and additional site based administration (Action 2.1). School sites created Attendance Teams compromised of Social Worker/Counselor, an Assistant Principal, and office staff. Teams analyzed attendance data trends and worked with families to address barriers through home visits and phone calls.

The Galt Expanded Learning Program is available at all sites and enrichment activities have included: Intramural Sports Makerspace, STEAM Activities, Art,Cal-Waste, The bells choir, Character Counts, Student Leadership, Runnin' For Rhett, Robotics, Readers Challenge, Exploratory Classes-art, music, gardening, Cosumnes River Preserve; NGSS (Action 2.3)

Each school site implements a MTSS system to support social/emotional, behavioral and academic needs (Action 2.4). The GJUESD Maintenance department in collaboration with site custodians and administration addresses any facilities needs. (Action 2.5).

All grades across the district are implementing Second Step Curriculum lessons and embedding social emotional learning throughout the school day. (Action 2.6)

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

These actions will be implemented in the same manner; however, changes will be made to the following action items.

The following were updated, deleted or renumbered for the 2024-2025 LCAP:

Metrics:
2.1: Updated: "Overall daily District attendance will be maintained at 94% or greater"

Actions:
2.1 Renamed: Mental Health Supports; description clarified.
2.2: New action: Safety added.
2.3 Updated language to reflect additional staffing: Environmental Outdoor Coordinator and the Visual and Performing Arts District Coordinator.
2.4 Multi-Tiered Systems of Support (MTSS and Positive Behavior Support-folded into Action 2.1
2.5 renumbered Action 2.4
2.6 renumbered Action 2.5

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Galt Joint Union Elementary School District	Lois Yount Superintendent	superintendent@galt.k12.ca.us (209) 744-4555

Plan Summary [2024-25]

General Information

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

The Galt Joint Union Elementary School District (GJUESD) is committed to providing optimal learning opportunities for each and every child while focusing on the well-being and safety for all. The District's mission statement describes its instructional values and commitment to learning. The District's vision statement describes its core organizational values and long-term objectives.

GJUESD Mission Statement:
The mission of our school district is to promote growth and achievement through innovative educational programs that integrate personal strengths, social, emotional and academic learning for all children.

GJUESD Vision Statement:
Our schools create safe learning environments that provide equitable access to engaging opportunities for all children. We foster learning environments for collaboration, creativity and critical thinking to ensure children are successful in school and in their future.

GJUESD LCAP Goals:
1.Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.

2.Promoting PreK-grade 8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.

GJUESD serves approximately 3,600 students in grades Preschool through 8th. The District operates seven school sites and employs approximately 550 staff members. The District is the largest employer in the city of Galt with a population of approximately 26,000. The ethnicity of our students are 65% Hispanic and 30% are White; 58% of our families qualify for free or reduced meals. 20% of our students are identified as English Learners, and 19% are Students with Disabilities.

As a District, we create learning experiences that support individual student strengths, talents and interests in the classroom and beyond. More than ever our educators see the need to support students' behavioral health and well-being; the learning experiences encompass a "Whole-Child" focus with embedded social and emotional support.

Reflections: Annual Performance

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

State Assessment Data Sets, Spring 2023

CA DASHBOARD:
All students in Grades 3-8 are administered state assessments for both English Language Arts (ELA) and Mathematics each spring. The goal is to show an increase of 10 points in the distance from the standard based on the 2023 Smarter Balanced Assessment Consortium (SBAC) results as shown on the Dashboard.

In both Math and ELA, all students and all student groups made progress on the 2023 spring assessments from the spring 2022 assessments. Student groups that were identified for Differentiated Assistance in Spring 2022 no longer met eligibility based on their documented growth; these included Students with Disabilities in areas of Chronic Absenteeism, ELA and Math; and Homeless in the area of Chronic Absenteeism.

In the area of English Language Arts:
The following student groups did not met the 10-point increase in the distance from the standard goal, from spring 2022 to spring 2023; however, all student groups made growth:

All Students: 9.8 points below standard ORANGE (.4 point increase- MAINTAINED)
English Learners: 46.1 points below standard ORANGE (2.6 point increase-MAINTAINED)
Hispanic: 24.7 points below standard ORANGE (.5 point increase-MAINTAINED)
Socioeconomically Disadvantaged: 28.3 points below standard (2 point increase-MAINTAINED)
Students with Disabilities: 76.9 points below standard ORANGE (5 point increase)

Homeless student group saw the greatest growth, with an an increase of 12.8 points in the distance from the standard from spring 2022 to spring 2023; 64.3 points below standard ORANGE.

In the area of Math:
The following student groups did not met the 10-point increase in the distance from the standard goal, from spring 2022 to spring 2023; however, all student groups made growth:

All Students: 32.6 point below standard YELLOW (7.3 point increase)
Students with Disabilities: 95.4 points below standard ORANGE (5.9 point increase)
English Learners: 70.5 points below standard YELLOW (7.5 point increase)
Hispanic: 49 points below standard YELLOW (8.2 point increase)
Socioeconomically Disadvantaged: 50.6 points below standard (9.1 point increase)
White: 9.7 points below standard YELLOW (increased by 2.9 points-MAINTAINED)

Homeless student group saw the greatest growth, with an an increase of 23.9 points in the distance from the standard from spring 2022 to spring 2023; 73.9 points below standard YELLOW.

In ELA: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2022 to spring 2023:
3rd (from 46% to 50%, 4% increase), 4th (from 38% to 41%, 3% increase), 6th (47% to 50% 3% increase), and 7th (49% to 50% 1% increase).

In Math: The following grade levels showed an increase in the percentage of students meeting or exceeding grade level standards from spring 2022 to spring 2023:
3rd (45% to 55% increase,10% increase), 4th (37% to 40%, 3% increase), 6th (34% to 39%, 5% increase), and 7th (31% to 32%, 2% increase)

Local Data Assessments:

DISTRICT READING ASSESSMENTS (DRAs):
All students in Grades K-3 are administered DRAs to measure success towards reading foundational skills and reading at grade level by the end of 3rd grade. The annual goal is to increase the percentage of students who met all DRA targets by 10% from spring 2023 to spring 2024.

Grade Level Performance:

All Students meeting all DRA targets: 59%

Kindergarten(Spring 2023) 73% met all benchmarks; Kindergarten (Spring 2024) 74% met benchmarks (Did not meet district goal)
1st grade (Spring 2023) 63% met all benchmarks;1st grade (Spring 2024) 54% met benchmarks (Did not meet district goal)
2nd grade (Spring 2023) 62% met benchmarks; 2nd grade (Spring 2024) 54% met benchmarks (Did not meet district goal)
3rd grade (Spring 2023) 70% met all benchmarks; 3rd grade (Spring 2024) 54% met benchmarks (Did not meet district goal)

Total District wide student groups meeting all targets: Spring 2024 (Spring 2023):
Hispanic: 56% (64%)
White: 65% (73%)
Socioeconomically Disadvantaged: 54% (63%)
English Learner: 49% (56%)
Students With Disabilities: 38% (53%)
RFEP: 75% (88%)

Spring 2023 to Spring 2024 Cohort Growth: Percentage of students meeting all targets:

2023 Kindergarten to 2024 1st grade: 73% to 54%
2023 1st grade to 2024 2nd grade: 63% to 54%
2023 2nd grade to 2024 3rd grade:62% to 54%

MEASURES OF ACADEMIC PROGRESS (MAP) | READING & MATH
All students in Grades 1-8 are administered MAP to measure success towards the application of reading comprehension and math skills. Students in Grades 1-2 are administered MAP three times per year (fall, winter and spring) while students in Grades 3-8 are administered MAP only twice (fall and the winter). Students are expected to reach the 60th percentile in both reading and mathematics. The goal is to increase the percentage of students reaching the 60th percentile by 5% from winter 2023 to winter 2024 with each cohort.

Cohort Growth In Reading:
1st grade (Winter 2023): 30% to 2nd grade (Winter 2024): 44% increased by 14%-goal met
2nd grade (Winter 2023) 34% to 3rd grade (Winter 2024) 49% increased by 15%-goal met
4th grade (Winter 2023) 37% to 5th grade (Winter 2024) 41% increased by 4%-goal not met
5th grade (Winter 2023) 39% to 6th grade (Winter 2024) 40% increased by 1%-goal not met
6th grade (Winter 2023) 45% to 7th grade (Winter 2024) 46% increased by 1%-goal not met
7th grade (Winter 2023) 42% to 8th grade (Winter 2024) 45% increased by 3%-goal not met

Student group data meeting the 60th%ile:
All Students: 45% goal met from Winter 2023 (40%)
Hispanic: 38% goal met from Winter 2023 (33%)
White: 57%, goal not met from Winter 2023 (53%)
Socioeconomically Disadvantaged: 38%; goal met from Winter 2023 (33%)
English Learners: 17%; goal not met from Winter 2023 (13%)
Students with Disabilities: 23%; goal not met from Winter 2023 (28%)

RFEP: 54%; goal not met from Winter 2023 (55%)

Growth In Math:
1st grade (Winter 2023): 26% to 2nd grade (Winter 2024): 58% increased by 32%-goal met
2nd grade (Winter 2023) 40% to 3rd grade (Winter 2024) 54% increased by 14%-goal met
3rd grade (Winter 2023) 47% to 4th grade (Winter 2024) 48% increased by 1%-goal not met
5th grade (Winter 2023) 27% to 6th grade (Winter 2024) 35% increased by 8%-goal met
6th grade (Winter 2023) 32% to 7th grade (Winter 2024) 37% increased by 5%-goal met
7th grade (Winter 2023) 34% to 8th grade (Winter 2024) 36% increased by 2%-goal not met

Student group data meeting the 60th%ile:

All Students: 44%; goal met from Winter 2023 (35%)
Hispanic: 36%; goal met from Winter 2023 (28%)
White: 54%; goal met from Winter 2023 (47%)
Socioeconomically Disadvantaged: 37%; goal met from Winter 2023 (28%)
English Learners: 23%; goal met from Winter 2023 (12%)
Students with Disabilities: 28%; goal not met from Winter 2023 (24%)
RFEP: 44%; goal not met from Winter 2023 (46%)

English Language Proficiency:
When comparing 2022 ELPAC summative results to 2023 ELPAC summative results:

The data shows an increase in the percentage of students who scored a Level 4 (well developed English skills) for the following grade levels:

Kindergarten: 6.67% to 15.00%
1st grade: 4.88% to 6.02%
3rd grade: 9.72% to 20.00%
4th grade: 19.81% to 20.0%
5th grade. 23.53% to 30.86%

Cohorts that demonstrated an increase in the percentage of students who scored a Level 4 from 2022 to 2023:

1st grade: 4.88% to 2nd grade: 9.20%
2nd grade: 16.47% to 3rd grade 20.00%
3rd grade: 9.72% to 4th grade: 20.0%
4th grade: 19.81% to 5th grade: 30.86%
5th grade: 23.53% to 6th grade: 24.49%
6th grade: 26.58% to 7th grade:31.17%

2023 English Learner Progress: EL students making progress towards English Language Proficiency: 49.9% (Increase of 2.2% from 2022)

The reclassification percentage in 2022 was 18.3% (137/748); the reclassification rate for 2023 is 16%. (115/715).

CalSCHLS Survey Data:

Data from the 2024 CalSCHLS surveys was analyzed to reflect progress made on school climate, safety, motivation and well-being. Surveys are completed by students in grades 5-8, school staff and parents.

Staff Surveys: Goal: 50% of staff reporting "Strongly Agree". 2024 surveys showed growth or meeting the 50% goal in all areas, except "Students are motivated to work" (24%). All other area scores ranged from 43% to 60%
Areas of strength: "High expectation from adults"; "Supportive learning environment"; "Caring adults"; and "School is a safe place".
Area of focus: "Students are motivated to complete work"

Parent Surveys: Goal: 50% of parents reporting "Strongly Agree" 2024 survey results showed growth or meeting the 50% goal in all areas.
All area scores ranged from 41% to 50%
Areas to highlight: "Teachers responsive to child's social/emotional needs"; "Communication with parents about school"; "Parents feel welcome to participate" and "School treats all students with respect".

5th and 6th grade Student Surveys: Goal is 80% reporting "Yes". All areas reported in the range of 68% to 85%
Areas to highlight: "Students are academically motivated"; "High expectations from adults"; "Students treated with respect".

7th and 8th grade Student Surveys: Goal is 80% reporting "Yes". All areas reported in the range of 41% to 65%
Areas to highlight: "High expectations from adults"; "Caring adults in school"; "Students are academically motivated"
Area to address: "Students feel connected to school"

Chronic Absenteeism:

Success: All Students and all Student Groups showed a decline in Chronic Absenteeism rates.

All Students declined by 17.6% points: YELLOW 28.7% Chronically Absent
English Learners: declined by 17.9% points: YELLOW 28.2% Chronically Absent
Hispanic: declined by 17.4% points: YELLOW 31.2% Chronically Absent
Socioeconomically Disadvantaged declined by 18.2% points: YELLOW 32.3% Chronically Absent
Students with Disabilities: declined by 17.2% points: YELLOW 36.5% Chronically Absent
White: declined by 18.8% points: YELLOW 26% Chronically Absent

Suspension Rates:
Social, emotional and behavioral challenges have persisted coming out of the COVID-19 pandemic. Suspension rates have increased for all students and across all student groups.

Each school site has been allocated a counselor or school social worker with additional Mental Health Clinicians provided by Sacramento County Office of Education. School sites are at different stages of PBIS implementation; Greer Elementary received additional Behavioral Analyst support to strengthen their MTSS behavioral systems. Community partners, such as Turning Point provide family services at Fairiste Elementary and on travel to individual school campuses, additional family access to services has been provided through Care Solace. GJUESD has been awarded grant funding through CYBHI grant to integrate Trauma Informed practices into the learning environment.

Practices that supported increased positive outcomes include:

1. Continuous Improvement Cycle Inquiries: Plan-Do-Study-Act Cycles; staff identifying goals and strategies to test change ideas.
2. MAP Accelerator: Tech tool that provides personalized and differentiated learning pathways.
3. Intervention sessions by the Teacher on Special Assignment
4. Implementation of "Building-Thinking-Classroom" strategies, coaching and professional development
5. Improved attendance
6. After school tutoring through Acceleration Blocks
7. Additional tech integration tools such as Zearn, digital tests from Great Minds and SBAC to support reinforcement of skills
8. PLC Collaboration

Challenges:
1. Attendance, while improved, continues to impact academic performance at some sites
2. Social-Emotional barriers

GJUESD identified key action items to address the identified needs of the student groups and/or schools during the 2023-2024 school year:

- Expanded learning and summer services that prioritize learning acceleration for learners in PreK-8.
- Increase certificated leadership capacity with TOSAs assigned to school sites to support educators and students in the areas of literacy, math and MTSS services.
- Continue to develop and expand the Dual Language Immersion Program preschool-kindergarten.
- Increase partnerships with CORE Learn and Sacramento County Office of Education to provide professional development in literacy and math.
- Continue to allocate funds needed for class size reduction in TK-3.
- Develop an AVID pilot program at one elementary school.
- Provide a variety of robust summer programs at all school sites.
- Increase professional development and training for Special Education Instructional Assistants.
- Professional development related to the math framework and practices to prepare for 2024 math curriculum pilot.
- Increase exploratory classes at the middle school: Career Technical Education (CTE) and art.
- Sustaining a social worker or counselor at every school to provide mental health services, social emotional, behavior, and academic supports within the MTSS framework for high-risk students to help ensure whole learner growth.
- Expanded learning enrichment opportunities being offered at every school site in the summer and after school.
- Partnership with Sacramento County Office of Education to provide mental health clinicians.

- Registered Behavior Technicians and Behavior Analysts working with sites teams to identify positive interventions and supports to incorporate to campus systems, classroom systems and for individual students.
- District-wide implement of SEL curriculum.
- Increase partnerships with the Galt Police Department and Galt High School District to increase services provided by School Resource Officers.

GJUESD identified the following Student Groups that were RED (lowest performance level) on one or more state indicators on the 2023 California School Dashboard:

English Learner in the area of Suspension; RED 3.8% suspended at least one day
Hispanic in the area of Suspension; RED 4% suspended at least one day
Homeless in the area of Suspension: RED 8.1% Suspended at least one day.
Socioeconomically Disadvantaged in the area of Suspension: RED 4.7% suspended at least one day.

Schools within GJUESD that received the lowest performance level (RED) on the 2023 California School Dashboard for All Students:

McCaffrey Middle School in the area of Suspension; RED 10.6% suspended at least one day
Greer Elementary in the area of Suspension: RED 3.3% suspended at least one day

Student Groups within a school that received RED (lowest performance level) on the California School Dashboard:

Lake Canyon: Students with Disabilities in the area of Mathematics (106.8 below standard)

McCaffrey Middle School: Students with Disabilities in the area of ELA (97.9 below standard), Mathematics (144.7 below standard), Chronic Absenteeism (42% chronically absent) and Suspension (17.4% suspended at least one day);

Socioeconomically Disadvantaged- Chronic Absenteeism (35.3% chronically absent) and Suspensions (13.4% suspended at least one day); English Learners-Suspension (15.8% suspended for at least one day); Hispanic-Suspension (12.2% suspended at least one day); White-Suspensions (9.5% suspended at least one day)

Valley Oaks: Homeless-Suspension (7.1% suspended at least one day); White-Suspension (8.6% suspended at least one day)

Greer: Hispanic in the area of Suspension (3.6% suspended at least once a day); Socioeconomically Disadvantaged in the area of Suspension (4.3% suspended at least one day)

Reflections: Technical Assistance

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

Not Applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
District Advisory Committee	Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: LCAP Mid Year; math adoption, budget feedback; Expanded Learning Program; transportation, local assessments, chronic absenteeism, social/emotional learning. January 11, 2024; February 8, 2024; March 14, 2024; April 10, 2024; May 9, 2024.
District English Language Learner Committee	Feedback session conducted in Spanish. Meetings were scheduled late afternoon to support parent participation. Priorities, discussions and feedback on the following: LCAP Mid Year; math adoption, budget feedback; Expanded Learning Program; transportation, local assessments, chronic absenteeism, social/emotional learning. January 11, 2024; February 8, 2024; March 14, 2024; April 10, 2024; May 9,2024
Special Education Parent Advisory Committee	Discussions and feedback mirrored DAC and DELAC meetings with an additional focus on meeting the needs of students with Disabilities. January 18, 2024; March 21, 2024; and May 16, 2024

Educational Partner(s)	Process for Engagement
Principals/Assistant Principals	Monthly admin meetings discuss student performance on local and state assessments and parent surveys; review LCAP goal areas, metrics and actions.
Board of Trustees	Regular monthly reports with feedback on LCAP goal progress (SBAC and ELPAC results, Dashboard and local assessment data, chronic absenteeism and CalSCHLS data)
Special Education Local Plan Area (SELPA)	SELPA Director was emailed draft LCAP for feedback; May 3, 2024
Labor bargaining groups-GEFA and CSEA	Both union bargaining groups were provided the draft LCAP actions and goals with opportunity to provide feedback; May 8 2024. Consulted with CSEA on feedback; May 21, 2024; consulted with GEFA; May 23, 2024
Student groups	Discussions and feedback with student groups; May 17, 2024
Parent, Community, School Staff	Draft LCAP goals/actions were emailed to parents, school staff and school community with a link for feedback; May 8 2024. Public hearing June 17, 2024 and LCAP adoption June 18, 2024

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

Numerous educational partner (DAC, DELAC, GEFA, CSEA, Board of Trustees, Special Education PAC, SELPA, student groups) feedback sessions provided direction for the district as the 3-year LCAP was being developed.

The District's response to comments after each of the LCAP feedback sessions supports the revision of the LCAP. Parent LCAP feedback sessions were conducted in both English and Spanish. Late afternoon sessions were provided to support parent participation. Parents/caregivers participating in the meetings represented all of our unduplicated learner groups including including English Learners, Low Socioeconomic students, Foster youth and Special Education.

LCAP addresses the following Educational Partner feedback:
1. Importance of support staff to support intervention, continued: Teachers On Special Assignments, bilingual staff, additional Instructional assistant support
2. Continue to focus on attendance; address transportation; consistent message across district; home visits were proactive and had a positive impact; expand enrichment opportunities.
3. Professional Learning: Math, GATE, AVID, UDL, DLI, Building Thinking Classrooms, frontloading the new math framework, understanding expectations before required to implement.
4. Class size reduction
5. Increase parent involvement and communication; continue to provide bilingual staff to support families.
6. Expand enrichment opportunities outside the classroom

7. Social emotional learning and supports: social workers and counselors at every school site; SEL curriculum to support integration into classroom
8. Behavioral support: PBIS implementation; continued BCBA and RBT positions
9. Safety concerns: School Resource Officer support district-wide.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Engaging all learners with a focus on academic rigor using inclusive practices in a variety of learning environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

1. GJUESD strives to meet the diverse needs of every student through impactful teaching practices, high standards, equitable resources and standards-aligned curriculum. The District is committed to providing teachers, specialists and support staff high-quality professional development to meet the needs of all students. Local and state assessment data demonstrates the need to close the achievement gap for Students with Disabilities, English Learners and Homeless.

2. Input from educational partners has identified a need to adopt a math standards-aligned curriculum that is rigorous and accessible to all student groups. Professional development will continue to be provided in the area of math instruction.

3. To ensure English Learners and Long Term English Learners have access to curriculum and instruction, the District will support further development and implementation of research-based English Language Development instructional strategies.

4. The District is committed to engaging learners by providing more opportunities and student choice. Middle school students will have more opportunities for exploratory classes (Spanish, Art and Agriculture) and elementary students will be provided more opportunities in the area of art and music. Educational Partners have expressed the need to provide enrichment or learning opportunities outside the classroom.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The number of all K-3rd grade students meeting/exceeding all benchmarks on the District Reading Assessments (DRA) will increase by 10% each year until 80% proficiency is reached.	Spring 2024 DRA Kinder=74% 1st grade=54% 2nd grade=54% 3rd grade=54% All Students: 59% White: 65% Hispanic:56 % Low SES: 54% Students with Disabilities: 38% English Learners:49% Reclassified ELs: 75%			Spring 2027 DRA Kinder=80% 1st grade=80% 2nd grade=80% 3rd grade=80% All Students: 80% White: 80% Hispanic: 80% Low SES: 80% Students with Disabilities: 68% English Learners:79% Reclassified ELs: 80%	
1.2	The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for math on winter MAP will increase at least 5% each year.	MAP Math Winter 2024: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 44% White: 54% Hispanic: 36% Low SES: 37% Students with Disabilities: 28% English Learners:23% Reclassified ELs: 44% All Students by grade level: 1st: 51% 2nd: 58% 3rd: 54%			MAP Math Winter 2027: Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students: 59% White: 69% Hispanic: 51% Low SES: 52% Students with Disabilities: 43% English Learners: 38% Reclassified ELs: 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4th: 48% 5th: 35% 6th: 35% 7th: 37% 8th: 36%			All Students by grade level: 1st: 66% 2nd: 73% 3rd: 69% 4th: 63% 5th: 50% 6th: 50% 7th: 52% 8th: 51%	
1.3	The number of 1st-8th grade students in each student group meeting/exceeding the 60th percentile for reading on spring MAP will increase at least 5% each year.	MAP- READING Winter 2024 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 45% White= 57% Hispanic= 38% Low SES= 38% Students with Disabilities= 23% Current English learners= 17% Reclassified ELs=54% All students by grade level: 1st = 47% 2nd = 44% 3rd = 49% 4th = 46% 5th = 41% 6th = 40%			MAP- READING Winter 2027 Total 1st-8th grade student groups meeting/exceeding the 60th percentile: All Students= 60% White= 72% Hispanic= 53% Low SES= 53% Students with Disabilities= 38% Current English learners= 32% Reclassified ELs=69% All students by grade level: 1st = 62% 2nd = 59% 3rd = 64% 4th = 61%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		7th = 46% 8th = 45%			5th = 56% 6th = 55% 7th = 61% 8th = 60%	
1.4	On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase towards meeting standards in mathematics each year.	Fall 2023 CA Dashboard MATHEMATICS All students: YELLOW 32.6 points below standard White: YELLOW 9.7 points below standard Hispanic: YELLOW 49 points below standard Homeless: YELLOW 73.9 points below standard Socioeconomically Disadvantaged:YELLOW 50.6 points below standard Students w/ Disabilities: ORANGE 95.4 points below standard			Fall 2026 CA Dashboard MATHEMATICS All students: GREEN 2.6 points below standard White: GREEN 20.3 points above standard Hispanic: YELLOW 19 points below standard Homeless: YELLOW 43.9 points below standard Socioeconomically Disadvantaged: YELLOW 20.6 points below standard Students w/	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		All English Learners:YELLOW 70.5 points below standard **EL Comparisons** Current English Learners: 98.8 points below standard Reclassified English Learners: 36.3 points below standard English Only: 21.9 points below standard			Disabilities: YELLOW 65.4 points below standard All English Learners: TBD 40.5 points below standard **EL Comparisons** Current English Learners: 68.8 points below standard Reclassified English Learners: GREEN 6.3 points below standard English Only: GREEN 8.1 points above standard	
1.5	On the CA School Dashboard, all student groups will demonstrate at least a 10 point increase towards meeting standard in English language arts, each year.	Fall 2023 CA Dashboard Language Arts All students:ORANGE 9.8 points below standard Hispanic: ORANGE			Fall 2023 CA Dashboard Language Arts All students: GREEN 20.2 points above standard	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24.7 points below standard Socioeconomically Disadvantaged: ORANGE 28.3 points below standard Students with Disabilities: ORANGE 76.9 points below standard All English Learners: ORANGE 46.1 points below standard Homeless: YELLOW 64.3 points below standard White: GREEN 10.2 points above standard **EL Comparisons** Current English Learners: 84.1 points below standard Reclassified English Learners: 0.4 points below standard			Hispanic:YELLOW 5.3 points above standard Socioeconomically Disadvantaged: YELLOW 1.7 points above standard Students with Disabilities: YELLOW 46.9 points below standard All English Learners: YELLOW 6.1 points below standard Homeless: YELLOW 34.3 points below standard White: GREEN 40.2 points above standard **EL Comparisons** Current English Learners:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Only: .5 points below standard			54.1 points below standard Reclassified English Learners: 29.6 points above standard English Only: 29.5 points above standard	
1.6	English learners making Annual Progress in learning English as measured by ELPAC will increase at least 5% on the CA State Dashboard each year.	Fall 2023 CA Dashboard ELPAC English Learner Progress = 54.1% GREEN			Fall 2026 CA Dashboard ELPAC English Learner Progress = 69.1% GREEN	
1.7	District English Learner reclassification rate will increase at least 3% each year.	2022-2023 CALPADS Data R-FEP rate TK-8= 16% EL Students - 715 RFEP Students - 115			2025-2026 CALPADS Data R-FEP rate TK-8= 25%	
1.8	100% of Students taught with CCSS aligned ELA, Math, ELD & NGSS curriculum and supplemental bridge resources will be maintained at 100%.	2023-24 District Data Maintained 100%			2026-27 District Data Maintained 100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	All teachers will have access to professional development that focuses on literacy, well-being and equitable practices will be maintained at 100%.	2023-24 District Data Access to professional development= 100%			2026-27 District Data Access to professional development= 100%	
1.10	School Readiness direct services to unduplicated families will increase by at least 25 families each year.	2023-2024 263 unduplicated families were served			2026-2027 338 unduplicated families were served	
1.11	PreK Dual language learners meeting Kindergarten Readiness benchmarks will increase 10% or greater each year.	Spring Tri 3 Data: 1a. % of all Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 81% Shape Identification: 73% Number Identification 43% Letter Names Upper 55% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 74% 1:1 Correspondence: 80% Pattern Creation: n/a Name Writing: n/a			1a. % of all Preschool students meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 1b % of all Preschool/dual language learners meeting Kinder Readiness Benchmarks- will increase by 10% or greater in the 9 identified areas. 2a. % of all TK students meeting	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1b. % of Preschool dual language learners meeting Kinder Readiness Benchmarks: Color Recognition: 79% Shape Identification: 74% Number Identification: 26% Letter Names Upper: 32% (n/a for DLI) Letter Names-Lower: n/a Rote counting: 53% 1:1 Correspondence: 68% Pattern Creation: n/a Name Writing: n/a 2a. % of all TK students meeting Kinder Readiness Benchmarks: Color Recognition 90% Shape Identification: 81% Number Identification 71% Letter Names Upper 75% (n/a for DLI) Letter Names-Lower:69% (n/a for DLI) Rote counting: 73%			Kinder Readiness Benchmarks will increase by 10% or greater in the 9 identified areas. 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% in the 9 identified areas. 3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness benchmarks will increase by 10% or greater in the 7 identified areas. 3b. % of all Dual Language Immersion, Preschool dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 7 identified areas.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		1:1 Correspondence: 94% Pattern Creation: 80% Name Writing: 91% 2b. % of all TK dual language learners meeting Kinder Readiness Benchmarks: Color Recognition 86% Shape Identification: 69% Number Identification 72% Letter Names Upper 80% (n/a for DLI) Letter Names-Lower: 67% (n/a for DLI) Rote counting: 59% 1:1 Correspondence: 86% Pattern Creation: 66% Name Writing: 91% 3a. % of all Dual Language Immersion/Preschool students meeting Kinder Readiness Benchmarks: Color Recognition 67% Shape Identification: 80%			4a. % of all Dual Language Immersion/TK students meeting Kinder Readiness will increase by 10% or greater in the 7 identified areas. 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks will increase by 10% or greater in the 7 identified areas	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Number Identification: 33% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 13% 1:1 Correspondence: 67% Pattern Creation: n/a Name Writing: 87% 3b. % of all Dual Language Immersion/Preschool dual language learners meeting Kinder Readiness Benchmarks: Color Recognition: 75% Shape Identification: 75% Number Identification: 38% Letter Names Upper: n/a for DLI Letter Names-Lower: n/a for DLI Rote counting: 0%1:1 Correspondence: 50% Pattern Creation: n/a Name Writing: n/a 4a. % of all Dual Language Immersion/TK students meeting Kinder				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Readiness Benchmarks: Color Recognition 67% Shape Identification: 67% Number Identification 62% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 52% 1:1 Correspondence:90% Pattern Creation: 67% Name Writing: 95% 4b. % of all Dual Language Immersion, TK dual language learners meeting Kinder Readiness Benchmarks: Color Recognition 71% Shape Identification: 57% Number Identification 50% Letter Names Upper n/a Letter Names-Lower: n/a Rote counting: 50% 1:1 Correspondence: 79% Pattern Creation: 57% Writes Name: 100%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	Parent CalSCHLS survey will be completed by a minimum of 500 families with an increase of 5% each year.	2024 252 parents completed the CalSCHLS survey			2027 500 parents completed the CalSCHLS survey	
1.13	Increase the percent of students scoring at the Standard Met (Level 3) by 5% each year as measured by the California Science Test (CAST)	2022-2023 CAST Level 3 Data: 5th: 22.16% 8th: 24.36%			2025-2026 CAST Level 3 Data: 5th: 37.16% 8th: 39.36%	
1.14	Misassignments of teachers will remain at 0.	2023-24 Misassignments of teachers will remain at 0.			2026-2027 Misassignments of teachers will remain at 0.	
1.15	100% of students have access to standards-aligned instructional materials at home and at school.	2023-24 100% of students have access to standards-aligned instructional materials at home and at school.			2026-2027 100% of students have access to standards-aligned instructional materials at home and at school.	
1.16	100% of teachers credentialed to support English Language Development.	2023-24 100% of teachers credentialed to support English Language Development.			2026-2027 100% of teachers credentialed to support English Language Development.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	School Readiness	Provide direct services to high needs families through a comprehensive School Readiness Program: parent education and a home visitation program.	$2,438,834.00	Yes
1.2	Certificated Teaching Staff	Attract and retain TK-8 certificated staffing for regular and special education classrooms. Provide specialized support with an emphasis on building more inclusive environments by providing each school with a Resource Specialist teacher. Certificated staff will provide Designated and Integrated ELD to support english proficiency for our EL students and our LTEL students.	$14,012,171.00	No
1.3	Intern Teachers	All intern teachers and teachers in the Induction Program will be provided with a mentor to support professional growth and retain a clear credential.	$111,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Administrative Staffing	School administration staffing to prioritize high quality instructional programs at the site and district level.	$2,881,176.56	No
1.5	Class Size	Further reduce TK-3 class size to 20:1 to more effectively implement services for high needs learners through increased time for personalized instruction and support for individual growth in reading, mathematics and English Language Development.	$1,660,761.00	Yes
1.6	AVID Program	Support the implementation of an AVID program at the middle school targeting high needs students with a focus on college and career pathways and expand AVID into the elementary schools for 6th graders.	$258,831.00	Yes
1.7	Instructional Assistant (IA) Support	Provide IA support for high needs students in early reading and with additional personalized bilingual IA support for English Learners and in grades TK-3 and newcomers and Long Term English Learners in grades 4th-8th. Increase access and inclusion for learners with special education services through IA support during mainstreaming; increasing early intervention efforts at the PreK.	$843,348.00	Yes
1.8	Dual Language Immersion (DLI) Program	Continue to develop the PreK-8 DLI program and provide professional development for bilingual teachers and IAs serving the program.	$1,219,694.00	Yes
1.9	Academic Conferences/MTSS	Hold academic conferences and MTSS meetings with grade levels and learner support teams to analyze and review student data and identify student needs.	$75,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Professional Learning	All staff participate in professional learning with a focus on student growth, well-being and safety. Increase capacity building related to curriculum, instruction (to include designated and integrated ELD), assessment, and data analysis. Continued support will be provided with the implementation of social emotional learning. Continue with ELD PD that focuses on sites that have a higher concentration of EL and LTEL learners.	$140,000.00	No
1.11	Alternative Educational Options	Bright Future Home Learning Academy provides in-person and online learning for students through enrichment opportunities and a learning hub for academic support. Alternative Program at McCaffrey Middle provides students with a smaller class size to support academic and social-emotional needs.	$274,103.52	No
1.12	California Content Standards	Ensure that all students have access to materials and curriculum aligned to California content standards and that all general education and special education teachers have the needed instructional resources.	$759,409.00	No
1.13	Online Learning Courseware	All students will have access to online learning courseware including English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth.	$540,015.00	Yes
1.14	Technology for Instruction and Learning	Provide 1-to-1 student mobile devices and classroom technology to strengthen youth voice and choice in blended learning environments and innovation opportunities and ensure availability of wifi for students with little or no internet access at home.	$680,293.43	No
1.15	Parent Engagement and Participation	Increase parent engagement and participation in their children's education and improve home-school communication.	$20,000.00	Yes
1.16	Transportation Services	Provide transportation services to increase attendance rates and access to after school programs and summer learning opportunities.	$1,518,123.24	Yes

Action #	Title	Description	Total Funds	Contributing
1.17	College and Career Pathways	Provide college and career readiness lessons in grades 5-8 through the development of an agriculture program.	$200,000.00	No
1.18	Parent Involvement/Family Engagement	Parents of unduplicated students will be represented at all stakeholder meetings (DAC,ELAC, DELAC,listening circles,surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	$20,400.00	Yes
1.19	Parental Participation in LCAP process	At least five opportunities for stakeholder participation and involvement in the district's LCAP process to provide feedback will be provided by the district in both English and Spanish (DAC, DELAC, SpEd PAC).	$60,000.00	No
1.20	Academics	Supplemental curriculum, resources and professional development will be provided to certificated and classified staff to support the schools where the Students With Disabilities student group has performed in the RED indicator for ELA and Math.	$406,017.84	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Promoting PreK-8 whole learner development through social and emotional learning opportunities in a variety of safe and supportive environments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (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.

1. A key component of student success requires an intentional focus on the Social Emotional Learning (SEL) for students. SEL creates a process through which students acquire and effectively apply knowledge, positive outlook and the skills needed for goal setting, positive relationships and responsible decisions.

2. Social Emotional Learning: All educational partners (DAC, DELAC, SpEd PAC, Admin., etc.) have identified the need to make Social and Emotional Learning (SEL) a priority and integrated throughout the school day. All students will be receiving SEL support through the Second Step curriculum adoption.

3. Data demonstrates the need to support specific student groups to increase meaningful engagement and participation in school: Hispanic, Students with Disabilities, Socioeconomically Disadvantaged and Homeless. These student groups have higher rates for chronic absenteeism and suspensions.

4. The District continues to support SEL with additional support staff: counselors, social workers, mental health clinicians, Registered Behavior Technicians, Board Certified Behavior Analyst.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Overall daily District attendance will be maintained at 94% or greater.	2023-2024 Average Daily Attendance (ADA): as of December 2023 93.1%			2026-2027 Average Daily Attendance (ADA): as of December 2026 94%	
2.2	Chronic absenteeism will decrease by 1% or greater for every student group.	2023 CA Dashboard % Chronically Absent All Students: 28.7% YELLOW Student Groups: English Learners: 28.2% YELLOW Students with Disabilities: 36.5% YELLOW Socioeconomically Disadvantaged: 32.3% YELLOW Hispanic: 31.2% YELLOW White: 26% YELLOW Homeless: 36.4% ORANGE			2026 CA Dashboard % Chronically Absent All Students: 25.7% YELLOW Student Groups: English Learners: 25.2% YELLOW Students with Disabilities: 33.5% YELLOW Socioeconomically Disadvantaged: 29.3% YELLOW Hispanic: 29.2% YELLOW White: 23% YELLOW Homeless: 33.4%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ORANGE	
2.3	The suspension rate will decrease by 1% or greater for every student group.	2023 CA Dashboard Percent Suspended at Least 1 Day All Students: 3.5% ORANGE Student Groups: English Learners: 3.8% RED Hispanic: 4%: RED Homeless: 8.1% RED Socioeconomically Disadvantaged: 4.7% RED Students with Disabilities: 4.1% ORANGE White: 3.4% ORANGE			2026 CA Dashboard Percent Suspended at Least 1 Day All Students: 0.5% GREEN Student Groups: English Learners: 0.8% GREEN Hispanic: 1%: YELLOW Homeless: 5.1% RED Socioeconomically Disadvantaged: 1.7% YELLOW Students with Disabilities: 1.1% YELLOW White: 0.4% BLUE	
2.4	The expulsion rate will decrease by 1% or	2023-2024 District Data			2026-2027 District Data:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	greater for every student group.	All Students: 1 White: 0 Hispanic: 1 Low SES: 0 Homeless: 1 Students with Disabilities: 0 English Learners: 0			All Students: 0 White: 0 Hispanic: 0 Low SES: 0 Homeless: 0 Students with Disabilities: 0 English Learners: 0	
2.5	The middle school dropout rate will be maintained at 0% for all student subgroups.	2023-24 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0			2026-2027 District Data All Students: 0 White: 0 Hispanic: 0 Socioeconomically Disadvantaged: 0 Homeless:0 Students with Disabilities:0 English Learners:0	
2.6	Safety and School Connectedness: Percentage of parents responding Strongly Agree on the annual CalSCHLS survey will increase at least 5% in areas that are below 50%.	2024 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" Elementary parent responses: 202 Middle School parent responses: 50 This school... Encourages me to be an active partner:			2027 CalSCHLS Parent Survey Data: Percentage responding "STRONGLY AGREE" This school... Encourages me to be an active partner: Elementary:58%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Elementary: 43% Middle: 32% Makes me feel welcome to participate: Elementary: 49% Middle: 29% Supports student learning environment: Elementary: 43% Middle: 31% Is a safe place for my child: Elementary: 47% Middle: 32% Has adults who really care about students: Elementary: 51% Middle: 28% Communicates with parents about school: Elementary: 52% Middle: 41% Treats all students with respect: Elementary: 52% Middle: 44% Has clean and well-maintained facilities: Elementary: 45% Middle: 42%			Middle: 47% Makes me feel welcome to participate: Elementary: 64% Middle: 44% Supports student learning environment: Elementary: 58 % Middle: 46% Is a safe place for my child: Elementary: 62% Middle: 47% Has adults who really care about students: Elementary: 51% Middle: 43% Communicates with parents about school: Elementary: 52% Middle: 56% Treats all students with respect: Elementary: 52% Middle: 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Has clean and well-maintained facilities: Elementary: 60% Middle: 57%	
2.7	Safety and School Connectedness: Percentage of students in grades 5-8 responding, "Yes, most or all of the time" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 80%.	2024 CalSCHLS Data Percentage of students that participated in the survey: Grade 5 = 72%, Grade 6 = 68%, Grade 7-8= 96%, Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 70%, Grade 6 = 69%, Grade 7 = 43 %, Grade 8 = 43 % Students are academically motivated: Grade 5 =82%, Grade 6 = 83%, Grade 7 =55%, Grade 8 =58 %			2027 CalSCHLS Data Percentage responding "YES, MOST OR ALL OF THE TIME" Students feel connected to school: Grade 5 = 85%, Grade 6 = 84%, Grade 7 = 58%, Grade 8 = 58% Students are academically motivated: Grade 5 =82%, Grade 6 = 83%, Grade 7 = 70%, Grade 8 = 73% Students have a caring adult in school: Grade 5 = 84%, Grade 6 = 83%, Grade 7 = 71 %,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students have a caring adult in school: Grade 5 = 69%, Grade 6 = 68%, Grade 7 = 56 %, Grade 8= 56 % Students have social and emotional learning supports: Grade 5 = 75%, Grade 6 = 73%, Grade 7 =46% Grade 8 =45% My school has an antibullying climate: Grade 5 = 74%, Grade 6 = 69%, Grade 7 = 35% Grade 8 = 32% I feel safe at school: Grade 5 = 74%, Grade 6 = 76%, Grade 7 = 48%, Grade 8= 51% Cyberbullying is a problem: Grade 5 = 21%, Grade 6 = 22%, Grade 7 = 30%, Grade 8 = 33%			Grade 8= 71% Students have social and emotional learning supports: Grade 5 = 90%, Grade 6 = 88%, Grade 7 =61% Grade 8 =60% My school has an antibullying climate: Grade 5 = 89%, Grade 6 = 84%, Grade 7 = 50% Grade 8 = 47% I feel safe at school: Grade 5 = 89%, Grade 6 = 91%, Grade 7 = 63%, Grade 8=66 % Cyberbullying is a problem: Grade 5 = 6%, Grade 6 = 7%, Grade 7 = 15% Grade 8 = 18%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Percentage of staff responding "Strongly Agree" on the annual CalSCHLS survey will increase at least 5% each year in areas that are below 50%.	2024 CalSCHLS Data 44% of staff participated in the survey. Percentage of staff responding "Strongly Agree" Caring adult relationships: Elementary = 57%, Middle = 45% Promotion of parental involvement: Elementary = 48%, Middle = 33% Positive student learning Environment: Elementary = 52%, Middle = 38% Support for social emotional learning: Elementary = 47%, Middle = 34% Anti Bullying climate: Elementary = 47%, Middle = 34% Positive staff working environment: Elementary = 46%, Middle = 32% Is school safe for			2027 CalSCHLS Data Percentage of staff responding "Strongly Agree" Caring adult relationships: Elementary = 57%, Middle = 60% Promotion of parental involvement: Elementary = 63%, Middle = 48% Positive student learning Environment: Elementary = 52%, Middle = 53% Support for social emotional learning: Elementary = 62%, Middle = 49% Anti Bullying climate: Elementary = 62%, Middle = 49% Positive staff working environment: Elementary = 61%,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students: Elementary = 57%, Middle = 42% Respect for diversity: Elementary = 45%, Middle = 33%			Middle = 47% Is school safe for students: Elementary = 57%, Middle = 57% Respect for diversity: Elementary = 60%, Middle = 48%	
2.9	Facilities Inspection Tool (FIT) ratings will be increased and maintained at "GOOD" for all sites.	2023-2024 FIT Reports Fairsite-FAIR 86.94% Lake Canyon-GOOD 92.10% Marengo Ranch-GOOD 91.84% River Oaks-GOOD 91.41% Valley Oaks-GOOD 93.63% Vernon E Greer-GOOD 92.45% McCaffrey Middle School- FAIR 88.82%			2026-2027 FIT Reports Fairsite-GOOD Lake Canyon-GOOD Marengo Ranch-GOOD River Oaks-GOOD Valley Oaks-GOOD Vernon E Greer-GOOD McCaffrey Middle School-GOOD	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Williams Facilities Complaints will be maintained at ZERO (0).	2023-2024 State Data Complaints: 0			2026-2027 State Data Complaints: 0	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Mental Health Supports	Sustain a social worker or school counselor in every school to provide mental health services, social emotional, behavior and academic supports within the MTSS framework. A wellness center at the middle school will support students who have individual needs.	$851,629.13	Yes
2.2	Safety	Student safety and well-being will be supported by the School Resource Officer (SRO) program and yard supervisors.	$831,024.66	No

Action #	Title	Description	Total Funds	Contributing
2.3	Expanded Learning Programs	Expanded Learning and Enrichment Programs will support learners at all school sites and offer a variety of expanded learning and culturally relevant enrichment opportunities (sports, music, art, STEAM, GATE, environmental education, etc.) during and after the school day. District-wide enrichment opportunities will be coordinated by The Environmental Outdoor Education Coordinator and the Visual and Performing Arts District Coordinator.	$2,949,050.72	No
2.4	Facilities	Ensure all facilities are safe, well-maintained and clean.	$2,504,574.53	No
2.5	SEL Curriculum	All schools will implement the Second Step SEL curriculum with students in PreK-8 and participate in identifying/building on students' talents and strengths.	$20,000.00	No
2.6	Behavior	Implementing and strengthening Positive Behavioral Interventions and Supports and access to specialized certificated and classified staff to support schools where Homeless, Students with Disabilities, English Learners, Hispanic, White and Socioeconomically Disadvantaged student groups are in the RED indicator for Suspensions.	$1,179,033.37	Yes
2.7	Chronic Absenteeism	Continue to support strategies, resources, staffing needed to monitor student connectedness and engagement at schools where Students with Disabilities and Socioeconomically Disadvantaged student groups performed in the the RED indicator for Chronic Absenteeism.	$245,862.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$6,128,866	$420,132

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
17.831%	0.000%	$0.00	17.831%

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:** School Readiness **Need:** Educational partners have expressed interest and need for early intervention services for our 0-5 students focusing on preacademic/school readiness, social-emotional development, parent education and resources.	School Readiness services support: 1. A focus on prevention and early intervention to ensure that children have enhanced early growth experiences to reach their full potential; 2. Using whole-child and family-centered services to support the well-being and safety of children, to fortify family strengths, and to support safe, stable, and nurturing parenting that enhances child resilience; 3. Recognition that parents are the experts on their children and therefore have an essential role in the	School Readiness direct services to families will increase by at least 25 families each year.

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: Schoolwide	planning, development, and implementation of programs that impact their families. School Readiness and Early Learning opportunities are offered at Fairsite Elementary due to the population living in the area. Bilingual Community Outreach Coordinator and the School Readiness team prioritizes the enrollment of unduplicated students who may not have access to quality early intervention. Early intervention services support positive outcomes in school.	
1.5	**Action:** Class Size **Need:** Local and state data demonstrate, High Needs Learners perform below their peers in ELA and Math. **Scope:** LEA-wide	GJUESD will continue to reduce TK-3 class size beyond the 24:1 base through certificated staffing in order to more effectively address students not meeting grade level standards. Unduplicated learners will benefit through increased time for high quality personalized instruction and support for individual growth accomplishment in reading, mathematics and English Language Development. Supplemental curriculum and online courseware will further support the academic needs of the unduplicated student population. Additional personalized support for English Learners, Socioeconomic Disadvantaged and Foster Youth will be provided through increased instructional assistants providing individual and small group support during the regular school day. Winter 2023 to Winter 2024 MAP assessment results demonstrated an improvement for ELA and Mathematics in grades 3-8.	DRA; MAP (ELA and Math)
1.6	**Action:** AVID Program	Site AVID Lead will prioritize outreach to high needs students to teach and reinforce strategies and expectations of academic behaviors to be	MAP/ CAASPP ELA-MATH

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: CA Dashboard: ELA and Math: High Needs Student Groups made growth; however are in the Very Low to Low range. Winter 2024 MAP: Math: English Learners: 23% goal met from Winter 2023 (12%) Socioeconomically Disadvantaged: 37% goal met from Winter 2023 (28%) Winter 2024 MAP: Reading: Socioeconomically Disadvantaged: 38% goal met from Winter 2023 (33%) English Learners: 17% goal not met from Winter 2023 (13%) AVID teaches students how to gain self-confidence and use professional communication and collaboration skills. It is these skills, that will help students reach their goals and achieve academic growth. **Scope:** Schoolwide	successful in middle and high school with a focus on college pathways.	
1.7	**Action:** Instructional Assistant (IA) Support **Need:** Local and state data demonstrate, High Needs Learners perform below their peers in ELA and Math.	GJUESD will continue to provide IA support for high needs students in early reading and additional personalized bilingual support for English Learners in grades TK-3; newcomers and LTEL in grades 4th-8th; Instructional assistants to support mainstreaming for students with disabilities access to general education core	DRA, MAP,CAASPP

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	instruction. This supplemental support enhances the core instructional program.	
1.8	**Action:** Dual Language Immersion (DLI) Program **Need:** Based on positive community feedback, parents and staff value the need for a Dual Language Immersion Program to meet the needs of our diverse student community and develop biliteracy skills for college and career readiness. **Scope:** Schoolwide	GJUESD continues to develop the DLI program, adding a grade level year school year. Access to high quality professional development for the BCLAD teachers is a priority to meet the unique learning needs of the students in the program and align program components to the core biliteracy pillars of high academic achievement, first and second language proficiency, and cross-cultural understanding.	DRA/MAP-ELA and Math,CalSCHLS
1.13	**Action:** Online Learning Courseware **Need:** Academic indicators reveal ongoing need for reinforcement of skills. **Scope:** LEA-wide	Online resources support individual learning pathways and access to supplemental curriculum for English Learners, Socioeconomically Disadvantaged, Homeless and Foster Youth are prioritized and are identified with the various classroom and district assessments.	DRA/MAP/CAASPP
1.15	**Action:** Parent Engagement and Participation **Need:**	GJUESD strives to strengthen parent participation LEA wide by providing frequent and timely communication; communication in primary language and opportunities for leadership roles.	CalSCHLS 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
	Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Continue to address barriers and to provide multiple opportunities for families to attend various school activities. **Scope:** LEA-wide	Outreach will supported by the Bilingual Community Outreach Coordinator to prioritize parents of unduplicated students.	
1.16	**Action:** Transportation Services **Need:** Educational partners have expressed concerns that poor attendance has been attributed to lack of district transportation. **Scope:** LEA-wide	The additional routes will support daily attendance to assist High Needs Learners get to and from school. Local and state data on Chronic Absenteeism has shown significant improvement.	Chronic Absenteeism
1.18	**Action:** Parent Involvement/Family Engagement **Need:** Research shows that parent engagement in schools is closely linked to better student behavior, higher academic achievement, and enhanced social skills. Continue to address barriers and to provide multiple opportunities for families to attend various school activities. **Scope:**	GJUESD continues its efforts to increase parent participation in their children's education by developing leadership capacity, knowledge and awareness of district goals and priorities that impact programs for unduplicated students. Parents of unduplicated students will be represented at all stakeholder meetings (DAC, ELAC, DELAC, listening circles, surveys, and teacher/parent talks) to promote parent participation in programs for unduplicated students.	CalSCHLS 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
	LEA-wide		
2.1	**Action:** Mental Health Supports **Need:** Our unduplicated students present more challenges with social emotional needs, school avoidance and behavioral dysregulation. **Scope:** LEA-wide	Social workers/counselors in every school provide targeted social emotional, behavior, language and academic supports to high needs students and families. Bilingual staff are strategically assigned to support schools with a higher percentage of families whose first language is not English.	Chronic Absenteeism; Suspension rates; CalSCHL Surveys
2.6	**Action:** Behavior **Need:** Higher suspension rates for unduplicated pupils and students with disabilities-as reported on the CA Dashboard. **Scope:** LEA-wide	These actions will create an opportunity to significantly decrease suspension rates for the identified student groups and schools However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall positive behavior rates for all students.	CA Dashboard Suspensions
2.7	**Action:** Chronic Absenteeism **Need:** Higher chronic absenteeism rates for unduplicated pupils and Students With Disabilities-as reported on the CA Dashboard. **Scope:**	These actions will create an opportunity to significantly increase attendance rates for identified student groups and school. However, these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students.	ADA, Chronic Absenteeism-CA Dashboard.

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
	LEA-wide		

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.

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.

Additional dollars are used to provide additional staff, for example: bilingual instruction aides (1.7), office and outreach assistants (1.19), social workers (2.1), additional teachers to reduce class sizes (1.5), additional transportation services to ensure students get to school (1.16).

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	26:1	20:1

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 certificated staff providing direct services to students	20:1	16:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	34,371,252	6,128,866	17.831%	0.000%	17.831%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$28,424,419.69	$6,580,103.80	$143,839.61	$1,551,988.90	$36,700,352.00	$31,150,383.16	$5,549,968.84

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	School Readiness	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite Elementary 0-5 years Prekindergarten	ongoing	$2,332,834.00	$106,000.00	$980,821.00	$1,458,013.00			$2,438,834.00	
1	1.2	Certificated Teaching Staff	All Students with Disabilities	No			All Schools	ongoing	$14,012,171.00	$0.00	$14,012,171.00				$14,012,171.00	
1	1.3	Intern Teachers	All Students with Disabilities	No			All Schools	ongoing	$75,000.00	$36,000.00				$111,000.00	$111,000.00	
1	1.4	Administrative Staffing	All Students with Disabilities	No			All Schools	ongoing	$2,881,176.56	$0.00	$2,881,176.56				$2,881,176.56	
1	1.5	Class Size	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$1,660,761.00	$0.00	$1,660,761.00				$1,660,761.00	
1	1.6	AVID Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School, Lake Canyon	ongoing	$239,931.00	$18,900.00	$258,831.00				$258,831.00	
1	1.7	Instructional Assistant (IA) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$843,348.00	$0.00	$536,290.00			$307,058.00	$843,348.00	

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	1.8	Dual Language Immersion (DLI) Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Valley Oaks and Fairsite Elementary	ongoing	$1,209,694.00	$10,000.00	$1,219,694.00				$1,219,694.00	
1	1.9	Academic Conferences/MTSS	All Students with Disabilities	No			All Schools	ongoing	$75,000.00	$0.00	$75,000.00				$75,000.00	
1	1.10	Professional Learning	All	No			All Schools	ongoing	$100,000.00	$40,000.00	$140,000.00				$140,000.00	
1	1.11	Alternative Educational Options	All	No			Specific Schools: Lake Canyon Elementary and McCaffrey Middle School	ongoing	$269,103.52	$5,000.00	$71,505.10			$202,598.42	$274,103.52	
1	1.12	California Content Standards	All Students with Disabilities	No			All Schools	ongoing	$0.00	$759,409.00		$759,409.00			$759,409.00	
1	1.13	Online Learning Courseware	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$540,015.00	$140,015.00	$400,000.00			$540,015.00	
1	1.14	Technology for Instruction and Learning	All Students with Disabilities	No			All Schools	ongoing	$280,293.43	$400,000.00	$222,216.62	$400,000.00		$58,076.81	$680,293.43	
1	1.15	Parent Engagement and Participation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.16	Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$852,939.24	$665,184.00	$1,518,123.24				$1,518,123.24	
1	1.17	College and Career Pathways	All Students with Disabilities	No			5th through 8th	ongoing	$141,185.16	$58,814.84	$200,000.00				$200,000.00	
1	1.18	Parent Involvement/Family Engagement	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	ongoing	$0.00	$20,400.00	$20,400.00				$20,400.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.19	Parental Participation in LCAP process	All	No			All Schools	ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
1	1.20	Academics	Students with Disabilities	No			Specific Schools: McCaffrey Middle School and Lake Canyon Elementary	2024-2025	$403,517.84	$2,500.00	$2,500.00	$203,635.62		$199,882.22	$406,017.84	
2	2.1	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$848,629.13	$3,000.00	$569,992.43		$143,839.61	$137,797.09	$851,629.13	
2	2.2	Safety	All	No			All Schools	ongoing	$831,024.66	$0.00	$831,024.66				$831,024.66	
2	2.3	Expanded Learning Programs	All	No			All Schools	ongoing	$2,130,824.72	$818,226.00		$2,949,050.72			$2,949,050.72	
2	2.4	Facilities	All	No			All Schools	ongoing	$675,654.53	$1,828,920.00	$2,504,574.53				$2,504,574.53	
2	2.5	SEL Curriculum	All	No			All Schools	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.6	Behavior	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$1,042,433.37	$136,600.00	$358,386.55	$292,903.46		$527,743.36	$1,179,033.37	
2	2.7	Chronic Absenteeism	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 school year	$244,862.00	$1,000.00	$180,937.00	$57,092.00		$7,833.00	$245,862.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
34,371,252	6,128,866	17.831%	0.000%	17.831%	$7,464,251.22	0.000%	21.717 %	**Total:**	$7,464,251.22
								LEA-wide Total:	$5,004,905.22
								Limited Total:	$0.00
								Schoolwide Total:	$2,459,346.00

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	School Readiness	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Fairsite Elementary 0-5 years Prekindergarten	$980,821.00	
1	1.5	Class Size	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,660,761.00	
1	1.6	AVID Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: McCaffrey Middle School, Lake Canyon	$258,831.00	
1	1.7	Instructional Assistant (IA) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$536,290.00	
1	1.8	Dual Language Immersion (DLI) Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Valley Oaks and Fairsite Elementary	$1,219,694.00	
1	1.13	Online Learning Courseware	Yes	LEA-wide	English Learners Foster Youth	All Schools	$140,015.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.15	Parent Engagement and Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
1	1.16	Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,518,123.24	
1	1.18	Parent Involvement/Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,400.00	
2	2.1	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$569,992.43	
2	2.6	Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$358,386.55	
2	2.7	Chronic Absenteeism	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$180,937.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$37,233,640.04	$39,003,405.15

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	Pre-Kindergarten Program	Yes	$1,866,368.77	2,555,515
1	1.2	School Readiness Services	Yes	$319,475.13	190,295
1	1.3	High Quality Certificated TK-8 Staffing	No	$15,393,272.33	14,979,759.60
1	1.4	Specialized Certificated Support	Yes	$276,025.75	306,226
1	1.5	Administrative Staffing for Instructional Quality	No	$2,029,199.05	2,125,090
1	1.6	Class Size Reduction	Yes	$1,386,476.83	1,571,153.58
1	1.7	AVID Program at Middle School	Yes	$78,562.24	262,386.89
1	1.8	After school acceleration blocks and a summer school program	No	$635,952.00	681,211.23
1	1.9	Instructional Assistant (IA) Intervention & Support	Yes	$892,915.52	722,273.50
1	1.10	Mainstreaming and Inclusive Practices for Students with Disabilities	No	$2,052,596.72	2,125,879
1	1.11	Dual Language Immersion (DLI) Program and newcomer supports	Yes	$1,118,888.32	1,123,564.77

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	1.12	Academic Conferences	No	$185,828.76	194,540.56
1	1.13	Literacy Instruction and Intervention	No	$631,320.87	659,774
1	1.14	Professional Learning	No	$250,000.00	250,000
1	1.15	Home Learning Academy	No	$146,609.13	151,959.41
1	1.16	Core Curriculum Sufficiency	No	$270,000.00	401,712.59
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	$615,108.00	589,899.33
1	1.18	Access to Technology	No	$482,072.39	618,931.60
1	1.19	Parent Engagement and Leadership Development	Yes	$355,875.77	251,182.28
1	1.20	Additional Transportation Services	Yes	$84,747.42	125,481.97
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	Yes	$665,977.87	693,872.00
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Yes	$902,655.97	952,064.59
2	2.3	Expanded Learning and Enrichment	No	$2,608,266.16	2,813,151.93
2	2.4	Multi-Tiered Systems of Support (MTSS) and Positive Behavior Support	No	$2,464,371.04	2,801,970.08

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.5	Facility Maintenance	No	$1,466,074.00	1,839,394
2	2.6	Social Emotional Learning (SEL)	No	$55,000.00	16,116.24

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,631,783	$8,563,077.59	$9,343,913.47	($780,835.88)	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	Pre-Kindergarten Program	Yes	$1,866,368.77	2,555,515		
1	1.2	School Readiness Services	Yes	$319,475.13	190,295		
1	1.4	Specialized Certificated Support	Yes	$276,025.75	306,226		
1	1.6	Class Size Reduction	Yes	$1,386,476.83	1,571,154		
1	1.7	AVID Program at Middle School	Yes	$78,562.24	262,386		
1	1.9	Instructional Assistant (IA) Intervention & Support	Yes	$892,915.52	722,273.50		
1	1.11	Dual Language Immersion (DLI) Program and newcomer supports	Yes	$1,118,888.32	1,123,564.77		
1	1.17	Supplemental Curriculum and Online Resources for High Needs Learners	Yes	$615,108.00	589,899.33		
1	1.19	Parent Engagement and Leadership Development	Yes	$355,875.77	251,182.28		
1	1.20	Additional Transportation Services	Yes	$84,747.42	125,481		
2	2.1	Support for High Needs Students, Individual Growth and Safe Schools	Yes	$665,977.87	693,872		

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)
2	2.2	Student Services: Counseling, Mental Health, Social Emotional and Safety Supports	Yes	$902,655.97	952,064.59		

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
34,234,921	5,631,783	0	16.450%	$9,343,913.47	0.000%	27.294%	$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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

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

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

    o 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.

  o 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,

  o 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:

    o The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal
Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

  o 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:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

   o 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.

   o 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.

   o 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.

   o 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.

   o 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.

  o Include a discussion of relevant challenges and successes experienced with the implementation process.

  o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪ The reasons for the ineffectiveness, and

        ▪ How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

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

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

o 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.

  o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

  - o 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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