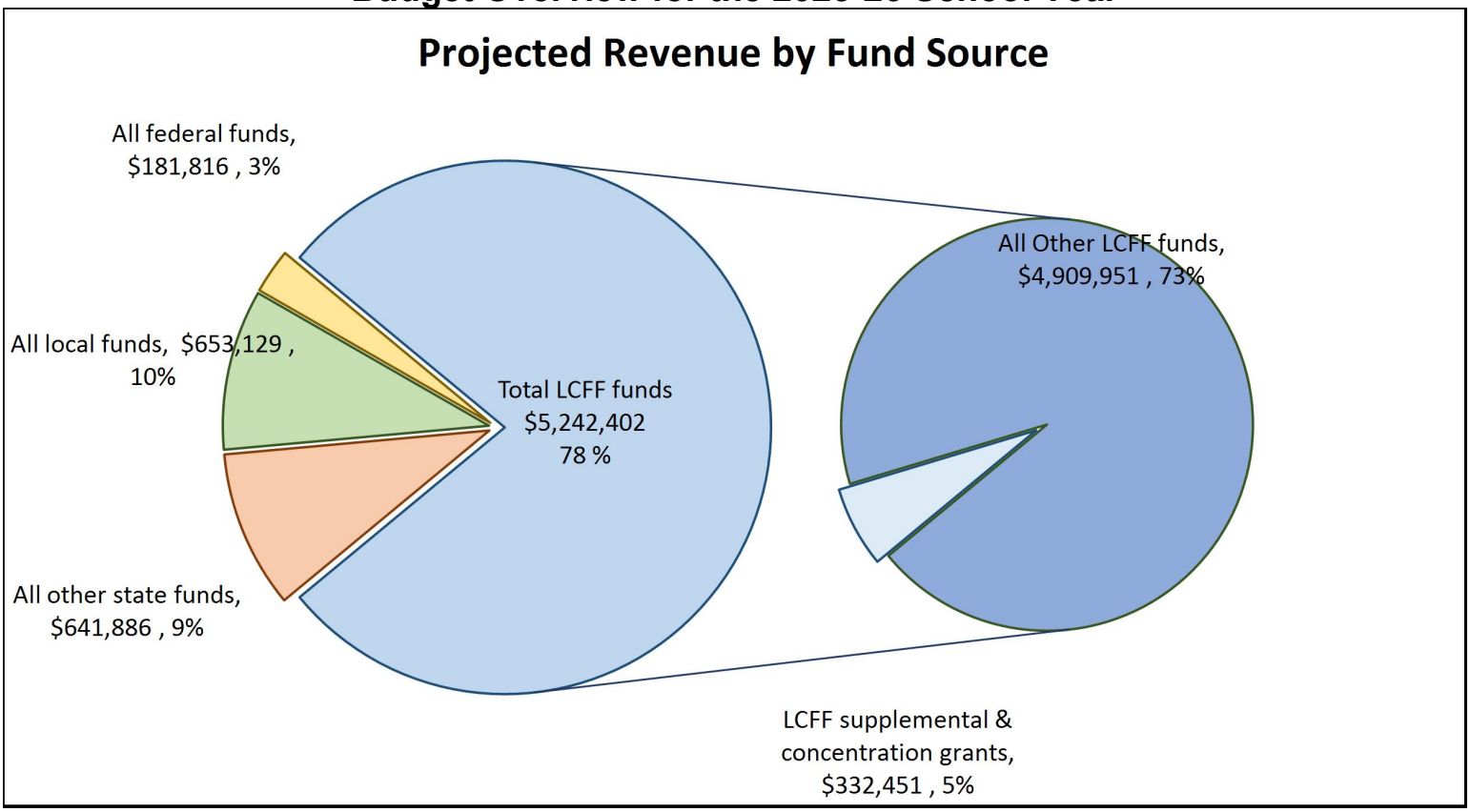
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Jacoby Creek School
CDS Code: 12 62893 6007959
School Year: 2025-26
LEA contact information:
Melanie Nannizzi
Superintendent/Principal

(707) 822-4896

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

Budget Overview for the 2025-26 School Year

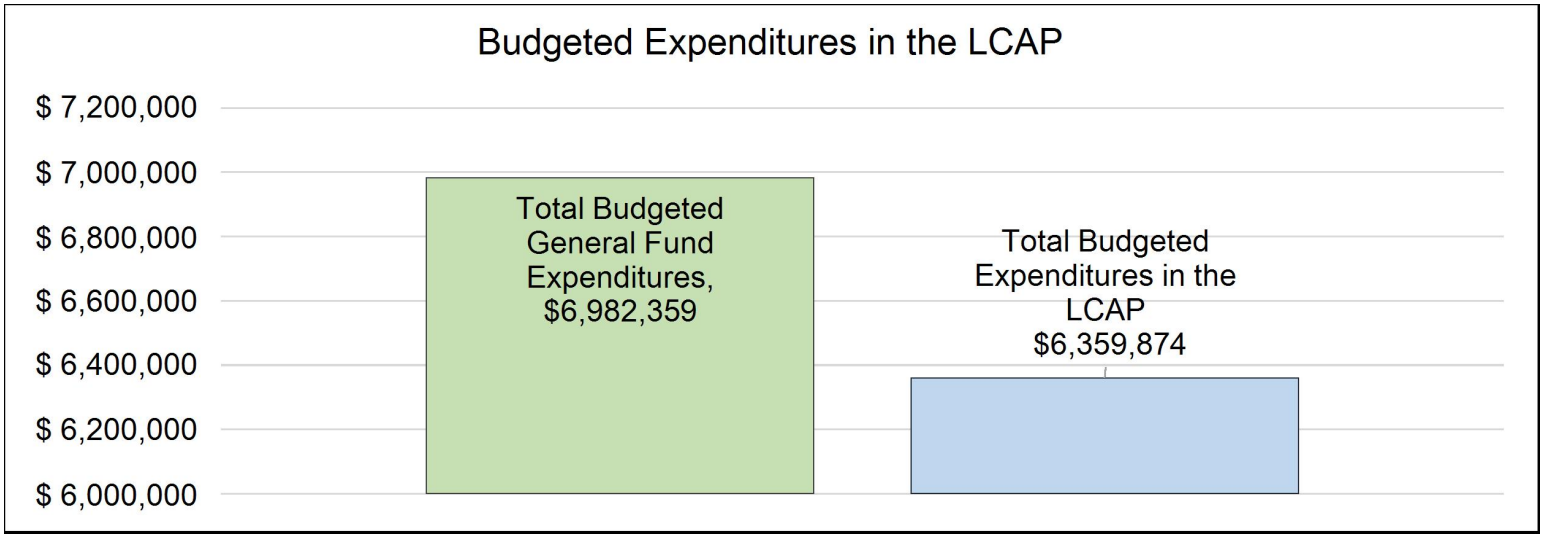


This chart shows the total general purpose revenue Jacoby Creek School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Jacoby Creek School is $6,719,233, of which $5,242,402 is Local Control Funding Formula (LCFF), $641,886 is other state funds, $653,129 is local funds, and $181,816 is federal funds. Of the $5,242,402 in LCFF Funds, $332,451 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Jacoby Creek School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Jacoby Creek School plans to spend $6,982,359 for the 2025-26 school year. Of that amount, $6,359,874 is tied to actions/services in the LCAP and $622,485 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

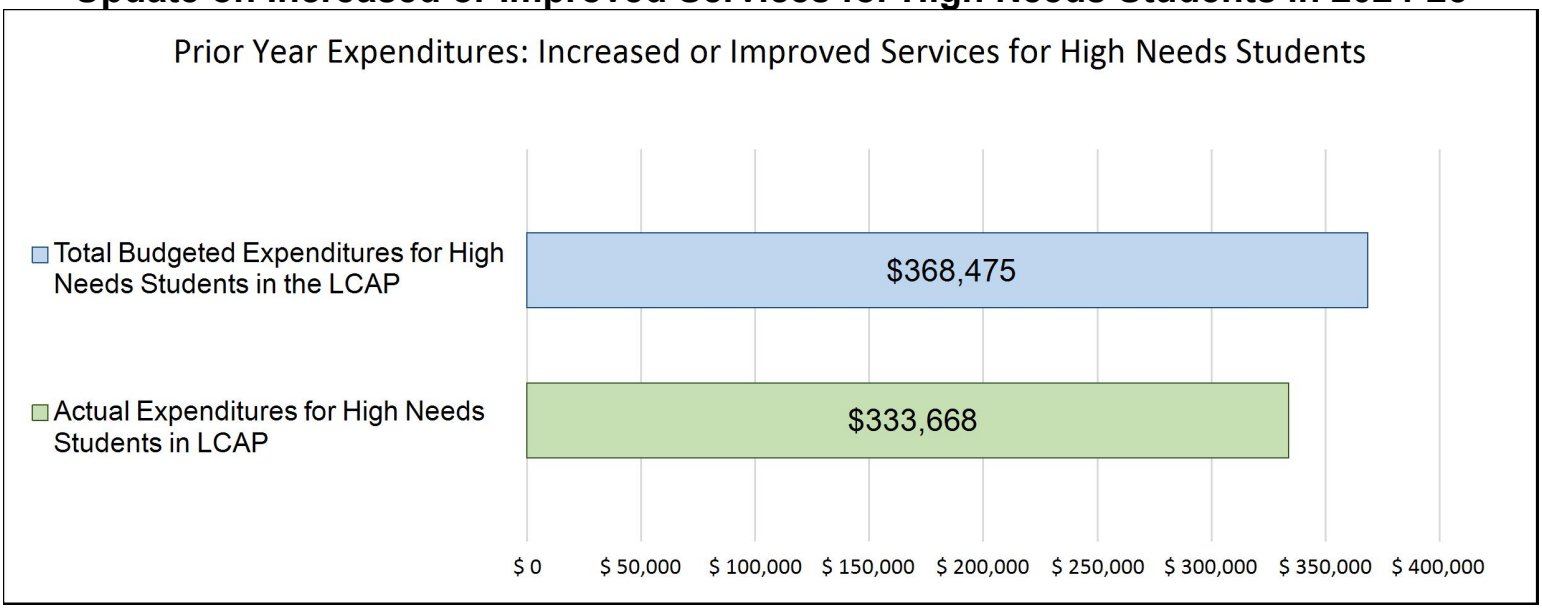
Expenditures not included in the LCAP include: Administrative supplies and services, Superintendent Salary/Benefits, Chief Business Officer Salary/Benefits, Auditor fees, Litigation funds and Utilities.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Jacoby Creek School is projecting it will receive $332,451 based on the enrollment of foster youth, English learner, and low-income students. Jacoby Creek School must describe how it intends to increase or improve services for high needs students in the LCAP. Jacoby Creek School plans to spend $341,822 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Jacoby Creek School's LCAP budgeted $368,475 for planned actions to increase or improve services for high needs students. Jacoby Creek School actually spent $333,668 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $34,807 had the following impact on Jacoby Creek School’s ability to increase or improve services for high needs students:

SEL position not filled in 2024-25. We did not see an impact as students were served by a Student Support Provider and an online therapist.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Jacoby Creek School	Melanie Nannizzi Superintendent/Principal	mnannizzi@jcsk8.org (707) 822-4896

Plan Summary [2025-26]

General Information

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

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

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

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

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

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

Student Group Percent of Total Enrollment
Socioeconomically Disadvantaged: 34%
English Learners: 1%
Foster Youth: Less than 1%

Student Group Percentage of Total Enrollment
African American: 0.4%
American Indian: 0.9%
Asian: 2.2%
Filipino 0.2%
Hispanic or Latino: 11.7%
Pacific Islander 0.2%
White: 73.2%
Two or More Races: 10.4%
Not reported 0.9%

Reflections: Annual Performance

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

2024 Dashboard
The California School Dashboard shows that overall, Jacoby Creek School District students performed 49.4 points above average in English Language Arts (GREEN) and 28.9 points above standard in Mathematics (GREEN).

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

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

At the state level, 47.04% of students met or exceeded standard in ELA and 35.54% of students met or exceeded standard in Mathematics. At the district level,74.42% of students met or exceeded standard in ELA and 66.67% of students met or exceeded standard in Mathematics.

0.4% of students were suspended at least one day. All student groups were in the BLUE performance level. While it is important to decrease the number of suspensions and use other means of correction for behavior, Jacoby Creek School is well below the state's 3.3% suspension rate.

Lowest Performance Level

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

Jacoby Creek School district has no unspent LREBG funds.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents and Guardians	Community Survey, Focus Group Meeting, Monthly Board Meetings, Monthly Parent Advisory Committee Meetings
Certificated Staff: Jacoby Creek Teachers Association (JCTA)	Certificated Staff Survey, Monthly Staff Meetings, Monthly Board Meetings, Monthly MTSS Meetings
Classified Staff: California Schools Employee Association (CSEA)	Classified Kids Staff Survey, Monthly Staff Meetings, Monthly Board Meetings, Monthly MTSS Meetings
Administrator	Certificated Staff Survey, Monthly Staff Meetings, Monthly Board Meetings
Students	Student Survey, Drop in meetings with Superintendent/Principal, Meetings with PAC Student members
School Board	Monthly School Board Meetings
SELPA	Consultation with SELPA director

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

Feedback from staff, students, and parents all indicated that the current services and supports provided at Jacoby Creek School are serving student well both academically and social emotionally. It is important to maintain the current levels of support.

Parents and Guardians, Staff, and Administration feedback demonstrated continued interest in a focus on school safety. Upon the completion of the current construction projects the front of the school will be completely fenced. The opening to both playgrounds will remain locked all day.

The Parent Advisory Committee reviewed the parent/guardian and staff survey results and hosted a focus group meeting Social Emotional Health for Students at JCS: Supports that are in place, ways to improve, and discussing how to support our students experiencing anxiety.

This allowed the Superintendent/Principal to explain how students access mental health resources at school and in the community. Administration and teaching staff will provide parents and students with clear guidelines on how access resources at school that address mental health concerns and bullying.

In addition, staff and parents both expressed the need for more consistent training for Student Supervisors both during recess and at after school care. There will be built in time monthly for ongoing training for current staff and onboarding for new staff. Based on this feedback a new action will be added to Goal 2.

Additionally Parent Advisory Committee reviewed the student survey results and recommended that the weekly note home to parents communicate more about how students are taught to use conflict solving steps at school. They would also like to see information monthly in the Panther Press that demonstrates a commitment to equity and antiracism.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Teachers and Instructional Materials	100%of teachers are fully credentialed, all students have access to standards-aligned instructional materials. 1 teacher misasssignment. PE teacher on an emergency credential . A new credentialed	One teacher assigned as a long term substitute holds a Short Term Temporary Staffing Permit. All other teachers are fully credentialled at have access to		100%of teachers are fully credentialed, all students have access to standards-aligned instructional materials.	95% of teaching staff is fully credentialed. 100% of students have access to standards-aligned instructional material.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		teacher was hired in spring for the 2024-2025 school year.	standards-aligned materials.			
1.2	Implementation of State Standards	Academic content standards, including English learners, are fully implemented. 100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	Academic content standards, including English learners, are fully implemented. 100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.		Academic content standards, including English learners, are fully implemented. 100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.	Academic content standards, including English learners, are fully implemented. 100% of students have full access to the full continuum of curriculum. In addition, all low income and foster your have access to free after school enrichment and daycare. EL students have access to ELD curriculum in addition to the broad array of classes offered to all students. All special education students have access to specialized individual instruction from teachers with special education credentials.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	ELA CAASPP Scores	All: 74.91% Met or Exceeded Standard Blue Dashboard 54.1 points above standard SED 59.04% Met or Exceeded Standard Green Dashboard 16 points above standard EL: 75.35 % Met or Exceeded Standard Students with Disabilities: 45.28% Met or Exceeded Standard Yellow Dashboard 0.2 points below standard	2023-2024 CAASPP Test Data All: 74.91% Met or Exceeded Standard Green Dashboard 49.4 points above standard SED 64.354% Met or Exceeded Standard Green Dashboard 23 points above standard EL: Not publicly reported due to student privacy guidelines. Students with Disabilities: 42.85% Met or Exceeded Standard Yellow Dashboard 1.8 points below standard		All: 75% Met or Exceeded Standard Blue Dashboard SED 65% Met or Exceeded Standard Green Dashboard EL: 75% Met or Exceeded Standard Students with Disabilities: 50% Met or Exceeded Standard Green Dashboard	All: Same as previous year SED: 5.31% increase EL: Not publicly reported due to student privacy guidelines Students with Disabilities: 2.43 decrease
1.4	Math CAASPP Scores	All: 66.67% Met or Exceeded Standard Green Dashboard 23.9 points above standard	2023-2024 CAASPP Test Data All: 66.67% Met or Exceeded Standard		All: 70% Met or Exceeded Standard Blue Dashboard	All: Same as previous year SED: 2.72% Decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED: 56.63% Met or Exceeded Standard Yellow Dashboard 1.8 points below standard EL: 67.01% Met or Exceeded Standard Students with Disabilities: 45.29% Met or Exceeded Standard Yellow Dashboard 23.9 points below standard	Green Dashboard 49.4 points above standard SED: 53.91% Met or Exceeded Standard Green Dashboard 23 points above standard EL: Not publicly reported due to student privacy guidelines. Students with Disabilities:53% Met or Exceeded Standard Yellow Dashboard 1.8points below standard		SED 65% Met or Exceeded Standard Green Dashboard EL: 7% Met or Exceeded Standard Students with Disabilities: 55% Met or Exceeded Standard Green Dashboard	EL: Not publicly reported due to student privacy guidelines. Students with Disabilities: 7.71% increase
1.5	English Learner Progress	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC		The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reportable data guidelines.	proficiency will only be reported if the student group meets publicly reportable data guidelines.		proficiency will only be reported if the student group meets publicly reportable data guidelines.	proficiency will only be reported if the student group meets publicly reportable data guidelines.
1.6	English Learner Reclassification Rate	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.		The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.	The English Learner Reclassification rate and ELPAC proficiency are not reported publicly due to the small population size. The English Learner Reclassification rate and ELPAC proficiency will only be reported if the student group meets publicly reportable data guidelines.
1.7	Attendance Rate	All: 94.69% SED: 93.40% EL: 92.5% Students with Disabilities: 93.81%	Attendance Rate as of May 14, 2025 ALL: 95.22% SED: 93.76% EL: 99.00% SWD: 94.8%		All: 96%% SED: 95% EL: 95% Students with Disabilities:95%	ALL: Improved SED: Improved EL: Improved SWD: Improved
1.8	Chronic Absenteeism	All: 10.1 % SED: 19.0%	As of May 14, 2025		All: 8 % SED: 10%	Improved.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL: 50% Students with Disabilities: 16.5%	Chronic Absenteeism ALL: 7.7% SED: 12.6% EL: 0% SWD: 10.3%		EL: 10% Students with Disabilities: 10%	
1.9	Middle School Drop Out Rate	0%	0%		Maintain a 0% drop out rate	0% drop out rate
1.10	Pupil Access to a Broad Course of Study	All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Each classroom does one class play per year with a night performance for families to watch. 6-8th grade students are invited tp participate in the school musical All K-4 students participate in music classes. 73 students in 5th-8th grade participate in the music program. 7th and 8th grade students have access to advanced math courses. JCS	All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Each classroom does one class play per year with a night performance for families to watch. 6-8th grade students are invited tp participate in the school musical All K-4 students participate in music classes. 70 students in 5th-8th grade participate in		All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Each classroom does one class play per year with a night performance for families to watch. 6-8th grade students are invited tp participate in the school musical. All K-4 students participate in music classes. 5th-8th grade music program	All students, including unduplicated pupils and students with exceptional needs, have access to visual and performing arts, PE, and music. Excluding TK, each classroom did a class play. 7th and 8th grade student schedules made it impossible to do night performances. All other plays had a night performance. 6-8th grade students performed Nemo as the school spring musical for 6-8th grade students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options. All students have access to athletic opportunities. Approximately 200 students participated in athletics this school year!! All students had access to After School Academic Support class and After School Enrichment classes. Approximately 170 students participated in after school classes.	the music program. 7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options. In addition six students participated on the MathCOUNTS team and 10 students participated on the Science Bowl Team., All students have access to athletic opportunities. Jacoby Creek School offers volleyball, golf,		maintains a 30-40% participation rate. 7th and 8th grade students have access to advanced math courses. JCS coordinates with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicates with 8th grade parents regarding high school math options. All students have access to athletic opportunities. Participation rates remain high. All students had access to After School Academic Support class and After School Enrichment classes.	All K-4 students participated in music classes. 45% of 5th-8th students participated in the music program 7th and 8th grade students have access to advanced math courses. JCS coordinated with feeder high schools to ensure a path to Integrate 2 for JCS student entering as freshmen. JCS staff communicated with 8th grade parents regarding high school math options. All students have access to athletic opportunities. Participation rates remain high. 123 students participated in the first trimester, 64 participated in the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			cross country, basketball, and track. In the first trimester, 123 students participated in athletics. In the second trimester 64 students participated. In the third trimester, 51 students participated. All students had access to After School Academic Support class and After School Enrichment classes. Approximately 126 students participated in after school enrichment classes and 96 students participated in academic support after school classes. An average of 260 students use the After School Daycare (Activity Center).		Participation rates remain high.	second trimester, and 51 participated in the third trimester. All students had access to After School Academic Support class and After School Enrichment classes. Participation rates remain high.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Transportation Access	Contracts with Northern Humboldt High School Districts provides two busses bringing students to school each day and two busses bring students home each day.	Contracts with Northern Humboldt High School Districts provides two busses bringing students to school each day and two busses bring students home each day.		Home to school transportation is provided for those students who need it in order to access school.	Decrease--One morning bus and two afternoon busses.
1.12	Personnel Records for Classroom Aides	TK class has a full day classroom aide Kindergarten and first grade classes have 15 hours of aide time per week. 2-8th grade classes have 7 hours of aide time per week. An additional 10 hours of aide time per week is added if the K-3 class size goes above 24 and if the 4-8 grade class goes above 26, Currently COVID relief funding is being used for instructional aides and it is anticipated that in the 2024-2026 school year instructional aide time will need to be reduced.	TK class has a full day classroom aide Kindergarten and first grade classes have 15 hours of aide time per week. 2-8th grade classes have 7 hours of aide time per week. An additional 10 hours of aide time per week is added if the K-3 class size goes above 24 and if the 4-8 grade class goes above 26, Currently COVID relief funding is being used for		TK class has a full day instructional aide and staff to student ration is 1:10 or less. Kindergarten and first grade have 15 hours of aide time per week. Aide time is provided when class sizes go above contracted class sizes. K-3 above 24 4-8 above 26	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			instructional aides. 2025-2026 school year instructional aide time will need to be reduced due to lack of funding.			
1.14	Participation numbers in Science Fair, History Day, Math Counts, Oral Language Fair, and Athletics	History Day: Projects; 91 County; 6 state County Science Fair: Projects; 109 County; 7 State: Mathcounts: 15 participants--Four person team advanced to state competition Service Learning: 4 Classroom Projects Oral Language Fair: 29 participants Athletics: participants 162 from Volleyball, Basketball, and Cross Country, Track, and Golf	History Day: 83 Projects 11 Students advanced to compete at the State History Day Competition County Science Fair: 75 Projects 16 Projects were recognized at Humboldt County Science Fair One project advanced to the State Science Fair Mathcounts: 6 participants--Four person team advanced to state competition Science Bowl: 10 participants		Maintain or grow participation rates. If participation rates drop 10% or more in a year the action will be reviewed to address the drop.	History Day participation met target. Science Fair: Sixth grade did not do class wide science fair assignment. Participation rate in sixth grade dropped. A new teacher will be teaching sixth grade next year. The administration and staff will examine the value of science fair as a class wide assignment with the new teacher. MathCounts participation rate did not meet target but our school team was very successful at competition.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Service Learning: 4 Classroom Projects Oral Language Fair: 41 participants Athletics: participants 238 from Volleyball, Basketball, and Cross Country, Track, and Golf One JCS student participated in the Humboldt County Spelling Bee. Student won first place and will compete at the Scripps National Spelling Bee.			Science Bowl participation met target. Service learning participation met target. Oral Language Fair participation met target. Athletics participation met participation target.
1.15	Participation number in After School Daycare Program, After School Academic Support Classes, and After School Enrichment Classes	Academic Support Classes: Session 1: 105 Students Participated Session 2: 102 Students Participated Session 3: 112 Students Participated	Academic Support Classes: Session 1: 90 Students Participated Session 2: 94 Students Participated		Maintain or grow participation rates. If participation rates drop 10% or more in a year the action will be reviewed to address the drop. .	Academic support class participation rate dropped by 12%. Academic enrichment participation stayed stable.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		After School Enrichment Classes: Session 1: 193 Students Participated Session 2: 136 Students Participated Session 3: 116 Students Participated	Session 3:96 Students Participated After School Enrichment Classes: Session 1: 145 Students Participated Session 2: 134 Students Participated Session 3: 126 Students Participated			
1.16	Professional Development Participation Numbers	85% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team. One new to service participated in year on of induction with an appropriately credentialed mentor.	Three new to service teachers are participating in the teacher induction program. At the beginning of the school year all certificated staff members attended a pre-service professional development day and a professional development day on November 1. Preservice focus was social emotional health and behavior		100% of teaching staff attended at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team.	As of May, only 70% of teaching staff had attended a professional development. Many primary teachers have already signed up for literacy related trainings this coming summer. The superintendent/principal will encourage move involvement.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			management. November 1 day included school information system training, discussions regarding homework expectations, and grading. 45%at least professional one development opportunity related to CCSS, technology integration, CAASPP, NGSS, OR participated in a release day to articulate CCSS with grade level team.			
1.17	CA Science Test Scores	All: 62.4% met or exceeded SED: 47.82% met or exceeded EL: 62.64% met or exceeded Students with Disabilities: 16.67%	All: 57.69% met or exceeded SED: 50% met or exceeded EL: Too small of population size to report Students with Disabilities: 25%		All: 62.4% met or exceeded SED: 47.82% met or exceeded EL: 62.64% met or exceeded Students with Disabilities: 16.67%	All: 4.71% decrease SED: 2.2% increase EL: Too small of population size to report Students with disabilities: 8.33%increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.18	Parent Survey Data	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups Parent Survey: The school promotes academic success for all students. Strongly Agree: 47% Agree: 46% Disagree: 4% Strongly Disagree: 1% Don't know: 1% Provides high quality instruction to my child. Strongly Agree: 44% Agree: 51% Disagree: 4% Strongly Disagree: 0% Don't know: 1% The teachers go out of their way to help students. Strongly Agree: 49% Agree: 44% Disagree: 6% Strongly Disagree: 0% Don't know: 1%	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups Parent Survey: The school promotes academic success for all students. Strongly agree: 53.5% Agree: 41.9% Neutral: 3.5% Disagree: 1.2% Strongly Disagree: 0 Provides high quality instruction to my child. Strongly agree: 58.1% Agree: 37.8% Neutral: 4.1% Disagree: 0 Strongly Disagree: 0		90% or more of parents surveyed either agree or strongly agree that the school promotes academic success, provides high quality instruction, and that the teachers go out of their way to help students.	Target met. All areas are above 90% agree or strongly agree.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			The teachers go out of their way to help students. Strongly agree: 49.4% Agree: 41.3% Neutral: 7% Disagree: 2.3% Strongly Disagree: 0			

Goal Analysis [2024-25]

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.

The District is proud of the fidelity with which the actions in Goal 1 were implemented this school year.

In examining CAASPP test score data, overall student scores increased in ELA and remained stable in Math. Students with disabilities increased their performance in Math but fell slightly in ELA. Students with disabilities fall in the yellow category on the dashboard. This is an area of need for continued improvement.

The classroom instructional aide support has been very helpful in supporting students both academically and social-emotionally.

Student attendance has improved in all subgroup as has the chronic absenteeism. This is a source of pride for our school community.

Students had access to a broad area of study and access to transportation was provided. Participation in after school classes, athletics, academic competitions, and after school care remained high.

90% or more of parents surveyed either agree or strongly agree that the school promotes academic success, provides high quality instruction, and that the teachers go out of their way to help students.

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

In Action 8 the District spent more than budgeted to hire additional support staff at the After School Daycare. Participation levels were high and warranted additional staff to meet student to adult ratio requirements.

In Action 9 the District spent less than budgeted. In the 2023-2024 school year the District purchased enough chromebooks and the budget was adjusted to reflect that more Chromebooks were no longer needed after budget adoption.

In Action 10 the District received an additional $22,228 in transportation-add on, which then reduced the amount the district contributes.
In Action 13 the district spent more than was budgeted in order to hire a full day Transitional Kindergarten aide. TK numbers were larger than anticipated and additional staff was warranted to meet student to adult ratios.

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

Community and staff survey data, statewide test scores that are well above state averages, and student participation in a broad course of study indicate that actions related to instruction and instructional support are effective.

The addition of a Student Support Teacher continues to be effective in supporting students with disabilities. Behavior plans are followed with fidelity and there has been a marked decrease in disciplinary action. On the dashboard, students with disabilities are in the green performance level for math and the yellow performance level for ELA. This is significantly higher than state and county performance levels.

The efforts to improve student attendance have been effective as attendance percentage rates have improved and chronic absenteeism has decreased.

Home to school transportation was provide. The action was effective in providing transportation but it would be beneficial if more parents would take advantage of bus stops off campus to reduce congestion at drop off and pick up time.

Instructional aides in kindergarten and first grade provided effective support both academically and social emotionally for students. The instructional aides allow the teachers to provide small group instruction that is differentiated to the needs of the students. The also supervise the students at their break times so that they have consistent social emotional instruction regarding conflict resolution.

The dedicated substitute teacher has a huge positive impact on the school. This year one teacher needed to take leave time and the dedicated substitute teacher was able to step in to support the classroom in a way that allowed for minimal disruption for students. In addition, when teachers need to miss school due to illness it creates much less interruption for students.

Our cafeteria served breakfast, lunch, and snack daily. This is highly utilized by the students.

The school library and classroom libraries have improved representation of students of diverse backgrounds, ethnicities, family structures, and abilty.

Participation in enrichment opportunities remains high.

Certificated and classified participation in school wide professional development was well attended and impactful. Certificated staff has underutilized professional development outside of the District.

EL population is very small at Jacoby Creek School. Students are making growth as expected.

Computer to student ratios are met and staff is provided with appropriate technology for teaching and data keeping.

Summer Jump Start program was provided. It was challenging to get families to commit to the program. Teacher qualitative data demonstrates that the program was impactful for those who did attend. 29 students participated in the program.

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.

A universal screener for early reading difficulty will be purchased and implemented. This change is reflected reflected in Action 1.2

The Superintendent/Principal, Activity Center Director, and Social Emotional Coach will lead monthly trainings for all student supervisors to ensure that that best practices are implemented and that the student supervisors have the skills needed to support social emotional growth and conflict resolution. This change is reflected in Action 1.2

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Instruction	Action 1.1 Students will receive support through high quality instructional strategies and materials, differentiated curriculum, and instruction in ELA , math,	$2,401,724.42	No

Action #	Title	Description	Total Funds	Contributing
		science, and social studies at all grade levels. All students, including students with disabilities, will have access to a broad course of study that includes art, music, library, PE, and a variety of enrichment activities.		
1.2	Instructional Support	Action 1.2 CAASPP results are analyzed to determine areas for growth and growth targets. Formative assessments such as DIBELS, RESULTS, District assessments in mathematics and writing, Interim CAASPP Assessments are used to monitor student achievement and determine areas for growth and growth targets. The district will adopt DIBELS mClass as a universal screening tool and the reading specialist will attend inservice on implementation. Instructional aides for TK and Instructional aides for classroom support will be provided at select grade levels as annual budget allows. Recess Supervisors are provided to monitor students at break times and before school. Staffing and methods will be reviewed annually to ensure that best practices are implemented. The Superintendent/Principal, Activity Center Director, and Social Emotional Coach will lead monthly trainings for all student supervisors to ensure that that best practices are implemented and that the student supervisors have the skills needed to support social emotional growth and conflict resolution. Supervisors will have paid time designated for communication with classroom teachers. After School Academic Support classes are offered for grades 1-8. Unlimited academic support classes will be provided free of charge for students qualifying for free lunch and at a reduced rate for student qualifying for reduced lunch using ELOP funds.	$487,063.92	No

Action #	Title	Description	Total Funds	Contributing
1.3	Students with Disabilities	Action 1.3 Students with Disabilities have an appropriately credentialed case manager for speech and specialized academic instruction. One on one aides are provided for students when the IEP team determines this support is needed for student academic and/or behavioral success. A classroom certificated teacher and an instructional aide will be provided to support the resource teacher with instruction. A Student Support Teacher will support students who have one on one aides and outside community services in order to ensure fidelity to behavior and academic plans. The District will contract with the SELPA for behaviorist services. The District will contract with other local districts to access intern psychologist services when available. Behavior intervention tools and food items will be purchased to support students with disabilities. Administrator and special education teachers will collaborate at the beginning of each month to ensure that IEPs will be held in a timely manner to ensure parent/guardian participation as well as support student growth.	$904,911.47	No
1.4	Enrichment	Action 1.4 All students will have access to after school enrichment classes. Two after school enrichment classes per session will be provided at free/reduced rates for socioeconomically disadvantaged students using ELOP funds. All students will attend at least one off campus field trip each year. Students will have weekly access to the library. Tk-6th grade students receive library and technology instruction from school librarian. Students in K-3 have music for thirty minutes twice weekly with a credentialed music teachers. All fourth graders are taught the recorder by the music teacher. Students in 5-8 can choose to participate in instrumental music and/or choir.	$473,451.94	No

Action #	Title	Description	Total Funds	Contributing
		Each K-8 classroom will have a class play supported by the drama teacher. 6th-8th grade students are invited to participate in the annual school musical. 7th-8th grade students have a path to enter high school in Integrated 2 Math that is clearly communicated with families. 7th and 8th grade students are invited to participate on the MathCOUNTS team. 7th-8th Grade students have one activity class per trimester. Examples include STEM, Art, and Drama. Students in 5th-8th grade are supported by classroom teachers in creating a History Day or Science Fair project. Students in K-8 are invited to participate in athletics. --Fall Sports: Cross Country (K-8) Volleyball (Girls 7-8) --Winter Sports Basketball (Boys and Girls 6-8) --Spring Sports Golf (Boys and Girls 5-8) Track (Boys and Girls 5-8) School Garden is available for teachers to access to enrich education and to student who sign up for Garden Club. Biannual Exploration Day event for all students. Students in grades 4-8 are rewarded for good behavior with Preferred Activity Time (PAT) days. 7-8 grade students may choose to take 0 period Spanish class in order to be eligible for Spanish 2 as a freshman at high school.		

Action #	Title	Description	Total Funds	Contributing
		Jacoby Creek will participate in the county spelling bee. An annual Oral Language Fair will be organized so that students in all grades can choose to participate in a public speaking poetry activity.		
1.5	Instructional Materials	Action 1.5 Instructional materials aligned with CCSS are used in all classes for Math and English Language Arts.	$189,909.00	No
1.6	Professional Development	Action 1.6 Professional development/release time related to successful Implementation of CCSS, instructional technology, NGSS, CAASPP, Behavior, and Equity. Teacher induction program (BTSA) for new- to- service teachers if applicable. All certificated and classified staff will have annual training on Positive Behavior Intervention Strategies.	$47,237.60	No
1.7	EL Support	Action 1.7 Support provided to teachers of ELs by EL Coordinator- Consult with classroom teachers to ensure access to the SS and ELD standards for ELs ELPAC scores and other classroom assessments are reviewed to assess placement and growth of ELs.	$29,922.92	Yes

Action #	Title	Description	Total Funds	Contributing
		If EL students are not making growth after a year, an SST meeting is held to determine additional services needed. If an EL student does not show growth over 2 years, then outside consultation is sought.		
1.8	Afterschool Child Care	Action 1.8 After school child care will be provided for all students until 5:30 each night and for a minimum of six week each summer. This services provided at a free/reduced rate for socioeconomically disadvantaged students using ELOP funds.	$253,271.12	No
1.9	Technology	Action 1.9 Computer to student ratio of: 1 computer for every student in 3rd-8th grade and 1 computer for every 2 students in TK-2nd grade. Necessary computer related supplies will also be provided. Staff and student computers will be maintained by a technology coordinator.	$203,540.00	No
1.10	Home to School Transportation	Action 1.10 Transportation to and from school will be provided for student living in the district boundaries. Students who live outside the district boundaries may access transportation at any bus stop.	$24,129.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Attendance/Chronic Absenteeism	Action 1.11 Encouragement of good school attendance continues via providing parents information in the school newsletter, handbook, and at parent teacher conferences. Encouragement of use of independent study option for prolonged absences. Superintendent/Principal will communicate directly with families of students that demonstrate a trend toward chronic absenteeism. Contact with families of chronically absent students will be biweekly. Referral to SARB Board will be used when students are chronically absent and no remediation is made.	$110,906.59	No
1.12	Summer Jump Start	Action 1.12 A three week summer intervention program will be offered to students recommended for academic intervention by their teacher to prepare students for the start of school.	$24,267.54	No
1.13	Kindergarten and First Grade Instructional Aides	Action 1.13 Kindergarten classrooms will have 20 hours per week of instructional aide time and first grade classrooms will have 10 hours per week of instructional aide time.	$58,205.37	Yes
1.14	Dedicated Substitute Teacher	A dedicated substitute is available every day to work at JCS.	$44,342.42	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities	Facilities are in good repair based on annual Facilities Inspection Tool.	Facilities are in good repair based on annual Facilities Inspection Tool. State grant funded facilities project to build three new classrooms, renovate existing kindergarten class, and add a breezeway is underway. It is anticipated that this project will be		Facilities are in good repair based on annual Facilities Inspection Tool.	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			completed prior to the start of the 2025-2026 school year. The District has entered into a piggyback contract with American Modular Systems for five new portable classrooms. The District has entered into a contract for the sitework for this project. It is anticipated that this project will be completed by mid November of the 2025-2026 school year.			
2.2	Parent Involvement	Seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups. In 2023 the California Healthy Kids Parent Survey was	Parents provided input in decision making, including regarding programs for unduplicated pupils and special need subgroups. In 2024 the a survey developed by the Parent		Continue to seek parent input in decision making, including promotion of parent participation in programs for unduplicated pupils and special need subgroups.	Participation on the parent survey decreased. Format was very different at this was not a California Healthy Kids survey year. Neutral was not an option on the CHKS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administered. 145 Parents Responded. 94% of parents surveyed reported that they Strongly Agree or Agree to the statement "School encourages me to be an active partner with the school in educating my child." 96% of of parents surveyed reported that they Strongly Agree or Agree to the statement "Parents feel welcome to participate at this school." 100% of parents surveyed reported that they Strongly Agree or Agree to the statement "School keeps me well-informed about school activities." A Focus Group Meeting was held to discuss student well-being, health, and safety. 16 parents attended. Unduplicated and students with disabilities were represented. The Parent Advisory Committee met six	Advisory Committee was administered. 174 Parents/Caregivers Responded School encourages me to be an active partner with the school in educating my child. Strongly agree: 55.2% Agree: 33.7% Neutral: 7.6% Disagree: 1.7% Strongly Disagree: 1.7% Parents feel welcome to participate at this school. Strongly agree: 63.7% Agree: 28.7% Neutral: 5.3% Disagree: 1.2% Strongly Disagree: 1.2% School keeps me well-informed		The Parent Advisory committee will meet regularly throughout the school year as a space for community members to provide LCAP input. A parent survey will be administered annually in order to measure parent/caregiver perception of the school encouraging active partnership, school communication regarding activities and events, and their overall feeling of welcome on the campus. 95-100% of families will agree or strongly agree that they are welcome and encouraged to participate in the school. Teachers in TK-5 will send weekly notes to families.	School encourages me to be an active partner with the school in educating my child. 5% decrease Parents feel welcome to participate at this school. 3.6% School keeps me well-informed about school activities. 11% decrease Focus group meeting was well attended and the discussion was fruitful. Parent Advisory Committee, Parent Teacher Organization, and Jacoby Creek Children's Education Foundation met regularly. No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		times during the school year. Unduplicated and students with disabilities were represented by parents on the committee. The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers. The Jacoby Creek Children's Foundation met at least once per month and planned to successful fundraisers for the school. This year's Panther Pentathlon raised a combined total of $108,000. Teachers in TK-5 will send weekly notes to families. Teachers in 6-8th grade will send bit weekly notes to families and maintain up to date classroom websites. Teachers in grades 4-8 will maintain up to date online gradebooks.	about school activities. Strongly agree: 59.9% Agree: 33.1% Neutral: 5.8% Disagree: 0% Strongly Disagree: 1.2% A Focus Group Meeting was held. Topic: Social Emotional Health for Students at JCS: Supports that are in place, ways to improve, and discussing how to support our students experiencing anxiety 18 parents attended. Unduplicated and students with disabilities were represented. The Parent Advisory Committee met eight times during the school year.		Teachers in 6-8th grade will send bit weekly notes to families and maintain up to date classroom websites. Teachers in grades 4-8 will maintain up to date online gradebooks. Superintendent/Principal will send a monthly school newsletter, The Panther Press. Mass communication system, Parent Square, will be used to keep parents informed of information arising between newsletters.	No change from baseline regarding weekly notes, monthly school news letter, and e-blast of information.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Superintendent/Principal will send a monthly school newsletter, The Panther Press. Mass communication system, Parent Square, will be used to keep parents informed of information arising between newsletters.	Unduplicated and students with disabilities were represented by parents on the committee. JCS students were also represented on the committee. The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers, a Pumpkin Patch for TK-8th grade students, a Harvest Carnival, a Holiday Boutique, and an Ice Cream Social. The Jacoby Creek Children's Foundation has met monthly this school year. They have completed one of their two annual fundraisers.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			So far they have raised $80,000. Teachers in TK-5 will sent weekly notes to families. Teachers in 6-8th grade sent bi-weekly notes to families and maintain up to date classroom websites. Teachers in grades 4-8 will maintained up to date online gradebooks. Superintendent/Principal sent a monthly school newsletter, The Panther Press. Mass communication system, Parent Square, was used to keep parents informed of information arising between newsletters.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Suspension Rate	All: 1.7% SED: No suspensions EL: No suspensions FY: No suspensions	All: 0% SED: No suspensions EL: No suspensions FY: No suspensions		Maintain low suspension rate (less than 2%) and use alternate forms of discipline whenever possible.	Decreased suspension rate by 1.7%
2.4	Expulsion Rate	All: No expulsions SED: No expulsions EL: No expulsions FY: No expulsions	All: No expulsions SED: No expulsions EL: No expulsions FY: No expulsions		Maintain 0% expulsion rate.	Maintained.
2.5	Sense of Safety and School Connectedness	In 2023 the California Healthy Kids Parent Survey was administered. 145 Parents Responded Based on your experience, how much of a problem at this school is harassment or bullying? 18% Not a problem 37% Small problem 16% Somewhat a problem 5% Large problem 24% Don't know 40 Fifth Grade Students Responded 87% Response Rate	In 2024 the a survey developed by the Parent Advisory Committee was administered. 174 Parents/Caregivers Responded My student has reported being bullied at school. Yes: 20.9% No: 79.1% If you reported a bullying concern to the teachers and/or administrator, did you feel the situation was		The annual survey sent to parent/caregivers and to students will include questions regarding sense of safety at school and school connectedness. Increase response rate to 200 responses. 80% of parents report that bullying is either a small problem or not a problem. The annual survey sent to students will included questions regarding sense of	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Do the teachers and other grown-ups at school care about you? 46% Yes, all of the time 26% Yes, most of the time 26% Yes, some of the time 3% No, never Do you feel like you are close to people at/from this school? 15% Yes, all of the time 44% Yes, most of the time 41% Yes, some of the time 0% No, never Do you feel like you are a part of this school. 38% Yes, all of the time 36% Yes, most of the time 18% Yes, some of the time 8% No, never Do you feel safe at school? 33% Yes, all of the time 49% Yes, most of the time 13% Yes, some of the time	appropriately addressed? Yes: 11.2% No: 1.2% Maybe: 8.1% N/A: 79.5% My student feels physically safe in their classroom. Strongly agree: 61% Agree: 33.7% Neutral: 4.7% Disagree: 0.6% Strongly Disagree: 0 The teachers support students' social emotional success. Strongly agree: 50.9% Agree: 39.8% Neutral: 7% Disagree: 1.8% Strongly Disagree: 0.6% A School Effectiveness Survey was given to classified and certificated staff in January 2025.		safety at school and school connectedness. Increase response rate to 95% of students. 90% of students report that teachers or other grown ups at school care about them most or all of the time. 90% of students report feeling a part of the school most or all of the time. 90% of students report feeling safe at school most or all of the time. 90% of students report not having been hit, pushed, or experienced bullying. The annual survey sent to staff will include questions regarding send of safety and school connectedness.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5% No, never Do other kids hit or push you at school when they are not just playing around. 5% Yes, all of the time 3% Yes, most of the time 38% Yes, some of the time 54% No never 48 Seventh Grade Students Responded 87% Response Rate 80% average reporting of students answered "Pretty much true" or "Very true" to the following school support questions: There is a teacher or some other adult from my school who... always wants me to do my best. listens to me when I have some thing to say. who believes that I will be a success. 82% of students reported that they feel safe at school all or most of the time.	53 staff members responded. 100% of staff members agreed or strongly agreed to the statements: I feel emotionally safe at work. I feel physically safe at work. A student survey was given to 2nd-8th grade students in March of 2025. Primary Survey Responses: Second and Third Grade 89 Responses The teachers and other grown ups at school care about me. Strongly agree 44% Agree 39% Neutral 15% Disagree 2% Strongly Disagree 0%		100% of staff agree or strongly agree that the school is an inviting place for students to learn. 100% of staff agree or strongly agree that the school is a safe place for students. 100% of staff agree or strongly agree that the adults who work here really care about every student. 90% of staff agree or strongly agree that the school is a safe place for staff. Specific jobs on the campus are inherently unsafe and staff members accept these jobs aware of possible risks. Maintain school attendance rate 95% or higher.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		41% of students reported that they had experienced harassment or bullying at school. 56 employees responded to the staff survey. 70% response rate. This school is a supportive and inviting place for students to learn. 72% Strongly Agree 28% Agree 0% Disagree 0% Strongly Disagree This school is a safe place for students. 54% Strongly Agree 44% Agree 2% Disagree 0% Strongly Disagree Adults who work at this school really care about every student. 57% Strongly Agree 41% Agree 0% Disagree 2% Strongly Disagree This school is a safe place for staff.	I feel like I am close to people at/from this school. Strongly agree 43% Agree 38% Neutral 18% Disagree 0% Strongly Disagree 1% I feel like I am a part of the school community. Strongly agree 49% Agree 32% Neutral 15% Disagree 8% Strongly Disagree 1% I feel safe at school Strongly agree 59% Agree 26% Neutral 10% Disagree 4% Strongly Disagree 1% Do other kids hit or push you at school			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		48% Strongly Agree 48% Agree 4% Disagree 0% Strongly Disagree School Attendance Rate: 94.8%	when they are not just playing around? Yes, all the time 4% Yes, most of the time 4% Yes, some of the time 41% No, never 51% Middle Grade Survey Responses: Fourth-Sixth Grade 142 Responses The teachers and other grown ups at school care about me. Strongly agree 36% Agree 44% Neutral 18% Disagree 1% Strongly Agree 1% I feel comfortable approaching staff with problems. Strongly agree 21% Agree 36%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Neutral 36% Disagree 3% Strongly Agree 4% I fee close to people at/from this school. Strongly agree 37% Agree 45% Neutral 16% Disagree 1% Strongly Agree 1% I feel like I am part of this school community. Strongly agree 39% Agree 44% Neutral 14% Disagree 2% Strongly Agree 1% I feel physically safe at school. Strongly agree 45% Agree 39% Neutral 15% Disagree 0% Strongly Agree 1% Do other kids hit or push you at school			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			when they are not just playing around? Yes, all the time 1% Yes, most of the time 20% Yes, some of the time 21% No, never 75% Upper Grade Survey Responses: Seventh-Eighth Grade 93 Responses I feel respected by the adults at this school. Strongly agree 19% Agree 45% Neutral 29% Disagree 6% Strongly Agree 1% I feel comfortable approaching staff with problems.			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Strongly agree 17% Agree 41% Neutral 10% Disagree 0% Strongly Agree 2% I feel close to people at this school. Strongly agree 42% Agree 41% Neutral 12% Disagree 4% Strongly Agree 1% I feel like a member of our school community. Strongly agree 23% Agree 50% Neutral 22% Disagree 4% Strongly Agree 1% I feel physically safe at school. Strongly agree 27% Agree 52% Neutral 15% Disagree 5% Strongly Agree 1%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			I feel emotionally safe at school. Strongly agree 14% Agree 46% Neutral 28% Disagree 10% Strongly Agree 2% Other kids hit or push you at school when they are not just playing around. Strongly agree 0 Agree 4% Neutral 21% Disagree 41% Strongly Agree 34% Do you feel excluded by students at this school who you would like to be friends with? Yes, all the time 1% Yes, most of the time 6%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Yes, some of the time 7% No, never 68%			
2.6	Financial Records from Fundraisers and Meeting Agendas for Parent Advisory Committee and Parent Teacher Organization	A Focus Group Meeting was held to discuss student well-being, health, and safety. 16 parents attended. Unduplicated and students with disabilities were represented. The Parent Advisory Committee met six times during the school year. Unduplicated and students with disabilities were represented by parents on the committee. The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers. The Jacoby Creek Children's Foundation met at least once per	A Focus Group Meeting was held to discuss Social Emotional Health for Students at JCS: Supports that are in place, ways to improve, and discussing how to support our students experiencing anxiety. 18 parents attended. Unduplicated and students with disabilities were represented. The Parent Advisory Committee met eight times during the school year. Unduplicated and students with disabilities were represented by parents on the committee. JCS		A Focus Group Meeting will be held annually. The theme of the meeting will be based on trends, concerns, or issues that arise from survey data or community comment at PAC and/or Board Meetings. The Parent Teacher Organization will meet regularly throughout the school year. The PTO will host a Welcome Back to School Coffee for parents/caregivers on the first day of school, a school pumpkin patch for the students and a Harvest Carnival in	Focus Group meeting attendance was slightly higher. The Parent Advisory committee met regularly. More representation of socioeconomically disadvantaged students is needed. The Parent Teacher Organization met regularly and hosted five community building events. The Jacoby Creek Children's Foundation met regularly and raised $122,000 to support school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		month and planned to successful fundraisers for the school. This year's Panther Pentathlon raised a combined total of $108,000.	students were also represented on the committee. represented by parents on the committee. The Parent Teacher Organization met seven times during the school year and hosted many events including a Back to School Coffee for Parents and Caregivers, a Pumpkin Patch for TK-8th grade students, a Harvest Carnival, a Holiday Boutique, and an Ice Cream Social. The Jacoby Creek Children's Foundation has met monthly this school year. They have completed one of their two annual fundraisers. So far they have raised $80,000. JCCEF raised a combined total of $		October, either a Skate Day or an Ice Cream Social for families, and a Staff Appreciation Luncheon. The Jacoby Creek Education Foundation will meet regularly throughout the school year in order to host two fundraising events: The Panther Pentathlon and the Spring Fling. Fundraising totals are between $100K-$110K.	programs and projects.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Parent Advisory Committee and School Board Minutes reflect review and approval of wellness policy, safety plan, and disaster plan.	Staff reviewed disaster protocols at the beginning of the year inservice. PAC and Board reviewed the Comprehensive School Safety Plan and updates were made. Updated version was approved in January. Wellness Policies were updated and approved in June. Unduplicated students and students with disabilities are represented by parents/caregivers on the Parent Advisory Committee.	Staff reviewed disaster protocols at the beginning of the year inservice. PAC and Board reviewed the Comprehensive School Safety Plan and updates were made. Updated version was approved in January. Wellness Policies were updated and approved in June. Unduplicated students and students with disabilities are represented by parents/caregivers on the Parent Advisory Committee.		Wellness policies, safety plan, and disaster plan are reviewed annually by Parent Advisory Committee and School Board to ensure policies are up to date. Recommended changes are discussed, adopted if appropriate, and implemented. Unduplicated students and students with disabilities are represented by parents/caregivers on the Parent Advisory Committee.	Maintained.
2.8	Financial records and participation numbers for cafeteriaa breakfast served at first recess, a lunch at lunch recess, and an after school snack served at after school classes/Activity Center. .	All students have access to high quality and nutritious food from JCS cafeteria program. Students will have access to a breakfast served at first recess, a lunch at lunch recess, and an after	All students have access to high quality and nutritious food from JCS cafeteria program. Students will have access to a breakfast served at first recess, a		All students have access to high quality and nutritious food from JCS cafeteria program. Students will have access to a breakfast served at first recess, a	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school snack served at after school classes/Activity Center.	lunch at lunch recess, and an after school snack served at after school classes/Activity Center		lunch at lunch recess, and an after school snack served at after school classes/Activity Center.	
2.9	Use of School Bus Transportation	All students have access to transportation to and from school. Students living outside of the district boundaries can use the bus to stops outside of the district boundaries that allow for more convenient locations for parents/caregivers. Students living within the district boundaries have access to home to school transportation. School buses are available for field trips. During the 2023-2024 school year a usage log was not kept. Due to the rising cost of transportation a usage log will be kept in the coming year to determine a cost/benefit ratio. In addition, a parent interest survey	All students have access to transportation to and from school. Students living outside of the district boundaries can use the bus to stops outside of the district boundaries that allow for more convenient locations for parents/caregivers. Students living within the district boundaries have access to home to school transportation. School buses are available for field trips. Home to school transportation log: February:		Bus usage log and parent/caregiver will be kept and reviewed quarterly at School Board Meeting in order to determine the level of transportation need for our unduplicated students. Providing home to school transportation to unduplicated students will remain a district priority.	Maintained. All students had access to transportation to and from school. Students living outside of the district boundaries can use the bus to stops outside of the district boundaries that allow for more convenient locations for parents/caregivers. Students living within the district boundaries have access to home to school transportation School buses were available for field trips.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		will be sent out annually to determine if unduplicated students continue to need the support of home to school transportation as has been demonstrated in the current school year.	A.M. Route: 18 students (1-bus) P.M. Route 37 students (2-buses) January: January A.M. Route 19 (1-bus) January P.M. Route 43 (2-buses) December: December A.M. Route 18 (1-bus) December P.M. Route 49 (2-buses)			A usage log was kept from December-June.
2.10	Parent attendance and Back to School Night and Parent/Teacher Conferences	94.8% of students were represented at Back to School Night. 98.4% of students were represented at Fall Conferences. 97.2% of students were represented at Spring Conferences. 100% of students were represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings.	80% of students were represented at Back to School Night. This was much lower than typical and needs to be discussed. 97.7% of students were represented at Fall Conferences. 98% of students were represented		100% of students are represented at Back to School Night or have a different arrangement with the teacher to receive needed information and create a personal connection between home and school at the start of the year.	Attendance at Back to School Night and at Open House were below the baseline. During the baseline year, Back to School Night was offered as a virtual option. This made for access for more families but the staff and Parent Advisory

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		100% of parents of unduplicated students either attended Back to School Night or had an individual conference with the classroom teacher or the school principal to promote parent participation.	at Spring Conferences 100% of students have been represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings.		100% of JCS teachers will engage in using a research based curriculum evaluation tool to determine where curriculum and classroom practices at each grade and subject matter need to be updated, adapted or adopted to be more culturally responsive. 100% of students are represented at Individual Education Plan meeting, 504 review meetings, and Study Team Meetings. 100% of unduplicated students are represented by a parent at Back to School Night or attend a separate individual conference with the classroom teacher or the	Committee support an in person Open House for community building. We will continue to work on building attendance for an in person Back to School Night. For the 2025-2026 School year the TK, Kindergarten, and Primary grade BTSN will be held the week before school starts in hopes to ease the burden on families. Open House was held in February this year. It was a wet and dark evening. In the 2025-2026 school year the event will be held in the Spring.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					school principal in order to promote parent participation.	
2.11	Social Emotional Learning and Support Staff Records	0.75 FTE Student Support Provider provides small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals. Virtual therapy contract to meet the needs of students requiring a certificated counselor.	0.75 FTE Social Emotional Coach provides small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals. 1.0 Student Support Provider works with Behaviorist in order to support student behavior plans with fidelity. Virtual therapy contract to meet the needs of students requiring a certificated counselor.		1.0 FTE School Counselor provides whole group and small group social emotional instruction and meets individually with students who require school based counseling.	No change from baseline. 0.75 FTE Student Support Provider provided small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals. Virtual therapy contract to meet the needs of students requiring a certificated counselor.
2.12	Middle School Drop Out Rate	0% drop out rate	0% drop out rate		Maintain 0% drop out rate.	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Equity	Multi Tiered Systems of Support Staff Leadership Team Meetings address equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly Meetings. Action plans and areas of need are brought to the wider group at monthly staff meetings and at board meeting. There is no current survey data. MTSS committee will support the PAC in including equity survey questions in annual parent, student, and staff surveys.	Multi Tiered Systems of Support Staff Leadership Team Meetings address equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly Meetings. Action plans and areas of need are brought to the wider group at monthly staff meetings and at board meeting. In 2024 the a survey developed by the Parent Advisory Committee was administered. 174 Parents/Caregivers Responded The school promotes academic success for all students.		.Multi Tiered Systems of Support Staff Leadership Team Meetings address equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly Meetings. Action plans and areas of need are brought to the wider group at monthly staff meetings and at board meetings. Staff and students are surveyed annually to determine levels of racism, sexism, classism, homophobia and other equity related concern at Jacoby Creek School.	No change in baseline. Multi Tiered Systems of Support Staff Leadership Team Meetings addressed equity concerns and areas for growth at monthly meetings. Certificated staff, classified staff, and administration are represented at MTTS Monthly Meetings. Action plans and areas of need are brought to the wider group at monthly staff meetings and at board meetings. There is no current survey data. MTSS committee will support the PAC in including equity survey questions in annual parent, student, and staff surveys.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Strongly agree: 53.5% Agree: 41.9% Neutral: 3.5% Disagree: 1.2% Strongly Disagree: 0			

Goal Analysis [2024-25]

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.

The District is proud of the fidelity with which the actions in Goal 2 were implemented this school year.

The parent community, staff, and student surveys demonstrated that there is is a general feeling of safety and inclusiveness at Jacoby Creek School District. Fundraising efforts were successful and the PTO has offered many community building events. These events have been well attended. Health, wellness, and safety plans are all up to date and have been reviewed by the Parent Advisory Committee and the School Board.

Construction on a school campus during the school year is challenging and can be disruptive to students and school routines. Although this has been challenging the work that the District is doing in regards to school facilities improvement is a huge success for the future of the District.

Attendance at Back to School Night and Open House were low.

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.

G2.6 Equity - SEL position not filled in 2024-25

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

The District has made great progress in improving facilities this school year. A new, three classroom wing, opened in May and by November of 2025 five new portable buildings will be placed. Three very old portables will be demolished. The new buildings and additional space will be very beneficial to the learning environment of our students. The District has carefully monitored and progressed through these projects in order to maximize the benefit of state grant funding. This is an area of great pride for this school year.

All components of our school safety action have been implemented. Currently, we are unable to close and lock front entrances to our campus as the students need to use these pathways to move from class to class. When the current facilities project is completed the students will be able to move through the campus without going to the front of the school. At this point, gates to lock all entrances to the front of the school will be added. This will add needed safety to the campus.

The school provides breakfast, lunch, and snack to students. Typically between 150-200 students eat breakfast and lunch at school. The school does not have a commercial kitchen and contracts with Arcata School District for food.

All components of the Social Emotional Support and Instruction Action were implemented. Feedback from school staff and parents demonstrate the need for more consistent and frequent training of Student Supervisors to ensure that they are prepared to support students at less structured break and after school times. Additional funds will be allocated for training of these employees. The combination of the Student Support Provider, online school counselor, and our Instructional Support Teacher served our students well to meet social emotional needs. An area of weakness is utilization of students to organize dances and spirt days. Students are currently involved on the Parent Advisory Committee and plan all pep rallies but additional ways for the students to take leadership roles at the school would be beneficial.

In most ways Community Engagement and Communication at Jacoby Creek is a strength. The school enjoys many parent volunteers, the fundraisers are successful, and community events are well attended. This school year attendance at Back to School Night and Open House were low.

The MTSS Leadership team met regularly this school year. Addressing equity and way to connect with marginalized students and families is the focus of this group. The District continues to examine teaching materials for bias and purchase materials that encourage and inclusive culture and that represent students from all backgrounds, socioeconomic groups, and cultures.

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.

Metric 2.5 has changed from using California Healthy Kids Survey to a Parent Advisory created survey in order to capture data more relevant to our discussion.
2.7 is a newly created action to address the community feedback regarding offering more social emotional support to students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Facilities	Action 2.1 Maintenance staff confers with Superintendent/Principal in following Facilities Master Plan to maintain campus facilities. Facilities Inspection Tool is completed annually to ensure that the campus meets the GOOD rating. Custodial staff has accesses to necessary cleaning supplies to keep the rooms clean and sanitary.	$715,341.44	No
2.2	Health & Safety	Action 2.2 School Safety Plan is reviewed and updated annually by Parent Advisory Committee and School Board. Administrator updates disaster plan annually to reflect changes.. Plans are shared with families and students. Wellness Policies are reviewed annually by Parent Advisory Committee and School Board. All new staff members have have Live Scan fingerprinting and a TB screening. A crossing guard is present before and school to help safely direct traffic and ensure safe crossing for students and families. First aide supplies are available in the school office and in classrooms.	$126,726.89	No

Action #	Title	Description	Total Funds	Contributing
		Office staff assists students with minor injuries and gives students prescribed medications. Office staff communicates with families and teachers regarding first aid and medications administered at school. Office staff greets visitors to the campus and ensures that they sign in and wear a badge when visiting the campus.		
2.3	Cafeteria	Support Cafeteria program to provide high quality food.	$16,000.00	Yes
2.4	Social Emotional Support & Instruction	Action 2.4 Student Support Provider provides small group and whole group social emotional lessons and meets individually to support individual students in meeting social emotional learning goals. Virtual therapy contract to meet the needs of students requiring a certificated counselor. Instructional Support Teacher coordinates efforts with community support agencies, special education, and general education teachers for students requiring high levels of intervention. Steps to Respect and Zones of Regulation curriculum are taught at all grade levels. Inform parents at the start of the school year of bullying policies. Jacoby Creek School Handbook will reflect positive behavior intervention philosophies .MTSS leadership team representing administration, certificated, and classified staff members will meet monthly for articulation and discussion that supports PBIS philosophies and ensuring equity in instruction and representation.	$151,631.75	Yes

Action #	Title	Description	Total Funds	Contributing
		NO BULLY solution coaches will meet with teams of students to address bullying reports and concerns. Student committees will be formed to plan and organize dances, spirit days, and pep rallies in order to allow students opportunities to be involved in improving school climate by promoting school spirit. Students in grades 5th-6th grade receive one week of Health and Maturity Instruction and students in 7th-8th grade receive two weeks of Health and Maturity Instruction following the California Healthy Youth Act. Students in 3rd-4th grade receive direct instruction regarding any unwanted sexual behavior that makes someone feel upset, scared, offended or humiliated, or is meant to make them feel that way and the laws that protect people from sexual harrassment.		
2.5	Community Engagement & Communication	Action 2.5 Teachers and administration will track parent/guardian attendance data for school events such as Back to School Night, parent conferences, and Open House. Offer technology training to parents at the start of the school year to ensure that they are able to support appropriate use of technology at home to meet academic expectations. Administration and special education staff will offer a Parent Night for parents of students with IEP plans to encourage attendance at parent teacher conferences and help establish working relationships between school staff and parents in order best support students with IEP plans. A school Activity Calendar will be sent out in the spring for the following school year's events so that parents and community members have amble time to ensure they are able to attend school events.	$75,183.40	No

Action #	Title	Description	Total Funds	Contributing
		In order to keep the community informed about upcoming events, the classroom teachers will send weekly or biweekly notes to parents and the superintendent/Principal will send a monthly school newsletter. 6th-8th grade teachers will maintain classroom websites. Superintendent/Principal will ensure that school website is up to date. 4th-8th grade teachers will keep timely and accurate grade books so that students and parents/guardians can access current grades. The school information system and school communication system will be used to inform parents/guardians of student absences and to communicate with students, parents, and guardians of issues and events that arise between newsletters. Superintendent/Principal and teaching staff will attend PTO and Jacoby Creek Educational Foundation meetings to support parent organizations. Superintendent/Principal and Parent Advisory Committee will annually survey parents and host at least one Focus Group Meeting to solicit information for LCAP. Pep Rallies will be held each trimester in order to support fundraising efforts and to celebrate student and family involvement in school activities.		
2.6	Equity	Action 2.6 The District will examine school climate, culture, and traditions in order to ensure a more equitable space for student learning at monthly MTSS Leadership Team Meetings. Curriculum will be examined for bias and will be supplemented as needed to be representative of all students and families.	$17,590.54	Yes

Action #	Title	Description	Total Funds	Contributing
		Student Support Provider and classroom teachers will offer direct instruction to students on inclusive and kind behaviors and how to identify bias.		
2.7	Training of Student Supervisors	2.7 Each month substitutes will be hired in order to allow student supervisors both during school and at the after school Activity Center to attend inservice led by the administrator and the social emotional coach. The monthly inservice will allow time for developing student supervisor skills in supporting student emotional health, understanding trauma informed practices, conflict resolution techniques, and creating consistency in the enforcement of school rules.	$4,516.90	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

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.

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.

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

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.

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

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$332,451.00	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
6.837%	0.000%	$0.00	6.837%

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:** Instruction **Need:** **Scope:**		
1.10	**Action:** Home to School Transportation	Bus service provides students home to school transportation. All JCS students benefit from the	1.11

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.3	**Action:** Cafeteria **Need:** Teacher and student feedback demonstrates that the socioeconomically disadvantaged students need access to heathy food at school in order to focus on learning. **Scope:** LEA-wide	School cafeteria provides all students two free meals as required in California. Socioeconomically disadvantaged students are provided two meals and a snack. This action is being provided on a LEA-wide basis to maximize the positive impact on school climate for all students.	2.8
2.4	**Action:** Social Emotional Support & Instruction **Need:** Unduplicated students need access to Tier 1, Tier 2, and Tier 3 social and emotional instruction and support in order to increase sense of school connectedness, self regulation, and sense of safety at school in order to grow and learn both socially and academically. Socioeconomically disadvantaged students are performing at a lower academic level on statewide testing and emotional supports provide unduplicated students with strategies for school success. **Scope:** LEA-wide	Social Emotional Learning Aides and School Counselors provided needed instruction and support. This action is being provided on a LEA-wide basis to maximize the positive impact on school climate for all students.	2.11
2.6	**Action:** Equity	Purchasing books to ensure that unduplicated students are recognized in school textbooks and	2.13

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: As Identified in MTSS leadership committee, books that reflects the lives and experiences of unduplicated students needs to be available in all classrooms and in the school library in order for students to feel welcomed and connected at their school. Staff can access professional development on viewing the school through an equity lens in order to support student outcomes. **Scope:** LEA-wide	literature promotes equity and inclusion. Staff examination of bias in the school and providing direct instruction on inclusion and equity supports student achievement and sense of safety and belonging at school. LEA-wide implementation is most appropriate due to our small single-school district and small class sizes.	

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

N/A

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	4,862,257.00	332,451.00	6.837%	0.000%	6.837%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,154,779.53	$1,654,943.58	$369,730.17	$180,420.95	$6,359,874.23	$5,033,064.23	$1,326,810.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instruction	All	No			All Schools		$2,401,724.42	$0.00	$2,184,251.99	$211,809.43		$5,663.00	$2,401,724.42	
1	1.2	Instructional Support	All	No			All Schools		$483,881.92	$3,182.00	$389,933.48	$43,176.34	$13,028.76	$40,925.34	$487,063.92	
1	1.3	Students with Disabilities	Students with Disabilities	No			All Schools		$594,596.47	$310,315.00		$779,916.86		$124,994.61	$904,911.47	
1	1.4	Enrichment	All	No			All Schools		$300,333.94	$173,118.00	$64,777.44	$224,864.80	$183,809.70		$473,451.94	
1	1.5	Instructional Materials	All	No			All Schools		$0.00	$189,909.00	$67,535.00	$107,536.00	$6,000.00	$8,838.00	$189,909.00	
1	1.6	Professional Development	All	No			All Schools		$39,123.60	$8,114.00	$4,187.90	$43,049.70			$47,237.60	
1	1.7	EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$29,922.92	$0.00	$29,922.92				$29,922.92	
1	1.8	Afterschool Child Care	All	No			All Schools		$252,271.12	$1,000.00	$29,013.00	$214,004.41	$10,253.71		$253,271.12	
1	1.9	Technology	All	No			All Schools		$0.00	$203,540.00	$46,902.00		$156,638.00		$203,540.00	
1	1.10	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$24,129.00	$24,129.00				$24,129.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.11	Attendance/Chronic Absenteeism	All	No			All Schools		$104,381.59	$6,525.00	$104,588.09	$6,318.50			$110,906.59	
1	1.12	Summer Jump Start	All	No			All Schools		$24,237.54	$30.00		$24,267.54			$24,267.54	
1	1.13	Kindergarten and First Grade Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten and First Grade		$58,205.37	$0.00	$58,205.37				$58,205.37	
1	1.14	Dedicated Substitute Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$44,342.42	$0.00	$44,342.42				$44,342.42	
2	2.1	Facilities	All	No			All Schools		$347,082.44	$368,259.00	$715,341.44				$715,341.44	
2	2.2	Health & Safety	All	No			All Schools		$122,821.89	$3,905.00	$126,726.89				$126,726.89	
2	2.3	Cafeteria	Low Income	Yes	LEA-wide	Low Income			$0.00	$16,000.00	$16,000.00				$16,000.00	
2	2.4	Social Emotional Support & Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$141,475.75	$10,156.00	$151,631.75				$151,631.75	
2	2.5	Community Engagement & Communication	All	No			All Schools		$68,658.40	$6,525.00	$75,183.40				$75,183.40	
2	2.6	Equity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$15,487.54	$2,103.00	$17,590.54				$17,590.54	
2	2.7	Training of Student Supervisors	All	No			All Schools		$4,516.90	$0.00	$4,516.90				$4,516.90	

2025-26 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
4,862,257.00	332,451.00	6.837%	0.000%	6.837%	$341,822.00	0.000%	7.030 %	**Total:**	$341,822.00
								LEA-wide Total:	$311,899.08
								Limited Total:	$29,922.92
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$29,922.92	
1	1.10	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,129.00	
1	1.13	Kindergarten and First Grade Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Kindergarten and First Grade	$58,205.37	
1	1.14	Dedicated Substitute Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,342.42	
2	2.3	Cafeteria	Yes	LEA-wide	Low Income		$16,000.00	
2	2.4	Social Emotional Support & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income		$151,631.75	
2	2.6	Equity	Yes	LEA-wide	English Learners Foster Youth Low Income		$17,590.54	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,573,855.77	$6,407,802.66

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**	Instruction	No	$2,799,900.85	2,704,046.00
1	**1.2**	Instructional Support	No	$423,786.50	449,070.31
1	**1.3**	Students with Disabilities	No	$867,396.07	864,758.00
1	**1.4**	Enrichment	No	$438,056.35	448,326.84
1	**1.5**	Instructional Materials	No	$182,877.00	187,929.59
1	**1.6**	Professional Development	No	$33,488.15	35,779.28
1	**1.7**	EL Support	Yes	$32,252.83	33,293.92
1	**1.8**	Afterschool Child Care	No	$232,331.24	256,258.69
1	**1.9**	Technology	No	$249,423.00	194,113.00
1	**1.10**	Home to School Transportation	Yes	$65,322.00	43094.00
1	**1.11**	Attendance/Chronic Absenteeism	No	$114,161.00	113,735.35

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	Summer Jump Start	No	$23,087.69	24,258.67
1	1.13	Kindergarten and First Grade Instructional Aides	Yes	$42,155.58	58,154.50
1	1.14	Dedicated Substitute Teacher	Yes	$43,215.48	44,398.51
2	2.1	Facilities	No	$654,197.24	611,089.34
2	2.2	Health & Safety	No	$110,489.42	108,748.40
2	2.3	Cafeteria	Yes	$16,000.00	16,000.00
2	2.4	Social Emotional Support & Instruction	Yes	$149,540.04	137,256.71
2	2.5	Community Engagement & Communication	No	$76,186.00	75,991.55
2	2.6	Equity	Yes	$19,989.33	1,500.00

2024-25 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)
$309,651.00	$368,475.26	$333,667.64	$34,807.62	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.7	EL Support	Yes	$32,252.83	33,293.92		
1	1.10	Home to School Transportation	Yes	$65,322.00	43,094.00		
1	1.13	Kindergarten and First Grade Instructional Aides	Yes	$42,155.58	58,154.50		
1	1.14	Dedicated Substitute Teacher	Yes	$43,215.48	44,398.51		
2	2.3	Cafeteria	Yes	$16,000.00	16,000.00		
2	2.4	Social Emotional Support & Instruction	Yes	$149,540.04	137,226.71		
2	2.6	Equity	Yes	$19,989.33	1,500.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
4,714,350.00	$309,651.00	0	6.568%	$333,667.64	0.000%	7.078%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024